



Literacy Basic Skills Needs Assessment Tool (LBS-NAT)

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Background

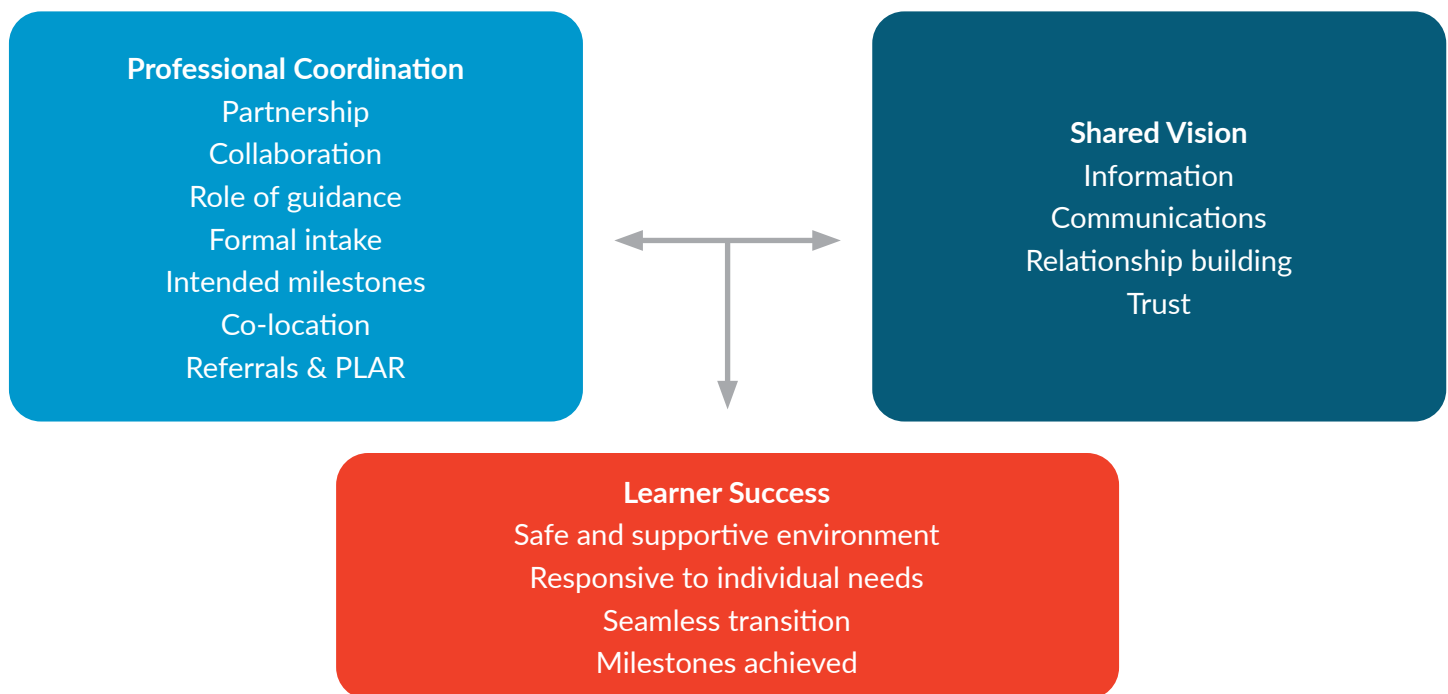
In 2022-2023 CESBA commissioned a Literacy and Basic Skills (LBS) Scan to discover what relationships LBS school board service providers have with their Credit programs. Building on the LBS Scan, the CESBA and the LBS Advisory Committee analysed any further gaps and commissioned Dr. Lorraine Godden and Dr. Alexandra (Sandy) Youmans to develop a needs assessment for LBS programs that would be beneficial in supporting LBS service providers in developing relationships with their Credit counterparts, and enhancing the relationships already established to support LBS service coordination efforts and increase referrals to LBS.

