

Ontario Bridge Training Program

Request for Applications

Winter 2021

Application Guidelines

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1. Introduction

1.1 Purpose

This 2021 Request for Applications Guide is issued by the Ministry of Labour, Training and Skills Development (“the ministry” or “MLTSD”) for the purpose of inviting eligible organizations (“Applicants”) to submit applications to deliver the **Ontario Bridge Training Program (OBTP) between October 1, 2021 and September 30, 2024.**

The OBTP is one of many MLTSD programs that support the government’s commitment to “...*making sure job seekers can connect with opportunities to find and keep good jobs, employers can hire the skilled workers they need to thrive, and the province has the best possible employment services in order to restore Ontario to its rightful place as the economic engine of Canada*” (2019 Ontario Budget, Protecting What Matters Most) by transitioning highly skilled internationally trained immigrants into Ontario’s labour market at a level commensurate with their skills and experiences.

The purpose of this guide is to provide interested parties with background information on the OBTP delivery model, eligibility requirements for applications, submission instructions and evaluation criteria. Applicants are asked to read the guide carefully prior to applying.

1.2 Program Overview

The Ontario government is working with professional regulatory bodies, employer associations, community organizations, publicly funded colleges, universities, other levels of government and other stakeholders to help **highly skilled internationally trained immigrants (ITIs)** join the workforce quickly in jobs that match their skills, education and experiences.

In many cases, highly skilled ITIs need specific targeted supports and services to meet the requirements for licensure/registration or certification in Ontario’s regulated, and highly skilled non-regulated occupations. They also require support to find commensurate employment in their field or in a related field, whether regulated or non-regulated.

The OBTP helps highly skilled ITIs obtain certification/registration and find a job in their field or in a related field without having to duplicate their previous education and training. Since 2003, Ontario has funded over 350 projects serving over 70,000 highly

skilled ITIs in over 100 professions to help them integrate quickly into the Ontario economy at a level commensurate with their skills, education and experiences. Bridge training projects have assisted internationally trained nurses, pharmacists, teachers, laboratory technicians, and skilled trades people among others, to continue their careers successfully in Ontario.

The OBTP provides an integrated model for funding intensive, holistic, occupation-specific employment and training services for highly skilled ITIs. The program is:

- Occupation-specific in all aspects of delivery, including both training (technical and experiential), pre-employment, employment, and post-employment services.
- Responsive to employer demand (i.e., responding to employer requirements and the provincial economy).
- Advancement-focused (i.e., focus on equipping highly skilled ITIs with skills to manage their careers throughout a lifetime of learning and practice in the field).
- A vehicle for highly skilled ITIs to learn not only the content and competencies of a profession/trade, but also the context and culture of how these are applied in Canada.

1.3 Employment Ontario Overview

OBTP joined the Employment Ontario (EO) network of service delivery partners in 2019.

The ministry operates EO as a one-stop source of information, services and programs for jobseekers and employers. Through this network, the ministry helps employers hire and train employees through programs, grants and incentives.

The ministry is responsible for the development, management and evaluation of a diverse suite of employment and training services. These programs and services have evolved over time to respond to changing labour market circumstances and priorities.

The EO service promise is to:

- Ensure the highest quality of service and support to help individuals meet their career goals.
- Provide opportunities to make it easier for individuals to improve their skills through education and training.
- Ensure that no matter which EO office individuals walk into, they will get the help they need.

- Work with employers and communities to build the highly skilled, highly educated workforce that Ontario needs to remain competitive.

1.4 Program Principles

The following principles specific to OBTP will help guide applicant activities.

Vision: Highly skilled ITIs are seamlessly integrated into the Ontario workforce.

Goal: To provide highly skilled ITIs with the supports and services they need to achieve licensure and/or obtain commensurate employment in their respective field of training/expertise or in a related field in a timely manner.

Principles:

Accountability

OBTP providers are accountable for achieving licensure and/or employment outcomes for participants.

Human-centred and participant focused

Recognizing that highly skilled ITIs are not a homogenous group, the system is built to effectively serve participants who have different pathways to employment. Bridge training programs will vary significantly, depending on the nature/need of individuals and specific professions and trades.

Efficient and innovative

Service providers are incentivized to innovate, collaborate and increase efficiency. System and data integration provide a single, accurate view of participants. New methods, ideas, and products are introduced to help participants find employment faster and more efficiently.

Building partnerships for success

While bridge training programs may focus on the communicative and technical aspects of practice, it is equally important to ensure that highly skilled ITIs are able to integrate effectively into the workplace. Successful programs involve partnerships between employers, educators, regulators, professional associations, governments and community/settlement agencies.

1.5 Expected Program Outcomes

1.5.1 Short-term outcomes

Short-term outcomes will be measured throughout the three-year delivery period.

Improved access to employment:

- Individuals' training and workforce integration needs are effectively assessed in a timely manner.
- Individuals access programs they need in a timely manner,
- Individuals are trained and prepared for licensing exams without duplication of prior education and training.
- Individuals develop industry and locally specific knowledge (e.g., understanding of the Ontario workforce and Canadian workplace culture) and skills needed to transition into employment.

Implementation of system-wide changes to integration of highly skilled ITIs:

- Employment supports and resources are developed to raise awareness of international talent pool and promote hiring of highly skilled ITIs.
- Partnerships are developed amongst key stakeholders (e.g., educational institutions, community organizations, regulatory bodies, professional associations, employers) to improve the integration of highly skilled ITIs into the workforce.
- Employers better understand workforce integration needs of highly skilled ITIs.

1.5.2 Intermediate-Term Outcomes

Improved access to employment:

- Individuals receive licensure in a regulated occupation in a timely manner, if applicable.
- Individuals gain employment in their field of expertise or in a related field that matches their education and experience in a timely manner.
- Improvements in employment status and income levels of highly skilled ITIs that aligns with Canadian-educated Ontarians in similar fields.

Implementation of system-wide changes to integration of highly skilled ITIs:

- Improved opportunities for highly skilled ITIs to integrate into the workforce (e.g., reduction in barriers to employment, reduction in discrimination faced by highly

skilled it is and sustained delivery of programs).

- Best practices and useful innovations (e.g., information, tools, resources and service delivery models) are shared and implemented by service providers.

1.5.3 Long-term outcomes

Long-term outcomes will be measured beyond the three-year delivery timeframe.

- Highly skilled ITIs are fully integrated into the Ontario workforce.
- Highly skilled ITIs contribute to industry and sector growth in the province.
- Ontario remains the top destination province in Canada for highly skilled ITIs.

2. Overview of the Request for Applications (RFA)

The OBTP Request for Applications (RFA) offers funding in two project categories:

- Category A: Service Delivery Projects
- Category B: Changing the System Projects

A description of project components and criteria for each category can be found in [Section 3](#).

2.1 Priority Projects

The COVID-19 pandemic presented Ontario's labour market with specific challenges in both the healthcare and essential services sectors. While applications serving all sectors with a proven labour market need will be reviewed and evaluated, applications intended to serve occupations having a direct contribution toward addressing the pandemic will be given priority in the selection process, e.g. healthcare occupations (NOC 3) or cyber-security occupations (NOC 217 and 228), etc.. For more information on the definition and applications of the National Occupational Code (NOC), please visit the [Government of Canada's website](#).

