



**ADDENDUM TO CALL FOR PROPOSALS:
TESTING and VALIDATION OF the NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS**

***Developing a National Framework for Essential Skills:
Seeking Harmony while Respecting Diversity***

Subject: additional information – call for proposals for pilot projects

Greetings from the ACCC Essential Skills (ES) team!

In response to questions we have received from interested colleges, we are providing additional information below to the call for proposals for pilot projects to test and validate the Essential Skills National Framework.

- Francophone and Anglophone colleges may join forces to participate in the same pilot project.
- Within a provincial or territorial college network, each campus may be considered as a participating college (coordinating or collaborating).
- Pilot project client groups may include employed workers.
- Ideally colleges participating in a pilot project will test and validate in the same economic sector.
- A college may submit more than one proposal.
- A college may participate as coordinating or collaborating in different pilot projects.
- Funds to participating colleges will be disbursed solely for reimbursement of professional fees of ES practitioners and college managers.

Have a wonderful day!



CALL FOR PROPOSALS:
TESTING and VALIDATION OF the NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS

Developing a National Framework for Essential Skills:
Seeking Harmony while Respecting Diversity

The Association of Canadian Community Colleges (ACCC) invites you to submit a proposal to test and validate the National Framework for Essential Skills (ES)¹ developed within the project named above. This three-year project, funded by Human Resources and Skills Development Canada (HRSDC), was launched in February 2010. A project summary can be found online at <http://www.accc.ca/essentialskills/projects/national-framework.htm>

The goal of the project is to increase the employability of Canadians to ensure adequate numbers of qualified professionals. This project aims to develop, validate and disseminate systemic approach to improve Essential Skills levels. To maximize the likelihood of success, emphasis will be placed on working with Canadians who have Level 2 ES and can be moved to Level 3. Two main target groups will be represented in the project: workers and college learners in need of higher skills. These groups should include a diverse clientele comprising Aboriginal people, newcomers to Canada and the unemployed, particularly displaced workers.

Two types of pilot projects, which will be developed into case studies, will test and validate the National Framework for ES. The first type aims at enabling workers while the second one focuses on college learners in need of higher skills. These case studies will be implemented in both official languages for a total of four projects. The pilot projects will aim to increase Literacy and Essential Skills (LES) levels from Level 2 to Level 3. All colleges involved in the pilot projects must have experience with ES. They must establish a partnership with three other colleges, ideally from two other provinces/territories to ensure the adaptability and replicability of the National Framework. Each pilot project must involve a high demand economic sector such as, but not limited to, health, mining, steel and transportation sectors.

Pilot projects will take place over nine months starting in September 2011 and completed in May 2012. Main findings will be presented at the ACCC 2012 conference at the end of May. Each participating college will receive a budget of \$74,750 to test /validate the National Framework. Furthermore, each of the four coordinating colleges will receive \$26,250 for monitoring and evaluation of each pilot project and to ensure rigorous data collection and primary analysis. Each pilot-project budget will total \$325,250 (4 X \$74,750 + \$26,250).

For this national project, we intend to focus on four Essential Skills: reading, document use, writing and numeracy. These ES were chosen because they can be reliably tested and evaluated and also serve as pre-requisites for the acquisition of the other ES. The pilots must select participants who have already mastered Level 2 and build their capacity to a Level 3 during the course of this initiative.

¹ In this text, the term Essential Skills refers to nine Essential Skills as identified by HRSDC such as: reading, writing, document use, numeracy, computer use, thinking, oral communication, working with others, and continuous learning. For more detailed information, please consult HRSDC website at :
<http://www.rhdcc-hrsc.gc.ca/eng/workplaceskills/LES/definitions/definitions.shtml>



National Framework for Essential Skills

Pilot projects aim to test and validate a systemic approach to diverse ES initiatives to evaluate its efficiency and adaptability. This Framework was recently developed using a rigorous format including: oral and written communications, data collection and analysis. Specialists involved in the development of the Framework included ES experts in training, monitoring and evaluation, a research-action methodologist, ES practitioners and a college management team with socio-economic partners. This approach is based on experiential learning and has been grounded in colleges' and their partners' practices.

The National Framework comprises two main components:

A systemic and integrated process for development of ES: The process is documented and is sufficiently flexible to allow for adaptation of interventions in ES for diverse clients and regional needs.

A repository of resources built to facilitate implementation of the process by Canadian colleges and institutes and their project partners. It includes supporting electronic documents posted on various web sites including ACCC's.

