



WORKPLACE ESSENTIAL SKILLS

Program Guidelines

**Department of Post-Secondary Education, Training and Labour
Employment and Continuous Learning Services Branch
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Introduction

Workplace Essential Skills (WES) training is aimed at helping adults who require essential skills to succeed in the labour force. Learning activities focus on the specific tasks associated with an individual's current job or desired occupation. Training is customized to respond to the specific needs of the work environment and utilizes a competency based approach in that learning activities incorporate authentic workplace materials and/or processes within the classroom setting.

<i>Individuals</i>	<i>Apprentices</i>	<i>Employers</i>
<ul style="list-style-type: none"> ➤ Employed Individuals: PETL conducts a Training Needs Assessment to identify the essential skills required in the specific occupation. Based on the results, training is customized and can be delivered on the job site. ➤ Unemployed Individuals (employable): The Training Needs Assessment is based on the essential skills related to the occupational goals that eligible individuals identify with their Case Manager/Employment Counsellor. Based on the results, training is customized and can be delivered in a community classroom. 	<p>WES training can be designed to support apprentices who have experienced difficulties with taking certification exams. Training is adapted to help apprentices prepare for tests such as the Essential Skills Assessment, Block tests or Red Seal Certification exams. Apprentices who require addition help to be successful on certification exams may access training through their regional apprenticeship officer or Employer.</p>	<p>WES training is also available to Employers who are experiencing skilled labour shortages and in need of recruitment or training support. The Training Needs Assessment is based on the essential skills related to the targeted occupations within the organization(s).</p>

Eligible Learners

The Workplace Essential Skills (WES) Program provides service to adults who:

- Are legally able to work in Canada
- Are 18 years old or older
- Are a resident of the Province of New Brunswick
- Have language proficiency in at least one of the official languages
- Have completed a WES learner assessment prior to the start date of training
- Have skills below a level 3 in one or more skills being targeted in training
- Have an occupational goal or an existing occupation.

Additional Criteria by Delivery Stream		
<i>Employed adults with:</i>	<i>Employable adults who:</i>	<i>Apprentices who:</i>
<ul style="list-style-type: none"> WES training will focus on increasing skills up to a level 3. 	<ul style="list-style-type: none"> are unemployed are case managed have an occupational goal¹ related to the upcoming training. 	<ul style="list-style-type: none"> are established as an active apprentice with the Apprenticeship and Occupational Certification (AOC) Branch have shown difficulty succeeding on certification exams or tests and/or have failed.

Eligible Employers
<p>The Employer must be:</p> <ul style="list-style-type: none"> Small or medium size business² Private sector business Municipalities Non-profit organization or First Nations. <p><i>Public sector business is not eligible for funding under this program.</i></p> <p><i>For Employed classes, the Employer must apply to PETL Regional Office for WES funding.</i></p>

Referrals
<p>Form: Adult Learning Program / WES Referral Form <i>(for employable classes)</i></p> <p>WES referrals can be received from:</p> <ul style="list-style-type: none"> Employer or a group presenting a group of Employers (e.g. sector representative or association). Case Manager/Employment Counsellor - Learner(s) must be case managed. Organization representing a group of employable learners (e.g. aboriginal learners, correctional facilities, etc.). Organization representing a group of Apprentices.

¹ It is not the role of the WES team to help the learner establish his/her employment goal. This is an expectation of the Case Manager or Employment Counsellor.

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

Referrals - Additional Information	Referrals specific to Apprenticeship (AOC)
<ul style="list-style-type: none"> ➤ The project team should create a description of the type of learner (<i>occupation, job readiness, language of training, etc.</i>) being targeted by the class and provide this to the Case Manager or Employment Counsellor in order to assist with their pre-screening. ➤ Individuals must be referred to training that relates to the occupation(s) identified by the project team. 	<ul style="list-style-type: none"> ➤ PETL Apprenticeship and Occupational Certification Branch (AOC) staff maintains information concerning potential learners until 8 to 12 learners have been identified before referring them to the WES Program Officer. ➤ AOC staff must inform the WES team of training needs 7 weeks before block training and testing dates and refer learners at least 4 weeks prior to WES training. ➤ Where appropriate, contact with the Employers connected to apprentices is encouraged as a means to expand delivery to other employed learners in trade related fields.