2.2 Projects with Special Focus

The ministry is also interested in receiving applications under the following areas of focus:

- Projects that prepare, eligible, highly skilled ITIs qualified in occupations with low demand labour market opportunities to transfer their skills and experience into commensurate employment in alternative careers.
- Projects that investigate and establish opportunities to engage employers in smaller, rural and remote communities to promote the workforce integration of internationally trained immigrants-
- Projects that prepare highly skilled Francophone ITIs for employment in bilingual (English and French) positions in Ontario. These projects must provide highly skilled Francophone ITIs with a combination of short-term technical and English language training to increase their language proficiency and employment services for in-demand fields. Following completion of the program, participants must demonstrate English language proficiency at a level determined in conjunction with employers that reflect the language proficiency required for

successful employment in the field. It is assumed that participants will enter the program with the demonstrated French language proficiency required for employment in the target occupation/sector.

3. Project Categories and Criteria

A unique application form is provided for each category on the Transfer Payment Ontario (TPON) website. Please read the category descriptions carefully to select the one that best matches the outcomes of your proposed project.

Applicants must submit a separate application for each project it proposes to deliver.

Those who wish to submit more than one application should demonstrate that they have capacity to implement parallel projects. Applications should clearly describe how the applications are distinct from each other, as well as the linkages between them, where applicable (e.g., shared partnership relationships).

3.1 Category A: Service Delivery Projects

3.1.1 Category A - Program Components

Category A - Service Delivery Projects deliver direct services to highly skilled ITIs in order to address barriers that they face in obtaining licensure/certification and commensurate employment in regulated occupations, or commensurate employment in highly skilled, non-regulated occupations. Successful projects target one occupation or sector.

Category A - Service Delivery Projects include ten key program components:

- Three (3) Non-service components
- Seven (7) Participant-facing service components

In describing the program components, successful applications will be referred to as OBTP “service providers”.

3.1.1.1 Non-service components

1. Plan, implement and assess project delivery strategies and operational plans. All service components will be delivered in Ontario.
2. Develop and manage partnerships and facilitate knowledge exchange to develop employment services and training curricula to meet the needs of the occupation and sector.
3. Establish and maintain a governance structure with the capability and capacity to carry out intended functions. This structure must include a Project Steering

Committee comprised of key community and sector representation including employers.

3.1.1.2 Participant-facing service components

Participant-facing service components will be delivered in-person, online or through a combination of in-person and online methods of delivery. To improve access to bridge training, service providers should use a blended delivery mode where feasible.

Category A - Service Delivery projects must include a contingency delivery plan for remote service delivery when in-person delivery is not viable, for example in the event of a public health emergency.

Service providers must develop individual participant service plans that include all the participant-facing service components based on participant needs and goals. It is expected that projects organize these service components to best meet their participants' needs.

Each bridge training program will emphasize certain participant-facing service components based on the occupation's or trade's unique requirements; however, in order to be effective, bridge training programs are expected to have all participant-facing service components available to participants.

1. Information and referral to EO and other relevant programs and services

In cases where it benefits the participant, all EO service providers must provide clients with information on, and referrals to, suitable EO employment and training programs and services, whether the service provider is contracted to deliver that program or service or not.

Each service provider must:

- Have an efficient and effective process in place to identify each participant's information and referral needs. Make information accessible to the participant, in print, over the phone and/or electronically, about all EO services.
- Ensure participants receive accurate and current information on the EO services relevant to their needs.
- Help participants understand their program and service options from across the EO network.

- Match participants with the service and provider that best meet their needs in the fewest possible steps, even if this means referring them to another provider when the referring provider also delivers the same service e.g., credential assessment and language assessment.
- Continually improve their information and referral services based on participant feedback.
- Ensure their contact information and service descriptions are accurate and up to date both on the Web and in any print materials they provide to participants or other EO service providers.

2. Occupation-focused recruitment and service planning

Service providers must ensure that their recruitment activities are occupation focused. For a consistent approach to matching participant needs with suitable interventions, successful applicants need to develop a decision-making process that provides a rationale for participant access to funded services.

At a minimum, recruitment, orientation and service planning activities must include:

- Recruiting individuals who are eligible for participation
- Prior Learning Assessment and Recognition (PLAR), academic evaluation, language assessment, professional experience
- Ensuring individuals are made aware of the requirement to participate in service components, including associated time commitments, as well as the requirements of employment in the sector
- Registering individuals for the program
- Creating a service plan for the individuals that incorporate (as appropriate) concurrent or sequential access to the service components that is client-focussed will have the greatest positive impact on the participant

3. Pre-employment services

Service providers must deliver sector-focused and/or occupation-specific pre-employment services to prepare participants for a career in the identified occupation, based on sector employers' needs. This includes:

- Services to develop occupation-specific and/or sector-focused employability¹ skills (i.e., career readiness skills) that allow participants to obtain and succeed in employment. Skills include the ability to:
 - Conduct occupational/labour market research
 - Request and manage information interviews
 - Prepare a résumé/cover letter
 - Complete a job application
 - Succeed in a job interview
 - Mentoring
- Services to develop transferable employability skills required to support long-term resilience in the labour market.

Given that generic pre-employment services are provided by EO programs and services, service providers must ensure that pre-employment services provided through bridge training do not duplicate services provided through EO by addressing the needs of highly skilled ITIs.

Pre-employment services may be delivered in a workshop- or classroom setting, through small group, one-on-one coaching, or other media (e.g., by webinar), and scheduled in a flexible manner to support maximum participation as determined by the project and based on participants' preferences.

Pre-employment services may continue throughout a participant's time in a bridge training program but should be delivered prior to the completion of technical and essential skills training activities (e.g., problem-solving, critical thinking, etc.).

4. Occupation-specific technical and essential skills training

Projects must provide contextualized occupation-specific technical and essential skills training based on both regulatory requirements in the case of regulated occupations, and the needs of employers in the identified occupation (i.e., the skills required to obtain and succeed in the occupation).

¹ Note that definitions for employability skills, job / career readiness skills, non-cognitive, and essential skills overlap (e.g. problem-solving skills), and pre-employment curriculum may overlap with essential and technical skills training curriculum. It is expected that projects organize these service components to best meet their participants' needs.

Non-postsecondary organizations can offer technical training directly or in partnership with a postsecondary institution.

- Training integrates technical and essential skills, as required to enter the occupation in Ontario.
- Training includes any workplace safety training (including certification), as required to enter the occupation.
- Training includes academic or technical training that provides appropriate academic instruction to meet degree equivalency or competency requirements for licensing, certification, registration or employment.
 - In regulated occupations, training content must align with the academic requirements for licensing, certification or registration established by regulatory bodies.
- Training includes exam preparation to adequately prepare participants for examinations required for licensing, certification or registration.

5. a) Occupation-specific workplace culture and communication training

Projects must provide occupation-specific workplace culture and communication training based on the requirements and standards in the sector to help prepare participants for employment and integration into the Ontario workforce.

b) Francophone projects only, occupation-specific English-as-a-Second Language training.

