Essential Skills Program Implementation for Learning Networks

The Role of Employers and Learning Networks in an Essential Skills Program

EMPLOYMENT ONTARIO

Adult Basic Education Association
Hamilton's Connection to Lifelong Learning

Table of Contents

About The Broker Manual

This manual has been created to assist Learning Networks with the implementation of brokering services for Essential Skills Programs.

Its focus is directed at the Broker's role and how it relates to employers and the Service Providers who may be involved in the process.

The Learning Network will decide how much of a co-ordination role it wants to adopt when dealing with Essential Skills Programs.

It is hoped that this tool will be a
- springboard for any network interested in the brokering process
- guide for the broker
- starting point for ideas, discussion and debate
- resource to sustain relationships between the network, service providers, and employers

Being a Broker

The Learning Network can play a role as a broker acting as an agent or intermediary to negotiate and promote Essential Skills Programs to employers.

Brokering is a method that allows the network to use its expertise without a huge time commitment. It also maximizes its ability to promote Essential Skills Programs in the community. Although a Learning Network plays the role of a broker, it may also fill or perform a co-ordinator role.

The players in an Essential Skills Program

Relationship	Players	Role
Service Provider	• trainers	• delivers training
Learning Network	• broker • individual Assessors	• performs organizational needs assessment • assesses the basic skills of individual participants • works with Essential Skills team to implement Essential Skills training • places call out for third party evaluators and service providers • begins the negotiation process
Employer	• HR representatives • community relations representative • senior management team • union representation * The Essential Skills Team should consist of employees from various levels.	• determines need for Essential Skills training and organizational needs assessment • contacts the broker • designates an Essential Skills Team Leader • puts together an Essential Skills team • promotes Essential Skills training program • hires trainers based on input from broker

Advantages of Learning Networks as Brokers

Brokering gives networks an opportunity to

- develop relationships with private sector stakeholders, allowing the network to fulfill a mandate to promote literacy and essential skills in the private sector
- lend its expertise without a huge time commitment
- promote essential skills training and lifelong learning in the community

Steps to Becoming a Broker

1. Determine level of readiness
2. Cost the broker
3. Hire the broker
4. Develop a service provider roster
5. Prepare a broker-Employer contract
6. Develop a marketing strategy

1. Determine the level of readiness and commitment. Complete the Readiness Questionnaire (Appendix A) to see if you are ready.

2. Cost the Broker

   A network may choose to hire a lead person or agency to be the Broker or the network may choose to be the Broker. Ensure that the Broker keeps a log of activities while marketing and initializing Essential Skills Programs to help document and justify costs to the Network and to the employer. The Costing Worksheet (Appendix B) provides you with a tool to estimate the Broker's cost.

3. Hire the Broker

   The Broker position requires a great range of experience along with strong communication and organizational skills. The candidate must be able to begin the job on a part-time basis and build the service to a self-funding full-time job. The Broker should have knowledge and experience in adult and Essential Skills programs, training and project management. Most likely sources for this position would be
   - current or former network employees
   - adult education provider employees
   - social workers/researchers
   - human resource professionals

4. Develop a Service Provider Roster

Possible sources of Service Providers include:

Public

- school boards (Continuing Education Departments)
- community college (Contract Training/Business Development Departments)
- community agencies and programs

Private

- private schools
- tutoring/remedial services
- training/educational consultants

The Broker will have to look at services provided by members that fall outside of the Literacy Community Planning focus, but are relevant to workplace basic skills such as computer and English as a Second Language training. Finding possible providers in the private sector is a task that requires ongoing research in order to maintain an up-to-date roster.

To help you compile relevant information on service providers, refer to the various Service Provider Qualification Questionnaires. (Appendix C).

Other sources of information include

- service provider's materials (brochures, calendars, etc.)
- service provider individual resumes
- samples of work
- references

The Broker Role

The Broker must clearly define who will be responsible for what tasks during the Brokering process to the Service Provider. This should be clearly defined so that the Service Provider can understand what the Broker will expect of the service when calling for applications and during participation in Essential Skills Programs.

The Broker must know the administrative contacts and the individuals providing the actual service. Also, the Broker must know who is responsible for

- hiring, terminating, or handling complaints, etc.
- scheduling and availability issues of trainers
- handling billing and billing inquiries

This information will become crucial during implementation when the Broker needs to know who to contact as situations arise. When determining a Service Provider's suitability for Essential Skills training, the Broker must inform the Service Provider of the following information. They need to know the

- possible types of services required
- services being assigned to the Service Provider on the roster - this will be the main criteria by which they are considered for future work opportunities
- selection process (and contingency selection process)
- issue of exclusivity (those that provide facilitation, needs assessment or evaluation should not be eligible to provide instruction services in cases where self-interest may be a factor)

5. Broker-Employer Contract

Although the Broker's service involves 3 parties, a Broker does not enter into a 3rd party contract. The contract between the Employer and the Broker should only state their obligations to each other.

The 2nd part contract is effective because it

- decreases the legal responsibility of the Learning Network for a Service Provider's service
- decreases costs in contract development

See Appendix D for a sample contract.

6. Develop a Marketing Strategy

This stage requires the Broker to communicate and sell Essential Skills Programs to employers.

Elements in a Marketing Plan

- marketing materials including brochures, giveaway items (i.e., pens calendars, etc.), posters and professional presentations
- sell the idea of "Essential Skills" via presentations or an Essential Skills package
- use the Employer section of the Workplace Brokering Tool to "rollout" Essential Skills to employers

Your Marketing Kit includes

- letterhead
- mail-out postcards
- information cards
- a 11 X 17 poster

See Appendix E for a sample marketing design.

Brokering – A Revenue Generating Activity?

Brokering could be considered a fund-raising activity.   A non-profit organization (NPO) is able to provide services as long as it meets the goals, or is in service of the goals of the organization. The only concern would be if the service was so successful that it created substantial surpluses. This could be a concern for funding sources. Ideally, once the Broker Service is generating enough revenue to justify additional staff it becomes self-sustaining (i.e., covers its own costs and expansion).

THE BROKERING PROCESS

	Process / Action	Overview
1.	Role Definition and Clarification	The Broker must establish, in advance, who to consult with at every stage of the process. Who is the employer contact for the Broker? Who is responsible for approving Service Providers (SP)? Who deals with Broker invoicing and SP invoicing? Who does the SP contact for contracting concerns? Who does the SP contact for material or access concerns? Who is the main contact for the Broker and SP on the Essential Skills Team (EST)? Who is responsible for keeping the EST focused? Which people are contacted when each SP is recommended?