Delivery Status		
“Discussion”	“In Progress”	“Active”
<p>An initiative can be identified as being “in discussion” in the WES database under the following conditions:</p> <ul style="list-style-type: none"> • one or more Employers have indicated to the regional team an interest in essential skills training for their employees • a partner has identified the potential need to develop a training class for a specific sector, Employer and/or group of learners (e.g. employable individuals or apprentices). <p><i>Discontinue reporting this initiative as being “in discussion” if the initiative has not progressed to “in progress” after a period of twelve months.</i></p>	<p>An initiative can be identified as being “in progress” in the WES database once the Training Needs Assessment has begun.</p> <p><i>Discontinue reporting this initiative as being “in progress” if the initiative has not progressed to “active” after a period of six months.</i></p>	<p>An initiative can be identified as being “active” in the WES database once learners begin training.</p>

Project Team – Roles and Responsibilities

The project team must hold regular meetings throughout the duration of the class for the purpose of information sharing and monitoring quality. The roles and responsibilities of the project teams are defined, but not limited to, the following activities:

- Formalize the objectives³ of the WES training class and ensure training activities are in line with these objectives
- Promote the WES class to potential learners
- Coordinate learner assessment appointments with WES Program Officers
- Establish a classroom space
- Interview WES Casual trainer
- Complete the grant application
- Develop an action plan based on the outcomes of the Training Needs Assessment
- Ensure WES training is following the schedules timeframe.

Additional responsibilities

<i>Employed</i>	<i>Employable</i>
<ul style="list-style-type: none"> ➤ Assist in data gathering related to the Training Needs Assessment. ➤ Orienting the WES team to the workplace and provide authentic workplace material. 	<ul style="list-style-type: none"> ➤ Create a training plan which includes occupational focus, training dates, etc. in order to assist Case Managers and Employment Counselors in recruiting learners.

Project Team Members

Project Team must include the following members:

- WES Program Officer
- WES Training Officer or Casual Trainer
- Other ECLS Regional Program Officers as appropriate

Additional Members

<i>Employed</i>	<i>Employable</i>
<ul style="list-style-type: none"> ➤ Representative employees ➤ Representative of the union or labour organization ➤ Other partners as appropriate 	<ul style="list-style-type: none"> ➤ Representative from the referring agency ➤ Sector or Employer representative (if appropriate)

³ The objectives of training must reflect the overarching objectives of the WES mandate and methodology. Objectives which are not to be measured by the WES team should be indicated separately on all applications and reports as other measures of success.

