



WORKPLACE ESSENTIAL SKILLS (WES) GUIDELINES

**Department of Post-Secondary Education, Training and Labour
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Introduction

Description

Workplace Essential Skills (WES) is training in one or more essential skills that addresses skill gaps relating to tasks required for a specific occupation with labour market needs/priorities.

Training is customized to respond to the specific needs of work environment and utilizes a task-based approach in that learning activities incorporate authentic workplace materials and/or processes.

Outcomes:

- Improved literacy and essential skills
- Employment gains

WES Initiatives are reported under three (3) delivery streams: Job Seekers, Workplace and Special Initiatives.

WES Streams

Stream	Description
Job Seekers	<p>WES training is available to case managed individuals. It combines workplace essential skills training and experiential learning as a pathway to employment within specific occupations/sectors with labour market needs.</p> <p>Target participants: Unemployed individuals with occupational goals identified in their employment action plan requiring workplace essential skills in a specific occupation/sector to integrate the labour market. The participants may be:</p> <ul style="list-style-type: none"> • Unemployed job seekers closest to the labour market or • Unemployed job seekers more distant from the labour market (i.e. Experiential Learning and Employment (ELE) Continuum for multi-barriered individuals jointly delivered by our department and the Department of Social Development (SD). <i>Note: Refer to section specific to ELE Continuum for details.</i>
Workplace	<p>WES training is available to employers who are experiencing skilled labour shortages and in need of training support for existing staff. An Employer Training Needs Assessment is conducted to identify the essential skills required in the targeted occupations within the organization.</p> <p>Target participants: employed individuals upgrading industry specific skills.</p>
Special Initiatives	<p>WES training is available to case managed individuals as a pathway to employment within specific occupations/sectors with labour market needs, in circumstances which do not lend themselves to experiential learning.</p> <p>Target participants: Unemployed individuals with well defined occupational goals identified in their Employment Action Plan (EAP) requiring workplace essential skills in a specific occupation/sector to integrate the labour market. The participants may be:</p> <ul style="list-style-type: none"> • Unemployed job seekers closest to the labour market (e.g. apprentices who have shown difficulty succeeding certification exams) or • Unemployed job seekers more distant from the labour market (e.g. inmates in correctional centers).

WES Parameters	
Stream	Initiatives must meet the following criteria:
Job Seekers	<ul style="list-style-type: none"> ▪ Are linked to the job seeker's occupational goal (NOC)¹; ▪ Pre and post workplace essential skills assessments are conducted. Based on the results, training is customized; and ▪ Include <u>experiential learning</u> (i.e. Workplace Connections).
Workplace	<ul style="list-style-type: none"> ▪ Are linked to employee's occupational goal (NOC); and ▪ Pre and post workplace essential skills assessments are conducted. Based on the results, training is customized.
Special Initiatives	<ul style="list-style-type: none"> ▪ Are linked to job seeker's occupational goal (NOC)¹; and ▪ Pre and post workplace essential skills assessments are conducted. Based on the results, training is customized.

1 It is not the role of the Program Officer to help the participant establish an employment goal. This is an expectation of the WorkingNB (PETL) Employment Counselor, Social Development Case Manager or other authorized referral agents.

Eligibility Criteria for Individuals

- Must be legally entitled to work in Canada
- Must be 18 years old or older
- Must be a resident of New Brunswick
- Must have an occupational goal or an existing occupation related to training
- **For Job Seekers and Special Initiatives streams:** unemployed individuals must be case managed and have an Employment Action Plan developed either through WorkingNB, Social Development or another authorized referral agent (i.e. Employment Assistance Services, Indigenous organizations, correctional facilities, Apprenticeship and Occupational Certification (AOC) Branch staff).
- **For Workplace stream:** employed individuals must be referred by the employer or a group representing a group of employers (e.g. sector representatives or association).

Eligibility Criteria for Employers

- Must be small or medium size business²:
- Must be a private sector business, municipality, non-profit organization or indigenous organizations.

Public sector business is not eligible.

The above-mentioned criteria apply to employers participating in the **Workplace Stream**.

² Small business is defined as < 50 employees. Medium business is defined as <500. Large business >500 may be considered as an exception.

Roles & Responsibilities

Project Team

The project team designs and implements regional initiatives based on identified training needs. During the initiative, the project team continues to hold regular meetings to share information and monitor quality.