Projects serving highly skilled Francophone ITIs must provide occupation-specific English language training, in partnership with appropriate language training providers, to increase participants' English and, if necessary, demonstrate/certify French language proficiency to the level required for bilingual employment.

6. Occupation-specific employment services (including mentoring, job matching and placement)

Projects must make employment services available to participants, through direct delivery either by applicant organization or by a partner organization. Applicants must demonstrate how any sector-specific employment services delivered directly

align with, and do not duplicate, existing EO services by addressing the needs of highly skilled ITIs. Sector-specific employment services can include:

- Labour market readiness assessment
- Employment counselling
- Development of appropriate job-search tools (e.g. résumés, cover letters, portfolios etc.)
- Job search skills training
- Job retention skills training
- Workforce integration strategies

Projects must directly provide an appropriate referral to opportunities for participants to connect to employers in the targeted sector through:

- Mentorship
- Internships
- Paid job placements
- Job matching
- Networking
- Other relevant connections

7. Sector-focused retention services and ongoing case management

Projects must offer sector-focused services for up to 12 months after program completion to help participants retain, succeed, and advance in employment in their identified fields, based on sector employers' needs including:

- Ongoing individual case management, including mitigating potential risks to post-placement success and referrals to wraparound supports as required.
 - Service providers are expected to develop a follow-up plan.
- Sector-focused career planning and management assistance:
 - Individualized career counselling.
 - Career planning provided for up to 12 months after program completion.

- Sector-focused re-employment assistance, where a participant is not retained by an employer:
 - If an individual is unable to retain employment, the service provider will work with the individual to identify more appropriate employment opportunities and address any risks or barriers to retention.
 - If an individual is no longer interested in remaining in the sector, the provider is responsible to help identify appropriate employment opportunities outside of the sector or refer the individual to EO or other appropriate services.

3.1.1.3 Program Exit

Exit occurs when bridge training participants reach their service plan goal (completion); are no longer actively participating in service (i.e., have not made any contact with a service provider for more than 6 months); have decided against continuing with service; or cannot be assisted further.

3.1.1.4 Employer and Community Engagement

Whenever possible, projects will identify and leverage opportunities (e.g., employers' corporate social responsibility commitments or community benefits agreements) to strengthen commitments to refocus employment services and training curriculum, including delivery.

In addition, projects may be able to secure in-kind contributions from employers, who can provide/make available training equipment or use of real workspaces or ensure that relevant staff are available to supervise or provide mentorship for job shadowing or job trials. It is expected that partnership activity supports all components of the project.

3.1.2 Category A - Eligible Participants

The OBTP program funding under the service delivery stream is intended to provide services to highly skilled ITIs who are residing in Ontario, including naturalized Canadian citizens permanent residents, convention refugees, and refugee claimants who are eligible to work in Ontario.

Participants must:

- Be at least 18 years old and a resident of Ontario

- Have international postsecondary education (degree, diploma)
- Have international work experience in a high skilled occupation
- Have language proficiency of Canadian Language Benchmark (CLB) Level 7 or higher

The following individuals are ineligible for OBTP services:

- Individuals who have completed postsecondary education in Canada
- Temporary foreign workers
- Individuals without postsecondary credentials
- International students and provincial nominees under the Ontario Immigrant Nominee Program (OINP)
- Individuals participating in full-time education or training
- Individuals participating in any other government-funded occupational training intervention; for example, those participating in Micro-Credentials, Second Career or Pre-Apprenticeship at the time of intake, who are on track to meet specific occupational goals:
 - Exceptions: Individuals are participating in government-funded non-occupational training, such as EO Literacy and Basic Skills; adult education programs funded by the Ministry of Education; and official language training funded by the Ministry of Children, Community and Social Services, and the federal Department of Immigration, Refugees and Citizenship Canada.

3.1.3 Category A - Funding

The maximum duration of Category A projects is three (3) years, which includes a planning period of a maximum of six (6) months. The components of funding for Category A - Service Delivery Projects are:

- Planning Period Funding
- Delivery Funding
 - Operational Funding
 - Financial Supports for Participants

3.1.3.1 Planning Period Funding

The purpose of the Planning Period Funding is to allow bridge training programs to carry out the specific activities required to establish bridge training Category A - Service Delivery operations. Funding needs in this component may differ from one applicant to another depending on their existing infrastructure and activities, but may include:

- Building service provider capacity and establishing operations including, but not limited to: leasing space, establishing a presence in the community (e.g., marketing, formalizing stakeholder relationships), hiring key staff and implementing a web presence.
- Development of curricula and training materials.

Applicants must specify in their application how much time they require for the planning period. Timelines will be negotiated with applicants through the contracting process but will not exceed six (6) months.

3.1.3.2 Delivery Funding

Operational Funding

Operational Funding will support financial stability for service providers, covering direct delivery and/or subcontracted delivery of the components of the project including administration, wages/salaries, utilities and other operational costs directly related to project delivery.

Service providers will be expected to cover all costs from within the existing total allocation, including cost allocations for IT, finance, and program support.

Acceptable use of funding will be provided in the audit and accountability guidelines schedule of the Transfer Payment Agreement between the ministry and the successful applicant.

Financial Supports for Participants

Financial Supports for Participants will be provided to participants to remove financial barriers to participation in the bridge training program and to cover non-tuition related costs for low-income participants.

Financial supports are available to participants whose household income falls within the Low Income “Market Basket Measure Thresholds by MBM Region”. This threshold information is maintained by the federal government, at [the Statistics Canada Website](#).

Participant supports address temporary financial barriers to participation in the project (from intake to completion of job placement):

- Transportation
- Emergency or occasional / infrequent dependent care
- Academic credential assessment
- Translation of international academic documents

The maximum funding allocation for financial supports per participant is \$1,000 for every 12 months of a bridge training program in which they are registered. If a bridge training program is less than 12 months long, the amount will be pro-rated.

Not all participants will require financial supports.

Participants should not receive financial supports if they are eligible to receive similar supports through other programs. It is expected that service providers will be familiar with supports available to their participants through social assistance, other Government of Ontario ministries such as the Ministry of Health, and other entities.

Service providers who administer financial supports must:

- Have policies in place to support the allocation and documentation of financial supports.
- Maintain supporting documentation for all training support disbursements, including learners' applications for financial support, attendance records, original receipts, type of expense, and amounts paid out.
- Meet Revenue Canada requirements regarding taxable benefits.
- Organizations will report on the number of participants who received financial support and the total amount expended.

3.1.4 Category A - Performance Measures

The OBTP performance measurement framework sets out three (3) broad dimensions of success for Category A – Service Delivery Projects. Category A - Service Delivery Projects will be reviewed annually based on performance and demand, and the ministry reserves the right to terminate projects not meeting performance requirements.