About the Literacy and Basic Skills Needs Assessment Tool (LBS-NAT)

The Literacy and Basic Skills Needs Assessment Tool (LBS-NAT) is grounded in the work of Dr. Godden and Dr. Youmans, who undertook the *Literacy and Basic Skills (LBS) and Credit Programs Scan of Ontario School Boards (2023)*, and Melissa Friske's Guidebook for *Literacy Basic Skills Administrators of Ontario School Board Programs (2023)*. The LBS-NAT was also influenced by the work of Frank Hummel, *An Evaluation Strategy and Template for Adult and Continuing Education Programs, (2022)*. The areas of focus within the LBS-NAT are drawn from Godden and Youmans' (2023) framework of worthwhile practices (see Figure 1), and additional areas of focus identified by the CESBA LBS Advisory Committee.

Figure 1

LBS to Credit Program Relationships: A Framework of Worthwhile Practices



How to use the LBS-NAT

This document has been created with the intention of providing Adult & Continuing Education (A&CE) administrators and staff with a process for evaluation of any relationships that exist between LBS and credit programming in their board, and for identifying any further actions necessary to increase and deepen such relationships. It is envisaged that this tool will be used by LBS programs to develop and enhance service coordination and referrals.

The LBS-NAT is divided into three main sections; *professional coordination*, *shared vision*, and *learner success*. Within each of these sections there are a number of topics that are defined and assessed for their importance, with tips provided on how they might be leveraged to improve relationships between LBS and credit programming. Finally, each section has a series of guidance questions to facilitate deeper thinking and reflection, application to each school boards context and environment, and any further actions necessary to be identified.



Professional Coordination

Coordination is an important function in any organization and has been described as the process of integration and management of interdependence (Beardwell et al., 2004). Coordination requires that activities and functions be synchronized in order to meet planned objectives. During a study conducted for CESBA, Godden and Youmans (2023) found that need for professional coordination to support the relationship between LBS and credit programs was related to the formal or informal structure of any partnerships between LBS and credit, the level of *collaboration, role of guidance, formal intake processes, intended milestones, co-location, referrals and PLAR*. In the following section of the NAT, each component of professional coordination is introduced and is followed by some guiding questions to help you undertake a needs analysis in your school board.

Partnerships

Partnerships between LBS and credit programs can be described as both formal and informal reflecting the individualized approaches of each school board. Regardless of any formalized nature of the partnership, successful partnerships are heavily dependent on relationships between administrators, staff, instructors, teachers, and guidance counselors. In addition to the partnerships between LBS and credit programming, community partnerships are also essential to the success of LBS and Continuing Education.

WHY?

When partnerships are established, they provide an intentional mechanism for relationships to develop and for information to be shared. The shared understanding across the partnership results in increased and more transparent information being available about pathways between LBS and credit programs, and additional services and resources in the community that can be passed on to the learners in A&CE.

HOW?

A partnership can be formally established between identified administrators and staff, or an informal or more relaxed approach can be undertaken. In a formal approach there may be associated form filling and paperwork that outlines roles and responsibilities on the partnership. In an informal approach to partnerships, there may be a verbal commitment to share information across staff and community partners.

Professional Coordination: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
There is a partnership between LBS and credit programming.			
The partnership relies on key personnel.			
The partnership is purposefully structured.			
The partnership is working towards shared goals.			

Questions to Guide Further Action

- What is the structure of any existing partnerships between LBS and credit programming?
- How is the existing partnership working towards shared goals?
- Would a more formal or informal structure allow the partnership to be further optimized?
- How is the current partnership dependent on key personnel?
- What would happen to the partnership if key staff were no longer able to maintain the partnership?

Collaboration Among LBS and Credit Programs

Collaboration between LBS and credit programs is marked by cooperation in which professionals are aware of the value of each other's programs, provide referrals to programs as appropriate, and support the success of adult learners.

WHY?

When professionals in LBS and credit programs collaborate, they provide adult leaders with information about multiple pathways to learning, supports for learning, and a smooth transition between credit and non-credit programs. This type of collaboration promotes a caring and equitable learning environment.

