

**Ministry of Advanced Education and Skills
Development**

**CO-OP DIPLOMA APPRENTICESHIP PROGRAM
(CODA) PROGRAM GUIDELINES**

Released in 2017 for 2018-2019 Program Delivery

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CO-OP DIPLOMA APPRENTICESHIP PROGRAM (CODA) PROGRAM GUIDELINES

SECTION 1: PROGRAM OVERVIEW

The Co-op Diploma Apprenticeship Program (CODA) is one of several initiatives implemented by the government to increase access to the skilled trades and supply skilled tradespersons for Ontario employers.

The program enables individuals to train as apprentices, completing all in-school learning outcomes, and a minimum four months on-the-job training in a specific trade, while concurrently obtaining an associated college diploma. This initiative adds flexibility to the apprenticeship program, responds to employer needs and attracts younger people to the skilled trades.

The CODA program provides:

- Flexibility for young people who might choose trades training by combining a college diploma program and apprenticeship training;
- The employer with a knowledgeable apprentice at the beginning of the on-the-job training, and with a higher skilled employee at the end of the program; and
- The participant with more academically rounded training, incorporating post-secondary general education courses, and including business and entrepreneurship courses.

Program Objectives

- Provide youth with a clear path into apprenticeship and postsecondary education;
- Make apprenticeship a more attractive and flexible career option for youth and for the people who influence their career choices;
- Provide flexibility in training to meet the evolving demands of youth and employers;
- Provide employers with the skilled employees they need to remain competitive;
- Make apprentices more marketable to employers who require higher entry-level skills;
- Create a seamless, integrated program, ultimately leading to both a Certificate of Qualification and a diploma; and
- Ensure that those who have completed apprenticeship do not face roadblocks to completing other forms of education or training.

Program Advantages

Student participation in the Co-op Diploma Apprenticeship Program yields the following advantages:

- The Program allows participants to complete Diploma and apprenticeship requirements at the same time, which saves the participant time and money;
- It results in participants receiving broader training. Participants pursue in-school and on-the-job training potentially leading to three different types of accreditation:
 - 1-year college Certificate,
 - 2-year college Diploma, and
 - Provincial Certificate of Qualification.
- It increases attractiveness of participants to employers, as they have a higher level of training, which includes practical on-the-job skills. Workplace training is an integral and significant component of apprenticeship training.
- The Program allows individuals to enter or exit at different points, which provides flexibility in choosing the most appropriate training path (i.e. apprenticeship training, post-secondary certificate or diploma program). This flexibility will result in smoother transitions for individuals between programs.
- The Program will also provide opportunities to recognize participants' existing knowledge and skills.

SECTION 2: ELIGIBILITY

Eligibility for Program Delivery

Colleges must be:

- 1) MAESD-approved Training Delivery Agents (TDAs) of apprenticeship in-school training for all levels of the specified trade; and
- 2) Approved to deliver the relevant Ontario College Diploma program.

Eligible Programs

Below is a list of programs with existing integrated apprenticeship and diploma curricula. Templates of these integrated curricula are available on request.

Note: Colleges are encouraged to submit funding requests that respond to current and emerging labour market needs in sectors such as green energy.

Table 1: Existing Integrated Curricula

	Apprenticeship (Certificate of Qualification) Program	Diploma Program
1.	Agricultural Equipment Technician	Motive Power Technician (MAESD Code 56405)
2.	Automotive Service Technician	Motive Power Technician (MAESD Code 56405)
3.	Child Development Practitioner	Early Childhood Education (MAESD Code 51211)
4.	Cook	Culinary Management (MAESD Code 53107)
5.	Electrician — Construction and Maintenance	Electrical Engineering Technician (MAESD Code 55613)
6.	General Machinist	Mechanical Technician Diploma (MAESD Code 55300)
7.	Heavy Duty Equipment Technician	Motive Power Technician (MAESD Code 56405)
8.	Horticultural Technician	Horticulture Technician (MAESD Code 53905)
9.	Industrial Electrician	Electrical Engineering Technician (MAESD Code 55613) Or Wind Turbine Technician (MAESD Code 51022)