Success in delivering services to participants is measured in the following way:

1. **Effectiveness** to measure service impact, i.e., what the service achieves for the participants. The Effectiveness dimension measures the outcomes for those being served by the OBTP service provider and includes three core performance measures:

- % of participants who complete the program, i.e., reach their service plan goal
- % of participants who obtain commensurate employment in their field or related field
- % of participants who obtain licensure in regulated occupation

2. **Customer Service** to measure participant satisfaction with the accessed services. The Customer Service dimension has two core performance measures:

- Customer satisfaction
- Whether participants would recommend the services

Both indicators are measured at program exit. Participants are asked to indicate on a scale of 1 to 5, how likely they are to recommend the OBTP to someone looking for similar services, and how satisfied they are with the services received.

3. **Efficiency** to measure whether the service is accomplishing its goals in the best possible way. The Efficiency dimension includes one core measure:

- % of the annual targeted number of participants with an active service plan who are served.

3.2 Category B: Changing the System Projects

3.2.1 Category B - Program Components

Category B - Changing the System Projects are one-time initiatives that enhance the fairness and effectiveness of Ontario's institutions in integrating highly skilled ITIs into the sector or provincial workforce. Category B - Changing the System Projects function at a system level and do not provide direct service delivery to participants.

Category B - Changing the System Projects with a local focus are not eligible for funding and must be redirected to other relevant programs. Stakeholders wanting to develop locally focused Changing the System Projects should explore the [Ontario Labour Market Partnerships Program](#) for funding.

Category B - Changing the System Projects will engage umbrella or multi-stakeholder organizations to ensure broad-based support required to achieve systemic and sector-wide impact and outcomes. Such initiatives may include projects that enable employer groups, occupational regulatory bodies, or post-secondary educational institutions to enhance their capacity to integrate highly skilled ITIs effectively and in a fair and transparent manner.

Category B - Changing the System Projects cannot provide direct service delivery to participants. Projects are expected to take a systemic approach to improve outcomes for highly skilled ITIs by:

- Developing capacity among employers and key stakeholders to integrate highly skilled ITIs into the workforce.
- Providing employers with tools and policies that help them to better recruit, hire, and onboard highly skilled ITIs into their organization.
- Helping regulatory bodies change their assessment and licensure processes to more effectively assess highly skilled ITI's credentials and experience and make their processes more transparent and easier to navigate.
- Developing tools to help highly skilled ITIs assess any challenges they may have with their workplace culture and communication skills and develop strategies to improve those skills; and making those tools available to service providers and the general public.

- Dispelling myths and misunderstandings about hiring highly skilled ITIs and promoting business value of hiring diverse talent.
- Helping industries and sectors meet skills gaps and labour shortages by attracting highly skilled talent, with special focus on rural and remote communities.

Projects in this category should target the following demonstrable outcomes:

- Restructured processes and practices for assessment of academic equivalencies.
- Redesigned tools and processes to measure workplace competencies of highly skilled ITIs.
- Increased capacity of decision makers in regulatory, academic or employment sectors (individual and institutional) to support the integration of qualified, highly skilled ITIs effectively.
- Implementation of inclusive policies and practices that support the integration of highly skilled ITIs into the labour market in the following areas:
 - Inclusive hiring practices including recruitment strategies and screening processes.
 - Effective workplace integration and retention practices.
 - Strengthened foreign credential recognition practices.
 - Improved academic assessment/admissions practices.
 - Enhanced licensure/certification processes.
- Improved recruitment, hiring, workplace integration, and employee retention strategies for employers.

3.2.2 Category B - Funding

Category B - Changing the System Projects are one-time initiatives and will not be funded beyond the initial contract expiry date. These projects will be eligible for funding for up to a maximum of three (3) years which includes an optional planning period of no more than three (3) months.

The components of funding for Category B - Changing the System Projects are:

- Planning Period Funding
- Delivery Funding

3.2.2.1 Planning Period Funding

The purpose of the Planning Period Funding is to allow bridge training programs to carry out the specific activities required to establish bridge training Category B - Change the System operations. Funding needs in this component may differ from one applicant to another depending on their existing infrastructure and activities but may include: building service provider capacity and establishing operations including, but not limited to establishing a presence in the community (e.g. marketing, formalizing stakeholder relationships), hiring of key staff and developing a web presence.

Applicants must specify in their application how much time they require for the planning period. Timelines will be negotiated with applicants through the contracting process but will not exceed three (3) months.

3.2.2.2 Delivery Funding

Delivery Funding will cover direct delivery and/or subcontracted delivery of the components of the project including administration, wages/ salaries, utilities and other operational costs directly related to project delivery.

Service providers will be expected to cover all costs from within the existing total allocation, including cost allocations for IT, finance, and administration support.

Acceptable use of funding will be provided in the audit and accountability guidelines schedule of the Transfer Payment Agreement between the ministry and the successful applicant.

3.2.3 Category B - Performance Measures

The Request for Applications (RFA) process creates an opportunity for Changing the System applicants to identify how project success will be determined and measured, including the quality of the deliverables (e.g., indicators in place to show that the objectives of the project have been reached), and system-wide impact of project outcomes (e.g., tools, policies, etc.).

4. Application Process and Requirements

4.1 Application Process and Timelines

The Request for Applications will be posted on the [Employment Ontario Partners' Gateway](#) (EOPG) and applications will be submitted to the ministry through the Transfer Payment Ontario (TPON) system.

The following table outlines the 2021 OBTP Request for Applications process and timeline:

Event	Date(s)
Request for Applications (RFA) Launch	February 16, 2021
RFA Question Submissions Applicants may submit questions to the ministry about the RFA via email to bridgetraining@ontario.ca	February 16 – March 5, 2021
RFA Question Responses The ministry will post one document with responses to all questions on the EOPG.	March 19, 2021
Submission Deadline Applications must be submitted electronically through the Transfer Payment Ontario (TPON) website no later than 5:00 pm on April 30, 2021. For technical support related to submitting your application on TPON, please contact the TPON Client Care at Service Ontario: Phone: 1-855-216-3090 or 416-325-6691; e-mail: TPONCC@ontario.ca . To ensure the proper assessment of your application, your application must be fully completed with all mandatory documents attached. <ul style="list-style-type: none">• Hard-copy applications will not be accepted.• Incomplete applications will not be considered.	April 30, 2021 – 5:00pm EST

Event	Date(s)
<ul style="list-style-type: none"> • Applications received after the deadline will not be considered. 	

4.2 Single Applicant Requirement

Applications for OBTP project funding must be submitted by a single applicant. A single applicant can be a sole organization or a lead organization with a group of partners.

The ministry encourages partnerships for project delivery wherever appropriate however, the applicant will be the single signatory to the funding agreement and will be held accountable to the ministry for all project activities and outcomes (i.e., meeting identified workforce development needs) on behalf of its partners, through its funding agreement with the ministry.

The applicant is expected to build and demonstrate credibility with a range of stakeholders, including partner employers (i.e., the sector) and delivery organizations (employment service providers, training providers, etc.), employers, participants, industry, and any public or private sector investors, including government. The applicant is also responsible for managing and distributing funds to relevant delivery partners, per its funding agreement with the ministry.

4.3 Eligible Applicants

Organizations eligible to apply for OBTP funding include:

- Broader public sector organizations based in Ontario such as municipal governments
- Publicly funded postsecondary institutions
- School boards
- Not-for-profit organizations based in Ontario that meet the following criteria:
 - Have been incorporated for at least two (2) years.
 - Have an elected governing Board of Directors.
 - Have bylaws that outline procedures for reporting and accounting to their membership or the public for the organization’s operations and performance.