The Project team:

- Confirms the training objectives.
- Determines initiative specifications which includes targeted occupations (NOCs), training dates, etc.
- Promotes initiatives to potential participants.
- Validates the work order for external service provider.
- Develops an action plan based on training needs.
- Addresses issues as needed.

The project team members are as follows:

- Program Officer
- External service provider*
- For Job Seekers and Special Initiative streams: representative from the referring agency; sector or employer representative, if applicable.
- For Workplace stream: employee representative, union representative, employer
- Workforce Consultant
- Other partners, as deemed appropriate (e.g. Job Coach)

*External service provider joins the project team once the work order and participant selection have been completed.

Program Officer

The Program Officer is the lead of the project team and plays a key role in the administration, design and implementation of each initiative at the regional level in collaboration with the external service provider.

As part of the initiative design process, the Program Officer will work with other WorkingNB staff and partners to identify the needs of participants and employers within their region.

The Program Officer contributes to WES annual strategic plan in collaboration with other members of regional WorkingNB team and promotes WES regionally.

Program Officer:

- Works with Workforce Consultants to identify regional employers' need for WES training in the workplace.
- Works with businesses, sectors, unions, community and government partners for the purpose of identifying training needs/opportunities for job seekers based on regional labour market needs.
- Establishes and provides leadership to project team.
- Acts as liaison between external service provider (ESP), employers, Workforce Consultants, Provincial Consultant, referral agents and other partners.
- Determines occupational profiles targeted by initiatives.
- Develops occupational profiles and informs the scope of the training needs.
- Provides support to partners for the coordination of initiatives.
- Facilitates changes for improving the quality of training/initiative.
- Ensures reporting requirements and other deliverables are met.
- Ensures initiative timelines are established and met.
- Provides information to Provincial Consultant, upon request, for cross-referencing purposes when ESP submits quarterly reports and invoices.
- Updates WES Initiatives Spreadsheet.
- Creates and manages Labour Market Research Agreement (LMRA) contracts for Experiential Learning and Employment (ELE) Continuum and other special initiatives for non-WES training related costs.
- Utilizes monitoring tool to review service delivery aspects of the provincial contract.

Provincial Consultant

The Provincial Consultant is responsible for overseeing the *Workplace Essential Skills (WES) training design and delivery provincial contract* for regional implementation.

The Provincial Consultant contributes to WES annual strategic plan, promotes WES provincially and is responsible for the management of provincial contracts.

Provincial Consultant:

- Leads and/or participates in provincial strategic partnerships.
- Works with regions to support regional service delivery.
- Manages contract with external service provider.
- Monitors contract reporting requirements, deliverables and outcomes.
- Prepares reports and disseminates data as required.
- Organizes and facilitates provincial meetings with regional staff.

<p>Workforce Consultant</p>	<p>The Workforce Consultant is responsible for assessing human resource needs of employers as well as identifying and coordinating interventions to address those needs.</p> <p>When Workplace Essential Skills (WES) training has been identified as a solution, the Workforce Consultant works with WorkingNB staff and partners to help coordinate initiatives based on labour market needs.</p> <p>Workforce Consultant:</p> <ul style="list-style-type: none"> • Promotes and works with stakeholders (employers, industry associations, government departments and agencies) to identify training needs/opportunities for job seekers based on regional labour market needs. • Works with the Program Officer to identify regional employers' training needs for existing employees. • Organizes suitable work placement for participants (Job Seekers initiatives only). • Participates in project team as needed.
<p>Referral Agent</p>	<p>The Referral Agent is responsible for referring job seekers, with training needs based on their occupational goal, and providing them with support through out the training while working with WorkingNB staff and other partners.</p> <p>Referral Agent:</p> <ul style="list-style-type: none"> • Develops employment action plan with individual. • Assesses individual's eligibility for WES training for job seekers with training needs related to their occupation goal. • Submits referral package to Program Officer. • Provides support to individual during training. • Liaises with WES Program Officer, as required.