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	Apprenticeship (Certificate of Qualification) Program	Diploma Program
10.	Industrial Mechanic Millwright	Manufacturing Engineering Technician Program (MAESD Code 57000) Or Mechanical Engineering Technician Program (MAESD Code 51007) Or Mechanical Technician Program (MAESD Code 55300)
11.	Instrumentation and Control Technician	Instrumentation Engineering Technician (MAESD Code 51011)
12.	Machine-Tool Builder/integrator	Mechanical Technician Diploma (MAESD Code 55300)
13.	Metal Fabricator (Fitter)	Welding Engineering Technician (MAESD Code 54900)
14.	Mould Maker	Mechanical Technician Diploma (MAESD Code 55300)
15.	Pattern Maker	Mechanical Technician Diploma (MAESD Code 55300)
16.	Refrigeration and Air Conditioning Systems Mechanic	Mechanical Engineering Technician (MAESD Code 51007)
17.	Tool and Die Maker	Mechanical Technician Diploma (MAESD Code 55300)
18.	Tool/Tooling Maker	Mechanical Technician Diploma (MAESD Code 55300)
19.	Truck and Coach Technician	Motive Power Technician (MAESD Code 56405)
20.	Welder	Welding and Fabrication Technician (MAESD Code 54900)

SECTION 3: PROGRAM STRUCTURE

Colleges offering CODA programs are required to structure the program according to the following principles.

Participants must:

1. Meet admission criteria in the [Minister's Binding Policy Directive on Admissions Criteria](http://caat.edu.gov.on.ca/) (<http://caat.edu.gov.on.ca/>).
2. Meet the academic requirements set out in apprenticeship legislation in order to register as apprentices. Individuals must provide proof of the required grade level attainment for the trades to MAESD local office staff when registering as an apprentice.
3. Register as an apprentice at the start of the work placement. Complete all planned apprenticeship learning outcomes.
4. Register in the diploma program. Complete all diploma program requirements before receiving an Ontario college diploma.

Programs must:

5. Include all diploma learning outcomes. Delivery of the diploma component of the program must be consistent with the [Minister's Binding Policy Directive on Framework for Programs of Instruction](http://caat.edu.gov.on.ca/) (<http://caat.edu.gov.on.ca/>).
6. Include instruction of all apprenticeship learning outcomes, as set in the approved Apprenticeship Curriculum Standards.
7. Include paid on-the-job training in the relevant trade as required for the Certificate of Qualification. The College must work with a Sponsor and placement services such as Employment Ontario service providers, so that participants can find employers who will train them as an apprentice.
8. Include no more than four full-time semesters. The majority of the in-school apprenticeship training should be delivered in the first two semesters. Any remaining classroom training outside of the four semesters should be achieved on a part-time basis, and will not be funded by the CODA program.
9. Include at least two business or entrepreneurship courses which increase participant understanding of how to start up or run a small business.
10. Allow for various entry and exit points. To facilitate this flexible programming, the College must provide prior learning assessment services and exemption testing services to participants. Appropriate credentials in recognition of academic achievements and skills of participants should be provided to participants if they exit before completing the program.

SECTION 4: PROGRAM DELIVERY REQUIREMENTS

To receive funding for a CODA program, the college must submit a proposal package to MAESD which demonstrates that the College meets all the program delivery requirements. MAESD will not necessarily guarantee approval of a previously approved program.