- Satisfy the ministry that it has adequate governance structures and accountability processes to properly administer and manage public funds and to carry out the project consistent with the terms of the Transfer Payment Agreement.
- Satisfy the ministry that it has relevant, accurate, and timely financial reporting and audited financial statements.
- Registered for-profit organizations based in Ontario that meet the following criteria:
 - Have been incorporated for at least two (2) years.
 - Comply with relevant Ontario legislation and policies including those governing postsecondary education institutions.
 - Do not have debts to the crown and payments due under governing legislation. If debt is owed, a rationale must be provided to the ministry through the application process, using the Organizational Risk Assessment.
 - Have a history of providing programs/post-secondary programs to immigrants in Ontario.
 - Satisfy the ministry that they have adequate governance structures and accountability processes to properly administer and manage public funds and to carry out the project consistent with the terms of the Transfer Payment Agreement.
 - Satisfy the ministry that they have relevant, accurate, and timely financial reporting and audited financial statements.

4.4 Project Steering Committee Requirements

Applicant organizations must establish and maintain a governance structure with the capability and capacity to carry out its intended functions. This structure must include a Project Steering Committee comprised of key community representatives such as service providers, employer groups (e.g., industry associations, Chambers of Commerce), different levels of government (i.e., municipalities, federal and provincial government departments and ministries), regulators and highly skilled ITIs.

The Project Steering Committee will not direct the day-to-day operations of the bridge training program but will serve in a consultative, advisory and facilitative (such as arranging placements, mentors and so on) context to ensure that the project meets current requirements for licensing, certification, registration and employment.

4.5 Partnership Requirements

An important component of successful bridge training programs involves partnerships among different organizations. Bridge training education is a pan-professional process involving stakeholders from different sectors within a profession or trade. It is helpful to identify champions within partner organizations who can provide support and resources to assist in the development and implementation of bridge training programs.

Applicant organizations are expected to conduct outreach and develop partnerships with a wide range of stakeholders in order to mobilize the community to identify and address labour market issues and opportunities, workforce development needs, and to engage in improved employment and training service coordination and integrated service planning.

Partnerships may be formed among organizations including, but not limited to:

- Educational institutions (e.g., universities, colleges, school boards)
- Employers prepared to consider successful participants for employment in their companies
- Providers of employment and training services, including, but not limited to, those working with small to medium businesses, apprentices and those working with people who are self-employed
- Regulatory bodies and professional associations
- Employer/business, sector or industry organizations
- Regional economic development organizations
- Other levels of government (municipal, provincial, federal) and/or other Ontario government ministries
- Human, health and/or social services agencies
- Providers of literacy and essential skills services and regional networks
- Unions/labour organizations
- Organizations serving equity target groups (e.g., immigrant services)
- Other non-profit community organizations or not-for-profit businesses

Each partner's role will be clearly defined by the lead organization and documented in reports to the ministry. The applicant will be required to submit signed letters from all

project partners attesting to the partnership their role in the successful implementation of the project.

4.6 Information Management Requirements

The ministry will manage its agreement with successful applicants and collect participant-level data through its EO Information System. All successful applicants will be required to use the system to case manage participants, as well as to receive and submit reports to and from the ministry.

4.7 Agreement and Budget Requirements

Applicants must complete and submit a proposed budget. The proposed budget must include all anticipated costs associated with the project activities. Please see [Section 5 Evaluation](#) for Applications for more information.

Project funding, if approved, will be provided to successful applicants under a Transfer Payment Agreement between the applicant and the ministry, which will set out the terms and conditions including:

- Project budget
- Project management
- Performance measures
- Monitoring and reporting requirements, including annual progress reporting, audits and financial reports
- Mode and schedule of payment
- Contract termination and corrective action

Successful applicants will:

- Be accountable to the ministry for all monies and project components and will be the final decision-making authority among partners for the project under the agreement.
- Manage their project plan to meet financial and accountability reporting requirements and deliverables, as identified in the funding agreement.

- Be responsible for receiving, administering, and allocating funds to any participating organizations in accordance with the requirements of their agreements.
- Be responsible for measuring results and reporting on their performance as required by their funding agreement.
- Be required to submit regular reporting that will be used by the ministry to assess the progress of implementation, as required by the funding agreement.

4.8 Tuition Fees and Financial Aid

The ministry encourages service providers to charge tuition fees to participants for academic and technical training and to use this revenue for delivery and continuous improvements to the program. Employment-focused services must be provided to participants free of charge.

- Tuition fees charged to bridge training participants must be in line with general tuition rates (domestic student) charged for similar programs offered by publicly funded post-secondary educational institutions.
- Tuition fees collected from participants must be applied in full towards program costs related to the delivery of the bridge training project.
- Tuition fees are a vehicle to put projects onto a path to financial sustainability and are an integral part of a projects' long-term viability plans.

The ministry expects bridge training projects to pursue alternative funding from other sources (such as employer contributions/sponsorship, grants, etc.) in order to offset program delivery costs.

Wherever possible, bridge training projects should provide participants with access to financial supports to reduce the burden of tuition fees. This includes the Ontario Bridging Participant Assistance Program (OBPAP), Ontario Student Assistance Program (OSAP) and any other financial instruments that may be made available to program participants, such as private sector loan programs, other program bursaries or scholarships.

Ministry funding cannot be used to offer direct financial transfers to participants to offset tuition costs.

4.9 Funding Amounts and Project Duration

Projects of different sizes and durations will be considered. The maximum duration of projects is three (3) years, which includes the planning period of a maximum of six (6) months for Category A - Service Delivery projects and three (3) months for Category B - Changing the System projects. All program activities must be completed within the three (3) years. The ministry will not fund activities that continue after the expiration date of the Transfer Payment Agreement.

The ministry is under no obligation to fund any application submitted through this request for applications or to fund the entire duration or scope of a proposed project.

5. Evaluation of Applications

The ministry will only evaluate complete applications. Applicants must submit their complete application package through TPON no later than 5:00 pm on April 30, 2021. Late submissions will be disqualified and therefore will not be evaluated.

The ministry intends to enter into a Transfer Payment Agreement with multiple successful applicants in Category A – Service Delivery projects and Category B – Changing the System applications.

5.1 Evaluation Stages

Applicants will be assessed through four (4) evaluation stages. Successful applications must meet all prerequisite criteria and thresholds across all stages of evaluation listed below:

Stages	Max Points	Passing Points	Minimum Threshold	% Overall Score
I. Mandatory Requirements	Pass	Pass	100%	N/A
II. Organizational Risk Assessment	Low risk	Med. Risk	Med. Risk	N/A
III. Application Questions	-	-	-	-
Category A – Service Delivery	252	164	65%	75%
Category B – Changing the System	180	117	65%	75%
IV. Budget	-	-	-	-
Category A – Service Delivery	84	55	65%	25%
Category B – Changing the System	60	39	65%	25%

Maximum overall scores

Project Category	Max Total Score (100%)
Category A – Service Delivery	336
Category B – Changing the System	240

5.1.1 Stage I: Mandatory Requirements

This is a pass/fail stage in which applications will be reviewed for completeness. All mandatory components of the request for applications submission must be present.