<p>External Service Provider</p>	<p>External service provider (ESP) will be responsible for the design and delivery of Workplace Essential Skills (WES) training for WorkingNB and will work with regional staff and other partners to coordinate initiatives.</p> <p>The ESP will grow and maintain knowledge in the field of Essential Skills / Adult Learning.</p> <p>The ESP will report to the Provincial Consultant and collaborate with the regional project team to meet targets and outcomes.</p> <p>External Service Provider:</p> <ul style="list-style-type: none"> • Reviews work order and liaises with Program Officer to clarify specifications for each training initiative. • Participates in project team as needed. • Manages all logistics and resources associated with the training such as: <ul style="list-style-type: none"> ○ Recruiting, selecting and providing orientation and support to instructors ○ Securing appropriate training spaces as required ○ Organizing technology and technology support when needed (e.g. purchase or rental of equipment) ○ Providing necessary instructor and participant training materials and supplies • Conducts skills assessments (pre/formative/summative/post) with selected participants. • Designs training that focuses on addressing the identified essential skills gaps within the format of training specified in the work order. • Facilitates training, based on the training design in-class learning only, off-site learning only or blended learning. • Reports on outcomes of each training and recommendations (Training Final Report). • Manages and ensures quality of service delivery, in collaboration with WorkingNB. • Tracks data for accountability and reporting purposes. • Manages and transfers data in accordance with WorkingNB's <i>Document and Record Management Policy</i>.
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Provincial Curriculum Consultant

The Provincial Curriculum Consultant will be responsible for monitoring Adult Learning and Essential Skills methodologies in collaboration with the regions.

The Provincial Curriculum Consultant may make recommendations to the external service provider for improvement in these areas.

Provincial Curriculum Consultant:

- Provides Essential Skills Framework.
- Provides, recommends, and responds to requests for information on learning materials, assessment tools, curriculum, and educational-based questions.
- Provides professional knowledge on Adult Learning and Essential Skills to the WES Program Officers and external service provider as required.
- Provides monitoring, in the context of Adult Learning and Essential Skills methodologies, by ensuring that the external service provider is:
 - Following the Essential Skills Framework
 - Using a variety of educational methods and resources
 - Using authentic resources that relate to the targeted occupations
 - Using sound formative and summative assessments
 - Monitoring learner progress
 - Using adult learning principles (andragogy)
 - Providing a safe and inclusive learning environment.

Training Design & Delivery

Occupational Profiles	<p>Maximum of occupation profiles by stream:</p> <ul style="list-style-type: none"> • Workplace initiatives: 3 • Jobseeker initiatives: 5, exception ELE Continuum: 3 • Special initiatives: 3 for Apprenticeship and Occupational Certification Branch
Number of Participants	<ul style="list-style-type: none"> • Minimum = 6 • Maximum = 12 <p>WES does not support 1:1 tutoring</p>
Resources	<ul style="list-style-type: none"> • WorkingNB shares resources with external service provider. However, their use is not mandatory, e.g. WorkingNB's Essential Skills Framework for reading, writing and numeracy.
Learning Objectives	<ul style="list-style-type: none"> • Occupational tasks to be addressed in training should be matched to learning objectives in the WES Framework. • Objectives must be integrated into contextualized activities by using authentic workplace documents and tasks from the occupational profiles
Times Frames	<p>Are determined by a number of factors:</p> <ul style="list-style-type: none"> • Essential skill gaps (participant pre-assessment results / Required skill level of occupation). • Number of learning objectives required to meet the tasks associated with the gap. • Availability of employees for Workplace initiatives. <p><i>NOTE: Only the Essential Skills directly targeted by the training will be included in the calculation of training time</i></p>

<p>Delivery Approach</p>	<p>The delivery approach to learning has three (3) options: in-class only, off-site only and blended, and will be selected based on regional realities and available facilities, and approved by WorkingNB:</p> <ul style="list-style-type: none"> • In-class learning only - Participants attends class in person with an instructor on a regular basis. • Off-site learning only - Participant works on learning materials (i.e. paper-based or electronic resources) off-site with regular contact with an instructor using different means (e.g. telephone, email, video call, online chat). • Blended learning - A combination of in-class and off-site learning.
<p>Assessment Confidentiality</p>	<p>Participant assessment results may not be shared with an Employer or other 3rd party without the expressed written consent of the individual.</p>
<p>Initiative logistics</p>	<ul style="list-style-type: none"> • Prior to the start of an initiative, the instructor provides participants and the employer (if applicable) with a training schedule. • If an instructor needs to change the number of hours of training per week, prior approval by the Program Officer and/or the employer (if applicable) is required. • When training must be canceled due to bad weather or an emergency, the instructor contacts the Program Officer and participants directly. • If a participant cannot attend training, they must notify the instructor and the referral agent or employer. • Instructor maintains an attendance record for all participants. • In the event of a prolonged absence, the project team or the employer will determine whether a participant will continue or leave the training.