HOW?

Collaboration between LBS and credit programs requires leaders from both programs who are committed to working together. Important areas of collaboration include the following: regular meetings, information sharing (e.g., program goals, effective practices for adult learners), programs referrals, and cooperation among staff to ensure that adult learners are prepared for credit programs.

Collaboration Among LBS and Credit Programs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
There are LBS and credit staff who are working well together.			
There is collaboration between LBS and credit programs (e.g., regular meetings, information sharing, program referrals).			
There is cooperation among LBS and credit staff to ensure that adults learners are prepared for, and supported in, credit programs.			

Questions to Guide Further Action

- What LBS and credit staff are working together?
- If collaboration does not currently exist between LBS and credit programs, who would be well suited for this role?
- What does collaboration between LBS and credit programs entail?
- Could collaboration between LBS and credit programs be strengthened? How so?

Role of Guidance

An LBS program, as part of a Continuing Education department, may have a strong connection with an Adult Credit program. Guidance can play a crucial role in supporting any relationship between LBS and credit programming due to its capacity to inform learners of ongoing learning pathways that are available for them.

WHY?

The nuances of the guidance role across different school boards result in roles that differ, for example in some boards there is a designated guidance counselor and some boards have varied staff undertaking a guidance type role. For some boards, guidance begins at learner intake, whereas some boards take a more fluid approach with guidance available to learners on an as and when basis.

HOW?

The role of guidance is amplified when career is understood in terms of including *life, learning, and work*. Indeed, the role of guidance is seen in by many school boards as needing to serve adult learners desire for expanding and deepening learnings, gaining skills, facilitating economic independence, and equipping learners to enact their values and make positive contributions to their families and communities.

Role of Guidance: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Learners are provided with information about pathways between LBS and credit programing.			
Key personnel hold and share information about pathways between LBS and credit programing.			
An identified member of staff provides guidance information and planning to all learners.			
All learners have access to guidance information and planning when they need it.			

Questions to Guide Further Action

- When do your learners have access to guidance?
- Is this current level of access to guidance for learners sufficient?
- Are all your learners provided with information about pathways between LBS and credit programs?
- Who provides information to learners about pathways between LBS and credit programs?
- Would you like more opportunities to provide your learners with information about pathways between LBS and credit programs?
- What might these opportunities look like and who would be involved?

Shared Formal Intake Process

A shared formal intake process allows an adult learner's needs to be assessed so that an appropriate learning pathway can be determined. Ideally, a shared formal intake process between LBS and credit programs occurs with the assistance of a guidance counsellor.

WHY?

A shared formal intake process between LBS and credit programs streamlines the process for adult learners and ensures that they are referred to a program that best meets their immediate needs. It also supports future program opportunities and pathway planning for adult learners.

HOW?

A shared formal intake process can be facilitated by a guidance counsellor, intake assessment tools, and pathway planning documents. When appropriate, the value of PLAR should be discussed with adult learners during the intake process.

Shared Formal Intake Process: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
There is a shared formal intake process between LBS and credit programs.			
There is a guidance counsellor involved in the intake process.			
There are shared intake assessment tools and planning pathway documents.			
When appropriate, PLAR is discussed with adult learners during the intake process.			

Questions to Guide Further Action

- How does the shared intake process between LBS and credit programs work?
- If there is not currently a shared intake process between LBS and credit programs, what steps can be taken towards developing a shared process?
- Are there ways to improve the shared intake process?
- Are there ways to improve shared intake assessment tools and planning pathway documents?
- How is PLAR discussed with adult learners? Is there a more streamlined way for this to occur during the intake process?

Intended Milestones

Identifying, agreeing with, and advocating for clear intended milestones is an important contributing factor for student success (Godden & Youmans, 2023).

WHY?

Having clear intended milestones helps motivate learners and helps learners explicitly understand what is expected on them to successfully move through and transition from their learning programs. Clearly identified and agreed intended milestones help learners take ownership of their learning experiences and relate their learning to their program and beyond.