The Framework is a roadmap of best practices that sets out a systemic approach to guide ES interventions in Canadian colleges and institutes when working with a broad range of clients including workers and college learners in need of higher skills. These might include Aboriginal people, newcomers to Canada, and unemployed, particularly displaced, workers. The Integrated Process consists of seven elements (see **Annex 1**).

1. A business case for colleges and institutes based on a socio-economic analysis allowing for identification of the problem
2. The establishment of collaborative partnerships among colleges and with socio-economic partners
3. Essentials Skills awareness and promotion activities, with particular attention to senior college administration and key employers
4. Application of adult education principles
5. The use of practitioners' professional skills
6. The selection of a type of intervention
7. The resultant transition pathways to employability

The methodology chosen to develop this Framework and the pilot projects is drawn from action-research. In this methodology, college participants are considered co-researchers. Therefore, college participants will have the opportunity to influence the final Framework design. In order to achieve this, a monitoring and evaluation strategy will be developed. This evaluation strategy will enable pertinent data gathering and analysis to demonstrate acquisition of Level 3 ES during the pilot projects. ES college practitioners involved in selected pilot projects will receive training on applying the integrated process for ES development as well as training in data collection, analysis and reporting. In addition, the action-research methodologist will facilitate reporting in a case study format.



GUIDELINES and FORMAT for SUBMITTING PROPOSALS for the Pilot Projects

For each of the four pilot projects, college participants will be responsible for the successful implementation of their project interventions as described in the diagram representing the seven elements of the integrated process for ES development (see **Annex 1**)

The form should be completed using Arial 11-point font and be no longer than six (6) pages, excluding the cover letter, commitment letters and budgets,

Please refer to the table at the end of this guide for the rating allocated to the different sections of the proposal. Each of the following sections must be completed.

1. Purpose and problem identification (1 page)

Describe the underlying **purpose** of your pilot project grounded in a socio-economic context. Identify and describe a **problem** that your pilot project is proposing to solve using the integrated process for ES development. More specifically, indicate in which regions of the country your project will concentrate, the type of work and economic sectors it will focus on.

2. Main Groups and Targeted Clientele (1 page)

Two main groups will be represented in the pilot projects: workers and college learners in need of higher skills. In addition, these groups will include targeted clientele comprising Aboriginal people, newcomers to Canada and the unemployed, particularly displaced workers. One pilot project for each main group will be selected: one in French and one in English. In total, four pilot projects will be implemented by four coordinating colleges. Each coordinating college will work with three collaborating colleges. Each of the pilot projects must deliver ES services to 400 workers or college learners.

Present your main group and the targeted clientele that you plan to involve in your project and describe your previous experience working with that clientele to improve ES.

3. Expected Results and Methodology (2 pages)

Within the National Framework, four Essential Skills were selected: reading, writing, document use and numeracy. Your plan for ES interventions should aim to increase workers or college learner's skills from ES Level 2 to Level 3. These are the expected outcomes results at the end of the national project. Please present the expected output results for your pilot. Describe the methodology and the step-by-step specific activities that will be used in your pilot project in order to achieve the expected results. Demonstrate how this methodology is related to the seven elements of the integrated process for ES development. General prescribed activities should include:

- Identifying a manager responsible for overall project activities and an ES practitioner, prior to receiving funding
- Manager and ES practitioner participating in a two-day training workshop which will specify the particulars for project implementation, promotion, data collection and analysis, and report writing (in the second week of August 2011)
- Coordinating the involvement of socio-economic partner(s)
- Developing the ES interventions for the main target group and clientele
- Manager and ES practitioner participating in a two-day debriefing session at the end of the pilot project (May 2012)
- Promoting and building awareness of the National Framework results at the senior college administration level and in the community.



4. Roles and Responsibilities (1/2 page)

Each pilot project will be led by one coordinating college. Each coordinating college must enter into partnership with three collaborating colleges. A letter of commitment (see attached **Annex 2**) signed by senior administration of each collaborating college should accompany this proposal. Collaborating colleges must be located ideally in two other provinces/territories. This geographic diversity will allow the National Framework to be tested across Canada and ensure its replicability. The coordinating college, as well as the collaborating colleges, will apply the National Framework in the intervention delivery to the same target group. This target group can include diverse clientele.

