

<b>Name of Grant Program:</b> Workplace Education Planning Grant	<b>Fund Code:</b> 538
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<b>Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007</b>
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### **Introduction to Workplace Education**

#### **How Department of Education Workplace Education Grants are Conceptualized**

This manual is intended to be a resource for Workplace Education partnerships funded by Adult and Community Learning Services/Department of Education (ACLS/Department). Workplace Education partnerships having applied for Phase 1 planning grant funding to conduct a Workplace Needs Analysis (WNA) in FY2006 are strongly encouraged to review this manual thoroughly to prepare for Phase 2, delivery of instructional services in FY2007. Multi-year Phase 2 grants to implement the proposed Workplace Education program may be awarded after the successful completion of Phase 1.

Those partnerships preparing for a WNA will find useful information in **Section I**. This section addresses the broad purposes of a WNA as a strategy to lay the groundwork for a high quality multi-year workplace education program. Additionally, this section suggests the types of information that might be collected during the planning process and strategies to ensure that the process is inclusive. **Section II** provides a list of the five required components for the Final WNA Report, including information relevant to the ACLS/Department match/co-investment guidelines. **Section III** includes the Policy Guidelines for Developing and Delivering Effective Workplace Education Services as well as additional resources for Workplace Education partnerships.

Workplace Education grants funded by ACLS/Department provide assistance to workers, businesses (for profit and non-profit), and/or unions (where labor unions exist at a workplace) to meet current and/or escalating skill demands on the incumbent workforce. Grants for Workplace Education programs are awarded to eligible agencies to provide instructional services in basic literacy, numeracy, and basic English for Speakers of Other Languages (ESOL). ESOL and ABE instruction is included under these grants for those incumbent workers who lack the basic skills in English expected of a high school graduate. Computer literacy may be incorporated into an ABE and/or ESOL curricula.

Educational services are provided through partnerships among businesses, workers, labor organizations, and adult education providers. Projects are supported with a combination of primarily state and local matching resources for periods of three to five years. Early in the funding cycle, partnerships must investigate how and under what circumstances the business might institutionalize its educational program or connect with community-based educational resources. After the grant period, the partnership is expected to institutionalize these services, continuing with private and/or local funds.

Workplace Education programs are funded in two phases. In Phase 1, the partnership jointly plans for an educational program by conducting a WNA. Upon DOE approval, Phase II funds support the delivery of instructional services, team governance by a Planning and Evaluation Team and the development of a plan for institutionalizing the program once the grant funds have ceased.

**Name of Grant Program:** Workplace Education Planning Grant

**Fund Code:** 538

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

## **SECTION I:**

### **Overview of the Workplace Needs Analysis Process**

<p style="text-align: center;"><b>Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007</b></p>
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## **OVERVIEW OF THE WORKPLACE NEEDS ANALYSIS PROCESS**

The purpose of this section is to assist Workplace Education partnerships conducting a Workplace Needs Analysis.

### **1. Workplace Needs Analysis -- More than an Assessment of the Basic Skill Needs of Workers**

- a. Develop, design, and implement a systematic approach to determine the basic skills and training needs of the workforce within the context and culture of the organization.
- b. Investigate the educational needs of the workplace from a variety of perspectives (e.g., employees, supervisors, senior management, union membership (where workforce is unionized), human resources, education and training personnel, etc.). Resources within an organization, barriers (e.g., lack of communication between one department and another), the learning climate, and other realities of the organization that will affect the educational program must be evaluated.
- c. Examine oral and written communication systems of the workplace, the educational goals of the students, the level of support from supervisors and managers for workers to improve their skills, the skills needed for promotion, etc. Understanding what can and cannot be achieved by an educational program is a critical first step in developing a solid foundation for a successful Workplace Education partnership.

### **2. Beginning the Workplace Needs Analysis (WNA)**

- a. Identify the staff person who will organize a WNA Team that will plan and implement the WNA, and evaluate the literacy needs and organizational assets.
- b. Be strategic about who is selected to participate on the WNA Team – high-energy level, flexibility, and creativity are critical. Above all, team members should be knowledgeable about both the organization and the workers.
- c. Be careful not to make any promises about specific services until the service delivery plan has been finalized.

