

STANDING COMMITTEE RECOMMENDATIONS

Recommendation 1

The Standing Committee recommends that the project approval deadline for the Summer Career Placements Program be set at the end of March and all other deadlines be adjusted accordingly. Project sponsors should be in a position to interview and hire applicants by the end of April.

Recommendation 2

The Standing Committee recommends that Service Canada move quickly to develop and implement a plan for automating the application process for the Summer Career Placements Program. This plan should entail a user-friendly Web-based application process and a database for keeping applicants fully informed about program requirements, applications, deadlines and outcomes.

Recommendation 3

The Standing Committee recommends that program administrators allow, under special circumstances, full-time students over the age of 30 to participate in the Summer Career Placements Program. Special circumstances would include, for example, single parents who have very limited work experience and need help securing career-oriented summer employment and earnings to continue school.

Recommendation 4

The Standing Committee recommends that program administrators permit, under special circumstances, full-time students to participate in the Summer Career Placements Program, with the consequent effect of accommodating placements that provide part-time employment. Special circumstances would include, for example, students who rely heavily on distance education or who are required to be enrolled as a full-time student for a 12-month period.

Recommendation 5

The Standing Committee recommends that, given an increase in the budget for the Summer Career Placements Program, job placements involving post-secondary students last for a period of between 10 and 16 weeks and between 6 and 10 weeks in the case of high school students.

Recommendation 6

The Standing Committee recommends that public sector employers participating in the Summer Career Placements Program be entitled to a wage subsidy up to 100% of the provincial/territorial minimum wage rate.

Recommendation 7

The Standing Committee recommends that, given an increase in the budget for the Summer Career Placements Program, a higher wage subsidy be paid on behalf of program participants who are pursuing a post-secondary education. This would strengthen the program's objective to help finance students' return to school. Additional wage subsidies would be paid on the condition that sponsors share in the cost (e.g., for every \$1 paid in excess of the minimum wage rate in each province/territory, the federal contribution would be 50% in the case of not-for-profit and public sector employers and 25% in the case of private sector employers, subject to some maximum overall additional wage subsidy payment).

Recommendation 8

The Standing Committee recommends that the national budget for the Summer Career Placements Program be adjusted each year to reflect changes in the full-time student population aged 15 to 30, the level of unemployment among this group during the summer months, minimum wage rates and the cost of living.

Recommendation 9

The Standing Committee recommends that the national budget for the Summer Career Placements Program for the current year and a forecast budget for the following year be announced at the beginning of each calendar year. For greater certainty among program sponsors, participants and administrators, year-over-year changes, especially in terms of a decrease, in the program's budget in any given federal electoral district should be gradual.

Recommendation 10

The Standing Committee recommends that transitional program funding be made available to help federal electoral districts adjust to the Committee's recommendations and, whenever necessary, to help offset the adverse impact of major events (e.g., a plant shutdown).

Recommendation 11

The Standing Committee recommends that the allocation of funding under the Summer Career Placements Program to federal electoral districts with similar demographic characteristics be more equitable. Changes should include, but not be limited to, replacing the current two-step allocation formula with a single-step formula that distributes the program's national budget across federal electoral districts.

Recommendation 12

The Standing Committee recommends that two variables – a rurality factor and a measure of economic disadvantage – be included in the allocation formula. The rurality factor, based on the percentage of the population in a federal electoral district that is defined by Statistics Canada as rural, is intended to offset the perceived underestimation problem related to the student population in rural federal electoral districts. The measure of economic disadvantage (e.g., the ratio of average household income in Canada to average household income in a given federal electoral district) is intended to assist federal electoral districts with the least capacity to provide summer employment opportunities to students.

Recommendation 13

The Standing Committee recommends that intercensal estimates for the variables in the allocation formula be used to allocate program funding each year between the censuses.

Recommendation 14

The Standing Committee recommends that the age-related census data used to allocate funds under the Summer Career Placements Program pertain to full-time students aged 15 to 30 and not 15 to 24.