Applications that are missing any mandatory components will be excluded from further consideration during the evaluation process.

The mandatory components of the submission are:

- Complete applicant profile
- Project summary that complies with the project category criteria
- Conflict of Interest Declaration
- Letters from all partner organizations, duly signed and attested
- Organizational Risk Assessment (Stage II)
- Responses to Application Questions (Stage III)
- Budget submission (Stage IV)
- Completed Project Targets Template
 - Each project category has a unique Project Targets template. The information submitted in this template will inform the Transfer Payment Agreement between the ministry and the successful applicant.
 - Applicants for Category A - Service Delivery projects are required to submit target client intake and outcomes across the entire duration of the agreement. Category B - Changing the Systems applicants will define their successful outcomes, and the indicators by which they will be measured.

5.1.2 Stage II: Organizational Risk Assessment

This is a pass/fail stage in which applicants will be required to submit evidence to the ministry that demonstrates the health of their organization and capacity to successfully deliver the project over the entire duration of the agreement with the ministry.

To respond to this stage, applicants must provide evidence of its operational policies, procedures and infrastructure in the following areas:

- Governance
- Service Delivery
- Financial
- Legal
- Technology
- Privacy

- Human Resources

The ministry will review the evidence presented, and assess whether the organization presents a low, medium or high risk to the successful delivery of the program. Applicants that do not present sufficient evidence that demonstrates they are low-risk or medium-risk organizations will be eliminated from the evaluation process.

5.1.3 Stage III: Application Questions

This stage comprises 75% of the overall score of the Request for Applications.

Each project category has a unique set of questions and different maximum scores. At this stage, a minimum threshold of 65% of the maximum score must be met in order to continue to the next stage of evaluation.

Applicants will be scored based on how they meet the stated criteria for each question by demonstrating:

- Experience in delivering services to highly skilled ITIs
- Evidence of labour market demand for the proposed project
- Project plans that are client-centred and customized to each client's need
- Project activities that will directly lead to expected outcomes
- Partner involvement and community engagement to enhance client experience and outcomes
- Capacity to design, implement and establish the program according to the program components described in [Section 3](#) of this document

5.1.4 Stage IV: Budget

This stage comprises 25% of the overall score of the Request for Applications.

Each project category has a unique budget template and different maximum scores. At this stage, a minimum threshold of 65% of the maximum score must be met in order to be considered for funding.

Applicants are required to submit a completed budget template following the instructions outlined in the category-specific application package. Budget submissions will be reviewed and scored based on the following principles:

- 1) **Funding request is justified:** Clear rationales for all costs and revenues outlined in the budget template have been provided and demonstrates that the budget request is reasonable (30% of max budget score)

- Applicants must provide concise notes in the budget template to explain how costs are derived.
- 2) **Funding request aligns with budget submissions for similar projects:** Upon receipt of all submissions, the ministry will review and group applications according to NOC codes to ensure that project funding requests are in line with average funding requests for similar services (60% of max budget score)
- Budget submissions for similar projects will be reviewed and compared against each other to ensure that costs are comparable to other applicants within the same category pool and within target occupations (NOC levels). Projects that are more than one standard deviation from average costs will lose points.
- 3) **Funding request is balanced:** The applicant has demonstrated proper and responsible use of funds related to both administration and program delivery (10% of max budget score)
- Administrative costs do not exceed 15% of the Program Delivery budget.

5.2 Final Assessment and Scoring

Applicants whose submissions meet requirements and thresholds in all the stages will be considered successful applicants. Successful applicants will be ranked according to their final scores and considered for funding according to the budget templates submitted. The ministry will fund as many successful Category A and B applications as it can without exceeding its funding allocation for the program.

There is no appeals process to contest a MLTSD funding decision; however, the ministry will provide applicants with an opportunity to request and receive feedback on applications not selected for funding.

The application and any supporting documentation submitted by an applicant will not be returned to the applicant and will be destroyed.

6. Additional Information for Applicants

6.1 Rights of the Ministry

In applying, the Applicant is deemed to have acknowledged that the ministry or its designate may:

- Communicate directly with any applicant or potential applicants.
- At its sole discretion, accept applications for consideration that are not strictly compliant with the requirements outlined above.
- Verify with any applicant or with a third party any information set out in an application.
- Make changes, including substantial changes such as to the eligibility criteria, without notice, to this guide and related documents including the application form by way of new information on the designated website.
- Cancel this application and RFA process at any stage of the application or evaluation process.
- Reject any or all applications in its sole and absolute discretion, even if they are compliant with the requirements outlined above.
- Fund legal entities for similar projects regardless of whether these entities have submitted an application in response to this Guide.

6.2 Contract with Ministry

Successful applicants will be required to enter into a formal Transfer Payment Agreement with the ministry.

6.3 No Commitment to Fund

The application process will not necessarily result in a funding commitment to any applicant. Furthermore, the ministry reserves the right to award funding through processes other than this application process. The ministry shall not be liable for any expenses incurred by any applicant, including the expenses associated with the cost of preparing the application.

6.4 Applicant Not to Communicate with Media

An applicant shall not at any time directly or indirectly communicate with the media in relation to this application process or any legal agreement in relation to this application without first obtaining the written consent of MLTSD. MLTSD may refuse to consider an Application from an applicant or may rescind a grant awarded, including by terminating any executed Transfer Payment Agreement, to an applicant who has such communication without its written consent.

6.5 Conflict of Interest

All applicants are required to complete a Conflict of Interest Declaration form and attach it to each submission.

“**Conflict of Interest**” includes, but is not limited to, any situation or circumstance where the applicant, or any of its respective advisors, partners, members, directors, officers, employees, agents and volunteers has:

- An unfair advantage or engages in conduct, directly or indirectly, that may give it an unfair advantage
- Other commitments, relationships or financial interests that:
 - i. could or could be seen to exercise an improper influence over the objective, unbiased and impartial exercise of its independent judgement; or
 - ii. could or could be seen to compromise, impair or be incompatible with the effective carrying out of its proposed project.
- Used confidential information of the ministry without the ministry’s written consent; or
- A direct or indirect financial benefit from the carrying on of the project.

Applicants must disclose any actual, potential or perceived Conflict of Interest by completing and submitting the Declaration of Conflict of Interest, which is included as a separate attachment.

6.6 Project Partnerships

Although the ministry encourages partnerships for project delivery wherever appropriate, applications must be submitted by a single applicant even where a partnership exists. For the purposes of the application and subsequent funding contract with the ministry in the event of a successful application, a single recipient must take sole responsibility for the terms and conditions of the contract, including development,

implementation, reporting and evaluation of the project. The applicant will be the single signatory to the contract and will be identified as the recipient.

If funding is granted, successful applicants may be required to develop formal agreements with any project partners to whom funding may be flowed for the purposes of meeting project outcomes.

