



Administrative guide

SKILLS TRAINING CERTIFICATE

2022-2023

Coordination and Development

Direction de l'éducation des adultes et de la formation professionnelle
Direction générale des services à l'enseignement
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Introduction

This administrative guide aims to support school service centres (SSCs) and school boards (SBs) (hereafter referred to as “educational organizations”) in implementing and administering Skills Training Certificates (STCs). Its goal is to provide information that will help regions plan their budgets for funding training programs.

In essence, this guide contains information on the budget envelopes for STCs, clarifications on the budget rule for funding STCs and customized training programs, as well as details on the distribution methods and procedure for these envelopes.

This document does not replace the budget rules, but complements them by providing additional explanations to facilitate understanding of this measure. In case of disparity, the budget rules prevail.

Definition of the STC

Programs of study leading to an STC are short-term qualifying programs intended to meet a specific workforce need, which may be limited, periodic or ongoing. They allow for quick adaptation to changes in the job market so as to ensure the availability of qualified workers when and where they are needed. Program duration generally varies between 270 and 720 hours. They are called institutional programs because the certificate (attestation of qualification) is usually issued by the educational organization.

The Ministère de l'Éducation, however, is responsible for approving their development and offer, in accordance with section 246.1 of the *Education Act*:

246.1. A school service centre may, with the authorization of and subject to the conditions determined by the Minister, develop and offer, in addition to the vocational education programs that it is authorized to organize, programs of studies leading to an occupation or a profession and award an attestation of qualification for such programs.

The basic regulations do not apply to a program of studies referred to in the first paragraph.¹

Programs of study leading to an STC are not governed by the Carte des enseignements [training program offers]. In other words, they can be offered by any educational organization (French-language, English-language or special status).

¹ *Education Act*, R.S.Q., c. I-13.3, s. 246.1, <https://www.legisquebec.gouv.qc.ca/en/document/cs/I-13.3>.

Closed Envelopes

Students' training is funded by the Ministère de l'Éducation from a closed envelope, itself divided into two distinct envelopes:

- ministerial priorities envelope
- regional priorities and customized training programs envelope

Ministerial priorities envelope

The first envelope is intended to fund training that is judged to be a priority for the job market. In order to meet regional needs for workers, an amount is reserved for each of the following programs:

- Assistance for Autonomous and Semi-Autonomous Seniors in Private Retirement Homes (STC 4757)² and the previous version (STC 4744)
- School Daycare Educator (STC 4732)

Regional priorities and customized training programs envelope

Amounts intended for regional priorities and customized training programs can also be used to train additional cohorts associated with the ministerial priorities, if justified by the needs.

The list of programs of study and funding parameters for STCs can be found in the support document for the budget rules, whose title begins with "Renseignements spécifiques à l'année scolaire."

² The allocated amount allows for the funding of cohorts or training for specific competencies from this program of study, in particular the competency related to administering medications and invasive assistive care services. Customized training programs (budget measure 14030 – Compétences à la carte) aim to accommodate students at a pace of less than 15 hours per week with a goal to improving their professional qualifications, integration or career advancement according to the financial resources available. Students can acquire competencies from programs leading to a Diploma of Vocational Studies, Attestation of Vocational Specialization or STC. Customized training programs do not lead to a diploma.

Administrative Procedures for Funding

The funding method for STCs aims to compensate for the often-high dropout rate in training programs leading to this type of certification. It also enables educational organizations to start cohorts whose training takes place over two school years, even if the funding comes from closed envelopes.

Funding of a cohort

The operating budget rules present the methods for funding educational organizations for implementing a program of study leading to an STC.

Measure 14010 – In-person learning

Funding authorization for an STC cohort is granted to educational organizations by the Table régionale des directeurs généraux des centres de services scolaires et des commissions scolaires (TRDG) (Regional table of directors general of school service centres and school boards). Educational organizations must respect the budget they are given.

Allocation formula for teaching staff:

Calculation of the allocation for teaching staff (human resources [HR]) is based on two elements:

- number of students present (NSP) on the 16th day following the start of a full-time training program³
- half of the applicable average⁴ associated with the program of study

For example, in the case of a program that is offered full-time and has an applicable average of 19 students, the rule for determining the HR allocation is as follows:

- If, on the 16th day exactly, the NSP is greater than half of the applicable average (10 students or more), then 100% of the HR allocation will be granted for the entire program of study.
- If, on the 16th day exactly, the NSP is equal to or lower than the applicable average (fewer than 10 students), then the HR allocation will be granted upon certification.

It should be noted that if the training program takes place over two school years, the educational organization must make sure to certify at least 25% of the students who were present on the 16th day in order to receive the anticipated HR allocation.