Both the coordinating college and the collaborating colleges will participate in implementation, promotion, data collection and analysis, reporting, and dissemination. The coordinating college will be responsible for ensuring that these activities are successfully carried out. As previously mentioned, training will be provided in these key areas at the onset of the project

5. Collaboration with Socio-economic Partners (1/2 page)

Each coordinating college and each collaborating college should establish a partnership with at least one socio-economic partner. For example, it could be an employment service provider, a literacy organization, a sector council, a labour organization or an employer. Please specify the nature of the partnership and the roles the partner(s) will play in the pilot project. A letter of commitment from the partner must be included. (See **Annex 3**)

6. ES and Partnership Experience (1/2 page)

Describe your college experience in Essential Skills as well as your previous successes working with the main target group and clientele. In addition, demonstrate your experience in partnership development.

7. Budget (1/2 page)

Present your budget justification in link with your methodology.

Each of the four participating college in a pilot-project will receive a budget of \$74,750 to test and validate the National Framework. This maximum amount covers only the project managers and ES practitioner's professional fees at \$650/day for 115 days.

In addition, each coordinating college will receive an extra amount of \$26,250 for the overall management of the project activities. This maximum amount covers only the managers' professional fees at \$750/day for a total of 35 days. Therefore, the maximum amount a pilot project will receive is \$325,250.

Costs to attend training sessions and the debriefing session (transportation, per diem, accommodation etc.) must be authorized prior to these events. These expenses will be reimbursed from a separate budget.

All other costs incurred for the project such as fees for human resources other than the manager and ES practitioners, rent, telephone, photocopying must be provided as in-kind contributions. Each participating college (coordinating and collaborating) must demonstrate a 20% in-kind contribution. The coordinating college must use the format/table as presented in **Annexes 4-A & 4-B**) to outline their budget. Collaborating colleges must use the format /table as presented in **Annexes 5-A & 5-B** to outline their budget.



Presentation Table and Initiative Selection

Section	Length	Points
1. Purpose and problem identification	1page	15
2. Main groups and targeted clientele	1 page	10
3. Expected results and methodology	2 pages	30
4. Roles and responsibilities	½ page	10
5. Collaboration with socio-economic partners	½ page	10
6. ES and partnership experience	½ page	15
7. Budget justification	½ page	10
Total	6 pages	100

The timelines for the college/institute pilot projects as presented below:

Dates	Activities	Party Responsible
June 27, 2011	Deadline for proposal submissions	Colleges/institutes
July 8, 2011	Selection of pilot projects and responses to colleges/ institutes	ACCC with Selection Committee
July to August 2011	Contractual agreements signed	Colleges/institutes and ACCC
Second week of August, 2011	Training workshop prior to pilot project launch	ACCC and Specialists
September 2011	Start date of pilot projects	Colleges /institutes
May 2012	Debriefing session and end date of pilot projects	Colleges/institutes

For more information, contact:

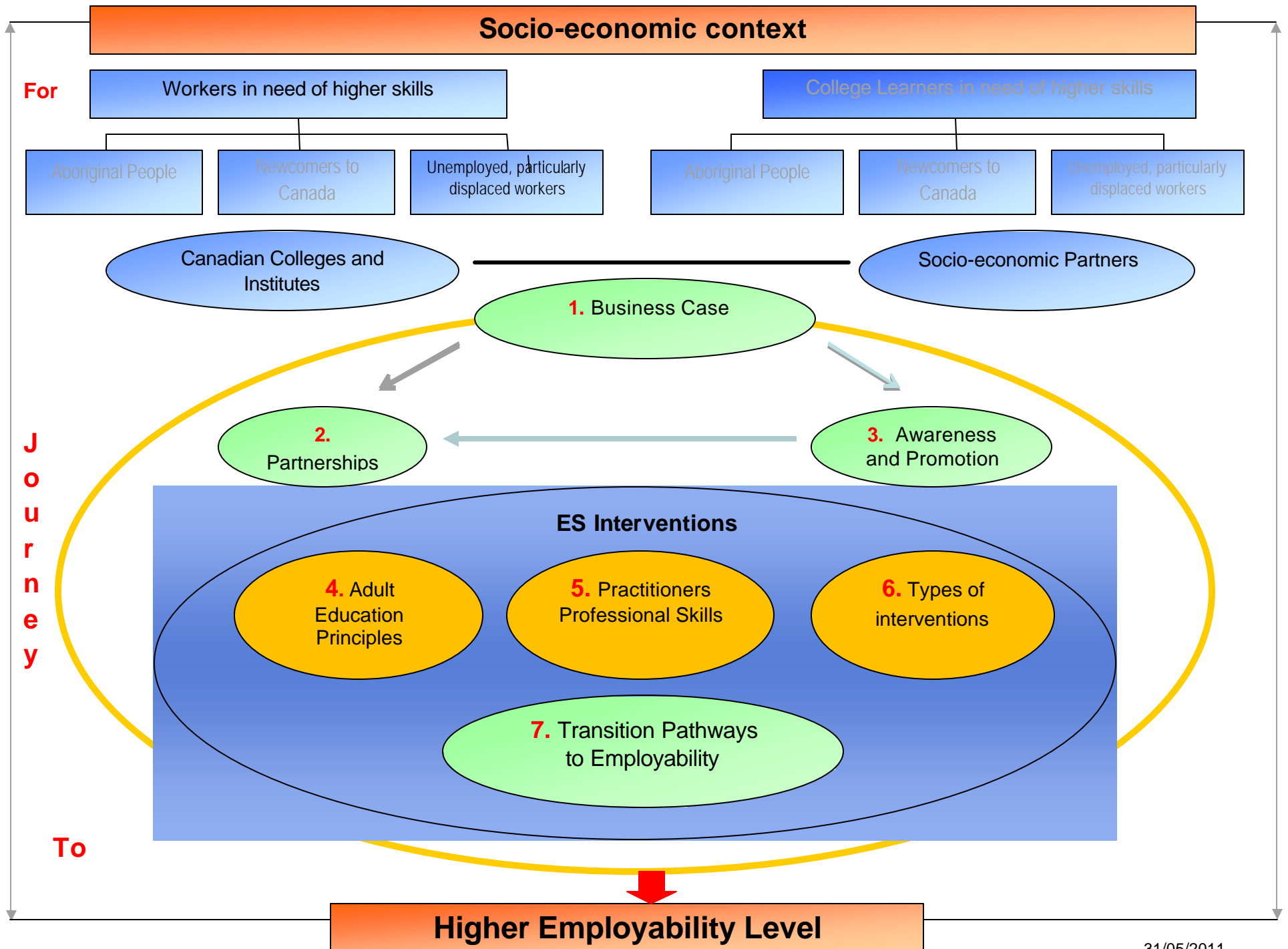
Lucie Brien: 613-746-2222, ext. 3124; lbrien@acc.ca

Your pilot project proposal must include the documents listed below and in the following order:

- A letter of support signed by the college senior administration
- The presentation of your pilot project covering all seven sections of the call for proposals
- Budget forms filled (**Annexes 4-A & 4-B**)
- A letter of commitment from each of the three collaborating colleges including their budget forms filled (**Annexes 5-A & 5-B**) A letter of commitment from your socio-economic partner(s).

Your proposal must be sent to the ACCC Secretariat by June 27, 2011, before 5:00 p.m. local time, by e-mail to earnould-lalonde@acc.ca and the subject must indicate pilot project—ES National Framework.

ANNEX 1 - Context and 7 Elements of the Integrated Process for ES development



The Framework for Essential Skills (ES) is a roadmap of best practices that sets out a systemic approach to guide ES interventions in Canadian colleges and institutes when working with a broad range of clients including Aboriginal people, newcomers to Canada, workers and college learners in need of higher skills, and unemployed, particularly displaced workers. The Integrated Process consists of 7 elements.

1. **Business Case** is based on the facts that:
 - 40% of Canada's adults do not have the ES levels needed for satisfactory job performance
 - Employers cannot assume a sufficient supply of fully skilled workers
 - Failing to eliminate ES shortages constrains innovation and adaptation to new technologies
 - Colleges have the infrastructure and experience to manage and deliver ES programs
2. **Partnerships** refers to:
 - The need in any ES initiative for a collaborative, transparent relationship among employers, colleges, government, business, labour, professional bodies, and the learners themselves. College experience indicates that both significant time and attention to forming and maintaining the partnership are important as development and delivery of ES work is typically driven by the employer's availability.
3. **Awareness and Promotion** refers to the need to:
 - Invest time and resources in building ES awareness
 - Identify ES "champions" who have had ES success in the workplace
 - Market externally to the business, industry, trade and social service sectors
 - Market internally within colleges and institutes at the higher administration level
 - Leverage ES benefits into existing college programs
4. **Adult Education Principles** refers to:
 - Learner engagement
 - Needs-based approach to assessment and program design
 - Adaptability and relevance
5. **Practitioner Professional Skills** must include:
 - Knowledge of principles of adult learning
 - Knowledge of the HRSDC ES research and taxonomy of skills
 - Ability to apply the research to working and learning contexts that includes job profiling, recruiting, selecting, evaluating, developing and retaining personnel
6. **Types of interventions** refers to:
 - The wide range of ES planned actions supported by tools that can be used to assist clients in moving toward employability. Examples include awareness, assessment and evaluation tools, ES training, ES practitioner development, partnership models, and HR and assessment practices and policies.
7. **Transition Pathways to Employability** includes supporting learners to move from:
 - Unemployed to employed
 - Under-employed to better employed
 - Unemployed/under-employed to apprenticeship/ technical training
 - Unemployed to post-secondary training
 - Unemployed to enhanced civic/social participation