Assessment		
<i>Training Needs Assessment (TNA)</i>	<i>Learner Assessment</i>	<i>Trainer Assessments</i>
<p>WES classes that have the objective to increase essential skills related to the occupational profile must have the workplace assessment portion of the TNA in order to provide training recommendations to the project team.</p> <p>The development of a workplace specific essential skill profile should only be done on the targeted skills and on levels 1 to 3. Once completed, the workplace specific ES profile should be given to the WES Training Officer within 30 days after the training has been completed.</p> <p>An Employer Consent and Commitment form will be collected prior to the commencement of the TNA process.</p> <p>For Employed classes, the occupational profile must be compiled no longer than 60 days after the Employer consent form is signed.</p>	<p>Form: Learner Consent and Intake Questionnaire Form: Assessment and Learning Plan</p> <p>All learners must complete a WES learner assessment in order to participate in training. The WES Program Officer conducts an assessment of only the most important skills identified in the occupational profile. This ensures efficiencies with timelines and budgets and is in line with our program mandate to provide accelerated pathways to skills improvement.</p> <p>Assessment of the learner’s literacy and essential skills serve several purposes:</p> <ul style="list-style-type: none"> • Determining the essential skill level pre and post training to identify any potential change following training. • Identify gaps between learner’s literacy and essential skills level and what is required for his/her job or employment goal. • Recognize prior learning. • Identify learner strengths and any individual needs. • Informs the trainer’s learning plan. <p>For learners who end training early, every attempt must be made to collect a post-assessment.</p> <p>For Employed classes, the learner assessment must be completed no later than 30 days after the Employer consent form is signed.</p>	<p>Form: Assessment and Learning Plan</p> <p>The assessment tools utilized must be those from the approved WES Assessment Toolkit.</p> <p>The WES trainer must conduct <i>formative</i> assessment of learning throughout training in order to monitor learner progress.</p> <p>At the end of training, the trainer conducts a <i>summative</i> assessment of learning to determine mastery of the learning objectives.</p> <p>Formative and summative assessments should be used to determine if the learner can achieve at least 80% mastery⁴ on all objectives. Formative and summative assessments may be either traditional or non-traditional but trainers are encouraged to use assessments to determine a learner’s ability to perform a task.</p>

⁴ Mastery learning, as defined by Benjamin Bloom, is an instructional method that presumes all learners can learn if they are provided with the appropriate learning conditions. Because Bloom offered no practical advice beyond looking to past local results to set valid standards, the standard of over 80% is adopted by most, including the Employment and Continuous Learning Services Branch.

Additional Information:		
Confidentiality	Learning Disabilities	Digital Literacy
<p>Assessment activities of the WES Program will adhere to the Department's <i>Policy On The Use Of Standardized and Non-Standardized Career Assessment Instruments, September 2008</i>.</p> <p>Individual learner assessment results may not be shared with an Employer or other 3rd party without the expressed written consent of the individual learner.</p>	<p>Employable learners who require a psycho-educational assessment will be referred for Learning Disabilities evaluation through their PETL Employment Counsellor or Social Development Case Manager.</p> <p>Employed learners who require a psycho-educational assessment will be referred for Learning Disabilities evaluation through the WES Program Officer. The Psychologist must be chosen from PETL's list providers.</p> <p>Apprenticeship Officers are responsible for the initial screening for Learning Disabilities.</p> <p>Implementation of special accommodations will be discussed through the project team, to determine feasibility given the structure of training, scope of need of the individual and reasonable nature of the accommodation. All learners must be aware that accommodation requests would be disclosed to the Employer. All costs associated with special accommodations are the responsibility of the Employer.</p>	<p>Learner assessments for Digital Literacy within a WES class will be conducted by the WES Program Officer or the Digital Literacy Teacher.</p> <p>Results will be shared with the Digital Literacy Teacher and the WES Training Officer in order to customize training for the workplace and the learners.</p> <p>Digital Literacy data for WES clients must remain within WES spreadsheet.</p>

Casual Trainer

- Casual Trainers must meet the minimum standards outlined in the trainer job description.
- Casual Trainers are interviewed and selected by at least two members of the project team, one of which must be the Employer (Employed Classes) or third party (Employable Classes).
- Casual Trainers are to be contracted through and managed by a representative Employer or third party. Casual Trainers are not employees of the Provincial Government.

Multiple Trainers

- Multiple trainers may be utilized in a WES class under one or more of the following conditions:
- For Employable classes, up to two trainers may be utilized if needed at the discretion of the WES Regional Manager even if class size is less than 12 learners.
 - Availability to deliver a specific portion of training (acting as a substitute).
 - Cultural factors may necessitate having an additional trainer (e.g. First Nations).

Preparation Time

Preparation hours will be determined at the discretion of the WES Regional Management based on the experience of the Casual Trainer up to a maximum of 2 hours of preparation for every 1 hour of training.