HOW?

Having a regular and frequent discussion with learners about intended milestones helps ensure support can be provided where needed and appropriate to support learner success.

Intended Milestones: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Milestones are identified, shared, and agreed upon with LBS learners.			
Milestones are regularly reviewed and updated with LBS learners.			
Support mechanisms are available to help learners successfully achieve milestones.			
All A&CE staff are equipped to periodically and appropriately advocate to help learners achieve milestones.			

Questions to Guide Further Action

- How are milestones identified and agreed with learners?
- Are milestones regularly reviewed with learners? Are these review periods appropriate and sufficient?
- Is there sufficient support available to help learners achieve milestones? Would additional or different support be helpful?
- Do all A&CE staff and learners understand the importance of milestones? Is increased understanding needed?
- Can the setting of milestones be further used to leverage student success? In what ways?

Co-Location of LBS and Credit Programs

The co-location of LBS and credit programs occurs when both programs are offered at the same physical location.

WHY?

When LBS and credit programs are co-located, it facilitates working relationships among staff and makes these programs available to adult learners in one convenient location. Co-location of programs also helps adult learners transition from LBS into credit programs and reduces the stigma that can be associated with LBS programs.

HOW?

Ideally, LBS and credit programs should be offered at the same location. Where co-location doesn't exist, LBS and credit staff must be more intentional about professional coordination through technology and regularly scheduled meetings.

Co-Location of LBS and Credit Programs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
LBS and credit programs are co-located.			
There is intentional professional coordination between LBS and credit programs.			

Questions to Guide Further Action

- What are the benefits of being co-located? How can we maximize these for our adult learners?
- In the absence of co-location, what ways do we works towards professional coordination between LBS and credit programs?
- How can we improve our professional coordination?

Cross Referrals & PLAR

When adult educators know about LBS and credit programs, they are well-positioned to make cross referrals and can provide guidance about the PLAR process for adult learners.

WHY?

The adult & continuing education system in Ontario is challenging to navigate. Cross referrals promote adult learner success (e.g., they are referred to a program that will best meet their needs) and sharing information about PLAR can motivate and equip adult learners to pursue further learning opportunities.

HOW?

LBS and credit program staff need to know about each other's programs so they can make cross-referrals. LBS staff need to be aware of PLAR and its value for adult learners.

Cross Referrals & PLAR: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Program information is shared among LBS and credit staff.			
There are formal cross-referral processes in place between LBS and credit programs.			
LBS staff are aware of PLAR and its value.			

Questions to Guide Further Action

- How is program information shared among LBS and credit staff? How might more information be shared?
- What are the formal cross-referral processes in place? Do they need to be improved or expanded?
- How are LBS staff made aware of PLAR and its value? How might PLAR awareness be improved?



Learner Success

Learner success is typically associated with academic progress and achievement. However, for adult learners, learner success can consist of many positive non-academic outcomes including improved self-confidence, and increased success in setting achievable goals and effectively meeting those goals (e.g., Hughes et al., 2017; Godden et al., 2018; North West Territories Literacy Council, 2013). Such personal, social, and emotional skills are important indicators of healthy and productive economies and societies.

Safe and Supportive Environment

Adult and continuing education programs should provide a safe and supportive learning environment to foster successful outcomes.

WHY?

Some adult learners have not had positive experiences with the education system and may come from vulnerable populations. As such, they need to feel safe and be supported to achieve their learning goals.

HOW?

Adult educators create a safe and supportive learning environment through relationship building, transparent communication, individual help, and information sharing.

Safe and Supportive Environment: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
We create a safe and supportive learning environment for our adult learners.			
We promote adult learner success through relationship building.			
We promote adult learner success through transparent communication and information sharing.			
We promote adult learner success by offering individual help.			

Questions to Guide Further Action

- What intentional structures are in place to provide a safe and supportive learning environment for our adult learners? Can these be improved and expanded?
- How do we build relationships with our adult learners?
- How do we communicate and share information with our adult learners?
- What supports are in place so that our adult learners can receive individual help?