ANNEX 2 - Letter of Commitment for a Collaborating College

The Association of Canadian Community Colleges (ACCC) is managing a national project **Developing a National Framework for Essential Skills: Seeking Harmony while Respecting Diversity** funded by Human Resources and Skills Development Canada. Within this project, the (*college name in this present proposal*) is submitting a pilot project proposal to act as the coordinating college working with the main target group (workers/college learners in need of higher skills). Four pilot-projects will be implemented starting in September 2011 and ending in May 2012.

Each of the four coordinating college will enter into partnership with three collaborating colleges to test and validate the National Framework. Each participating college will use the integrated process with diverse clientele: Aboriginal people, newcomers to Canada and unemployed, especially displaced, workers. We, as a collaborating college will be working with the clientele (*Aboriginal people, newcomers to Canada and unemployed, especially displaced, workers*).

The national framework will be used in one or several high-demand economic sectors. Our college will apply the framework in the sector(s) (*indicate your sector(s) of choice*)

The (*collaborating college name*) is interested in participating in this pilot project as a collaborating college. Our college possesses the necessary professional resources including a manager and an Essential Skills practitioner experienced in working with both the target group and the clientele. These two key people will be available to participate in both training sessions (2 days during the second week of August 2011) and the debriefing session at the end of the pilot project (2 days in May 2012).

Each participating college will received a budget of \$74,750 to cover professional fees of the pilot project manager and ES practitioners (115 @ \$650/day) to test and validate the National Framework.

Please find attached budget forms including in-kind contribution.

Our college is confirming its commitment to participate in the pilot project and to work collaboratively with the coordinating college.

Signed on (*date*)

By (*name & title of the authorized person of the collaborative colleges and his/her signature*)

ANNEX 3 - Letter of commitment for a socio-economic partner

The Association of Canadian Community Colleges (ACCC) is managing a national project **Developing a National Framework for Essential Skills: Seeking Harmony while Respecting Diversity** funded by Human Resources and Skills Development Canada. Within this project, the *(college name in this present proposal)* is submitting a pilot project proposal to act as the coordinating college working with the main target group (workers/college learners in need of higher skills.). Four pilot projects will be implemented starting in September 2011 and ending in May 2012.

Each of the four coordinating college will enter into partnership with three collaborating colleges to test and validate the National Framework. Each participating college will use the integrated process with diverse clientele: Aboriginal people, newcomers to Canada and unemployed, especially displaced, workers. We, as a socio-economic partner will be working with the college *(name of the college)* and the clientele *(Aboriginal people, newcomers to Canada and unemployed, especially displaced, workers)*.

The National Framework will be used in one or several high demand economic sectors. The college *(name of college)* we will be working in partnership will apply the framework in the sector(s) *(Indicate the economic sector(s) chosen by the college)*. We intend to work collaboratively with the college.

We *(name of the socio-economic partner)* are interested in participating in this pilot project. (from September 2011 to May 2012). We can assist with our professional expertise.

Signed on *(date)*

By *(name & title of the authorized person of the socio economic and his/her signature)*

ANNEX 4-A
NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS PROJECT
Budget for the coordinating college
Period: September 2011 to May 2012 (9 months)

Name of the coordinating college : _____

MAXIMUM BUDGET FOR THE COORDINATING COLLEGE

Professional fees	# days	Total
A. Coordinating college @ \$750 per day for a maximum of \$26,250 for the duration of the project		
Management of the pilot-project and coordination of three collaborating colleges.	35	\$26,250.00
B. Collaborating college @ \$650 per day for a maximum of \$74,750 for the duration of the project		
Total budget	115	\$74,750.00
Grand total	145	\$101,000.00

Travel expenses - For each pre-approved meeting, travel expenses will be reimbursed by ACCC on a separate budget.

The coordinating college must complete the following tables. In addition, each collaborating college must complete Annexe 5-A.