**Canada Summer Jobs – Assessment Criteria
Summary**

	Objectives		
	<i>Creating jobs that would not otherwise be created</i>	<i>Creating jobs for students who would not otherwise find summer jobs</i>	<i>Providing high quality work experience</i>
Assessment Criteria			
1. Geographic area with high Youth unemployment rate	✓	✓	
2. Small urban, rural or remote area	✓	✓	
3. Directed toward members of and support the vitality of an Official Language Minority Community	✓	✓	✓
4. Hiring priority students		✓	
5. High-crime area	✓	✓	
6. Employer is focused on priority activities	✓		✓
7. Provides career-related experience or early work experience		✓	✓
8. Provides employability skills			✓
9. Supervision and mentoring			✓
10. Duration of job			✓
11. Salary offered			✓
12. Associated with a special event and a unique work experience	✓		✓

CANADA SUMMER JOBS (CSJ) – Assessment criteria

ASSESSMENT CRITERIA	Max Score
<p>1. Job is being created in a geographic area with high Youth unemployment rate. See average annual unemployment rate for youth (15 to 29) in the Employment Insurance economic region for the calendar year 2006. This is in Appendix A of this guide.</p> <p>You can consult the internet site to determine the EI economic region for the job location by Postal Code: http://srv200.services.gc.ca/iivs/eiregions/postalcodeform.aspx</p>	12
<p>Scoring Guide</p> <p>1 point – 5% Unemployment rate or lower 2 points – 5.1% to 6.0% 3 points – 6.1% to 7.0% 4 points – 7.1% to 8.0% 5 points – 8.1% to 9.0% 6 points – 9.1% to 10.0% 7 points – 10.1% to 11.0 % 8 points – 11.1% to 12.0% 9 points – 12.1% to 13.0% 10 points – 13.1% to 14.0% 11 points – 14.1% to 15.0% 12 points – 15.1% or higher</p>	
<p>2. Job is being created in a small urban, rural or remote area.</p> <p>For this element, points are assigned based on the population of the area in which the job is to take place. The 2001 Census data is used for this purpose. For population data, consult the Community Profile link on Statistics Canada web site at http://www.statcan.ca/</p>	5
<p>Scoring Guide</p> <p>1 point – Location of activities is within area with population 100, 000 or over 2 points – Location of activities is within area with population between 50,000 to 99,999 3 points – Location of activities is within area with population between 10,000 to 49,999 4 points – Location of activities is within area with population between 5,000 to 9,999 5 points – Location of activities is within area with population up to 4,999</p>	

ASSESSMENT CRITERIA	Max Score
<p>3. Project activities are directed toward members of and support the vitality of an Official Language Minority Community</p> <p>An Official Language Minority Community is one in which the Official Language spoken is not the majority Official Language in the Province or Territory in question.</p> <p>To qualify as supporting the vitality and assisting in the development of an OLMC, the job must require the use of the Minority Language. For example:</p> <ul style="list-style-type: none"> ▪ The student uses the minority language in day to day internal operations; or ▪ The student is required to use the minority language for external operations or for responding to external demands (customer service, communications); or ▪ The student could be involved in communications activities such as preparing written material, video, audio or web-based information; or ▪ The student could be involved in activities promoting community development or cultural activities, museums, tour guide, festivals or theatre, as well as activities revolving around the tourism industry. 	6
<p>Scoring Guide</p> <p>0 point – The applicant (employer) has indicated no OLMC activity. 6 points – The project activities are directed at members of an Official Language Minority Community</p>	

<p>4. Employer is committed to hiring priority students</p> <p>“Priority students” are:</p> <ul style="list-style-type: none"> ▪ Students with disabilities ▪ Aboriginal students ▪ Students who are members of visible minorities <p>A basic plan requires a recruitment plan with minimal details of how the priority students will be found.</p> <p>A good plan requires a detailed plan to contact agencies that serve the group(s) of students being targeted. The agencies need not be group-specific, but must be consistent with reasonable recruitment methods for the group(s) in the local context. (For example: Aboriginal Friendship Centres, Service Canada Centres for Youth, community youth centres, post-secondary educational institution employment services, other specialized services etc.).</p> <p>A good plan is also one where the applicant (employer) indicates that a qualified priority student has already been identified.</p>	5
<p>Scoring Guide</p> <p>0 point – NO indication of commitment to hire priority student(s) 1 point – YES, but no priority student recruitment plan. 3 points – YES, but basic priority student recruitment plan 5 points – YES, and good priority student recruitment plan</p>	