Quality Assurance

To ensure quality assurance, Provincial Consultant, Provincial Curriculum Consultant and Program Officers conduct monitoring at different levels in a collaborative approach.

The Provincial Consultant is responsible to manage the *WES Training Design and Delivery* provincial contract. Monitoring will be conducted on a quarterly basis. Monitoring tools:

- Compliance Form
- Financial and Measures Monitoring Form
- Contract Monitoring Form

The Provincial Curriculum Consultant is responsible to monitor curriculum and teaching approach on a quarterly basis.

- Monitoring Tool: Essential Skills Curriculum and Methodology Monitoring Form

The Program Officer is responsible for monitoring service delivery for each initiative.

- Monitoring Tool: Initiative Monitoring Form

Data Collection & Reporting

Administrative data will be collected in the **WES Participants Spreadsheet** by the External Service Provider responsible for the Design and Delivery of WES Training.

Data collected will be provided to WorkingNB Central Office staff to ensure provincial and federal reporting requirements are met.

Communications

All requests for communications should be directed to the WorkingNB (PETL), Individual Services Central Office Unit.

Experiential Learning and Employment (ELE) Continuum

1. Overview

The *Experiential Learning and Employment (ELE) Continuum* is a comprehensive approach that links personal growth, skills development, job preparation and experiential learning. While the various components are delivered through existing government programs (e.g. Workplace Essential Skills [WES], Workplace Connections, Day Care Assistance Program, etc.), the ELE combines these services together in a “Continuum”. As a whole, it is a unique offering that amalgamates these various components in a seamless and holistic way that is highly beneficial to the targeted client group.

2. Target Participants

The prime target participants of the ELE Continuum are Social Development (SD) clients who would not be able to transition to the labour market via the regular employment services because they require a more comprehensive approach (primarily clients from the SD Pre-Employability Services [PES] caseload). Consideration can also be given to PETL-WorkingNB clients with similar needs.

The goal of the ELE Continuum is to provide Social Development clients in receipt of Social Assistance with the confidence, skills, work experience and supports required for them to make and sustain a successful transition to the labour market.

3. Labour Market Considerations

The ELE Continuum offers occupation-driven initiatives (three occupations maximum per initiative) that must be based on real job opportunities. This link to real jobs will determine the occupations to be developed for training and will focus participant recruitment.

It is crucial to consult with SD Case Managers when identifying occupations to get their feedback and ensure the targeted occupations meet SD clientele’s needs & employment goals.

Since the overall goal is to assist the client in becoming gainfully employed, the occupations must be linked to employment prospects.

4. Content and Duration

The ELE Continuum is delivered in two main training phases: a classroom training (20 weeks) and on-the-job training via a job placement (16 weeks). To be considered an ELE Continuum and benefit from its additional supports and related policy exemptions, the initiative content must meet the ELE Continuum parameters described below:

Category	Description	Duration (Hours)
Health & Wellness	The Health and Wellness component is a fundamental part of the ELE Continuum that helps address underlying barriers facing participants in the job market. The focus is on fundamental skills that may include: self-esteem, coping with stress and anxiety, nutrition, physical activity, community engagement, maintaining a routine, getting up regularly in the morning, communication, time management, building resiliency, etc.	100
Workplace Essential Skills	Training content in line with real entry level job openings, using WES methodology. Three occupations maximum per initiative.	500
Employment & Specific Skills	Job preparation skills and knowledge, employment standards, work ethic, technical training, employment specific skills, basic safety training, visits with employers, workplace orientation, etc.	
Optional Transition Week	To facilitate transition, week 20 could be comprised of 2 days on the job and 3 days in classroom, including the celebration. This allows for the final week to focus on topics related to job placements and help reduce anxiety. Training allowance is paid 5 days.	
CLASSROOM TRAINING (20 Weeks)		600
Work Experience Component	<p><i>Workplace Connections</i> job placements (30-40 hours per week) linked to real jobs opportunities. A key component of the ELE Continuum is support provided to participants to prepare for the transition from training to employment and ongoing support throughout the employment phase. The employment support should include:</p> <ul style="list-style-type: none"> • Helping the participant identify where they want to work. Identifying potential employers. • Negotiating the work placement with the employer (specific duties, clarifying expectations, etc.). • Preparing the participant (reviewing job description, clarifying expectations, identifying potential issues and solutions, etc.). • Provide support to the employer and the participant as required throughout the job placement phase. As a minimum, job site visits are carried out by a Job Coach based on the following schedule: <ul style="list-style-type: none"> ✓ Once a week for the first two (2) weeks ✓ Once every two weeks for the following six (6) weeks ✓ Once every four weeks for the last eight (8) weeks 	
ON-THE-JOB TRAINING (16 Weeks)		480 to 640
ELE CONTINUUM TOTAL (36 Weeks / 9 Months)		