In developing a comprehensive delivery plan for a CODA program, the College must provide:

1. Proof of Demand for the trade
 - Provide research on labour and demographic information;
 - Describe analysis of local labour market information and how the CODA program will respond to current and emerging labour market needs of the trade; and
 - Focus on high demand trades with the greatest probability of employment on completion.
2. Marketing and Recruitment Strategy
 - Produce a marketing plan which will convey to participants that the training program includes in-school and on-the-job training, leading to both a diploma and apprenticeship training for the Certificate of Qualification; and
 - Develop a recruitment plan to include the use of pre-assessment tools and methodologies that will help select qualified candidates and increase the probability of completion of training.
3. Delivery Plan
 - Number of planned participants;
 - Length of program, start and end dates for sessions¹;
 - Description of how all diploma and apprenticeship learning outcomes will be delivered in the proposed timeframe of the program.² Where applicable, applicants must describe how they will use alternative delivery methods to assist participants in completing the in-school requirements on a part-time basis;
 - A description of entry points, exit points and possible accreditation for the participant at various points throughout the program (i.e., 1-year post-secondary Certificate, 2-year post-secondary Diploma, Apprenticeship in-school Level 1, 2 and 3, Certificate of Qualification);
 - Industry support to the delivery plan including the number of work placements and the length for the placements;

¹ For those trades with only two levels of apprenticeship training, it is recommended that the work placement take place between Levels one and two.

² Best practices for the Industrial Mechanic Millwright (IMM) trade recommend that the on-the-job work placement should be a minimum of six months, and that there should be two semesters of in-school training at the end of the program.

- Prior learning assessment services that will be available to participants; and
 - Name and short description of the eligible business or entrepreneurship courses, of which two are needed, to fulfil program requirements.
4. Integrated Curriculum Mapping
- Analyse both apprenticeship and diploma program learning outcomes and identify how learning outcomes of both programs will be taught.
5. Retention Strategy
- Describe a detailed retention strategy that will achieve continuous improvement in participant retention.
6. On-the-job Placement Plan / Partnerships
- Forge formal partnership agreements with employers and leaders in the relevant local trade sector/industry to demonstrate local labour market support for the program, and to secure relevant on-the-job training for the participants;
 - Work with MAESD Local Offices staff to ensure a Sponsor of employer/industry representatives is approved to place program participants in apprenticeships. (See Sponsor Section 6);
 - Seek employment opportunities in the local community;
 - Obtain written placement support commitments from the local industry showing a willingness to train apprentices from the program;
 - Partner with recognized employment placement agencies, such as Employment Ontario Service providers, to ensure participants find relevant employment; and
 - Provide employment services to participants and employers during employment placement semesters, including arranging information sessions on Employment Insurance eligibility and other financial supports.
7. Budget
- Prepare a budget to determine the cost of the program, indicating where required:
 - Number of budgeted participants for each intake;
 - If the session is full-time or part-time;
 - Number of weeks per session;
 - Number of days of instruction per week;
 - Number of hours of instruction per session;
 - The start and end dates of each session; and
 - Funding requested for each participant per session – (start-up grant, marketing grant, in-class training grant per student and on-the-job grant per student).
 - The College shall ensure that all activities directly associated with the proposal are not funded by any other source of government funding.

New Delivery

If a College would like to offer an eligible program (from Table 1) for the first time, the College must complete an integrated curriculum outline on the templates attached in Appendix A and include the outline as part of the funding proposal.

Recurring Programs

If a College submits a proposal for a program that it has offered in the past or continues to offer, the College must provide analyses on program delivery of all completed or currently active CODA contracts in that specific trade, including enrolment, registration, capacity to place participants, retention, completion, compare actual numbers against targets, and elaborate delivery issues if there are any.

Employment Ontario Consultation

Colleges must discuss the proposal with MAESD Local Office staff before submission to ensure that:

- The proposal is complete and comprehensive;
- The college-campus is an MAESD-approved TDA for the specified trade;
- High demand trades are identified to respond to current and emerging labour market needs;
- All commitments have been specified for each intake;
- The request for funding is clear;
- The intent of the program is to have participants continue to complete all apprenticeship Certificate of Qualification requirements.