	Process / Action	Overview
2.	Select a Service Provider, (See Appendix F: Service Provider Selection Process)	In selecting a service provider, the broker should consider - employer requirements - employer program outline (class durations, start/finish dates, total hours, location, access issues, insurance issues) - service provider conditions for additional invoicing - service provider's responsibilities
3.	Team Development	Recommend service providers to help the Essential Skills Team get into a position where it is able to implement an Essential Skills Program. This requires ongoing guidance, getting feedback on service provider's performance and keeping abreast of program development. Have Trainers available. Take care to observe what may be the unstated needs of the employer. (i.e. interpersonal issues, comfort with committee work, comfort with superiors and "outsiders" at the table, etc.) Ensure that the extent of the Broker's involvement is clear. See Questions to ask the employer (Appendix G).

	Process / Action	Overview
		See Appendix I for sample job descriptions of the various roles in the Essential Skills Team.
4.	Organizational Needs Assessment	Determine the depth of needs assessment required by the employer. **It is preferable that the organizational needs assessor is not associated with the service provider.** See Questions to ask the employer, (Appendix G).
5.	Essential Skills Program Planning	Based on the recommendations of the needs assessment, the Essential Skills Team will plan the program. An Essential Skills Team lead may be brought in to help guide the team in program details and logistics. A service provider must be able to handle detailed program planning, while encouraging effective meeting skills. Program planning should result in • promotion strategies • class sessions with time-lines • team members' responsibilities defined It is very important to the Broker that these sessions develop specific dates, days, times and durations when future Service Providers

	Process / Action	Overview
		will be needed (Speakers, Individual Assessors, Trainers and Evaluators) so that their services can be reserved.
6.	Promotion of the Essential Skills Program	Provide ideas for the employer to promote the program.
		A popular approach is to have educational promotion sessions that involve something brief, motivational, fun and humorous to get workers feeling positive about signing up for classes.
		Keep in mind what type of promotional event that will be well received in the organization.
		Factor in budgetary restrictions.
7.	Individual Assessments	The purpose of this step is to • determine academic skill levels of program participants • develop goals • develop training plans **It is preferable that the needs assessor is not associated with the service provider.** Determine with the employer if individual assessments will be required and the criteria in which to assess. See Questions to ask the employer (Appendix G).

	Process / Action	Overview
8.	Classes	Create a class list from the sign-up lists and the individual assessments. Once created, the Essential Skills Team is ready to meet with the Trainers. It is critical that the Broker have a "back-up" of trainers in the event existing instructors are absent.
9.	Evaluation	An external evaluator should give feedback on • the implementation of the program • the delivery of the program Evaluators should be impartial, and not part of the planning team or delivery agency.

See Appendix H for checklists that will help you monitor the various stages in the Essential Skills Program.

Appendix – Broker Tools

Appendix A: Network Readiness Questionnaire

This is an exercise to determine a Learning Network's ability to be a Service Broker for an Essential Skills Program. It should be completed by the Executive Director with possible input sessions from the Board of Directors, staff, and Literacy Community Planning (LCP) members.

Step 1: Executive Director

    i. Does the service fall within the Learning Network's mandate?

    ii. What will the employer gain from the service?

    iii. What are the obstacles likely to be raised by the Board of Directors, staff, LCP members, network members with relevant services?

    iv. What is the resource readiness (staff/new hires, materials, time and distance) of the employer?

    v. How would the Network allocate resources to begin the program?

    vi. How long would the Broker service be given to become cost-recovering? Revenue producing?

    vii. Is there funding available for start-up costs?

    viii. What would be the contingency plan for more resources, if needed, or for the absence of the Broker?

    ix. Is there sufficient readiness among the Service Providers (LCP members) to form a viable Service Provider List?

    x. What part of an Essential Skills Program would fall outside of the employer's mandate or be beyond the range of services the Network would feel comfortable brokering?

    xi. Will existing staff be directly or indirectly contributing to the services? (examples of indirect would be taking messages, document processing, etc.)

Step 2: Executive Director with Board of Directors

    i.   Does the service fall within the Learning Network's mandate?

   ii.   What is the level of interest of the directors?

 iii.   What are the reasons for support, concerns or opposition to the Broker service or Essential Skills Programs, in general?

 iv.   Does any board member bring any special ability or connections to assist in the formation of the service?

   v.   What part of an Essential Skills Program would fall outside of the employer's mandate or be beyond the range of services the Network would feel comfortable brokering?

Step 3 Executive Director (Network's LCP representative) with LCP Members

    i.   What level of interest is there among LCP members?

   ii.   Which LCP agencies are ready or are already involved in workplace initiatives?

 iii.   Are some LCP members unable to participate in Essential Skills Programs?

 iv.   Will some members need time to organize their services for workplace settings?

   v.   Are members prepared to meet with the Broker to discuss their services for the drafting of a Service Provider roster?

Step 4 Executive Director with Staff

    i.   Will existing staff be directly or indirectly contributing the service? (examples of indirect would be taking messages, document processing, etc.)

   ii.   What is the level of staff interest?

 iii.   What would be the contingency plans (if they would involve staff) for the need of more resources or the absence of the Broker?

 iv.   What part of an Essential Skills Program would fall outside of the employer's mandate or be beyond the range of services the Network would feel comfortable brokering?

This exercise should help give adequate information for the production of a document that outlines the Network's intent and implementation plan for the Broker Service.

Appendix B: Worksheet - Costing out Broker Services

Process	Staff Hours, (Hrs from contact Log)	Direct Costs, (Staff/broker, materials)	Indirect staff hours	Indirect Costs, (Staff Support Materials)
Before the Essential Skills Program				
Determining which brokering service to deliver				
Service Provider Selection Issues				
Team Forming and Development				
Service Provider Selection				
Needs Assessment				
Essential Skills Program Team Planning				
Evaluation				
TOTAL				

TOTAL PROJECT COST: _____

Appendix C

Comparison List

Company or Sector	Program Description		Responsible to	Length of Service
	Program Type: # of Participants: Client Level: Program Budget:	Comments:		
	Program Type: # of Participants: Client Level: Program Budget:	Comments:		
	Program Type: # of Participants: Client Level: Program Budget:	Comments:		
	Program Type: # of Participants: Client Level: Program Budget:	Comments:		
	Program Type: # of Participants: Client Level: Program Budget:	Comments:		

Needs Assessor Qualification Questionnaire

Date:		Service Provider:	
Administration Contact:			
Contact Info:			
Needs Assessor:			
Current Duties	- - - -		

Experience with Essential Skills Program Needs Assessment	yes	no
Experience with Adult Education Program Needs Assessment	yes	no
Total # of years of experience in Needs Assessment:		

Notes:

Data Types used in Previous Assessments:

Data Collection Methods:

Report Formats/Description:

Description of related employment experience:

Attach any documents/evidence of above (include examples of previous needs assessment reports).