Table 1. Please identify the number of days allocated for the management and coordination of the project keeping in mind the overall budget of \$26,250

Pilot-project management activities will include:		# days	Total	Details
1	Insuring project activities delivered efficiently		\$ -	
2	Coordination of coordinating colleges activities		\$ -	
3	Pilot project monitoring & evaluation data collection (including your collaborating colleges) and preliminary		\$ -	
4	Evaluation Specialists as per format		\$ -	
5	Other (identify)		\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
TOTAL		0	\$ -	

ANNEX 4-A
NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS PROJECT
Budget for the coordinating college
Period: September 2011 to May 2012 (9 months)

Name of the coordinating college : _____

Table 2. Each college must identify the number of days for each activity, keeping in mind the overall budget of \$74,750.

Pilot-project activities will include:		# days	Total	Details
1	Project Manager & ES Practitioner participating in a two-day training workshop which will specify the particulars for project implementation, promotion, data collection and analysis, and report writing (2nd week of August 2011)		\$ -	
2	Co-ordinating the involvement of the socio-economic partner(s)		\$ -	
3	Developing the ES intervention for the main target group and clientele		\$ -	
4	Project Manager & ES Practitioner participating in a two-day debriefing session at the end of the pilot-project (May 2012)		\$ -	
5	Promotion and awareness building of the National Framework results at the College higher administration level and in the community		\$ -	
6	Other (identify)		\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
11			\$ -	
TOTAL		0	\$ -	

ANNEX 4-B
NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS PROJECT
In-kind contribution report for the coordinating college

NOTE: Each coordinating college will need to provide a minimum of \$20,200 as an in-kind contribution (this represents 20% of the \$101,000 budget).

Name of the coordinating college: _____

section	Allowable expenses	Total contributions	Explanation of contributions
A)	Professional fees (identify resources by indicating the amount of days and the daily rate)		
	Total section A)	\$ -	
B)	Travel expenses		
	Flight		
	Train / bus / taxi		
	Car rental		
	Personal car (kms)		
	Hotel		
	Per diem		
	Total section B)	\$ -	
C)	Administrative costs		
	Rent		
	Telephone / fax		
	Postage/courier		
	Office supplies		
	Printing		
	Hospitality		
	Other (identify)		
	Total section C)	\$ -	
	Total A+B+C:	\$ -	

ANNEX 5-A
NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS PROJECT
Budget for the collaborating college
Period: September 2011 to May 2012 (9 months)

Name of the collaborating college: _____

Professional fees	# days	Total @ \$650/day
Collaborating college @ \$650 per day for a maximum of \$74,750 for the duration of the project	115	\$ 74,750

Travel expenses - For each pre-approved meeting, travel expenses will be reimbursed by ACCC on a separate budget.

Each college must identify the number of days for each activity, keeping in mind the overall budget of 74,750\$

Pilot-project activities will include		# days	Total	Details
1	Project Manager & ES Practitioner participating in a two-day training workshop which will specify the particulars for project implementation, promotion, data collection and analysis, and report writing (2nd week of August 2011)		\$ -	
2	Co-ordinating the involvement of the socio-economic partner(s)		\$ -	
3	Developing the ES intervention for the main target group and clientele		\$ -	
4	Project Manager & ES Practitioner participating in a two-day debriefing session at the end of the pilot-project (May 2012)		\$ -	
5	Promotion and awareness building of the National Framework results at the senior college administration level and in the community		\$ -	
6	Other (identify)		\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
10			\$ -	
11			\$ -	
TOTAL		\$ -	\$ -	

ANNEX 5-B
NATIONAL FRAMEWORK FOR ESSENTIAL SKILLS PROJECT
In-kind contribution report for the collaborating college

NOTE: Each collaborating colleges will need to provide a minimum of \$14,950 as an in-kind contribution (this represents 20% of the \$74,750 budget).

Name of the collaborating college : _____

section	Allowable expenses	Total contributions	Explanation of contributions
A)	Professional fees (identify resources by indicating the amount of days and the daily rate)		
	Total section A)	\$ -	
B)	Travel expenses		
	Flight		
	Train / bus / taxi		
	Car rental		
	Personnal car (kms)		
	Hotel		
	Per diem		
	Total section B)	\$ -	
C)	Administrative costs		
	Rent		
	Telephone / fax		
	Postage/courier		
	Office supplies		
	Printing		
	Hospitality		
	Other (identify)		
	Total section C)	\$ -	
	Total A+B+C:	\$ -	