Preparation time allotted for activities prior to or after training is included in the total preparation time ratio.

The following activities may be considered part of preparation time for the trainer:

- Review of the TNA Results and Learner Assessment Reports
- Development of the group learning plan
- Development of a training outline, weekly lesson plans
- Formulating recommendations for the project team
- Development of customized learning materials and activities for the literacy and essential skills targeted by the class
- Review of training projects or materials submitted by the learners
- Compiling and sharing materials with WES Training Officer.

NOTE: 1.5 hour per learner can be added to the total amount of hours to allow the Trainer to complete diagnostic assessments with the learners.

Classroom	
Class Size	Facility Standards
<p>Minimum class size = 8</p> <p>Maximum class size = 12</p> <p><i>WES does not support 1:1 tutoring</i></p>	<p>Program facilities for Adult Learning Programs need to be suitable for adults and conducive to learning; therefore, when looking for training space, the following conditions should be considered:</p> <ul style="list-style-type: none"> • WES training facilities will vary by class, an attempt to find space at no charge will be made first • Classes with employed learners should attempt to utilize training facilities on site at the workplace • The space is conducive to learning and meets the basic standards of safety • The space provides sufficient space for the learners and the teacher/trainer (27 to 30 square feet per learner) • The layout of the space is suitable for teaching • The space has acceptable lighting; where possible, natural light will be favored • The air quality is acceptable • The minimum temperature of the space will be 20°C when used for training purposes • The space provides easy access to a washroom • The space has easy access to a fire-extinguisher • One emergency exit is easily accessible • The space should be a wheel-chair accessible, and all facilities required by the users (washrooms and other facilities) should also be accessible, if applicable • The cleanliness of the space is maintained. <p><i>NOTE: Securing facilities will be the shared responsibility of the project team.</i></p>

Applications for Funding ⁵		
Application Process	Application Review	Amendments
<p>WES Program Officers are responsible to review applications. Funding can be utilized for the purpose of covering costs associated with eligible activities under the WES Program.</p> <p>Applications are reviewed and approved/rejected by the WES Regional Manager unless it exceeds spending authority at that level.</p> <p>Spending approval is as follows: <49,999.00 Regional Manager <250,000.00 Regional Director</p>	<p>FORM: Application Review Form</p> <p>Application should also be evaluated for the following criteria:</p> <ul style="list-style-type: none"> • All expenditures are detailed in the Application form adhere to program guidelines • If multiple Employers are involved with a single class, a third party financial coordinator need to be identified • Training that continues past 12 consecutive months should be divided into two or more gants⁶ • Application demonstrated cost-sharing with Employer, where the Employer provides paid training time for employees. In the case of small businesses or not-for-profits; exception to paid release for employee's time may be considered as long as another form of compensation is provided (e.g. extra vacation day, early release days, etc.) • Application demonstrates how the company will foster a culture of learning to encourage long-term sustainability of the WES training. 	<p>FORM: Amendment Form</p> <p>If new circumstances alter or change the main focus of the original application for funding an amendment will need to be approved and signed. The approval authority levels that apply to original Letters of Offer also apply to amendments.</p> <p>An amendment to the application is required in these cases:</p> <ul style="list-style-type: none"> • The class timeframe changes (extending the end date) • The budget changes (increase in funding) • The objectives of the WES class changes • New activities are added. <p>Required paperwork includes:</p> <ul style="list-style-type: none"> • WES request for an amendment • New Letter of Offer, specifying amendment and that reflects the modifications to the class including a new budget if applicable.

⁵ Please choose a title for the initiative (i.e. Wendy's Skill Enhancement). Names should be distinct from other WES initiatives and course offering through post-secondary institutions.

⁶ When possible, delivery of training should happen within the fiscal year. If training does not occur within the same fiscal year, the budget should reflect expenditures disbursed in each fiscal year. This can be controlled via payment schedule and tracked via invoice.