SECTION 5: PROPOSAL REVIEW CRITERIA

Proposals will be reviewed by MAESD staff using the following criteria:

1. The Budget section provides a detailed breakdown of program costs, only eligible categories are included, and that the costs are in line with the proposed program;
2. Eligible programs (from Table 1) being delivered for the first time: Colleges must demonstrate experience in the delivery of learning outcomes for both the trade and the relevant diploma program;
3. Recurring programs: Colleges must show continuing improvement in its program delivery of the CODA program;
4. Evidence of demand in the local labour market;
5. Quality of the plan to deliver in-school components of both apprenticeship and diploma programs;
6. Quality of on-the-job training plan leading to completing all apprenticeship Certificate of Qualification requirements, including role of partners, relationship with partners, and organizational capacity of partner organization to fulfil responsibilities;
7. Capacity to place participants into employment and training either through existing services provided by the College or through community partnerships with relevant service providers such as Employment Ontario Service providers;
8. Understanding that the intent of the program is to have participants continue to complete all apprenticeship Certificate of Qualification requirements;
9. Strong linkages to and support from employers in the industry sector;
10. Demonstrated experience working with industry-based committees;
11. Quality of the integrated curriculum for a college to deliver an eligible program (from Table 1) for the first time; and
12. Capacity to deliver programming through alternative/flexible delivery methods.

Ministry staff may contact the College during the assessment process to clarify issues and/or to request additional information relevant to the overall proposal assessment.

Colleges will be notified of the Ministry's recommendation, which will be followed by a contract and audit and accountability requirements, specifying deliverables and the contract value.

SECTION 6: PROGRAM MANAGEMENT

1. Marketing and recruitment

Marketing

Effective previous marketing campaigns can be utilized and colleges are also encouraged to introduce innovative marketing strategies. Marketing activities include but are not limited to:

- Distributing program brochures;
- Advertising through broadcasting, television and/or website;
- Posting advertisement in public places in the community;
- Outreach to high schools and local agencies;
- Organizing promotion sessions and seminars; and
- Involving employers and former apprentices in the promotion.

Any report, announcement, advertisement, brochure, audiovisual material, design or other public communications (“Communications Materials”) relating to the agreement or the Program will be approved by the Ministry prior to being issued or publicized.

Any Communications Materials relating to the agreement or the Program will have the following notice: **Funded by the Government of Ontario**. The citation must be in a format and appearance approved by the Ministry.

The College will advise the Ministry in writing, in advance, of any public communications, interviews, media events, reports, presentations, newspaper or newsletter reports or publications that are expected to refer to the Program and provide the opportunity for the Ministry to be present where appropriate.

Applicants must report on expenditures related to marketing and advertising for the CODA program.

Recruitment

Recruitment is critical to the success of the program. Colleges must develop an effective and efficient recruitment plan to ensure that:

- Appropriate screening tools or approaches have been applied;
- Participants are clear about the career path and are interested in a career in the trades;
- Learning ability of the participants have been assessed;
- They are meeting employer placement needs; and
- Qualified candidates who are most likely to complete the program are selected.

2. Sponsors

A Sponsor comprised of employers and industrial representatives from the relevant sector(s) is required to sponsor participants when they begin their work placements, and to provide ongoing advice and support to the program.

This Sponsor may already be in existence or it may be established for the purpose of this program, and it must agree to act as a sponsor. The Sponsor must be an on-going advisory group to the program, and must act as the Sponsor as approved by MAESD when hiring the participant.

Sponsors are established by bringing together training partners (e.g., a group of employers) to fulfil the Sponsor role (provide workplace-based training for an approved apprenticeship program). Sponsors are assessed and approved by Employment Ontario (MAESD) staff. Sponsors must be in place before the placement starts.

Colleges are responsible to:

- Initiate and maintain ongoing communication and collaborate with the Sponsor to ensure that on-the-job training takes place and is successful; and
- Ensure that the members of the Sponsor understand their roles and responsibilities including:
 - Providing information to the participants regarding on-the-job training responsibilities and expectations;
 - Interviewing program participants to prepare for employment;
 - Developing opportunities for short- and long-term employment;
 - Ensuring that participants are provided with workplace-based training in a relevant trade, occupation or skill set;
 - Providing possible placement support to participants who have not registered with an employer; and
 - Networking with employers in the community to promote apprenticeship training.