### **3. Informing the Workforce about the Potential for a Workplace Education Program**

- a. Consider the best way to introduce the Workplace Needs Analysis to the entire organization. Successful WNA Teams identify key work site leaders to assist in this process; these employees may introduce the WNA and the WNA Team to the workforce.
- b. Employ translators, if needed to ensure that all are informed.
- c. Assure confidentiality for conducting interviews and reporting results.

### **4. Getting Input from a Variety of Perspectives**

- a. Encourage the employer to provide paid time for the workers to participate in any focus groups, one-on-one interviews, etc. This benefit helps to ensure valuable worker input during the planning phase.
- b. Develop a plan that reaches out to as many sectors of the organization as time and resources permit (e.g., gender, age, race, ethnicity, linguistic minorities, work shifts, job categories, etc.).
- c. Look for common themes and needs when analyzing the data collected.
- d. Aim for an inclusive process that sets realistic expectations for an educational program.

<p style="text-align: center;"><b>Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007</b></p>
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## **OVERVIEW OF THE WORKPLACE NEEDS ANALYSIS PROCESS – continued**

### **5. Collecting Data to Design an On-Site Workplace Education Program**

- a. Familiarize the WNA Team with the work site by touring the facility and observing the workforce as much as possible. This may help dispel any uneasiness with the WNA process.
- b. Design oral and/or written tools to collect data (e.g., questionnaires or surveys in languages spoken at the workplace). These tools may differ somewhat depending on the individuals to be surveyed. For example, discuss why or when one-on-one interviews may be more effective than focus groups.
- c. Identify the areas of need for educational services (preliminary assessment of worker needs) within the organization. Allay concerns of workers about educational skill assessments by being open about the process and by ensuring them of its confidentiality.
- d. Consider situations that classes are not likely to remedy (e.g., larger communication issues between management and workers, among co-workers, significant increases in employee workloads, interdepartmental tension, lack of cooperation, etc.).
- e. Be aware of potential themes for curriculum development that become evident in the planning phase.

### **6. Evaluating the WNA Process**

- a. Identify and document aspects of the WNA process that worked well. Identify aspects that were less successful or unsuccessful and identify why they were not effective.
- b. Identify the most useful data collected for the purpose of laying the groundwork for a Workplace Education program. Identify if gaps in information were apparent. If barriers were identified, how might these be overcome in the long term?

### **7. Developing a Preliminary Plan for Delivering Workplace Education Services**

- a. Identify type of class(es) to be offered (e.g., ABE, ESOL, mathematics, etc.).
- b. Determine schedule of classes (dates, times, hours per week, weeks per year) and the location and number of students per class.
- c. Produce a final WNA report, present the findings to stakeholders, and submit it to ACLS/Department.

**Name of Grant Program:** Workplace Education Planning Grant

**Fund Code:** 538

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

## **SECTION II:**

**Details of Submission Package Required  
for  
Service Implementation in FY 2007  
(Commencing July 2006)**

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**SECTION II SUBMISSION PACKAGE REQUIRED FOR SERVICE IMPLEMENTATION (PHASE 2)**

**Submission date due: Monday, May 29, 2006 (not later than 4:00 p.m.)**

**Submit to: Julie Zoino-Jeannetti at ACLS/MA Department of Education**

**Submit:** The following documents **A** through **D** must be submitted for consideration for FY2007, Phase 2 funding. (Reports sent electronically or by fax are not acceptable.) Submit 3 (three) complete sets of the report. (\***E** must be submitted electronically *and* hard copies of the Plan must be submitted as part of the report.)

- A.** Workplace Needs Analysis Final Report (*See pages 7-9.*)
- B.** Match Requirements for Partnerships and Consortia in Phase 2 (*See pages 10-12.*)
- C.** A Memoranda of Agreement, original signatures required (*See page 13.*)
- D.** Statement of Assurances, original signatures required (*See pages 14–16.*)
- E.** Applicants must submit the online SMARTT Program Plan not later than May 29, 2006. Applicants approved for Phase 1 will be notified of SMARTT Program Design trainings customized for Workplace Education grantees. This training will prepare applicants for the Phase 2 application. (*See page 17.*)

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Final Workplace Needs Analysis Report Guidelines for Phase 1 Grantees (FY2006) Transitioning to Phase 2 (FY2007)**