Trainer Qualification Questionnaire

Date:		Service Provider:	
Administration Contact:			
Contact Info:			

Instructor:		Contact Info:	
Current Duties/Obligations:	- - - -		
Previous (relevant) Employers:			
Previous Employers with Worklace Essential Skills (WEES):			

Experience with Individual goal setting	yes no	in Workplace	yes no
Experience with Individual training plans	yes no	in Workplace	yes no
Experience with Group goal setting	yes no	in Workplace	yes no

Total # of years experience in Essential Skills Programs:	
Total # of years experience in adult education:	

Attach any documents/evidence of above (include samples of course and material design).

What subjects have been taught relating to Essential Skills Programs?

Subject	School	How long?	Workplace	How long?
Literacy				
Numeracy				
Read/Write - HS Prep				
Math - HS Prep				
High School/ILC				
GED Prep				
ESL-Basic				
ESL-Advanced				
Keyboarding				
Windows Introduction				
Computer Network Introduction				
Internet Introduction				

Individual Assessor Qualification Questionnaire

Date:		Service Provider:	
Service Summary:	- -		
Contacts		Contact Info:	
Assessor(s):		Contact Info:	
Assessor's Current Duties	- - - -		
Assessment capacity per week:			

Experience with individual assessment for Essential Skills Programs	yes	no
Experience with individual assessment for Adult Education Programs	yes	no
Total # of years of experience as an Assessor:		

Notes:

Description of areas covered by Individual Assessment:

Description of typical assessment procedure (including how long to administer and how long to return time):

Attach any documents/evidence of above (include examples of assessment reports)

Evaluator Qualification Questionnaire

Date:		Service Provider:	
Service Summary:	- -		
Contacts		Contact Info:	
Evaluator(s):		Contact Info:	
Current Duties	- - - -		

Experience with Essential Skills Program Evaluation	yes no
Experience with Adult Education Program Evaluation	yes no
Total # of years of experience in Evaluation:	

Notes:

Data Types:

Data Collection Methods:

Report Formats/Description:

Description of related employment experience:

Attach any documents/evidence of above (include examples of evaluation reports)

Appendix D: Sample Contract for Services

Between
the Learning Network
and
the Employer

   i.   The Employer has an Essential Skills Program (ESP) and requires the services of individuals or organizations ("Service Providers") to enable its program to deliver appropriate education or related services to its employees.
   ii. The Learning Network will keep a roster of individuals and organizations that provide services related to Essential Skills Program.

It is agreed as follows

1. The Employer agrees to
   a) provide a description of the ESP. This description will include
      i.   identification of stages of the ESP
      ii.   schedule of when Service Providers will be needed
      iii. a list of employees who have responsibility for ESP implementation
      iv.   specifications of these employees' responsibilities concerning ESP and the Learning Network

   b) keep the Learning Network aware of changes or the need to change the schedule as soon as possible.

2. The Learning Network will provide the Employer the following services
   a) an introduction to appropriate and capable Service Providers
   b) a description of the Service Providers' services. The description will include types of service offered and associated cost structures
   c) an estimate of time involved and cost of Learning Network services

3. In consideration for its services, the Employer agrees to pay the Learning Network as follows
   a) the amount of <WORD AMOUNT> dollars $<NUMERAL AMOUNT> (i.e., flat rate per each service provider and/or hourly rate), plus applicable taxes <FIGURE AMOUNT>
   b) the amount owing will be paid within 30 days of invoice
   c) the Learning Network will issue invoices at the time that each Service Provider begins its service to the Essential Skills Program
   d) the Learning Network is entitled to interest at a rate of <#>%per annum on any overdue payments

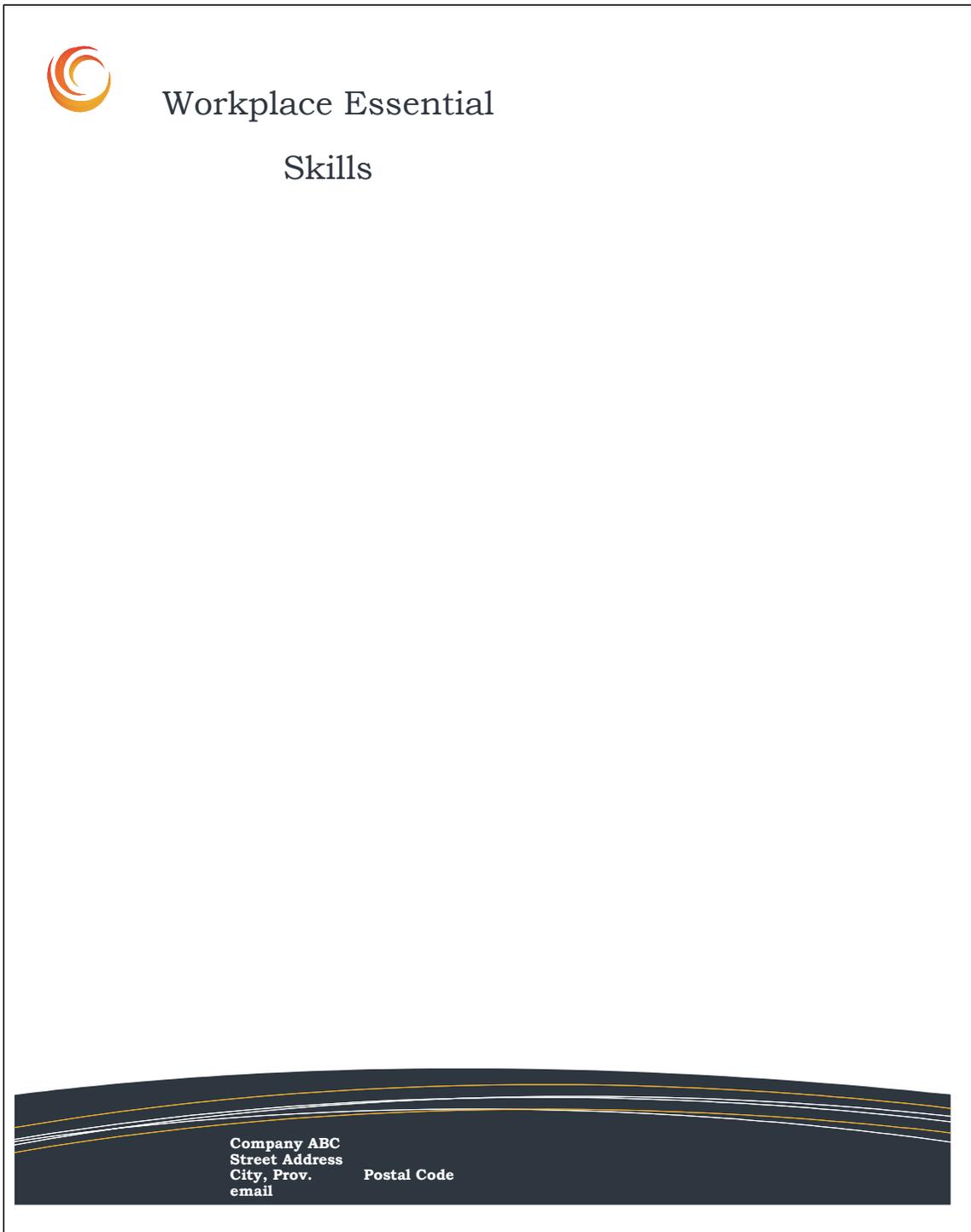Signed the <DAY> day of <MTH>, <YR>   Signed the <DAY> day of <MTH>, <YR>