Applications for Funding ⁵ (continued)		
Application Process	Application Review	Amendments
	<ul style="list-style-type: none"> • Application provides disclosure of other government and non-government agencies that are providing funding to the class (if applicable). Contributions from other sources must be identified in the section of the application form entitled "Other Source Contributions" • Maximum of 3 occupational profiles per class for Employed • Max 3 occupational profiles for an Apprenticeship class • Maximum of 5 occupational profiles per class for Employable • Multiple phases of WES training to the same Employer or group representing employable learners are at the discretion of the WES Regional Management. Consideration must be given to other groups on the "discussion" list • Scheduled breaks in training should be identified on the Application Form. <p><i>Letter of Understanding</i></p> <ul style="list-style-type: none"> • A minimum of 10% of approved funding will be withheld for classes with budgets greater than \$5000, pending financial review. No holdback is required for classes < \$5, 000. • A payment schedule must be indicated within the Letter of Offer. 	

Training Time Frames

Training time frames are determined by a number of factors:

- Essential Skill Gaps (Learner assessment data / Required skill level of occupation)
- Number of curriculum objectives required to meet the tasks associated with the gap
- Availability of employees (for employed classes).

NOTE: Only the Essential Skills directly targeted by the class will be included in the calculation of training time.

Cost Reference Table

Training Related	Employed	Employable
Trainer travel (> 30 km)⁷ <i>Round-trip</i>	\$0.41/KM	\$0.41/KM
Parking	Based on invoice	Based on invoice
Mandatory Employment Related Costs (MERC's) (<i>Salary calculator available</i>)	To be covered by the Employer unless the trainer is hired on a contract basis in which case the trainer pays his/her own contributions. If the trainer prefers to be a salaried employee and the Employer is unable to cover this cost, the MERC's are not covered by WES funds and must be included in the amount funded for the trainer's salary	MERCs are provided to financial coordinators in addition to the base salary

⁷ Casual Trainers should be hired within a 30 km radius of training location as travel to/ from one's place of work is not an eligible cost.

When a Casual Trainer cannot be found within a 30 km radius of the training site, travel may be considered. WES Program Officers are required to consult formal distance charts to determine the eligible number of kilometers. When providing travel allowance, only include km's outside of 30km, as indicated above.

Materials and Supplies⁸	To be covered by Employer	Maximum of \$20 per learner Maximum of \$100 per trainer
Technical Equipment	Mobile computer Lab or in-kind donation	Mobile computer Lab or in-kind donation
Classroom	To be covered by Employer OR free space when possible If the above two options are not available, reasonable rent will be considered to a maximum of \$1500 per class	Free space whenever possible OR reasonable rent will be considered to a maximum of \$2500 per classroom If the class is less 10 weeks, rent is to be calculated on a pro-rated amount of \$250 per week
Administrative Fee	If multiple Employers are involved with a single class, a third party financial coordinator needs to be identified 10% of approved funding up to a maximum of \$5 000 per agreement	10% of approved funding up to a maximum of \$5000 per agreement

⁸ Expenses approved under this category are those which are directly related to instruction and/or learning (i.e. stationary, books, media resources, and other educational materials required to deliver training).

Trainer Salary

Please refer to Community Adult Learning Program Policy 2103 for information on Salary for Non-Government Employees

Eligible funding	Academic Program, Digital Literacy Program and WES Program		
Teachers Salary (based on two categories with 6 sub categories.)	CATEGORY	YEARS OF EXPERIENCE	HOURLY RATE
	1 - CERTIFIED	A → 5+ yrs	\$21.85 + benefits (vacation, EI, CPP and Worksafe)
		B → 2+ to 4 yrs	\$20.81 + benefits (vacation, EI, CPP and Worksafe)
		C → 0 to 2 yrs	\$18.73 + benefits (vacation, EI, CPP and Worksafe)
	2 – Non-CERTIFIED	A → 5+ yrs	
		B → 2+ to 4 yrs	\$17.69 + benefits (vacation, EI, CPP and Worksafe)
C → 0 to 2 yrs		\$16.65 + benefits (vacation, EI, CPP and Worksafe)	