ASSESSMENT CRITERIA	Max Score
<p>5. Jobs are in high crime areas</p> <p>Areas that have been identified (taken from: <i>Juristat: Crime Statistics in Canada</i>, 2004, released in The Daily, 21 July 2005):</p> <ul style="list-style-type: none"> ▪ Vancouver, Burnaby, New Westminster, Surrey, Abbotsford, Victoria ▪ Edmonton ▪ Saskatoon, Regina ▪ Winnipeg ▪ St-Catharines-Niagara, Thunder Bay, Kitchener, Greater Sudbury, Toronto ▪ Montréal ▪ Halifax ▪ St-John’s <p>And other areas where additional research is available for stressed neighbourhoods as recognized by provincial or municipal authorities (and approved by Service Canada).</p>	4
<p>Scoring Guide</p> <p>0 point – Location of activities outside identified areas 4 points – Location of activities within identified areas</p>	
<p>6. Employer focuses on the provision of services to the following:</p> <ul style="list-style-type: none"> ▪ The provision of services to persons with disabilities ▪ The provision of services to recent immigrants ▪ The provision of services to Aboriginal people ▪ The provision of services to members of visible minorities ▪ The provision of services to persons who are homeless or street-involved ▪ The provision of services to other groups with social or employment barriers ▪ The provision of services to Children or Seniors ▪ Environmental protection or other priority (as specified in the Applicant Guide) <p>This criteria addresses the applicant (employer) primary area(s) of activity(ies), but also whether the job itself is also focused on one or more of those priorities. Thus CSJ not only focuses on supporting priority activities in the community, it also recognizes what may be unique opportunities for students to work directly in providing services for those who are a priority for assistance in Canada.</p> <p>These offer unique job opportunities for students to work in organizations focusing on social, community, health or environmental mandates.</p>	10
<p>Scoring Guide</p> <p>0 point – No activity focused on an identified priority 5 points – The organization is focused on at least one identified priority 10 points – The student job and the organization are focused on at least one identified priority</p>	

ASSESSMENT CRITERIA	Max Score
<p>7. Job provides career-related experience OR Early work experience</p> <p>For jobs designed for post-secondary students: 'Some' links refers to a general or non-specific connection between the job and the field(s) of study as expressed by the applicant (employer). 'Direct' link refers to a clear and logical connection between the job and the field(s) of studies, as expressed by the applicant (employer).</p> <p>For jobs designed for secondary school students, 2 points are awarded.</p>	4
<p>Scoring Guide</p> <p>0 point – No link between the job and the student(s) targeted for recruitment 2 points – Some links between the job and the student(s) targeted for recruitment 4 points – Direct link between the job and the student(s) targeted for recruitment</p> <p>OR</p> <p>2 points – If employer indicates that she/he is planning to hire a secondary school student</p>	
<p>8. Job provides employability skills</p> <p>To meet a skill area, the applicant (employer) must indicate the relevant skills clearly enough in the Application to be fairly and reasonably interpreted as relating to the skill areas in the Conference Board document.</p> <p>This is in Appendix B of this guide or refer to Conference Board of Canada's Employability Skills 2000+ at: http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm</p>	6
<p>Scoring Guide</p> <p>0 point – No employability skills demonstrated 2 points – Meets ONE skill area of Employability Skills 2000+ 4 points – Meets TWO skill areas of Employability Skills 2000+ 6 points – Meets THREE skill areas of Employability Skills 2000+</p>	

ASSESSMENT CRITERIA	Max Score
<p>9. Employer provides supervision and mentoring</p> <p>A basic plan for supervision requires information indicating that there is a plan for some supervision. This will normally be on-site, but if not, there should be an indication of other mechanisms to compensate for the fact that it is fully or partly 'remote' supervision. There would not necessarily be any details of what the supervision included.</p> <p>A good plan will include provision for most of the elements of: orientation, training, oversight of the student's work, and feedback on the employee's performance.</p> <p>Good plan for supervision and mentoring would also include details of a plan for mentoring the student(s) (usually by another individual). 'Mentoring' provides a broad spectrum of support, focusing on the 'softer' skills, such as problem solving, decision-making and working with others, rather than the more technical or specific skills associated with an occupation.</p>	4
<p>Scoring Guide</p> <p>1 point – Basic plan for supervision 2 points – Good plan for supervision mentoring 4 points – Good plan for supervision <u>and</u> mentoring.</p>	
<p>10. Duration of the job contributes to the student's experience and income</p>	3
<p>Scoring Guide</p>	

<p>Secondary students 1 point = 6 weeks 2 points = 7 weeks 3 points = 8 weeks or more OR Post-secondary students 1 point – 6 to 8 weeks 2 points – 9 to 11 weeks 3 points –12 weeks or more</p>	
--	--