_____   _____
Employer's Agent Name   Broker's Name

Appendix E: Sample Marketing Designs

Workplace Essential
Skills

Company ABC
Street Address
City, Prov.   Postal Code
email

8.5 X 11 letter head

Mail-out Postcards

Your Company Logo

Workplace Essential Skills

- Reading Text
- Computer Use
- Thinking Skills

- Document Use
- Oral Communication
- Continuous Learning

- Numeracy
- Working with Others
- Writing

These **Essential Skills** are the Skills Needed for Work, Learning and Life

Company ABC   **Address, City, Prov. Postal Code**
Tel 555.543.5432   Fax   555.543.5433

www.web.com

- Front of 4 X 6 postcard

Let The Learning Network bring Essential Skills to your workplace by working as your "broker" for all services related to Workplace Education Programs.

We can provide objective recommendations for cost-effective Service Providers who will meet your organizational needs and help you maximize your community partnerships.

Contact ..... at ###-###-#### for more information.

Company ABC
Address
City, Prov.
Postal Code

POSTAGE
PAID

Get Skills That Work For Your Business

- Back of 4 X 6 Postcard

Information Postcards

Your Company Logo

Workplace Essential Skills

- Reading Text
- Computer Use
- Thinking Skills

- Document Use
- Oral Communication
- Continuous Learning

- Numeracy
- Working with Others
- Writing

These **Essential Skills** are the Skills Needed for Work, Learning and Life

Your Company Name

Address, City, Prov. Postal Code
Tel 555.543.5432   Fax 555.543.5433

www.web.com.com

- Front of 4 X 6 information postcard

Let The Learning Network bring Essential Skills to your workplace by working as your "broker" for all services related to Workplace Education Programs.

We can provide objective recommendations for cost-effective Service Providers who will meet your organizational needs and help you maximize your community partnerships.

We can help you

- diagnose the Essential Skills 'health' in your organization.

- help you facilitate your Workplace Essential Skills Program

- Monitor and evaluate your program

Workplace Essential Skills
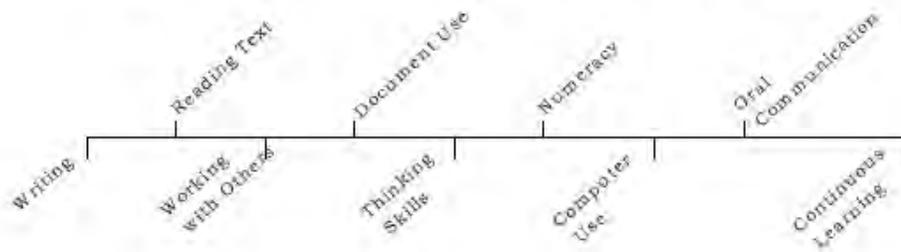
| Address | City, Prov | Postal Code | Tel. | Email |

- Back of 4 X 6 Postcard

11 X 17 Marketing Poster

Your Logo

Workplace Essential Skills

Essential Skills are the Skills needed for Work, Learning and Life

Investing in Essential Skills can result in:

✓ Higher productivity
✓ Improved safety
✓ Reduced absenteeism
✓ Greater employee retention
✓ Enhanced communication and teamwork
✓ Improved employee morale
✓ Enhanced corporate image

Let The Learning Network bring Essential Skills to your workplace by working as your "broker" for all services related to your Workplace Education Program.

We can provide objective recommendations for cost-effective Service Providers who will meet your organizational needs and help you maximize your community partnerships.