3. Apprenticeship Registration

All participants are required to register through MAESD Local Offices as program participants at the beginning of the program, i.e. the first semester of the in-school training. The college must ensure that all participants complete registration as apprentices with the representative from the Sponsor, rather than a college staff, at the start of their work placements.

MAESD staff must register participants with the employer who will provide the on-the-job training before the training starts. Participants must also become members of the Ontario College of Trades when they register as apprentices. Whenever a participant switches to another employer, MAESD staff must be notified and register or transfer the participant with the new employer.

4. In-school training

The college must deliver all apprenticeship and diploma program learning outcomes to comply with the delivery plan of the funding request. The integrated learning outcomes document, identifying how learning outcomes of both programs will be achieved, must be submitted and approved by the Ministry. Curriculum integration templates are attached in Appendix A. Completed templates of current programs are available upon request.

In-school training for trades that are compulsory must be taught by a journeyman with a valid Certificate of Qualification e.g. Automotive Service Technician.

Any changes to the delivery plan need written approval from MAESD. The change will be effective after an amendment to the contract is signed.

5. Placement support

As in all apprenticeship training, the role of the employers who provide on-the-job training is essential to the success of the CODA program. The College must work with the Sponsor and provide placement services to ensure that participants find employment in relevant fields of work so that they can complete the on-the-job training requirements of the program. Activity to support employer outreach is eligible for funding through the CODA program.

The College must provide placement services to support participants in securing paid short-term and permanent employment. Colleges must partner with recognized employment placement agencies, such as Employment Ontario Service providers, to ensure participants find relevant employment. This activity may be managed by a stakeholder partnership.

Employers who plan to hire program participants must develop a training plan for participants based on the Apprenticeship Training Standard for the specific trade. The employer must document achievement of competency in on-the-job skills in the Apprenticeship Training Standard.

All employment must comply with the appropriate legislation and/or regulations. On-the-job training must be trade-appropriate and based on the current Apprenticeship Training Standard, and is expected to lead to achieving the Certificate of Qualification.

The college will work with the Sponsor as appropriate and provide comprehensive work placement services to support participants in securing and maintaining relevant paid employment. The college must ensure:

- Participants are prepared for employment;
- Ongoing placements are monitored and communication occurs with participants and employers during the work placement session;
- A new Registered Training Agreement is registered with the MAESD local office staff when a participant finds a new employer;
- Referrals and access to career centres and their services such as resume writing, interview techniques, career planning and job seeking, career information sessions or job fairs are made available to participants;
- On-the-job training will be trade-appropriate, paid and that the employer will provide training as outlined in the current Apprenticeship Training Standard;
- All employment placements comply with the appropriate legislation and/or regulations. In particular, the College will ensure that the participants are covered under WSIB or private workplace insurance while attending on-the-job training;
- The participants are placed with employers who have been approved as eligible to deliver the on-the-job training by the MAESD local office; and
- The Sponsor validates on-the-job training the participants receive.

Colleges should track participants' work placement training and encourage participants to go back to school to complete all the requirements for the diploma and in-school training before seeking long-term employment.

6. Academic record and outcomes tracking

The College must provide the participant with a record which documents all apprenticeship and post-secondary learning achieved. The purpose is to facilitate accreditation and transition into other programs.

Colleges are also responsible for:

- Providing MAESD Local Offices with a list of participants who are in the class at the beginning of each session of the program; and
- Entering participants' results of the in-school training into the EOIS-APPR system at the end of each semester.

7. Reporting and on-going monitoring

The College will submit Interim Reports, as per the Interim Report Template provided by the Ministry, on November 1st, March 1st and June 1st each year that the program is running. Interim reports are not only a tool to help the College to review program operation, identify issues, and find solutions, but also an approach to day-

to-day monitoring for MAESD. MAESD staff may have more communications with and/or site visits to the colleges that are experiencing delivery issues.