ASSESSMENT CRITERIA	Max Score
<p>11. Salary offered contributes to the student’s income Public and Private Sector employers are eligible for a maximum contribution of 50% of the prevailing minimum wage and are responsible for paying the MERCs. Not-for-profit employers are eligible for reimbursement of the MERCs under CSJ. Extra points are given to Not-for-Profit sector employers who will request no more than 85% of the minimum wage subsidy and/or who offer to cover the cost of the MERCs.</p>	7
<p>Scoring Guide</p> <p>0 point - Minimum Wage 1 point - Min. wage + top up less than \$1/hr 2 points - Min. wage + top up equal to \$1 or more but less than \$2 3 points - Min. wage + top up equal to \$2 or more but less than \$4 4 points - Min. wage + top up equal to \$4 or more but less than \$6 5 points - Min. wage + top up equal to \$6 or more For not-for-profit employers only, if they have been awarded at least one point above: Add 1 point if the employer is offering to pay the MERCs; AND/OR Add 1 point if the employer is offering to cover the cost of at least 15% of that part of the student wage equal to the prevailing adult minimum wage</p>	

<p>12. Job is associated with a special event and is a unique work experience. This addresses special opportunities for students to participate in large-scale sport, cultural or other events of local, provincial/territorial, national or international scale.</p> <p>The recurrence is assessed in a geographic context; thus, for example, the Commonwealth Games would rate 3 points, since they occur <u>in the same location</u> much less frequently than every 5 years.</p> <p>For 4 points, the job itself is unique, in that it is of a nature that it is unlikely to be available to students in the labour market, except for its association with the special event.</p> <p>Members of Parliament will be provided the opportunity to identify events that will occur.</p>	<p>4</p>
<p>Scoring Guide</p> <p>0 point = job not associated with a special event 1 point = job associated with an annual recurring event 2 points = job associated with a periodic event (every 2-to-4 years) 3 points = job associated with a unique or non-recurring event (every 5 + years) 4 points = job is unique in the labour market to that special event</p>	

Appendix A: Average annual unemployment rate for Youth (15 to 29) in the Employment Insurance (EI) economic region for the calendar year 2006.

	Code	Economic Region Name			Code	Economic Region Name	
Canada			9.5		34	Huron	11.4
Newfoundland and Labrador	01	St-John's	13.4		35	South Central Ontario	7.0
	02	NFLD-Labrador	27.1		36	Sudbury	12.9
P.E.I.	03	Prince Edward Island	13.4		37	Thunder Bay	11.7
Nova Scotia	04	Eastern Nova Scotia	20.1		38	Northern Ontario	13.5
	05	Western Nova Scotia	13.5	Manitoba	39	Winnipeg	7.3
	06	Halifax	7.6		40	Southern Manitoba	6.8
New Brunswick	07	Fredericton-Moncton-Saint-John	9.8		41	Northern Manitoba	8.7
	08	Madawaska-Charlotte	11.6	Saskatchewan	42	Regina	8.3
	09	Restigouche-Albert	16.3		43	Saskatoon	7.0
Quebec	10	Gaspésie-Îles-de-la-Madelaine	19.5		44	Southern Saskatchewan	6.2
	11	Québec	7.7		45	Northern Saskatchewan	9.6
	12	Trois-Rivières	10.9	Alberta	46	Calgary	4.9
	13	South Central Quebec	10.0		47	Edmonton	6.0
	14	Sherbrooke	11.7		48	Northern Alberta	7.6
	15	Montréal	11.3		49	Southern Alberta	4.7
	16	Montréal	11.2	British Columbia	50	Southern Interior British Columbia	8.4
	17	Central Quebec	11.7		51	Abbotsford	6.1
	18	North Western Quebec	12.8		52	Vancouver	5.8
	19	Bas-Saint-Laurent-Côte-Nord	11.2		53	Victoria	6.5
	20	Hull	8.0		54	Southern Coastal British Columbia	9.8
	21	Chicoutimi-Jonquière	13.8		55	Northern British Columbia	8.6
Ontario	22	Ottawa	8.8	Territories	56	Yukon	25.0
	23	Eastern Ontario	11.2		57	Northwest Territories	25.0
	24	Kingston	9.3		58	Nunavut	25.0
	25	Central Ontario	10.0				
	26	Oshawa	13.4				
	27	Toronto	10.5				
	28	Hamilton	11.0				
	29	St.Catharines	10.9				
	30	London	9.2				
	31	Niagara	11.0				
	32	Windsor	14.5				
	33	Kitchener	8.0				