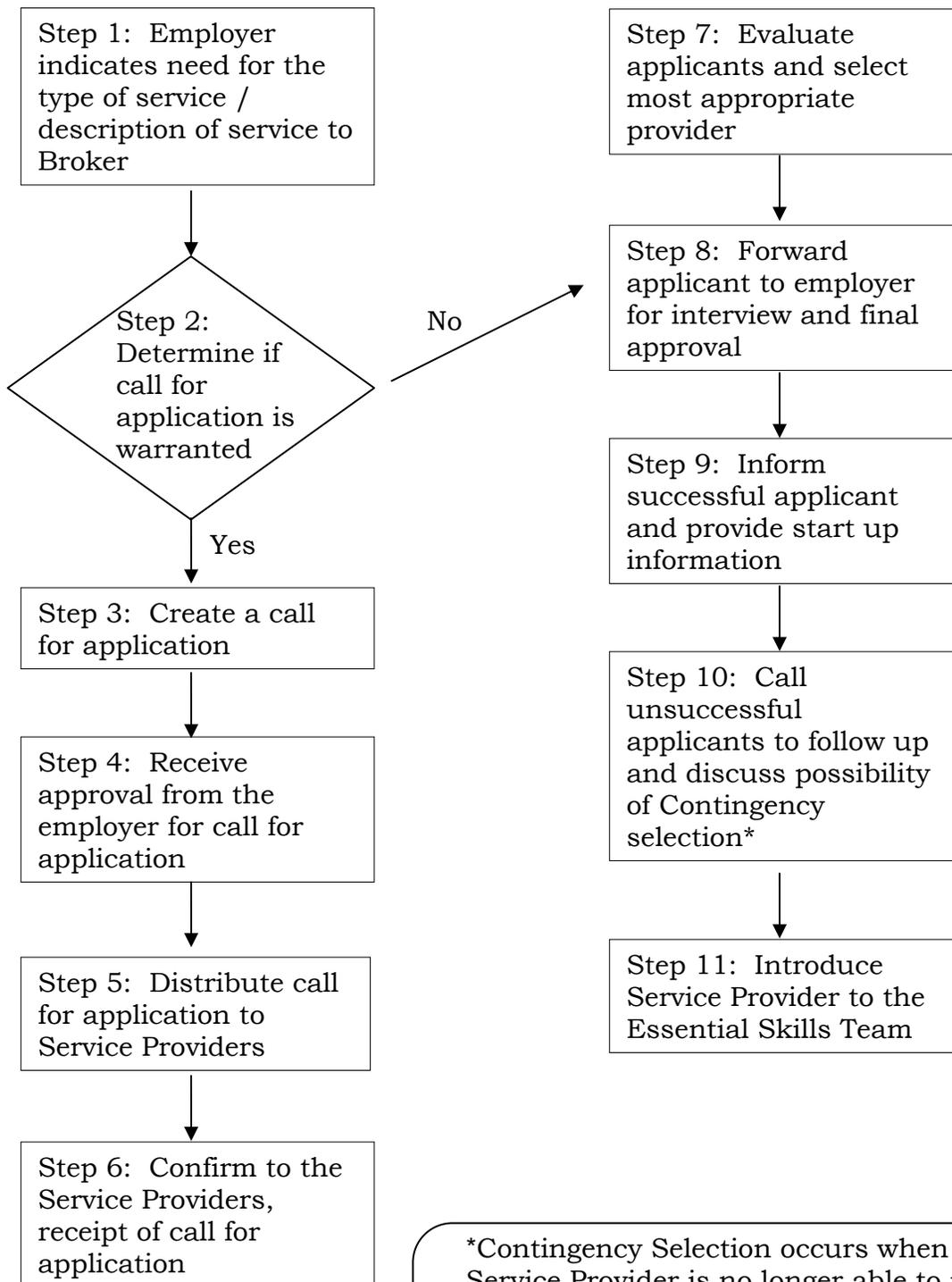For more information, contact us at
(111) 123-4567

Company ABC
Streeet Address
City, Prov.   Postal Code
Email / website

Skills that work for your business

Appendix F: Service Provider Selection Process

Step 1: Employer indicates need for the type of service / description of service to Broker

↓

Step 2: Determine if call for application is warranted

No →

Yes ↓

Step 3: Create a call for application

↓

Step 4: Receive approval from the employer for call for application

↓

Step 5: Distribute call for application to Service Providers

↓

Step 6: Confirm to the Service Providers, receipt of call for application

Step 7: Evaluate applicants and select most appropriate provider

↓

Step 8: Forward applicant to employer for interview and final approval

↓

Step 9: Inform successful applicant and provide start up information

↓

Step 10: Call unsuccessful applicants to follow up and discuss possibility of Contingency selection*

↓

Step 11: Introduce Service Provider to the Essential Skills Team

*Contingency Selection occurs when a chosen Service Provider is no longer able to provide service or if the employer chooses to expand the partnership base with more than one Service Provider, or the participation in the Essential Skills Program exceeds expectations and more Service Providers are needed.

Appendix G: Key Broker to Employer Questions During Team Development

What role does the employer want the Essential Skills Team to have (i.e., Is the team working to become self-directed or will it need the direction of a essential skills team lead?)?

What tasks should the Essential Skills Team start with (i.e. Needs Assessment coordination)?

What does the employer want a Service Provider (provide list of possible services) to do for the Essential Skills Team?

What considerations does the employer want the Service Provider to have in mind from the corporate level?

What experience and perspectives will team members bring?

When and how long does the employer want the Service Provider delivering services?

What is the projected budget for this service?

During Organizational Needs Assessment

How extensive should the Needs Assessment be?

How much consultation does the employer want the Needs Assessor to do with the Essential Skills Team in terms of extent and structure of the Needs Assessment?

How many meetings or how much consultation time can the Essential Skills Team give to the Needs Assessment?

When and how long does the employer want the Needs Assessor?

What is the projected budget for this service?

What kind of access to facilities and personnel can be given to the Needs Assessor?

During Individual Assessments

Does the employer want all participants to have individual assessments? If not, what will determine if an employee is suitable for a program?

How many participants does the team estimate will need assessments?

What times and dates are available for this service?

What is the projected budget for this service?

Will the employer use the broker to provide the assessor on a fee for service basis?

Appendix H: Checklists for Broker Use

These checklists are for the Broker to use as a tool to monitor program implementation and Service Provider's progress. They cover the stages in the brokering process and also of the various service providers.

Broker Process Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Develop a roster of all possible local Essential Skills Program-related Service Providers and relevant Service Providers from a wider area. 2. Initiate promotion and training of Essential Skills Program to Service Providers.	
After Marketing the Broker Service	1. The broker meets with the employer to discuss the need for Essential Skills programs and other services. 2. Provide an outline of the Essential Skills Program and purpose, or an 'Essential Skills Program Package'. 3. Arrange a meeting between the Needs Assessor (if not the broker) and the employer.	
After Role Definition and Clarification	1. Ensure that the employer's plans are concrete enough to begin recruitment of Service Providers before the formation of the Essential Skills Team.	