For the purposes of funding and reporting there are two types of partnerships and two types of consortia:

Partnerships:

1. An education provider and a business partner
2. An education provider, a business partner and a labor union (Labor/Management)

Consortia

1. An education provider and more than one business (business consortia)
  2. An education provider and a number of unionized worksites in which the labor union is the organizational partner (Labor union consortia).
- All applicants must respond to items 1-4 and Item 7 (budget). The responses must not exceed 8 pages (not including budget pages).
  - Applicants proposing a consortium model must respond to items 1-7. The responses must not exceed 10 pages (not including budget pages). Items 5-6 will be scored separately on a 0-50 point scale.
  - Include only requested attachments (e.g., copies of survey tools or other protocols designed to collect and/or analyze data, job descriptions, etc.).
  - Responses should incorporate the perspectives of all partners e.g., business, union, potential students, etc., as well as that of the education provider.

**1. Overview of the Strategy Used for the Workplace Needs Analysis (5 points)**

- a. Identify the partners and their contributions to the WNA process, e.g., identify steps taken to get commitment from key constituencies in the partnership.
- b. Identify the methodology/ies (focus groups, interviews, questionnaires, observations of the work site, examination of print material, etc.) used in the WNA.
- c. Identify characteristics of the target population, business (or union) that made the particular methodologies the best choice. Identify the percentage of the workforce surveyed. Explain briefly how input was garnered from a cross section of gender, age, ethnicity, linguistic minorities, etc. among the workforce.
- d. Identify if incentives such as stipends or release time were provided to potential worker/students for their participation.
- e. Other

**2. Summary of the WNA Results: Key Findings (10 points)**

- a. Identify the key findings of the WNA, e.g., describe how the WNA process provided a broad base on which to design a program suited to the needs of the business/union, worker/students, etc. If the WNA was not successful, explain why.
- b. Describe supports/resources available for delivering an on-site educational program. Provide a brief description of the suitability and accessibility of instructional/classroom space.
- c. Identify any barriers to effective delivery of educational services. Propose strategies to overcome identified barriers.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**3. Need of Target Population, Assessment, and Placement (30 points)**

- a. Provide a detailed description of the basic skills needs of the workforce, addressing the general educational level of the target population in their own country and/or in the United States. Attach copies of any protocols used (e.g., WNA Team developed survey and/or assessment tools, etc.).
- b. Describe how the program design addresses serving worker/students who are most in need of literacy and language services. Address how the proposed program design, including the time of day of classes and the intensity, frequency, and duration of services, meets the needs of the target population.
- c. Describe the class type(s) (e.g., ABE and/or ESOL) and describe briefly how classes will be scheduled and coordinated with the shifts of the students. State how and when release time will be provided.

All applicants must submit a program design that is consistent with the Policy Guidelines for Workplace Education. All applicants must complete and submit the following required elements of the Department of Education's web-based planning and reporting system, the System for Managing Accountability and Results Through Technology (SMARTT), **not later than May 29, 2006.**

**4. Infrastructure and Sustaining the Partnership (50 points)**

Briefly summarize the commitment of each partner to the project.

- a. Include a summary of the leadership involvement, matching share, and projections for the institutionalization of the program;
- b. Include a description of how the partners will meet the expectations for team governance by establishing a Planning and Evaluation Team (PET) to develop an agenda of goals, expectations, data-collection, and program evaluation through monthly meetings. Identify how PET members will be/were selected and how partners will be represented on the PET.
- c. Include a job description of Workplace Education Coordinator. These duties include, but are not limited to, organizing, training, and convening the monthly PET, etc. Additionally:
  - identify two staff from the education provider to work with the PET to implement the Department-required assessment policy. The required assessments include specific forms of the TABE Test for ABE reading, ABE writing, and ABE mathematics. For ESOL Speaking and Listening, the BEST Plus Assessment is required. For ESOL writing, programs must use the REEP Writing Assessment. See details of the policy in the Massachusetts Department of Education/Adult and Community Learning *Assessment Policies and Procedures* at <http://www.doe.mass.edu/acls/news.html>; and
  - identify staff from the education provider to attend Department-required training(s) to become proficient in the use of the web-based System for Managing Accountability and Results through Technology (SMARTT).
- d. Identify how front line workers will be included and prepared to contribute to PET activities.
- e. Identify how PET has determined Year 1 goals and state the goals for Year 1.
- f. A formal Memorandum of Agreement signed by the Chief Executive Officer (not Human Resources) *must* be submitted. This MOA must stipulate the contributions of each partner, detailing Year 1 match and release time for students to attend class. The MOA must articulate student representation on the PET.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