5. Project Team and Implementation Plan

To launch an ELE Continuum initiative, Social Development and PETL-WorkingNB must first establish a joint project team that will be responsible to develop a plan and oversee its implementation.

The project team will:

- Identify occupations based on real job opportunities.
- Develop the content, as per ELE Continuum parameters. (See 4)
- Oversee the recruitment and selection of participants. This includes information and/or orientation sessions.
- Develop a process on managing and overcoming attendance and conduct issues, which is based on prevention, intervention, and a collaborative approach between all parties, including the participant. Roles of all parties and the communication plan should be clearly defined prior to the initiative start. (See 7.5)
- Prepare a budget that will ensure the provision of funding and supports throughout the initiative. (See Appendix A)
- Ensure a seamless transition to job placements and provide supports to the participant while they are on the placement. (See 8)
- Meet regularly to monitor progress and work collaboratively to ensure issues are resolved in a timely manner. As a best practice, weekly meetings are recommended. (See 7.5)
- Adhere to reporting requirements. (See 9)

Note: If necessary, the project team can use the Regional Implementation Plan (Appendix B) as a roadmap when developing a new initiative.

6. Funding

Both departments must explore the use of existing resources (internal and external) whenever possible, to minimize costs and therefore maximize the return on investment. The main funding sources for the ELE Continuum are: third party ELE Continuum contracts, Workplace Connections, and the Daycare Assistance Program (EECD). Social Development may offer a wage top-up to eligible participants and provision of the extended health card.

Final approval of the ELE Continuum budget implementation plan is the responsibility of PETL-WorkingNB.

At a minimum, regions must deliver one ELE Continuum initiative per year. Consideration will be given to a greater number of initiatives based on client need.

7. Supports and Policy Exemptions Specific to the ELE Continuum

A key factor of success of the ELE Continuum is to provide stable funding and supports to participants throughout the whole initiative. The supports and exemptions specific to the ELE Continuum include:

- 7.1 Participants receive a training allowance in the amount of \$300 per week throughout the 20-week classroom phase. The allowance to clients is issued via a third party ELE Continuum contract through PETL-WorkingNB and is paid every two weeks. This amount and schedule are comparable to working at minimum wage.
 - 7.1.1 If the participants are receiving EI benefits, a section 25 referral must be requested prior to the training start date.
 - 7.1.2 If the EI rate is below the amount of \$300 per week, a top up rate will be established and issued through the third party ELE Continuum contract.
 - 7.1.3 If the participants EI benefits end prior to training end date, the participants will receive the amount of \$300 per week. This allowance will be issued through the third party ELE Continuum contract.
- 7.2 The ELE Continuum allowance is considered as “a Wage” by Social Development and the wage exemption is applied.
- 7.3 Participants are eligible for a 1-year exemption to the *Housing Income Review Policy*. The intent is to give participants of the ELE Continuum a one-year reprieve from an increase to their rent because of participating in this transition to employment initiative. To benefit from this exemption, the case manager must communicate with the Housing program officer to inform them that the tenant is participating in an ELE Continuum.
- 7.4 The budget for each ELE Continuum initiative covers special benefits required by the participants through a third party ELE Continuum contract. These benefits are based on the targeted occupations (e.g. special clothing or equipment required for the targeted occupation’s job placement).
- 7.5 For ELE Continuum participants, the Department of Education and Early Childhood Development (EECD) agrees to increase the daily Day Care Assistance Program rate to the actual day care fee for the duration of the program (both classroom training and job placement), and approves the provision of Alternative Child Care benefits up to the maximum daily day care rate.
- 7.6 As ELE Continuum deals with many pre-employability issues that are under Social Development’s mandate, SD Case Managers are the central point of contact for SD clients throughout the nine-month program. In addition to recruitment, SD Case Managers play a leading role in ongoing monitoring of participant progress and attendance; and work proactively with the participants and

the Continuum team to prevent, intervene and find solutions when participants are experiencing difficulties.