Process Timeline	Steps and Information	Date Completed
	2. Determine who the internal Essential Skills Team lead (ESTL) will be and define that role.	
During Essential Skills Team Development	1. Check that the ESTL knows their role and the role of the Essential Skills Team. 2. Check that the ESTL has some idea of how to keep the Essential Skills Team moving forward and ensuring program development meets the employer's needs.	
Before Needs Assessment	1. Inform the Needs Assessor of expected start date and terms of services.	
After Needs Assessment	1. Seek feedback on the Needs Assessor's performance from the employer and/or the Essential Skills Team. 2. Update roster list.	
During Essential Skills Program Planning	1. Gather data on Trainers, Individual Assessors and Evaluators such as description of services and availability. 2. Seek feedback on the ESTL's performance from the employer and/or the Essential Skills Team. 3. Update roster list.	
Before Class Promotion:	1. If needed, meet with the ESTL and employer to discuss promotion and confirm start date and terms of	

Process Timeline	Steps and Information	Date Completed
	services. 2. Arrange a meeting between the Service Provider and the employer.	
After Class Promotion	1. Seek feedback on the Trainer's performance from the employer and/or the Essential Skills Team. 2. Update roster list.	
Before Individual Assessments	1. Confirm with the Service Provider the expected start date and terms of service.	
After Individual Assessments	1. Get feedback on the Individual Assessor's performance from the employer, Essential Skills Team or participants. 2. Update roster list.	
Before Classes	1. Inform Instructors and the Class Evaluator of expected start date and terms of services. 2. Arrange a meeting between the Trainers, Evaluator and employer.	
After Classes	1. Get feedback on the Trainer's performance from the employer. 2. Update roster list.	

Process Timeline	Steps and Information	Date Completed
After Evaluation	1. Seek feedback on the Evaluator's performance from the employer. 2. Update roster list. 3. Get feedback and comments from the employer on the Essential Skills Program.	

Employer Checklist

Process Timeline	Steps and Information	Date Completed
During and After Role Definition and Clarification	1. Clarify the role of the Service Provider with the Broker. 2. Approve written description of services. 3. Determine contractual arrangements such as fees, terms of service, etc. 4. Provide the employer with a presentation on the Essential Skills Model and the role of the Essential Skills Team. 5. Develop a Mission Statement and outline of its Essential Skills Program. 6. Develop a "recruitment strategy" for the Essential Skills Team.	
Before Team Development	1. Develop and approve the Essential Skills Team Lead's (ESTL) job description. 2. Have the employer determine who the ESTL is. Meet with them and discuss their role. 3. Meet with the Essential Skills Team to introduce roles and responsibilities.	
Before the Needs Assessment	1. Develop and approve the Needs Assessor's job description (if not the Broker).	

Process Timeline	Steps and Information	Date Completed
	2. Determine contractual arrangements with the Needs Assessor (fees, terms of service, etc.)	
During the Needs Assessment	1. Acquire status report from the Needs Assessor regarding any changes made to the structure or implementation.	
After the Needs Assessment	1. Review and approve the Needs Assessment. 2. Get feedback on the Needs Assessor's performance.	
Before Class Promotion	1. Review and accept class promotion strategy. 2. Determine contractual arrangements with the Trainer (fee, terms of service, etc.).	
Before Classes	1. Develop and approve the job description of the Trainer, Service Provider, Individual Assessor and Evaluator. 2. Determine contractual arrangements with the Trainer, Individual Assessors and Evaluator (fee, terms of service, etc.). 3. Review and accept class goals and terms of the evaluation report.	

Process Timeline	Steps and Information	Date Completed
After Classes	1. Review and approve the evaluation report. 2. Approve recommendations and develop actions for adjusting class or program structure based on Evaluator's report. 3. Receive input on the Trainer's and Evaluator's performance. 4. Review effectiveness of and the future need for the Trainer.	

Essential Skills Team Checklist

This check list will help you monitor program implementation and offer advice to the Employer.

Process Timeline	Steps and Information	Date Completed
During Team Development	1. Ensure that the Essential Skills Team meet to introduce and develop its role and responsibilities, the role and responsibilities of the Employer, and the role and responsibilities of the Broker. 2. Have the team participate in team building, effective meeting, leadership skills or personal development workshops, if needed.	
Before the Needs Assessment	1. Understand the role and responsibility of the Needs Assessor and required documentation. 2. Meet with the Needs Assessor to customize and provide feedback for the Needs Assessment. 3. Develop a specific and realistic time line with Needs Assessor for implementation and completion of the Needs Assessment. 4. Set meeting dates and contact protocol for issues as they arise during the Needs Assessment process.	

Process Timeline	Steps and Information	Date Completed
During the Needs Assessment	1. Set a date for the Needs Assessor to present the Needs Assessment.	
After Needs Assessment Presentation	1. Discuss Needs Assessment results and provide recommendations to develop a plan for promotion, classes and general program planning. 2. Review performance of the Needs Assessor.	
Before Promotion Activities	1. Develop a specific and realistic time line for promotion of classes, including event dates, class sign-up deadlines. 2. Meet with the Essential Skills Team to provide input on the outcomes of the promotion strategy.	
After Promotion Activities	1. Review the performance and effectiveness of the promotion.	
Before Individual Assessments	1. Meet with the Individual Assessor to confirm role and responsibility. 2. Establish a schedule for completing assessments with the Assessor.	
After Individual Assessments	1. Review performance of the Individual Assessor.	

Process Timeline	Steps and Information	Date Completed
Before Classes	1. Ensure the team has reviewed and approved the job descriptions for the Trainers and Evaluator. 2. Discuss class goals with the Trainers. 3. Discuss evaluation goals with the Evaluator. 4. Develop specific and realistic time lines that includes start and end dates of classes, evaluation and presentation.	
During Classes	1. If required, meet to discuss with the Trainers and Evaluator any adjustments needed to the classes, class goals or evaluation process.	
After Classes	1. If necessary, adjust class or program structure based on Evaluator's report. 2. Review the performance and effectiveness of the Service Providers and provide feedback to the Broker.	

Essential Skills Team Lead Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Gather appropriate information such as standard fees, description of service range and time/scheduling considerations from potential partners.	
Before Team Development	1. Set up a meeting between the Essential Skills Team and employer to discuss expected outcomes from team development and role in the implementation process.	
After Team Development	1. Discuss with the Essential Skills Team their roles and responsibilities.	