- Business Consortia applicants *must* submit a consortium MOA signed by the Chief Executive Officers of *each* organization, detailing contributions and expectations as outlined in the sample MOA.
- Labor Union consortia applicants *must* submit an MOA signed by the President of the union, detailing the match contribution (e.g., union support, curriculum development, union staff involvement, PET meetings, etc.). Union consortia are exempt from the release time and cash match requirement, however, any degree of employer involvement is encouraged and should be documented in the MOA.

**5. Required Questions for the Labor Union Consortium Model and the Business Consortium Model (25 points)**

- a. Describe the vision or mission of the consortium that brings the partners together.
- b. Describe the rationale and common purpose for organizing the consortium (location, industry sector, size of businesses and/or union affiliation, etc.).
- c. Describe the commitment of each business and union (if a workforce is unionized) member to the consortium (e.g., planning time, resources, classroom space, computers, technology support, etc.).

**6. Consortium Infrastructure (25 points)**

- a. Describe the decision-making process of the consortium. For example, describe the ways a Consortium Planning and Evaluation Team (CPET) will function as the oversight governance team.
- b. Describe the process members will use to share expertise and develop problem-solving strategies, etc.
- c. Describe how, when and where members will meet.
- d. Identify and describe the responsibilities of the Workplace Education Coordinator. These include, but are not limited to leading and convening and a Consortium Planning and Evaluation Team, etc.

**7. Assembly and Cost Effectiveness of the Budget, Budget Narrative, and Match Narrative (5 points)**

The following budget forms downloaded from <http://finance1.doe.mass.edu/Grants/>.

- a. The Standard Contract Form and Application for Program Grants Parts I and II. The proposal reviewers will assess the cost effectiveness of budgets. The budget must be submitted on required Department budget forms. The budget narrative must provide details of all proposed expenditures, including hourly rates, weekly personnel time commitments, etc. for the requested grant.
- b. Schedule B is required because the grant project contains a matching funds requirement.
- c. Schedule C is required because the grant project is collaboration.
- d. If applying for an Indirect Cost Rate (IDC), please make sure that your agency has a Department-approved rate in place before you submit your application. IDC forms are available at the Grants Management web site.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**B. Match/Co-Investment Requirements for Partnerships in Phase 2**

In Phase 2, Workplace Education partnerships must provide a match that is determined by several factors. These include the size of the business, whether the workforce is unionized, and the status of the business (e.g. profit or non-profit) and the type of consortia. The employer must provide the match and a portion may also be provided by the union (where the workforce is unionized). There are two types of match.

- Cash Match: Cash match must pay for direct service i.e. teacher salaries.
- In-Kind Match: In-kind matching contributions include: space for classroom use and participation in the Department-required assessments; space for meetings; paid release time for worker/students and staff to participate in the PET; paid release time for workers to attend class; and cash equivalent stipends for workers to attend class.

It is expected that the services and the total program cost remain the same as in Year 1. The total program cost is the grant award and the match combined.

**Following are examples of the three categories of match requirements.**

**1. Match requirements for Partnerships with businesses/organizations that are non-unionized, for profit, and not considered small business – a maximum grant period of three (3) years**

The following types of partnerships and consortia may be funded for a maximum of three years: 1) partnerships and business consortia with businesses/organizations that are non-unionized, 2) a single business partner or multiple business partners that are for profit, and 3) a single business partner or multiple business partners that are not considered small (i.e., not fewer than 150 employees). The total matching contribution by these business/organizations will gradually increase as the grant award decreases. The ratio of the cash match to the in-kind contribution will also increase. Employees must offer a minimum of 50% release time for worker/students to attend class and participate in the required assessments.

**YEAR 1:** In Year 1, the matching contribution must equal the grant award amount. At least five percent (5%) of the total match must be cash and the remaining 95% of the total match may be additional cash or in-kind contributions. *Cash contribution must pay for direct service i.e. teacher salaries*. Release time/stipends for employees may account for up to 50% of the in-kind match.