6.7 Privacy and Personal Information

Successful applicants, who are approved as service providers, may be subject to specific requirements regarding the collection, use and disclosure of participants' personal information in the transfer payment agreements into which they enter with MLTSD. These requirements may address the collection, use and disclosure of personal information relating to participants.

6.8 Confidentiality and the Freedom of Information and Protection of Privacy Act

Please note the ministry is subject to the *Freedom of Information and Protection of Privacy Act* (the "Act"). The Act provides every person with a right of access to information in the custody or under the control of the ministry, subject to a limited set of mandatory/discretionary exemptions. This means that the information that is collected pursuant to this application process may be disclosed in the context of an access request unless it is subject to a mandatory or discretionary exemption under the FIPPA. The MLTSD has exclusive jurisdiction to determine whether information that is in its custody and/or control falls within a discretionary or mandatory exemption under the FIPPA.

Applicants are advised that the names and addresses of successful applicants, the amount of transfer payments awarded, and the purpose for which the transfer payments are awarded is information the ministry makes available to the public.

APPENDICES

APPENDIX 1 – RFA Evaluation – Questions

Applicants can be awarded the following maximum scores depending on which project category they apply to. An applicant must achieve a minimum threshold score of 65 per cent on the maximum score to be considered for funding.

Project Category	Maximum Score	Passing Score
Category A – Service Delivery Projects	252	164
Category B – Changing the System Projects	180	117

Category A - Service Delivery Questions

EXPERIENCE			
#	Category A Questions	Criteria	Max Points
1	Describe your organization’s history and experience in delivering positive outcomes for highly skilled ITIs.	<ul style="list-style-type: none"> Describes evidence of recent positive outcomes achieved in delivering services to highly skilled ITIs 	18
LABOUR MARKET DEMAND			
#	Category A Questions	Criteria	Max Points
2	Provide evidence that supports a need for the proposed project to serve this occupation/sector within the proposed geographic area.	<ul style="list-style-type: none"> Provides qualitative and quantitative analysis of labour market data to demonstrate demand for the proposed service Data speaks to need in the proposed geographic area to be served Data includes evidence of an environmental scan for similar existing services. If similar services exist, explain why the proposed project is unique or how it differs from those already in 	27

#	Category A Questions	Criteria	Max Points
		existence	
SERVICE DELIVERY			
#	Category A Questions	Criteria	Max Points
	<p>Instructions for questions 3 – 9:</p> <p>Referring to the information in Section 3.1.1.2 – Participant-facing service components for Category A in the Request for Applications Guidelines, please describe how the proposed project will deliver each of the seven required program components.</p>		
3	Information and referral to EO and other relevant programs and services	<ul style="list-style-type: none"> • Demonstrates knowledge of EO programs and other complementary services offered by similar/ relevant organizations • Describes service referral processes to EO and other programs 	9
4	Occupation-focused recruitment and service planning	<ul style="list-style-type: none"> • Describes targeted outreach plan to recruit eligible participants, including prior learning assessment and an orientation plan • Describes a decision-making process that provides a rationale for participant access to funded services • Describes a client-centred 	18

#	Category A Questions	Criteria	Max Points
		<p>approach to service planning, considering needs of the client in the context of their skills, abilities and life experiences</p>	
5	Pre-employment services	<ul style="list-style-type: none"> • Describes sector-focused and/or occupation-specific employability skills participants will obtain, including transferable employability skills to support long-term resilience in the labour market • Describes service delivery channels and formats e.g. workshops, classroom setting, small groups, one-on-one coaching, or other media (e.g. webinar) 	27
6	Occupation-specific technical and essential skills training	<ul style="list-style-type: none"> • Demonstrates that training is based on both regulatory requirements in the case of regulated occupations, and/or the needs of employers in the identified occupation • Provides exam preparation to participants for examinations for certification/registration 	27
7	Occupation-specific workplace culture and communication training and, for Francophone projects only, occupation-specific English-as-a-Second Language training.	<ul style="list-style-type: none"> • Demonstrates occupation-specific workplace culture and communication training that is based on the requirements and standards in the sector • For Francophone projects only, demonstrates occupation-specific 	27

#	Category A Questions	Criteria	Max Points
		English language training, in partnership with language training providers and, if necessary, demonstrates French language proficiency to the level required for bilingual employment	
8	Occupation-specific employment services	<ul style="list-style-type: none"> • Describes the specific services that will be offered to prepare participants for employment in their sector • Describes a process through which participants can be connected to employers in the sector (e.g., through mentorship, internships, paid job placement, job matching, networking, etc.) • Provides a rationale on how the services in question directly aligns with, and does not duplicate, existing EO services 	27
9	Sector-focused retention services and ongoing case management	<ul style="list-style-type: none"> • Describes the process in which a detailed sector-focused follow-up plan will be developed for participants, post program completion • Connects the follow-up plan's actions towards the outcome of sustained employment for those employed in the sector, or towards identifying more appropriate employment for those who are no longer interested in remaining in the sector 	18

#	Category A Questions	Criteria	Max Points
10	Describe your organization's approach to delivering quality services to participants, including delivery channels (i.e. in-person, online or a combination of both), customized service for clients, customer service standards and complaint resolution processes.	<ul style="list-style-type: none"> • Approach includes a detailed description of proposed delivery channels and includes a contingency plan for remote and/or online service delivery when in-person delivery is not viable • Service delivery is customized and accessible for all clients • Standards for customer service and complaint resolution are clearly articulated and linked to a results-based framework 	18

GOVERNANCE AND PARTNERSHIPS

#	Category A Questions	Criteria	Max Points
11	Describe your plans to establish and maintain a Project Steering Committee comprised of key community and sector representation including employers.	<ul style="list-style-type: none"> • Lists proposed representatives to sit on the Project Steering Committee explaining: <ul style="list-style-type: none"> - The roles and responsibilities of each member - The sector/occupations they represent - The strategic reason for each appointment • Describes how the Committee will ensure that the project meets requirements for successful outcomes 	18
12	Outline your organization's current and planned partnerships in the development and implementation of the project.	<ul style="list-style-type: none"> • Lists all project partners and the role each will play in the implementation and achievement of successful outcomes of the 	18

#	Category A Questions	Criteria	Max Points
		project	

Category B - Changing the System Questions

EXPERIENCE			
#	Category B Questions	Criteria	Max Points
1	Describe your organization's history and experience in delivering positive outcomes for highly skilled ITIs.	<ul style="list-style-type: none"> Describes evidence of recent positive outcomes achieved in delivering services to highly skilled ITIs 	18
LABOUR MARKET DEMAND			
#	Category B Questions	Criteria	Max Points
2	Provide evidence that supports a need for the proposed change.	<ul style="list-style-type: none"> Provides comprehensive analysis of relevant and recent studies and reports to demonstrate demand for the proposed project Cites appropriate references to statistical studies and reports. 	27
PROJECT OUTCOMES AND BENEFITS			
#	Category B Questions	Criteria	Max Points
3	Referring to the information in Section 3.2.1 – Category B – Program Components in the Request for Applications Application Guidelines, please describe the systems change targeted by the project, and the anticipated demonstrable outcomes.	<ul style="list-style-type: none"> Outcomes for the project are clearly articulated and align with the OBTP program principles Provides clear link to how the project will change the system Describes how key outcomes will be measured to determine project success 	27
4	Describe the approach that will be taken and project activities that will be carried out to achieve the anticipated outcomes.	<ul style="list-style-type: none"> Proposed approach and activities show a clear path to expected project outcomes Each activity is essential and 	27