Needs Assessor Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Gather appropriate information such as standard fees, description of service range, time/scheduling considerations from potential Needs Assessors (if not the Broker).	
Before the Needs Assessment	1. Set up a meeting between the Needs Assessor and the employer to discuss purpose and goals of the Needs Assessment and job description. 2. Set up a meeting between the Needs Assessor and Essential Skills Team to customized and approve job description, Needs Assessment Report description and goals of Needs Assessment. 3. Set up a meeting between the Needs Assessor and the Essential Skills Team to develop and approve time lines, including start and end dates and presentation date of the Needs Assessment.	
After the Needs Assessment Presentation	1. Check that the Needs Assessor has invoiced for services at the completion of service.	

Individual Assessor Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Gather appropriate information such as standard fees, description of service range, time/scheduling considerations from potential Individual Assessors (if not the Broker).	
Before the Individual Assessments	1. Set up meeting between Individual Assessor the Essential Skills Team to customize and accept assessment format and job description. 2. Confirm that the Assessor, the Essential Skills Team, and Trainers have developed a procedure for forwarding assessments.	
After Individual Assessments	1. Check that the Individual Assessors has invoiced for services at the completion of assessments.	

Evaluator Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Gather appropriate information such as standard fees, description of service range, time/scheduling considerations from potential Program Evaluators (if not the Broker).	
Before Classes	1. Set up meeting between Program Evaluator and the Essential Skills Team to customize and approve job description, report description and goals of evaluation assessment. 2. Confirm that the Program Evaluator and the Essential Skills Team, have developed and approved a time line, including start and end dates and date for presentation of the report.	
After Evaluation Report Presentation	1. Check that the Evaluator has invoiced for services at the completion of service.	

Trainer Checklist

Process Timeline	Steps and Information	Date Completed
Before the Essential Skills Program	1. Gather appropriate information such as standard fees, description of service range, time/scheduling considerations from potential Trainers.	
Before Classes	1. Set up meeting between Trainers and the Essential Skills Team to customize and approve job description, class description and class (group) goals. 2. Confirm the development and acceptance of a time line for their service. 3. Ensure that the Trainer has received all participants' assessment results.	
After the Classes	1. Check that the Trainers and Evaluator has invoiced for services at the completion of service.	

Appendix I: Sample Job Descriptions

The following descriptions for each service provider are for use by the employer or broker. It is not for the purposes of advertising a job opening.

Job Description for Essential Skills Team Lead (ESTL)

Duties and Responsibilities of the ESTL are to

- lead planning sessions for the Essential Skills Team (EST)
- consult with the Employer to determine the ESTL role with the Essential Skills Team
- facilitate, as necessary, the EST's understanding and ability to fulfill its role in the Essential Skills Process implementation process
- liaise with other Service Providers the Broker and the Employer, as required, to assure the EST's effectiveness in structuring the Essential Skills Program (ESP)
- facilitate decision-making (but not make decisions) for the EST
- move the EST toward a position of being able to implement the program

Overview of expectations for Essential Skills Program facilitation process

The Facilitation Process will

- assure that the EST develops and adheres to an implementation plan for the ESP
- assure that the EST develops a sense of ownership of the ESP

The following signature indicates that the ESLT understands and agrees to the above description and conditions of their role.

Date: _____   Witnessed by: _____

_____   _____
Essential Skills Team Lead   Employer

Job Description for Needs Assessor

Duties and Responsibilities of the Needs Assessor are to

- provide impartial and professional needs assessment of the Employer
- establish the range and scope of the needs assessment, notify and seek approval from Essential Skills Team (EST)/Employer
- facilitate, as necessary, the EST's understanding of the needs assessment process and essential skills in general
- liaise as necessary with EST and Employer to arrange and co-ordinate the requirements of the needs assessment process
- collect information relating to participant's background, feelings and expectations relating to education and issues in the workplace related to education and training
- assure confidentiality of individual participation in Needs Assessment
- produce a Needs Assessment Report
- present report to the Broker if the Broker has not done the assessment
- make a presentation of Needs Assessment Report to EST, and Employer

Overview of expectations for Essential Skills Program Needs Assessment
The Needs Assessment will

- document and measure Essential Skills training needs
- analyze common tasks and documents
- document and measure target group background
- document and measure attitudes and expectations around education and training in general and in the workplace
- document and measure any other aspects of the Employer that relate to Essential Skills that the EST/Employer deems relevant
- provide both statistical and anecdotal evidence to support findings

The following signature indicates that the Needs Assessor understands and agrees to the above description and conditions of their employment.

Date: _____ Witnessed by: _____

_____ _____
Needs Assessor Signature Essential Skills Team Lead

Job Description for Individual Assessor

Duties and Responsibilities of the Individual Assessor are to

- facilitate, as necessary, the Essential Skills Team's (EST) understanding of the assessment process
- liaise as necessary with EST and Employer to arrange and co-ordinate logistical requirements of the assessment process
- assure confidentiality of results of individual participation in assessment
- produce an Individual Assessment Report to be passed on to participant and appropriate Instructor
- assist the participant to understand results and application of the assessment

Overview of expectations for Essential Skills Program Individual Assessments
Each Individual Assessment will

- document and measure Essential Skill levels of each participant

The following signature indicates that the Individual Assessor understands and agrees to the above description and conditions of employment.

Date: _____   Witnessed by: _____

_____   _____
Assessor Signature   Essential Skills Team Lead

Job Description for Trainer

The Trainer is instrumental in ensuring that the following objectives of the program are met

- help individuals learn the basic skills needed for their workplace and everyday lives
- promote interest in and enthusiasm for lifelong learning
- enhance the workplace and personal lives of the participants
- encourage employees to set and meet learning goals related to workplace tasks
- maintain confidentiality of individual student's progress
- encourage employees to set long term education and training goals that will result in taking further classes in the workplace or in community programs

Trainer Qualifications

- experience with instruction in a workplace setting
- experience with academic and practical goal-setting with individuals and groups
- ability to access and develop appropriate curriculum, training and lesson plans, and learning materials for the workplace environment
- experience in adult instruction (3 years or more) in one of the following:

• LBS Programs (understanding of provincial standards for Learning Outcomes, etc.) • understanding of Essential Skills
• various Operation Systems • various e-mail/Internet software • various network/Intranet environments • keyboarding software <Mavis Beacon>, etc.
• hardware basics/A+ certification
• ESL Programs - including ability to work with

learners of all levels
• GED Preparations Programs/Software with background in secondary education

Duties/Responsibilities

- provide instruction to class
- develop or implement course outline as required, including usage or development of appropriate curriculum, lesson plans and materials
- modify instruction appropriately for multi-level (literacy to high school range) or multi-subject classes
- prepared to use 3rd party assessments in goal setting and evaluation process
- develop achievable group and individual goals by 3rd session
- meet with Employer and Essential Skills Team to review and approve group goals
- assure that group and individual goals are met by the established end-dates; prepare a written report to Employer/Essential Skills Team, if required
- maintain confidential individual records of students' work and progress
- develop an individualized learning/training plan for each student
- assure that each student clearly understands the "next step" in training plan (i.e., further Essential Skills classes or external classes)
- provide attendance and related information to Essential Skills Team Lead
- understand and fulfill relevant requirements and procedures of the Employer's workplace (i.e., safety standards and procedures, access and security procedures)

Evaluation

Both the trainer and the class will be a part of a 3rd party evaluation process. The evaluation will include input from course participants, course materials, group goals, the Trainer and the Employer/Essential Skills Team. The intention of the Evaluation is to determine if goals were reached or exceeded and to document the satisfaction level of participants.