**EXAMPLE:** *For a \$50,000 grant, the business must contribute \$50,000 of match, for a total cost of service delivery of \$100,000. Of the matching contribution, at least \$2,500 (5%) must be in cash and the remaining \$47,500 (95%) may be additional cash or in-kind.*

**YEAR 2:** In Year 2, the Department's original grant award is reduced by 12.5% and the total match increases by 12.5%. Of the match, at least 10% must be in cash and the remaining 90% may be additional cash or in-kind contributions. *The cash contribution must pay for direct service (i.e. teacher salaries)*. Release time/stipends for employees may account for up to 50% of the in-kind match.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

***EXAMPLE:** In Year 2, a \$50,000 grant award will be reduced to \$43,750 and the matching contribution will be \$56,250 to maintain the cost of services at \$100,000. Of the matching contribution, at least \$5,625 (10%) must be in cash and \$50,625 (90%) may be additional cash or in-kind.*

**YEAR 3:** In Year 3, the Department's original grant award is reduced by 25% and the original match amount increases by a total of 25%. Of the match, at least 20% must be in cash and the remaining 80% may be additional cash or an in-kind contribution. *Cash must pay for direct service (i.e. teacher salaries).* Release time/stipends for employees may account for up to 50% of the in-kind match.

***EXAMPLE:** In Year 3, an original \$50,000 grant award will be reduced to \$37,500, and the match increases to \$62,500, to maintain the total cost of services of \$100,000. Of the matching contribution, \$12,500 (20%) must be in cash and \$50,000 (80%) must be in in-kind, or may be additional cash match.*

**Grid #1 illustrates the match requirements for a partnership or partnerships with businesses/organizations that are non-unionized and not considered small business (i.e., fewer than 150 employees). This type of partnership may be funded for a maximum grant period of three (3) years:**

**Grid #1**

<b>Fiscal Year</b>	<b>DOE Award</b>	<b>Total Business/Organization Match Contribution</b>	<b>Program Cost</b>
Year 1	\$50,000	\$50,000 \$2,500 Cash Match (5%) \$47,500 In-Kind Match (95%)	\$100,000
Year 2	\$43,750	\$56,250 \$5,625 Cash Match (10%) \$50,625 In-Kind Match (90%)	\$100,000
Year 3	\$37,500	\$62,500 \$12,500 Cash Match (20%) \$50,000 In-Kind Match (80%)	\$100,000

**2. Match requirements for partnerships with businesses/organizations that may be funded for a maximum grant period of five (5) years:**

The match requirements for labor management partnerships, not for profit businesses, partnerships with small business(es) and consortia of small businesses may be funded for a maximum grant period of five years. (A small business is defined as having fewer than 150 employees.). Employees must offer a minimum of 50% release time for worker/students to attend class and participate in the required assessments.

For Years 1 through 3, the grant award and the match will each remain the same. The match must be equal in value to the grant award. While cash match is not a requirement for years 1, 2, and 3, priority will be given to applicants who opt to provide cash contribution as part of the match. When cash is part of the match, it must pay for direct service e.g., teacher salaries. Employers must offer a minimum of 50% release time for worker/students to attend class and participate in the required assessments.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

**YEARS 1 THROUGH 3:** In Years 1 through 3, the matching contribution must total the grant award amount. Release time and/or cash equivalent stipends for employees may account for up to 50% of the in-kind match.

***EXAMPLE:** For a \$50,000 grant, the business/organization must contribute \$50,000 of match, for a total program cost of \$100,000. All of the match may be in-kind.*

**YEARS 4 AND 5:** In Years 4 and 5, the grant award remains the same and the matching contribution also must equal the grant award amount. Of the match, at least 2% must be in cash and 98% may be additional cash or in-kind contributions. *The cash contribution must pay for direct service (i.e. teacher salaries).* Release time and/or cash equivalent stipends for employees may account for up to 50% of the in-kind match.