At the end of each semester, the College will enter into the EOIS-APPR system the Pass or Fail information for each apprentice. The College will ensure that this obligation is only discharged by an employee of the College who has been certified by the Ministry as an Authorized User of the EOIS-APPR system. MAESD staff should remind the College to complete data input for each semester.

Colleges are also responsible for collecting, verifying and submitting accurate information on client profile, detailed financial data, program progress and outcome information in a timely manner upon requests from MAESD.

8. Insurance

The College must have sufficient liability insurance coverage for participants who are attending in-school training. Colleges will not receive any funds until a valid certificate of insurance is received by the Ministry. Certificates of insurance must state the CODA contract number.

9. Workplace Safety Accident Insurance Coverage

Once the participant is a registered apprentice, the employer (or group of employers) will become the sponsor as required under the relevant act. Participants must be covered by the employer's workplace safety insurance coverage, as they are paid employees. Employers who are not required to register with WSIB and have not voluntarily registered for WSIB coverage must first have acquired workplace safety insurance coverage available through private insurance carriers.

SECTION 7: PERFORMANCE MEASUREMENT

The College must participate in the MAESD Evaluation Framework, which will be developed for use by all deliverers of the Co-op Diploma Apprenticeship Program. The evaluation framework will include Performance Measures that will be based on the following program outcomes:

- Meeting Industry's need for higher skill level;
- Increased number of new apprentices to apprenticeship system;
- Increased number of qualified tradespersons in high demand trades; and
- Satisfaction of employers and participants with the CODA model.

The College must track statistics on the participants during and at the end of this program, including:

- Number of participants in the program;
- The age of participants;
- What components of the program each participant has completed;
- The number of participants who successfully complete both the Diploma and the apprenticeship learning outcomes of the Program (i.e.: apprentices will still have outstanding workplace training to complete for attainment of Certificate of Qualification);
- The number of apprentices that have completed the Diploma requirements and secured skilled employment within the sector, where participants will continue to complete apprenticeship on-the-job requirements and complete the apprenticeship learning outcomes at another time;
- The number of participants that have completed the Diploma requirements and are currently working in other sectors;
- The number of participants that completed all Apprenticeship in-school training and did not complete the Diploma requirements but work in the sector; and
- Employer and participant satisfaction with this program.

Colleges are also responsible for collecting, verifying and submitting accurate performance and/or outcome information in a timely manner upon requests from MAESD.

SECTION 8: FUNDING & EXPENDITURES

Eligible Funding

1. The rate to deliver the in-school sessions must not exceed \$3,500 per 15 week semester, or \$7,000 per two 15 week semesters for each participant. This rate must only include eligible costs associated with the in-school training.
2. Programs will be funded based on **actual** seats filled by participants, as identified in project reports, due each November 1st, March 1st and June 1st.
3. The College will be eligible to claim up to \$500 per participant who is placed, to assist with all costs associated with employment placement services, including establishing and/or maintaining employer relations, monitoring placements, employment services and employer retention strategies. This placement grant is funded based on actual number of participants who receive a work placement and is paid only once per participant.
4. The College is eligible for \$25,000 per eligible program (from Table 1) being delivered for the first time, to support start-up and administration costs to deliver this new model. The College must submit a detailed proposed budget. If approved, the College must report all expenditures to the Ministry and track expenditures for audit purposes.
5. All Colleges are eligible for up to \$15,000 per program to market the program to employers, industry and the community. A separate budget breakdown is required to justify the amount requested, and reporting of expenditures will be required, if approved.
6. The College will not be eligible for other government funding for the administration and delivery of this program.
7. The College is responsible for tracking the expenditures by program, reporting detailed expenditure information upon MAESD's request, and providing audited financial reports complying with the requirements in the current Audit Guidelines released by completion of the program.