The following signature indicates that the Instructor understands and agrees to the above description and conditions of employment.

Date: _____   Witnessed by: _____

_____   _____
Trainer Signature   Essential Skills Team Lead

Job Description for Evaluator

The Evaluator is instrumental in ensuring that the following objectives of the Program Evaluation are met

- measure the outcomes of the Essential Skills courses by surveying, documenting and evaluating the participants, courses and trainers
- facilitate the Essential Skills Team's ability to measure program outcomes
- provide the Essential Skills Team reliable and objective information that will assist in the structuring of future classes, and appropriate promotion of the Essential Skills Program
- allow students to provide anonymous input, in a confidential setting, if necessary

Duties and Responsibilities

- provide impartial evaluation of the Essential Skills Program's classes
- evaluate the individual and group goal-setting process for courses
- co-ordinate and consult with the individual instructors
- produce an Evaluation Report that will
  - survey participants' thoughts and feelings about the classes and how they became interested and involved (Participation rate: survey must be random and involve more than 33% of participants)
  - report information through statistical data and anecdotal information
  - document and evaluate group goal achievements including attitudinal and skills growth
  - summarize observations and results of the evaluation and make recommendations based on results for future implementation of classes and Essential Skills Program
  - report all statistical information relating to goal accomplishments in such a way as to show the number of participants able to complete a task and to what degree of competency within 3 weeks of the end of the final class date

- circulate copies of the report to the Essential Skills Team, Essential Skills Steering committee representatives and Broker
- present evaluation report to the Essential Skills Team and/or Essential Skills Steering committee representatives, as required

The following signature indicates that the Program Evaluator understands and agrees to the above description and conditions of employment.

Date: _____   Witnessed by: _____

_____   _____
Program Evaluator Signature   Essential Skills Team Lead

Appendix J: Toolbox

Additional information that may be of use to you as you invest in Essential Skills.

Essential Skills in the Workplace

Essential Skills: Linking Employee Skills to Your Bottom Line. A Guide for Employers in Hamilton. Hamilton Training Advisory Board, March 2008. This resource also applies to employers outside of Hamilton.

Essential Skills, Human Resources and Social Development Canada
Use this site to search approximately 250 profiles that describe how Essential Skills are used in the workplace. Also, use the Essential Skills Toolkit, containing a series of tools and resources to help employers, practitioners and learners assess and/or improve Essential Skills.
www10.hrsdc.gc.ca/es/english/ES_Profiles.aspx

Essential Skills and Workplace Literacy Initiative
A series of tools developed in order to facilitate the identification of Essential Skills needed by employees in the workplace.
www.ic.gc.ca/epic/site/cts-scf.nsf/en/sl00033e.html

ABC Canada
Learn about Workplace Literacy
www.abc-canada.org/en/workplace_literacy

Test of Workplace Essential Skills, TOWES
An effective testing and training that uses workplace documents to accurately measure the three essential skills that are needed for safe and productive employment: Reading Text, Document Use and Numeracy.
www.towes.ca/home.aspx

Workplace Literacy Central

A free online resource with information, tools and advice for Canadian organizations and employers who want to raise literacy and basic skill levels in the workplace.

www.conferenceboard.ca/workplaceliteracy/default.asp

Canadian Council on Learning

Connecting the Dots…Linking Training Investment to Business Outcomes and the Economy, Allan Bailey. April 2007.

This report provides a strong case for training for the betterment of   businesses and the national economy.

www.ccl-cca.ca/NR/rdonlyres/F6226BEA-0502-4A2D-A2E0-6A7C450C5212/0/connecting_dots_EN.pdf

Human Resources for Employers

HR for Employers

A comprehensive website covering various HR topics including: hiring employees, departing employees, keeping employees, training and managing employees, payroll/benefits, HR Planning and Health & Safety.

www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html

National Occupation Classification

The authoritative resource on occupational information in Canada. It is used daily by thousands of people to understand the jobs found throughout Canada's labour market.

www5.hrsdc.gc.ca/NOC-CNP/app/index.aspx?lc=e

Skills Upgrading for Laid Off Workers

This video was produced to increase awareness of the role that adult learning programs can play in labour adjustment situations. Along with stories of displaced workers, the potential for success within an upgrading program, and partnerships between Literacy and Basic Skills programs and Action Centres is explored.

www.youtube.com/watch?v=7zGeIGiESy0

Literacy

Ontario Literacy Coalition

An organization that promotes and supports all levels of literacy in the province of Ontario. They work with literacy organizations, literacy learners, and other individuals and organizations committed to literacy.

www.on.literacy.ca/

NALD @ Work (National Adult Literacy Database)

NALD@Work is your link to the world of workplace literacy and essential skills.

www.naldatwork.ca/

Canadian Council on Learning

Provides current information about effective approaches to learning for learners, educators, employers and policy-makers.

www.ccl-cca.ca/CCL/AboutCCL/?Language=EN

Case Studies

The following case studies from The Conference Board of Canada provide background, details, and outcomes for building Essential Skills in the workplace.

Essential Skills: The Dofasco Way. October 2005

http://sso.conferenceboard.ca/documents.aspx?DID=1409

Empowering Employee Employee-Learners with Essential Skills at Durabelt Inc. March 2005

http://sso.conferenceboard.ca/Libraries/EDUC_PUBLIC/DurabeltCS.sflb

Essential Skills for Multi-skilling at National Silicates. March 2005.

http://sso.conferenceboard.ca/documents.aspx?DID=1195