Note: Clients referred by a PETL-WorkingNB Employment Counsellor will be case managed by PETL-WorkingNB. The same role and responsibilities would apply to PETL-WorkingNB Employment Counsellors.

7.7 During the 20-week training phase, absenteeism must not lead to a reduced payment or any overpayments to clients. As most of the targeted participants will need help to transition to a work-like routine, the ELE Continuum must be set-up to help participants develop these skills; and instructors/Case Managers must be ready to roll with resistance.

- Resistance” is really self-protection when someone gets scared, feels pressured to go too fast, feels like the change is too big, feels like their identity is being threatened, etc. It should be seen as a normal part of the change process. It is pointless to try to “persuade” someone who is self-protecting, but instead, we need to spend time understanding where the fears are coming from, recognize ambivalence and evoke change.
- Prevention, intervention and resolution of attendance issues requires a collaborative approach between all parties (i.e.: participant, Case Manager, instructor, Job Coach, etc.). The ELE Continuum should be set-up to have opportunities to bring up any of these challenges or fears as a group, to troubleshoot together, support each other and try to find solutions. When a group decision is not respected by a participant, this may warrant a participant withdrawal.

8. Transition to Job Placements

- Optional transition week: To facilitate transition, week 20 could be comprised of 2 days on the job and 3 days in classroom, including the celebration. This allows for the final week of classroom training to focus on topics related to job placements and help reduce anxiety.
- Ideally, the transition from training to the job placement should be seamless, i.e. training is complete, and the job placement begins the next business day.
- The last ELE Continuum training allowance payment (i.e. 20 weeks total) should bridge most gaps to the first payment from the employer.
- All parties (instructor, Case Manager, Job Coach, etc.) need to work together to support the transition to job placements. Budgeting and transitioning from training allowance to pay cheques must be discussed with participants during training, well in advance of the job placement.

In exceptional circumstances:

- 8.1 If the start of the job placement is delayed by one or two weeks, the project team must assess the need for an additional training allowance to support the participant until they receive their first pay cheque. This would either be a \$300 (one week) or a \$600 (two week) extra allowance.
- 8.2 If the placement is seamless, but the first pay cheque is not provided in the first two weeks of the job placement, the project team must assess the need for an additional training allowance to support the person until they receive their first pay cheque. This would either be a \$300 (one week) or a \$600 (two week) extra allowance.
- 8.3 If the project team has not been able to secure a job placement starting by the third week after completion of the 20-week training phase, the participant must return to Social Assistance for income support. Based on the individual's situation, the RWG must assess if they will continue to look for a job placement or end the ELE Continuum.

9. Reporting Requirements

Regional reporting: project teams are responsible to establish a plan for attendance and progress monitoring/reporting to ensure all regional partners receive important information within an agreed upon timeframe.

Central reporting: Both departments will be reporting on the delivery and outcomes of the ELE Continuum (e.g. Annual Reports) and this will require ongoing support from regions. For all ELE Continuum initiatives, the project teams must submit the *ELE Continuum Report* based on the following timeline:

- 9.1 The project team (SD primary role) will need to complete the “Initial Report” section and submit the report to SD Provincial Consultant within 30 days of the start of a new ELE Continuum initiative.
- 9.2 Once an ELE Continuum initiative comes to an end (i.e. after the full 9 month ends), the project team (SD primary role) will need to update the report by completing the “Final Report” section and submit it to SD Provincial Consultant within 30 days of the end of the initiative.

Documents must be submitted via email to SD Provincial Consultant, and PETL Provincial Consultant, upon request, responsible for the ELE Continuum.

All documents and templates referenced in these guidelines can be found in both departments' shared folders by using the following links:

SD: Y:\CDO_ODC\English\Case Management Training and Tools\ELE Continuum

PETL: <N:\TEAMS & COMMITTEES-ÉQUIPES ET COMITÉS\ELE Continuum EAE>

For questions about these guidelines, please contact your Provincial Consultant assigned to the ELE Continuum file:

Lyne DesRosiers

Provincial Program Consultant

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APPENDIX A: Budget Guidelines - Eligible Expenses and Maximum Amounts

Each project team must submit a budget worksheet with their implementation plan, if applicable, for approval by PETL-WorkingNB. Please refer to the table below for eligible expenses and maximum amounts.