Funding for support staff, material resources and furniture, equipment and tools is granted to the educational organization upon declaration of student enrolment, up until the end of the training program, whether over one or two school years.

³ Or on the 75th day of a training program that is offered part-time.

⁴ The applicable averages associated with programs leading to an STC are available in the support document for the budget rules, whose title begins with “Renseignements spécifiques à l’année scolaire” (in French only).

Measure 14020 – Other training services

Other training services include, among others, the recognition of acquired competencies (RAC) (measure 14021) and distance education (asynchronous) (measure 14025).

These other services are funded from the open envelope and the allocation formula varies according to the type of service. For example, for the recognition of acquired competencies for STCs (measure 14021), an amount per student is allocated for the validation interview, while a specific amount for the assessments is determined for each program of study.⁵ Further study to acquire missing components of education or training can be organized in various ways: training courses, supervision in the workplace, mentoring, or a personal and professional development plan.

Distance education (asynchronous):

Asynchronous distance education is funded according to the number of credits. This corresponds to the number of credits declared by the educational organization for the eligible student. One credit corresponds to 15 hours of classes.

Funding for customized training programs (measure 14030)

This measure provides for customized training programs at a pace of less than 15 hours per week with a goal to improving students' professional qualifications, integration or career advancement. Customized training programs do not lead to a diploma or certificate. There are no prerequisites. However, students must be at least 16 years of age at September 30 of the school year in question.

Like the funding of programs leading to an STC, funding for customized training programs is authorized by the TRDG. This funding corresponds to the basic allocation for in-person learning or for other training services.

However, the following are excluded from funding for customized training programs: students who are already recognized for the basic allocation, further study or additional training identified during a RAC process, courses for which successful completion has already been submitted, as well as general education and francization courses.

Other sources of funding

STCs and customized training programs may be offered without funding from the Ministère. Government organizations such as the Ministère du Travail, de l'Emploi et de la Solidarité sociale (MTESS) or Services Québec, or businesses, for example, may purchase training programs.

In such a case, the educational organization does not have to plan for the cost of these training programs in closed envelopes. However, special attention should be paid when making declarations to the Ministère (see section 6).

⁵ The specific amounts are detailed in the support document for the budget rules, whose title begins with "Renseignements spécifiques à l'année scolaire" (in French only).

Distribution Methods

Regional distribution of the ministerial priorities envelope

The STC – ministerial priorities envelope includes the programs *Assistance for Autonomous and Semi-Autonomous Seniors in Private Retirement Homes*. For the French-language sector, the envelope is distributed according to the regional demographic weight of French-speaking individuals likely to live in a private seniors' residence (individuals aged 65 and over) and French-speaking children likely to attend a school daycare (children 4 to 12 years old).

For the English-language community, English-language educational organizations share a closed envelope dedicated to training offered in English. In this case, the demographic weight of English-speaking individuals across the province is considered for each of the age groups described above.

Regional distribution of the regional priorities and customized training programs envelope

Distribution is based on three criteria:

- a fixed amount (per region) corresponding to the average cost of one cohort
- weighting of the active population (applied to 40% of the balance of the envelope available after distribution of the fixed amount)
- weighting of average expenses over the last three school years completed (applied to 60% of the balance of the envelope available after distribution of the fixed amount)

The distribution methods for STC envelopes have been ratified by the Comité de gouvernance de l'éducation des adultes et de la formation professionnelle [Governance committee for adult education and vocational training].

Further Information About the Distribution Tools

Each year, the Ministère carries out a regional distribution of the STC – ministerial priorities envelope and STC – regional priorities and customized training programs envelope. The regional amounts are then distributed among educational organizations by the TRDGs.

A simulation tool is available to help educational organizations plan their training offer. The latest version of this tool can be found on the CollecteInfo portal.

Distribution calendar and steps

Regional allocation and planning

- **Spring:** The Ministère informs the TRDGs of the amounts allocated per region for each of the STC envelopes for the coming school year. These amounts are conditional on approval by the Conseil du trésor.

Vocational training centres begin planning their training programs and groups to be started for the coming school year.

- **June:** The TRDGs inform the Ministère of their regional planning for the coming school year. They indicate any amounts that exceed the allocated amounts, or further training needs that would require additional funds for the region.
- **Summer:** The Ministère informs the TRDGs of the regional allocations, taking into account the supplementary amounts indicated in June to meet additional needs, if applicable.

Status report on commitments

To enable the Ministère to optimize the use of residual amounts as well as its response to training needs, educational organizations must submit a status report on their commitments midway through the school year. This report to the Ministère must correspond to the amounts allocated to the region.