Responsive to Individual Needs

Being responsive to the individual needs of adult learners is a critical part of providing a safe and supportive learning environment.

WHY?

Adult learners have complex lives and unique learning profiles. Being responsive to their individual needs supports their success.

HOW?

Adult educators can be responsive to the individual needs of adult learners by being learner-centred, co-constructing learning goals, having open lines of communication, and regularly monitoring learning progress.

Responsive to Individual Needs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
We are responsive to the individual needs of our adult learners.			
We take a learner-centred approach in our program.			
We co-construct learning goals with our adult learners.			
We have open lines of communication with our adult learners.			
We regularly monitor the progress of our adult learners.			

Questions to Guide Further Action

- What intentional structures are in place to respond to the individual needs of our adult learners? Can these be improved and expanded?
- How do we incorporate a learner-centred approach in our program?
- How do we co-construct learning goals with our adult learners?
- How do we have open lines of communication with our adult learners?
- How do we regularly monitor the progress of our adult learners?

Seamless Transition

When LBS and credit programs work together, they can provide a seamless transition for adult learners from LBS to credit programs.

WHY?

A seamless transition ensures that adult learners are comfortable and prepared for success in credit programs.

HOW?

Adult educators can support a seamless transition from LBS to credit programs by equipping adult learners with fundamental learning skills, informing them about the structure and pace of a credit course, introducing them to credit instructors, and providing learning support in their initial credit courses.

Seamless Transition: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
We support a seamless transition from LBS to credit programs.			
We equip adult learners with fundamental learning skills.			
We prepare adult learners for credit courses.			
We provide learning support to adult learners in their initial credit courses.			

Questions to Guide Further Action

- What intentional structures are in place to foster a seamless transition from LBS to credit programs? Can these be improved and expanded?
- How do we equip adult learners with fundamental learning skills?
- How do we prepare adult learners for credit courses?
- How do we support adult learners in their initial credit courses?

Celebrating Milestones Achieved

When adult learners experience success, their milestones should be celebrated, no matter how large or small.

WHY?

Celebrating milestones achieved by adult learners communicates that their work is important, and they should be proud of their accomplishments. It can also keep them motivated along their learning journey.

HOW?

Celebrating milestones achieved can range from small in-class acknowledgments to graduation ceremonies.

Celebrating Milestones Achieved: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
We have intentional structures in place to celebrate milestones achieved.			
We celebrate milestones through in-class acknowledgments.			
We celebrate milestones through program-level ceremonies.			

Questions to Guide Further Action

- What intentional structures are in place to celebrate milestones achieved? Can these be improved and expanded?
- How do we celebrate milestones through in-class acknowledgments?
- How do we celebrate milestones through program-level ceremonies?



Shared Vision

A shared vision is a clear and collective view of a desired state that a range of people within an organization can identify with and agree upon. A shared vision can help build community, and create a shared sense of purpose and direction. A shared vision looks to the future, is representative of the voices within a community, and encourages shared understanding and collaborative practices. There are a number of components that contribute to creating a shared vision, including; information, communications, relationship building, and trust.

Information

The sharing of information is crucial if adult learners are to be accurately informed of the programs and pathways that are available to them. This is particularly important when boards operate their A&CE provision across different sites, for example LBS being located in one place and credit programming in another.

WHY?

When information is shared, coordination across the board is improved. In addition, the sharing of information is a crucial aspect of relationship building.

HOW?

Information could be shared through designated people, through regular meetings, or another intentional initiative or strategy purposefully implemented for information sharing such as a database.

Information: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Information is currently shared between LBS and credit programming.			
There are regular opportunities for the sharing of information between LBS and credit programming.			
There are purposeful and regularly updated strategies for the sharing of information between LBS and credit programming.			

Questions to Guide Further Action

- In what ways is information currently shared between LBS and credit programming?
- Are there ways in which information sharing can be improved?
- What might these opportunities look like and who would be involved?