***EXAMPLE:** In Years 4 and 5, a \$50,000 grant award will remain the same and the matching contribution will also be \$50,000 to maintain the total program cost of \$100,000. Of the matching contribution, at least \$1000 (2%) must be in cash and the remaining \$49,000 (98%) may be additional cash or in-kind.*

**Grid #2 illustrates the match requirements for a partnership or partnerships with businesses/organizations that qualify as small, for consortia of small businesses, and/ for those businesses with a non-profit status, and for labor management partnerships. These types of partnerships may be funded for a maximum grant period of five (5) years.**

**Grid #2**

<b>Fiscal Year</b>	<b>DOE Award</b>	<b>Total Match Contribution</b>	<b>Program Cost</b>
Years 1-3	\$50, 000	\$50, 000 Match may be in-kind contributions.	\$100, 000
Years 4 and 5	\$50, 000	\$50, 000 \$1,000 Cash Match (2%) \$49,000 In-Kind match (98%)	\$100, 000

**3. Match requirements for a Labor union consortia that may be funded for a maximum grant period of five (5) years).**

The match must be a minimum of 50% in-kind contribution to the consortia. A cash contribution is encouraged, but not required. Examples of in-kind contributions include:

PET-related contributions include administrative time for union leadership, (hourly rate x hrs x # PET meetings) and PET-related activities, e.g., data analysis curriculum development. In-kind may also consist of union staff time for outreach, recruitment, intake, curriculum development and counseling, etc. (hourly rate x # hrs); Match may also consist of data entry for SMARTT, record keeping, etc. (hourly rate x # hours).

Student-related contributions may consist of student stipends for transportation, class participation, PET participation, child care office supplies and student supplies @ \$80 per slot.

Instructional-related contributions may include teacher travel to required DOE meetings, SABES trainings and workshops, etc.

Space-related contributions may include classroom space, space for required meetings and student assessments.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

**C. Sample Memorandum of Agreement (MOA) for Phase 2 Instructional Services**

Please adapt this document to the specifics of your Partnership. Submit the MOA on company letterhead.

**PARTNERSHIP RESPONSIBILITIES**

**Name of Business:** \_\_\_\_\_ **agrees to support the program in the following ways.**

Release time for participants (worker/students)	\$
X number of workers for one-on-one assessment for up to one hour	\$
X workers x hourly rate =	\$
X numbers of workers to attend class	
X workers x hourly rate =	\$
Release time for Planning and Evaluation Teams	
1 member of senior management @ hourly rate for 4 meetings (each 1½ hour) =	\$
1 member of middle management @ hourly rate for 7 meetings (each 1½ hour) =	\$
2 members of supervisory level @ hourly rate for 7 meetings (each 1½ hour) =	\$
2 students @ hourly rate for 7 meetings (each 1½ hour) =	\$
Classroom space for assessments, classes, PET meetings, etc. x number of square feet at	\$
Cash match will support XXX activities, such as	\$
Cash and in-kind match share of program costs is a documented and auditable contribution	
<b>TOTAL:</b>	<b>\$</b>

**Name of Education Provider:** \_\_\_\_\_ **will support the program in the following ways.**

Identify a workplace education coordinator	\$
Provide and supervise trained instructors for the partnership	
Provide required written reports to ACLS/Department	
Enter required data in web-based individualized student tracking system (SMARTT)	

**Name of Labor Union and Local:** \_\_\_\_\_ **will support the program in the following ways.**

PET participation - @ hourly rate for 7 meetings (each 1½ hour)	\$
Union staff involvement (e.g., support curriculum development)	
Market the program and recruit students	
Promote the institutionalization of the program	

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**Signature of the Education Provider** **Date**

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**Signature of CEO or COO of the Business** **Date**

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**Signature of the President of the Labor Union** **Date**

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**D. FY2007 Workplace Education Instructional Grants - Statement of Assurances**

**Organization Name:** \_\_\_\_\_

The grant recipient hereby assures the Massachusetts Department of Education that the grant recipient shall administer the program covered in the application in accordance with the provisions and conditions of all applicable federal and state statutes, regulations, program plans, and applications. The grant recipient specifically assures the Department that:

**FOR ALL RECIPIENTS OF ALL STATE AND FEDERAL FUNDS**

1. Where a private non-profit organization is the grant recipient:
  - a. a governing board shall ensure proper and adequate review and approval of the program's expenditure of funds;
  - b. no Board member, staff member, or other person affiliated with the grant recipient organization will sign any checks or authorize any payments to her/himself without written authorization of another officer of the Board with authority to do so;
  - c. if the grant recipient allows paid staff to sign checks or to authorize certain payments without the co-signature of the Treasurer or other designated governing Board member, the grant recipient will provide the Department of Education with a letter stipulating the terms and limits of such check writing or payment authorizing authority and will assure the Department that all disbursements shall be made consistent with the terms and conditions contained in the letter; and
  - d. an annual audit shall be conducted and provided to the Department, with expenditures related to the Department's ABE grant award clearly identified in its own, separate fund.
2. The grant recipient will not use the award funds to pay for expenses that have been paid for by any other state or federal award.
3. The grant recipient has adopted and will use effective procedures for acquiring and disseminating to teachers and administrators significant information from SABES pertaining to educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising education practices developed through such projects. The grant recipient will, to the maximum extent feasible, ensure that its program and staff participate in any and all activities sponsored by SABES (and/or other program/staff development contractors designated by the Department), and shall participate in any such activities that are required by the Department.
4. The grant recipient commits to notify the Department should it find any new performance criteria and/or standards implemented after the inception of the grant performance period to be unacceptable or contradictory to its organizational goals. In such a case, the grant recipient, upon written notification to the Department, may choose to terminate its commitment to provide the services outlined in its application or in its application as amended by the Department and to relinquish the remainder of its award. In such a case, any unexpended funds, inappropriately expended funds, and/or funds still on hand shall be returned to the Department within ninety (90) days of the termination of these services.
5. The grant recipient agrees that the Director and staff of the agency will meet all requirements with regard to conference attendance and participation when deemed necessary by ACLS and the Department.
6. Adults enrolled in the ABE Instructional Grant program shall not be charged tuition, fees, or any other charges, or be required to purchase books or any other materials that are needed for participation in the program.

<p style="text-align: center;"><b>Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007</b></p>
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**D. FY2007 Workplace Education Instructional Grants - Statement of Assurances – continued**

7. The Department strongly encourages data entry weekly in the SMARTT ABE MIS system but requires that it be brought up to date at a minimum each month. Fiscal reports will be submitted by the deadline established by the Department unless the grant recipient acquires a prior written waiver. Failure to submit/transmit timely and accurate reports will result in a suspension of further payments until accurate and complete reports are received by the Department. These programmatic and fiscal data collection and reporting systems are official records and, as such, any submission of data/information that can reasonably be determined to be known by the grant recipient or that should have been known by the grant recipient to be false is grounds for immediate termination of the grant and the return of all grant funds related to the falsified data/information.
8. The business's matching share of program costs shall be a documented and audible contribution.
9. **Maintenance of Effort:** The program is required to maintain an appropriate and auditable matching share of not less than its first year matching commitment in each subsequent year of this multi-year grant award period.
10. Separate and auditable records must be maintained for each project for which the grant recipient receives funds. Payrolls must be supported by time and attendance records. Salaries and wages of employees chargeable to more than one grant program must be supported by time distribution records.
11. The grant recipient commits to adhering to current and future ACLS policies and guidelines regarding Education Reform in the areas of the Curriculum Frameworks and Statewide Assessment.
12. The grant recipient is advised that the Department retains an unrestricted and irrevocable right to publish and distribute any materials developed under this grant.
13. The grant recipient commits to identifying the Department in any official correspondence as the entity supporting the delivery of services at the program.
14. The grant recipient commits to establishing a Planning and Evaluation Team/governing body of the educational program at the worksite(s). The PET will maintain representation from all partnership stakeholders (e.g., management, supervisors, students, and union (where the workforce is unionized)).
15. The grant recipient commits to convening monthly Planning and Evaluation Team (PET) meetings to review all phases of program implementation, including curriculum development, student assessment, measures of success, logistics of time and place and a process for evaluating the impact of the program on the workplace and the workforce. (In Year 2 and in subsequent years, where PET is well-established, meetings may be held every 6 weeks.)
16. The grant recipient ensures that student/worker perspectives are included in all phases of program development.
17. The grant recipient commits to maintaining meeting minutes and other documentation of PET meetings.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**D. FY2007 Workplace Education Instructional Grants - Statement of Assurances – continued**

***FOR ALL APPLICANTS FOR STATE AND FEDERAL FUNDS***

To the best of our knowledge and belief, the application made herein is in accordance with the terms of the Massachusetts State Plan of Title II: The Workforce Investment Act of P.L. 105-220. Compliance with all the preceding assurances and statements; Commonwealth Terms and Conditions and further agreement that funds will be used as stipulated in the Application and that supporting documents for expenditures shall be made available for audit.