Transfer Payment

As specified in the guidelines, the payments will be made based on the actual activity level reviewed and approved by MAESD staff. The Ministry reserves the right to withhold payments for late or incomplete information and reports submitted by the college, or major delivery issues unresolved.

Tuition Fees

Participants in the program will pay tuition fees and OCOT membership fees. Tuition for the program will be established in accordance with the Minister's Binding Policy Directive on Tuition and Ancillary Fees as detailed in the related operating procedure.

These documents may be found on the [Ministry's Colleges website \(http://caat.edu.gov.on.ca/\)](http://caat.edu.gov.on.ca/).

Expenditures

Audit and accountability requirements will be specified and include:

- Program start-up costs;
- Marketing and Promotion;
- In-Class Participant Fees; and
- On-the-job placement and monitoring.

SECTION 9: SUPPORTING PROGRAMS

The College is responsible for providing supportive program information to the participants and facilitate the application process.

Employment Insurance (EI) and Related Benefits

Participants who enter the Co-op Diploma Apprenticeship Program may be eligible for Employment Insurance benefits subject to meeting EI eligibility requirements and/or other financial support from government-funded programs.

Participants who return to school full-time following their work placements may also be eligible for Employment Insurance benefits and/or other financial support from the governments subject to meeting EI eligibility requirements.

Ontario Student Assistance Program (OSAP)

Participants in the Co-op Diploma Apprenticeship Program may be eligible for OSAP funding, both during their study term and work term. Work term assistance is provided for living costs, or interest-free status provided the work term(s) is a required component of the program of study. It should be noted that funding of employment-related expenses is not provided.

Second Career (SC)

Clients participating in the Co-op Diploma Apprenticeship Program may be eligible for funding of all apprenticeship in-school training semesters within the program through Second Career for a maximum of up to 2 calendar years (24 months). To find out more information about locating an Employment Ontario assessment centre in their community, individuals should call the toll-free Employment Ontario hotline at 1-800-387-5656, or TTY (telephone service for the Deaf) 1-866-533-6339. Individuals can also visit the web at www.ontario.ca/employmentontario.

Apprenticeship Financial Incentives

Apprentices may be eligible for financial incentives such as the Loans for Tools program. Apprentices who complete their apprenticeship Certificate of Qualification may be eligible for completion grants. Employers may be eligible for completion grants. MAESD staff describes financial incentives at apprenticeship registration.

Co-operative Education Tax Credit

The Co-operative Education Tax Credit (CETC) is a refundable tax credit. The CETC is available to employers who hire students enrolled in a co-operative education program at an Ontario university or college.

The Canada Revenue Agency (CRA) administers the program on behalf of Ontario through the federal income tax system.

SECTION 10: LEGAL REQUIREMENTS AND ADDITIONAL INFORMATION

1. Prior to the release of any funds, Colleges must enter into a legal agreement with the Ministry of Advanced Education and Skills Development in a form and content substantially the same as that attached as Appendix C.
2. Colleges are advised that any agreement with the Ministry of Advanced Education and Skills Development is on a non-exclusive basis and the Ministry may enter into similar agreements with other parties at any time.
3. The College must be the same entity approved for funding; a legal entity in the Province of Ontario and able to enter into contractual agreements; responsible for the project and accountable for the funding.
4. The Ministry reserves the right to request and verify a College's references. The Ministry reserves the right to check references other than those provided by the Applicant.
5. Colleges and projects may be announced in a Ministry news release for this initiative.
6. The College shall not make any news releases or other public announcements concerning this call or awarding of the same or resulting contract without the consent of the Ministry.
7. The Ministry reserves the right to accept or reject any funding request, in whole or in part, in its absolute discretion.
8. The College must disclose any information pertaining to any situation that may be a conflict of interest in submitting the proposal or, if selected, the contractual obligations.
9. The Ministry of Advanced Education and Skills Development is subject to the Freedom of Information and Protection of Privacy Act. Any information submitted to the Ministry is subject to disclosure under that Act.