Training Material		
<i>Curriculum</i>	<i>Learning Materials</i>	<i>Learning Plans</i>
<ul style="list-style-type: none"> ➤ The ECLS Essential Skills Curriculum (ES) is the only approved curriculum for the WES Program. Trainers must use the curriculum framework as the foundation for designing training. ➤ Occupational Tasks to be addressed in training should be matched to learning objectives in the ES Curriculum. ➤ Objectives must be integrated into contextualized activities by using authentic workplace documents and tasks from the occupational profiles. 	<ul style="list-style-type: none"> ➤ Casual Trainers must submit any learning materials to the WES Training Officer within 30 days after the training has been completed. 	<ul style="list-style-type: none"> ➤ A Learning Plan must be completed and submitted to the WES Training Officer.

Quality Assurance – Monitoring Tools

To successfully maintain a provincial standard in the delivery of Workplace Essential Skills, it is paramount that the Regional WES team monitors and documents information in a consistent manner.

ECLS remains responsible for ensuring the quality delivery of programs and services satisfactorily and appropriate use of government funds, in accordance with the *ECLS Policies* and the *WES Program Guidelines*.

The tools outlined below are designed to provide a consistent approach to monitoring across the province, ensuring a monitoring process that is consistent, efficient and reliable.

What to monitor:

There are several different elements to look for in a monitoring visit. The following are examples, generic in nature, and do not cover the entire Program delivery spectrum:

- Is the delivery of WES meeting Program Guidelines?
- Are the expenditures in line with the budget?
- Are the learners\employees satisfied?
- Are the learners attending and making progress?
- Are class objectives achieved to date?
- Are staff qualifications being met?
- Is learner data being provided in a timely and accurate manner?

The WES team must carry out two types of monitoring:

- 1) Financial Monitoring: A financial report must be completed no longer than 30 days after the end date of training. See *Financial Monitoring Form (Form 2301.01 WES)* and *Learner File Monitoring Form*. Should remedial action be required as a result of your monitoring, please use the *Monitoring Outcomes Form* to document.
- 2) Service Delivery Monitoring. A member of the WES Regional Team must conduct at least one on-site class visit per class per grant period. See *Service Delivery Monitoring Form (Form 2301.05 WES)*.

Data Collection

Policy: PETL Document and Record Management Policy

- The WES regional team must maintain up to date records for all WES classes and learners in the Excel files affiliated with each region.
- Information should be updated on a weekly basis at a minimum.

Training Cancellations

Prior to the commencement of training sessions, trainers will provide learners and the Employer (if applicable) with a class schedule.

- If a trainer needs to change the number of hours of training per week, they must speak to the WES Program Officer first (or WES Regional Management if a Regional Trainer) or the Employer (if applicable).
- Occasionally, it is necessary to cancel training due to bad weather or emergencies. In these circumstances the trainer will contact the WES Regional Management and learners directly.
- If a learner knows that they are likely to miss some time from training, they should notify the trainer and the Case Manager/Employment Counsellor or his Employer; the trainer will maintain an attendance record for all learners.
- In the event of a prolonged absence of a learner, the Project Team or the Employer will determine whether a learner will continue or leave the training.

Safety

The safety of staff, learners and partners is extremely important. Trainers will review the ECLS safety policies, emergency exits and any other plans for emergency situation (varies by class). The Safety policy of the ECLS Branch will apply to all WES Regional Delivery Team Staff and Casual Trainers.

Marketing & Communications

All requests for marketing and communications should be directed to the Employment and Continuous Learning Services, Adult Learning and Central Office Functions Team.