

Dual Credit Program Benchmarks

Ministry of Education
September 2025

Dual Credit Benchmarks

Priorities for Dual Credit programs are outlined in the [Dual Credit Program Guidelines 25-26](#). Funding is limited and Regional Planning Teams (RPTs) are encouraged to prioritize the programs proposed, with appropriate rationale, with a focus on maximizing the number of students enrolled in a Dual Credit program. Spending should be reasonable and appropriate for the use of public funds. RPTs are encouraged to meet regularly to review their Dual Credit program needs and are also encouraged to use student (actual vs. approved, retention and success) and financial data from previous years to make judicious decisions.

Funding from the Dual Credit program covers delivery costs to district school boards and colleges. “No tuition fees, apprenticeship classroom fees, or miscellaneous fees will be charged to students or to the secondary school in which they are enrolled.”¹

Dual Credit program funding is proposed by Regional Planning Teams (RPTs) through the government’s online system, Enhanced Data Collection Solution (EDCS). EDCS generates benchmarks when the delivery approach is selected on the “courses page.”

Dual Credit program funding cannot be moved from Dual Credit programs to Activity/Forum funding or RPT funding.

To maximize the number of students for whom a Dual Credit opportunity is available, RPTs are encouraged to consider proposals for any additional supports with this goal in mind.

“Students in Dual Credit programs are secondary school students of their school board^{2 3} and the same level of care and concern must be provided to them as to any other secondary school student.”⁴

The province’s per pupil Core Education Funding provides funding for board-provided student supports and Dual Credit teachers. For more information see pg. 11 of [Dual Credit Policy and Program Requirements](#).

¹ Dual Credit Programs: Policy and Program Requirements, pg. 7

² This includes Provincial Schools and the Consortium Centre Jules-Léger

³ Students in First Nations secondary schools are eligible to participate on a case-by-case basis

⁴ Dual Credit Programs: Policy and Program Requirements, pg. 6

Benchmark Funding

Provided per student, per course based on course type, delivery approach and location.

Note: For college Dual Credit courses beyond 42 hours there is no additional funding and credit value does not increase beyond 1.0. For college-delivered courses with fewer than 42 hours, funding is prorated.

Board Benchmarks

Program Approach	Board Benchmark
College Course	\$200/student/course
Level 1 Program	\$400/student

Dual Credit Program expenses covered through *board* benchmark funding:

- Project coordination and planning
- Meetings and operational costs
- E.g. scheduling courses and managing transportation logistics as required, etc.
- Tracking, monitoring, reporting
- Dual Credit teacher travel to and parking at delivery location
- Up to \$200/student for Textbooks for Level 1 programs

College Course Benchmarks

Program Approach	Location	Course Type	College Benchmark
College Delivered	College	Trades, Technology & Health – Lab-based courses	\$1,200
	College	All other courses	\$ 753
	Secondary School	All courses	\$ 585
	Online	All courses	\$ 585
	Community	All courses	\$ 585
Team-Taught	College	Trades, Technology & Health – Lab-based courses	\$ 994
	College	All other courses	\$ 765
	Secondary School	All courses	\$ 585
	Online	All courses	\$ 585
	Community	All courses	\$ 585

Dual Credit Program expenses covered through college benchmark funding:

- Project coordination and planning
- Faculty costs
- College administration and operational costs
- E.g. staffing, scheduling courses, and managing transportation logistics as required, etc.
- Instructional supplies including textbooks except for Level 1 programs which receive up to \$200 under the Board Benchmark
- Student ancillary fees and transcription
- Tracking, monitoring, reporting
- Student Services supports
- Certifications
- Course development
- Graduation events for SWAC programs

College Benchmarks for Level 1 programs

College benchmarks for Level 1 Apprenticeship in-class training Dual Credits vary depending on whether the program has MLITSD approval as indicated on the program details page as well as the delivery approach, and the delivery location as selected on the course details page.

Programs with non-college TDAs do not receive a college benchmark.

Program Approach	Location	Target Group	College Benchmark	Notes
College Delivered	College	OYAP ⁵ (MLITSD)	\$175	MLITSD pays the college directly, including apprenticeship lab fee
		PTG ⁶ (EDU ⁷)		EDU funds through the RPT, including apprenticeship lab fee
Team-Taught	College	OYAP (MLITSD)		MLITSD pays the college directly, including apprenticeship lab fee
		PTG (EDU)		EDU funds through the RPT, including apprenticeship lab fee
College Delivered	Community	OYAP (MLITSD)		MLITSD pays the college directly, including apprenticeship lab fee
		PTG (EDU)		EDU funds through the RPT, including apprenticeship lab fee

⁵ Ontario Youth Apprenticeship Program (OYAP)