Communications

Being able to engage and interact with others is seen as a part of healthy living (Thomas & McDonagh, 2013). Communication is the ability to construct and convey messages for different purposes including: sharing and receiving information; expressing feelings, wants and needs; and persuading, motivating, and influencing others.

WHY?

Effective and clear communication is essential to support information sharing and help ensure that all A&CE staff understand the variety of programs within their board along with pre-requisites and suitability indicators, and that A&CE learners are fully aware of all the opportunities available to them.

HOW?

There are different ways communications take place in A&CE including through staff having shared access to databases, onboarding of new staff, and regular information sharing across staff and community partners, through meetings, emails, learning conversations, and other forms of communication.

Communications: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
There are explicit and widely known communication strategies between LBS and credit programing.			
There are different ways communications take place in A&CE between all staff and learners.			
All A&CE staff understand the variety of programs within their board along with pre-requisites and suitability indicators.			

Questions to Guide Further Action

- What are the ways you regularly communicate within your board?
- Could these ways of communicating be expanded? How?
- What communication strategies do you have?
- Could your current communication strategies be more intentional and purposeful? How?

Relationship Building

The quality and frequency of interactions and social relationships between people influences their ability to access information, and their senses of expectation and obligation to each other. Both aspects of relationship building contribute to the formation of trust, which in turn enhances the relationship building (Hargreaves & Fullan, 2012).

WHY?

Relationship building enables successful and effective communication and builds capacity and mechanisms for information sharing. Building relationships also helps keep continuity, especially when a staff member leaves.

HOW?

A healthy relationship requires commitment and willingness to be accommodating to others, respecting diverse perspectives, setting boundaries and being prepared to listen and learn. It is also important to think about with whom relationships need to be built in order to best serve the both the broader A&CE vision and mission and the needs of the school board, staff, and adult learners.

Relationship Building: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Relationships between LBS and credit programing are intentionally and purposefully built.			
Relationships between LBS and credit programing are effectively optimized.			
There are purposeful and regularly held meetings to discuss and agree a shared vision of relationships within A&CE.			

Questions to Guide Further Action

- Is there an intentional and purposeful effort to build relationships between LBS and credit programing, and community partners? How can this be optimized?
- What additional relationships could/should be nurtured?
- Are there regular team meetings to discuss a shared vision of A&CE? If not, why not?

Trust

Trust is defined as a willingness to be vulnerable to others, based on the confidence that the other party is reliable, competent, open, and honest (Hoy & Tschannen-Moran, 1999). Trust is built through relationships and is subject to change for the positive or negative over time.

WHY?

Trusting relationships between staff to in turn enable the building of trusting relationships with learners. Trusting relationships build mechanisms where learners may be referred to LBS and then to credit programing through a learner-centred iterative process rooted in a care and compassion.

HOW?

When individuals are making decisions about referring learners from LBS to credit programing or vice versa, colleagues must be able to trust that such decisions are in the best interests of the learner. This requires being honest and transparent, honouring commitments, communicating clearly and effectively, admitting when you are wrong, being vulnerable and helpful, and demonstrating that you care.

Trust: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
Attention is given towards the building of trust between LBS and credit programing staff.			
There are tangible signs that trust exists between LBS and credit programing staff.			
Trustful relationships between LBS and credit programing staff are effectively used to support learner success.			

Questions to Guide Further Action

- How is trust built within your board? Is this effective? What more might you do to build or deepen trust?
- What are the signs that you have trust between LBS and credit programing?
- How can you sustain trustful relationships between LBS and credit programing staff?

Next Steps

The LBS-NAT is a tool intended to identify areas of strength and areas for further development between your LBS and credit programs. We suggest that you take some time to identify the key areas you are excelling in and begin thinking about how to build on those successes. You may want to do this by circling or highlighting these areas in the LSB-NAT tool. This is also an opportunity to consider areas you would like to prioritize as important for further growth and develop an action plan that includes required resources and feasible timelines. The following table can help you begin to outline your action plan.