Eligible Expenses	Maximum ⁽¹⁾
WES Instructor(s)	WES Training Design and Delivery Contract
Additional Trainer Resources <i>*Not applicable for initiatives with 2 instructors</i>	\$15,000
Health & Wellness	\$3,000
Classroom	WES Training Design and Delivery Contract
Participant Materials / Supplies	WES Training Design and Delivery Contract
Instructor Materials / Supplies	WES Training Design and Delivery Contract
Attendance incentives	\$400
Employer visits	\$500
Celebration	\$350
Technical training specific to the occupation	n/a
Special clothing and equipment (Maximum \$300 per participant)	\$3,600
Job Coach (Only if existing resources are not available)	n/a
Administration Fee	\$5,000
Child Care (Only to be used if Day Care or Alternative Child Care is not available)	\$5,000
Other Costs (Please specify)	n/a
Participant Training Allowance (\$300 per week)	
Notes: <ul style="list-style-type: none"> • Add 1 week if training is over the Christmas period, since training will not occur during the Christmas break. • Calculations may be different if some participants are receiving EI (see guidelines 7.1) 	\$75,600

⁽¹⁾ Maximum cost is based on 12 participants per initiative

APPENDIX B: Regional Implementation Plan Template (Optional)

1. General

- a) Region: _____
 b) Title of initiative: _____
 c) Location: _____
 d) Number of participants targeted: _____
 e) Language: _____
 f) Training: # of Weeks _____ Start Date (mm/dd/yyyy): _____ End Date (mm/dd/yyyy): _____
 g) Job Placement: # of Weeks _____ Start Date (mm/dd/yyyy): _____ End Date (mm/dd/yyyy): _____

2. Project Team

Name	Title	SD or PETL

3. Identifying Real Jobs

What occupations will this initiative focus on? (Maximum 3 occupations per initiative)

Occupation	
1	
2	
3	

4. Occupation-specific Requirements

Please identify any job-specific curriculum content or special requirements that will be necessary for the occupations in this initiative.

Category	Occupation 1	Occupation 2 (if applicable)	Occupation 3 (if applicable)
Employment Skills			
Other – Job Specific			
Is Criminal Record Check required?			
Is SD Prior Record Check required?			
Special Clothing or Equipment required (training or placement)			

5. Primary Functions

The project team will ensure that responsibilities for these functions that are considered critical to the success to the model are assigned to the appropriate individuals.

Primary Function	Who will perform this function?	New resource? Yes / No
	Name / Title / Organization	
WES curriculum and assessments		
<p>Instructor(s): During the classroom training phase, the primary instructor will be assigned the responsibility to deliver most of the curriculum, including the WES content and other elements based on the specific skills and knowledge. It is understood that some of the training components will be delivered by other individuals (guest speakers, subject matter experts, Job Coach, etc.) based on the topic; however, the instructor will have the overall responsibility of managing the classroom and administering attendance and progress reports.</p> <p><i>*Depending on the selected occupations, classroom composition and other factors, the project team may submit a request to have an additional instructor.</i></p>		
<p>Additional Instructor Resources</p> <p><i>Instead of having a second full time instructor, the project team may recommend having an additional resource that will provide support to the instructor (e.g. coordinate activities, administering attendance and progress reports, communicate with Case Managers, prepare materials, etc.)</i></p> <p><i>* Not applicable for initiatives with 2 instructors</i></p>		
<p>Coordination: Given that the ELE Continuum includes a multitude of topics within its curriculum and the involvement of multiple service providers (guest speakers, subject matter experts, etc.), it is important that resources be identified to coordinate the identification, liaison and scheduling of these services.</p>		
<p>Job coaching support: A key component of the ELE Continuum is the support provided to participants during the transition from training to employment and ongoing support throughout the employment phase.</p>		

6. Participant Attendance and Progress Monitoring/Reporting

What are the details of your plan for attendance and progress monitoring/reporting? _____

7. Participants

	Deadline (mm/dd/yy)	Details
Recruiting and referring participants		
Information session for potential participants		
Final selection of participants		
Orientation session for selected participants		