Also at this time, regions are required to return any amounts that exceed their forecasts, or they may communicate additional needs, as applicable. The Ministère then informs the TRDGs of the supplementary amounts that can be granted.

Instructions for using Ministère forms

To assist TRDGs in their regional planning, the Ministère has made two tables available in Excel format:

- Table 1: Regional Planning
- Table 2: Additional Needs Exceeding the Regional Allocation

Table 1: Regional Planning

Table 1: Regional planning		Regional allocation \$200 000	
SSC or SB no.	Name of school service centre or school board	Amount committed in 2020-2021 for 2021-2022	Distribution for 2021-2022 \$170 000
7xw	A	\$20 000	
7xx	B		\$50 000
7xy	C	\$10 000	\$80 000
xz	D		\$40 000
Subtotal		\$30 000	\$170 000
Total		\$200 000	
Amount returned to the Ministère (Regional allocation – Total)		\$0	

This table enables the TRDGs to show the Ministère how the allocation has been distributed among educational organizations in their region, according to the priorities they have determined.

The amounts committed⁶ during the previous school year must be taken into account in the regional allocation for the following year.

In this table, planning must correspond to the allocation granted. Additional needs are to be expressed only in the second table.

⁶ Amounts are committed the previous year in the case of training cohorts whose training takes place over two consecutive school years. These amounts committed concern the support staff, material resources, and furniture, equipment and tools associated with the competencies that will be certified during the school year following the start of the training program.

If the regional planning exceeds the allocation granted, it is possible to:

- move a complete cohort to the second table, as an additional need, and wait for the redistribution exercise before granting authorization to the SSC or SB, if permitted by the revised allocation
- reduce the cost of a cohort by maximizing the allocation and indicating the remaining amount needed for this cohort in the second table, as an additional need. If the corresponding envelope has been used in full, this option is risky for the educational organization.

The difference between the regional allocation and the regional planning as a whole is automatically displayed as the amount to be returned to the Ministère. This amount can then be redistributed to regions that signalled additional needs.

Table 2: Additional Needs Exceeding the Regional Allocation

Table 2: Additional needs exceeding the regional allocation		
SSC or SB no.	Name of school service centre or school board	Amount
7xw	A	\$50 000
7xx	B	
7xy	C	
7xz	D	\$20 000
	Total	\$70 000

As its name indicates, this table is used to signal additional needs exceeding the regional allocation, if applicable. **It must not repeat any excess amount already indicated in Table 1.**

During the redistribution exercise, the Ministère will take into account the needs signalled to adjust regional allocations.

Declaration of Enrolment

Vocational training is funded according to the number of full-time equivalent (FTE) students. To receive funding, educational organizations must declare the students enrolled in programs leading to an STC and in customized training programs, using the Ministère's Charlemagne system.

Information on declarations of enrolment according to training paths is provided in the Guide de déclaration en formation professionnelle du système Charlemagne (in French only).

Special attention must be paid to making a declaration of students enrolled in STCs and customized training programs when:

- training is funded in whole or in part by a source other than the Ministère
- the training offer is combined with other measures provided for in the operating budget rules

Training funded by another source

STCs and customized training programs may be funded by a source other than the Ministère, for example, in cases where training is purchased by Services Québec or a business.

Skills Training Certificates

In the case where an STC is funded in whole by another source, the educational organization is not eligible to claim, in the system's section for the source of funding ("Source de financement"), ministerial funding, that is, "01 Ministère." Rather, the educational organization must indicate self-financing according to the relevant source ("05 Autofinancement – Industrie," "06 MTESS," etc.), for all the students enrolled in this training.

In the case where a program leading to an STC is funded in part by another source, only those students not covered by the other funding source can be declared for ministerial funding ("01 Ministère").

Customized training programs

In the case where a customized training program is funded by a source other than the Ministère, the declaration for the students concerned should not be made in the training path "19 Compétence à la carte," because the source of funding attached to this path is ministerial only.⁷ Until further notice, a customized training program funded by a source other than the Ministère should be declared under the path "14 Hors programme."

⁷ Work is in progress at the Ministère to make adjustments to the system.

Combination with other measures provided for in the budget rules

Like programs of study leading to a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS), those leading to an STC are also eligible for support for starting small cohorts (part 4 of measure 15550) and for adjustments for work-study programs (measure 13026).

An educational organization wishing to take advantage of either of these measures must, in addition to reserving with its TRDG the sums necessary for the STC training offer:

- in the case of support for small cohorts, notify its TRDG of the amount needed from the regional envelope
- in the case of a work-study program, carry out the steps required by the Ministère and thus render the program of study eligible for the corresponding funding