Priority Areas	Actions Required	Resources Needed	Timelines	Success Indicators

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Literacy Basic Skills Needs Assessment Tool (LBS-NAT)

Summary



Summary

School Board:

Next Steps

Priority Areas	Actions Required	Resources Needed	Timelines	Success Indicators

Professional Coordination

Partnerships: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale Not in place (N) Partially in place (P) Fully in place (F) (Select as appropriate)	Action Plan	Timeline
There is a partnership between LBS and credit programming.			
The partnership relies on key personnel.			
The partnership is purposefully structured.			
The partnership is working towards shared goals.			

Collaboration Among LBS and Credit Programs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
There are LBS and credit staff who are working well together.			
There is collaboration between LBS and credit programs (e.g., regular meetings, information sharing, program referrals).			
There is cooperation among LBS and credit staff to ensure that adults learners are prepared for, and supported in, credit programs.			

Role of Guidance: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Learners are provided with information about pathways between LBS and credit programing.			
Key personnel hold and share information about pathways between LBS and credit programing.			
An identified member of staff provides guidance information and planning to all learners.			
All learners have access to guidance information and planning when they need it.			

Shared Formal Intake Process: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
There is a shared formal intake process between LBS and credit programs.			
There is a guidance counsellor involved in the intake process.			
There are shared intake assessment tools and planning pathway documents.			
When appropriate, PLAR is discussed with adult learners during the intake process.			

Intended Milestones: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Milestones are identified, shared, and agreed upon with LBS learners.			
Milestones are regularly reviewed and updated with LBS learners.			
Support mechanisms are available to help learners successfully achieve milestones.			
All A&CE staff are equipped to periodically and appropriately advocate to help learners			

Co-Location of LBS and Credit Programs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
LBS and credit programs are co-located.			
There is intentional professional coordination between LBS and credit programs.			

Cross Referrals & PLAR: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Program information is shared among LBS and credit staff.			
There are formal cross-referral processes in place between LBS and credit programs.			
LBS staff are aware of PLAR and its value.			

Safe and Supportive Environments: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
We create a safe and supportive learning environment for our adult learners.			
We promote adult learner success through relationship building.			
We promote adult learner success through transparent communication and information sharing.			
We promote adult learner success by offering individual help.			

Responsive to Individual Needs: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
We are responsive to the individual needs of our adult learners.			
We take a learner-centred approach in our program.			
We co-construct learning goals with our adult learners.			
We have open lines of communication with our adult learners.			
We regularly monitor the progress of our adult learners.			

Seamless Transition: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
We support a seamless transition from LBS to credit programs.			
We equip adult learners with fundamental learning skills.			
We prepare adult learners for credit courses.			
We provide learning support to adult learners in their initial credit courses.			

Celebrating Milestones Achieved: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
We have intentional structures in place to celebrate milestones achieved.			
We celebrate milestones through in-class acknowledgments.			
We celebrate milestones through program-level ceremonies.			

Shared Vision

Information: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Information is currently shared between LBS and credit programing.			
There are regular opportunities for the sharing of information between LBS and credit programing.			
There are purposeful and regularly updated strategies for the sharing of information between LBS and credit programing.			

Communications: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
There are explicit and widely known communication strategies between LBS and credit programing.			
There are different ways communications take place in A&CE between all staff and learners.			
All A&CE staff understand the variety of programs within their board along with pre-requisites and suitability indicators.			

Relationship Building: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Relationships between LBS and credit programing are intentionally and purposefully built.			
Relationships between LBS and credit programing are effectively optimized.			
There are purposeful and regularly held meetings to discuss and agree a shared vision of relationships within A&CE.			

Trust: Needs Assessment Check-In

Needs Assessment Considerations	Rating Scale	Action Plan	Timeline
Attention is given towards the building of trust between LBS and credit programing staff.			
There are tangible signs that trust exists between LBS and credit programing staff.			
Trustful relationships between LBS and credit programing staff are effectively used to support learner success.			