#	Category B Questions	Criteria	Max Points
		relevant to the project outcome and is key in moving toward project completion	
5	Describe how highly skilled ITIs in Ontario will benefit in the short and long term from the proposed change, and how it will be measured.	<ul style="list-style-type: none"> • Outlines documented challenges faced by highly skilled ITIs that the project will address • Proposed solutions/benefits are measurable 	27
6	Describe how the province will benefit in the short and long term from the proposed systems change, and how it will be measured.	<ul style="list-style-type: none"> • Proposed solutions/benefits are measurable 	18
7	Describe the steps taken to ensure there is no duplication with existing or past initiatives. If similar initiatives exist, explain why the proposed project is unique or how it differs from those already in existence.	<ul style="list-style-type: none"> • Describes a process taken to perform an environmental scan for duplicated initiatives • If applicable, provides a rationale about the unique selling point of the proposed project 	18

GOVERNANCE AND PARTNERSHIPS

#	Category B Questions	Criteria	Max Points
8	Describe your plans to establish and maintain a Project Steering Committee comprised of key community and sector representation including employers.	<ul style="list-style-type: none"> • Lists proposed representatives to sit on the Project Steering Committee explaining <ul style="list-style-type: none"> - The roles and responsibilities of each member - The sector/occupations they represent - The strategic reason for each appointment • Describes how the Committee will ensure that the project meets 	9

#	Category B Questions	Criteria	Max Points
		requirements for successful outcomes	
9	Outline your organization's current and planned partnerships in the development and implementation of the project.	<ul style="list-style-type: none"> • Lists all project partners and the role each will play in the implementation and achievement of successful outcomes of the project 	9

APPENDIX 2 - Glossary of Terms

Term	Definition
Alternative Careers	Alternative careers are career options that individuals pursue other than the profession in which they were originally trained. Alternative careers make use of and relate to an individual's skills and experience.
Bilingual	An ability to communicate in Canada's two official languages (English and French)
Canadian Language Benchmarks	The Canadian Language Benchmarks (CLB) standard is a descriptive scale of language ability in English as a Second Language (ESL) written as 12 benchmarks or reference points along a continuum from basic to advanced. The CLB standard reflects the progression of the knowledge and skills that underlie basic, intermediate and advanced ability among adult ESL learners.
Commensurate Employment	Employment in an immigrant's field of expertise or related field that is aligned with their education and/or experience.
Eligibility	"Eligibility" refers to the criteria established by a bridge training project to determine entry of participants into a bridge training program. Eligibility criteria may include level of education, previous work experience, specific technical skills, minimum language proficiency, et cetera.
Employment Ontario	The ministry operates EO as a one-stop source of information, services and programs for jobseekers and employers. Through this network, the ministry helps employers hire and train employees through programs, grants and incentives.
Essential Skills	Essential skills are the skills that people need for work, learning and life. They are used in the community and the workplace, in different forms and at different levels of complexity.
Exit	Exit occurs when bridge training participants complete the program, i.e. reach their service plan goal; are no longer

Term	Definition
	actively participating in service; have decided against continuing with service; or cannot be assisted further.
Highly skilled internationally trained immigrants	An immigrant who completed post-secondary education credential outside of Canada.
Mentoring	Mentoring is a protected and structured relationship in which learning, and development of interpersonal, relationship-building skills can occur, potential skills can be developed, and in which results can be measured in terms of progress made towards personal and professional goals.
National Occupational Code	The National Occupational Classification (NOC) is Canada's national system for describing occupations.
Program Sustainability	Actions that an organization takes towards establishing the bridge training program toward permanency and reducing/eliminating the reliance on ongoing ministry funding for delivery of the program. Bridge training education should not be seen as "special" or a one-off service provided at a specific point in time; it needs to be a permanent change in the way organizations do business and a mainstream part of day-to-day operations for educational institutions, licensure/regulatory bodies and employers.
Participants	Participants are highly skilled internationally trained immigrants (ITIs) with a post-secondary degree and international work experience that the project will serve. Participants can include Canadian citizens, permanent residents and convention refugees. international students, temporary foreign workers, and provincial nominees. Immigrants without post-secondary credentials are not eligible nor are immigrants who are internationally trained and who have completed post-secondary training in their field in Canada.

Term	Definition
Partner Organization	Partner organizations have a formal role in the development and implementation of the proposed project. A partner organization is directly involved in the delivery of a project component such as academic/skills training, language assessment or employment services, or provides ongoing program advice/direction through governance structures such as an Advisory Committee.
Permanent Resident	A person who has legally immigrated to Canada but is not yet a Canadian citizen.
Project	The entire initiative, including planning, development, recruitment, marketing, assessment, delivery of programs, evaluation, reporting to the ministry, audit, et cetera, that are funded by the ministry.
Project Steering Committee	A Project Steering Committee is a key component of the governance structure for bridge training projects. Participation from regulators, employers, and highly skilled ITIs is required to ensure that the project meets current requirements for certification/registration and employment.
Recruitment	“Recruitment” refers to project activities that focus on identifying and reaching potential program participants (e.g., media advertisements, e-bulletins, referrals from other organizations, et cetera).
Regulated Occupation	Regulated occupations are professions and trades for which the government has designated specific rules and regulations to make sure that practitioners are properly trained and are not a risk to public health and safety. For regulated professions and trades, practitioners must be registered with a regulatory body and hold a licence or certificate in order to legally work in the field and use the professional title.
Service plan	A service plan is a set of concurrent or sequential steps, service and training components that a bridge training

Term	Definition
	participant should undertake in order to reach their stated goal based on the needs assessment conducted by a service provider.
Stakeholder	Stakeholders do not deliver project components but are still critical to the successful development and implementation of the proposed project. Stakeholders may be consulted on curriculum development, be targeted in a marketing strategy, or provide information on current regulatory and employment requirements for the sector/profession the project will serve. Stakeholders may include groups representing internationally trained individuals, professional associations, regulators, employers, et cetera.
Start of Program by Participants	Occurs when bridge training participants have registered for the program and begin taking steps, service and/or training components outlined in their service plans
Start of Training	Occurs when bridge training participants begin in-person, on-line or blended-delivery classes aimed at skill enhancements in their occupation
Transfer Payment	Transfer payments are a mechanism used by the Ontario government to fund activities that benefit the public and are designed to achieve public policy objectives. Transfer payments are transfers of money to individuals, organizations external to the government, or to other governments for which the Ontario government does not receive goods or services directly in return, expect to be repaid in the future, as would be expected in a loan, expect a direct financial return, as would be expected in an investment.
Transfer Payment Agreement	A signed document required for the management and oversight of all transfer payment activities, that clearly identifies the rights, responsibilities and obligations for both the recipient and the accountable ministry. Ministries must have a signed agreement in place with a recipient before a transfer

Term	Definition
	payment is provided.