⁶ Primary Target Group

⁷ Ministry of Education

Program Approach	Location	Target Group	College Benchmark	Notes
College Delivered	Secondary School	All	\$125 plus faculty instructional cost	Additional faculty instructional cost - \$125 /Instructional Hour is included in college benchmark funding calculation
Team-taught	Secondary School			Additional faculty instructional cost - \$125 /Instructional Hour is included in college benchmark funding calculation
Taught by a secondary school teacher with college Training Delivery Agent (TDA) oversight	Secondary School			

Level 1 Apprenticeship in-class training funding to cover delivery of apprenticeship programs can be funded in two ways:

1. MLITSD Apprenticeship in-class training funding paid directly to the TDA with approval of local MLITSD office – for OYAP students with RTAs.
2. EDU funding for primary target group Level 1 students without an RTA should only be proposed in exceptional circumstances (to be discussed with the Dual Credit team prior to entering these seats in EDCS). In-class training funding is paid to the RPT.

Additional approval forms need to be signed and submitted for Level 1 Apprenticeship in class training Dual Credit programs. Proposals for these Dual Credit programs may be entered in EDCS once this additional documentation has been submitted to EDU. Please see [Dual Credit Program Guidelines 25-26](#).

Miscellaneous Proposals

For All Delivery Approaches

- Accessibility supports for students with disabilities where the cost cannot be borne by the board or the college
- Criminal Reference Checks for faculty delivering Dual Credits at secondary schools
- Field trips required exclusively in the college course curriculum where benchmark funding is insufficient
- Limited funding for personal protective equipment (PPE) (glasses, boots, hearing protection, uniforms) for college-delivered courses or Level 1 Apprenticeship in-class training programs for students in the primary target group

Note:

- PPE for team-taught courses or those not in the primary target group are to be covered by college/board benchmarks.
- PPE required for the co-op component of OYAP Level 1 programs is to be covered by OYAP funding and those items are to be used during the in-class training.
- RPTs are to ensure that purchase of new PPE is entered only when students do not already have their own.
- RPTs are to re-use class sets of PPE, where appropriate.

Specific Delivery Approaches have additional Eligible Miscellaneous Proposals:

For School Within a College (SWAC)

- Wraparound SWAC Supports
 - RPTs need to enter this funding for every SWAC student.
 - Three group conversations per class (# of classes x \$45)
 - One-on-one follow-up conversations per student
 - 4 hours per student (# of students x 4 hours x \$45)
 - PD and report back for college advisors (eight hours x # of classes x \$45)
 - Workshop materials (\$20 x # of students)
 - SWAC room rental – up to \$10,500/room/semester based on an average of 18 students/class

For Night School & *Summer School

- Summer School Dual Credit teacher funding at the district school board's hourly rate (110 hours)
- Night School Dual Credit teacher funding at the district school board's hourly rate (90 hours)

For Adult Dual Credits (ADC)

- Adult Dual Credit teacher funding at the district school board's hourly rate (90 hours) - except where provided by Core Education Funding at Adult Day School

For Lab-based Dual Credits Delivered at the Secondary School

- Funding for consumable materials required in the college course curriculum

For Dual Credits Delivered in the Community

- Space rental for courses delivered in the Community - a detailed breakdown is to be included in Miscellaneous (cost per week x number of weeks)
- For Lab-based courses, consumable materials required in the college course curriculum

For Level 1 Dual Credit Programs

- The \$400 board benchmark includes \$200 per student for texts and instructional materials.
- Costs for texts and instructional materials that exceed this amount can be entered as a miscellaneous expense.
- PPE for EDU-funded PTG students without an RTA.
- PPE required for the co-op component of OYAP Level 1 programs is to be covered by OYAP funding and those items are to be used during in-class training.
- EDU only funds those tools required for the in-class portion of the Level 1. Tools required for co-op placements are not eligible.
- **RPTs are encouraged to purchase class sets of texts and tool kits and reuse where appropriate.**

Transportation Proposals

Transportation costs are not captured by the benchmarks and are to be entered on the Transportation Funding page of EDCS along with a detailed rationale.

Student Transportation:

- Entries should focus on the most efficient and cost-effective methods available (e.g., individual transit tickets for Dual Credit courses, monthly transit passes for SWAC programs), etc.
- Dual Credit students should attend the closest college campus.
- RPTs may enter exceptions with financial rationale.
- Level 1 students who are committed to a trade should attend the closest college campus or NCTDA that has a TDA for that trade.
- Students should be picked up and dropped off at their home schools where possible.
- Sharing of taxis should be standard practice where possible.
- Students will not be eligible for travel subsidy/parking if there is another transportation option provided.
- Travel subsidy costs should be consistent, reasonable, and used only when other options are not available or cost effective.
- Transportation for field trips will only be approved if related exclusively to college curriculum.

Faculty Travel:

- Travel to Dual Credits delivered at secondary schools or in the community will be approved at the Ministry of Education km rate (\$0.40/km for Southern Ontario, \$0.41/km for Northern Ontario).