We do hereby certify all of the above:

Typed Name	Signature of Chief Administrative Officer (Superintendent of Schools, President, or Executive Director)	Date
Typed Name	Signature of Chairperson of School Committee/ Board or other Governing Body	Date
Typed Name	Signature of Chairperson of Local ABE Advisory Council	Date

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**E. SMARTT-Required Training for Workplace Education Partnerships**

Applicants having received Department planning grants to conduct Workplace Needs Analyses (Phase 1) will be notified of the dates and location of a SMARTT program design training customized for Workplace Education. The purpose of this training is to assist applicants in designing a program plan for submission through the SMARTT system to compete for Phase 2 funding. Also, applicants will receive information regarding SMARTT data entry requirements:

- intakes;
- enrollments and attendance;
- goals; and
- assessments.

The SMARTT system allows the Department and funded programs to use a variety of standards to measure performance, including: aggregate student learning gains; individual student learning gains; attendance rates; average hours of participation; student goal achievement; and the percentage of students pre-and post-tested according to the Department-required assessment policy.

Elements of the SMARTT plan include:

- Class Plan
- Class Funding Detail Sheet
- DOE Direct Staff Plan
- DOE Direct Staff Salary Analysis
- DOE Direct Project Staff Salary Report
- DOE Direct Summary Sheet
- DOE Direct Prototype Budget Sheet
- Administrative Cost Worksheet
- Non-DOE Staff Plan
- Non-DOE Summary Sheet
- Summary (of both DOE and Non-DOE) Budget Sheet
- Summary (of both DOE and Non-DOE) Staff Plan

**Name of Grant Program:** Workplace Education Planning Grant

**Fund Code:** 538

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**SECTION III:**

**Policy Guidelines  
and  
Reference Materials and Resources  
for  
Workplace Education Partnerships**

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services**

These Policy Guidelines were developed with the field of workplace education practitioners through policy discussions, focus groups, and other forums. The Guidelines are organized according to the following headings: Student Services, Team Governance, and Administration.

While many of the policies are based on “promising practices” and outline essential program components, these policies continue to be refined. This document differs slightly from the FY 2005 version.

**➤ STUDENT SERVICES**

**1. CLASSES**

- a. Classes must have a fixed schedule and be provided to students for a minimum of 36 weeks. The preferred range for the number of weeks is 42 – 46. Classes must be entered into the SMARTT System as rate-based classes.
- b. A sequence of classes at one site is not required. Partnerships must, however, offer the maximum intensity, frequency, and duration of services that meet the literacy and language needs of those worker/students most in need of services.
- c. Partnerships must plan for not fewer than seven students per class.
- d. Partnerships must provide a minimum of not fewer than 4 hours per week of instruction per class.

**2. RELEASE TIME FOR STUDENTS TO ATTEND CLASSES**

Students must receive not less than 50% paid release time or paid equivalent stipends for class participation.

**3. LOCATION OF CLASSES**

Classes must be held at a workplace site in a space conducive to learning, e.g., adequate heat, space and ventilation in order to build toward institutionalization at that site. Circumstances under which classes could be held off-site include: 1) a consortium of small companies, where workers travel to one worksite for class; 2) classes offered in a union hall; or 3) classes offered partially off-site in order to access computers. Any off-site programming must consider accessibility of the sites, transportation, and scheduling issues.

**4. COMPUTER LITERACY**

Computer literacy is seen as a basic skill, not as a component of a job-specific training program. Applicants considering using the computer as part of an instructional service must explain how their use will be incorporated into the curricula. The Department strongly encourages the business/employer partner to support the costs for any technology-related materials, e.g., computers, laptops, etc.

**5. INSTRUCTIONAL MATERIALS FOR STUDENTS**

The partnership must provide adequate instructional materials at no cost for classroom use and for review at home for all students. These materials may include consumables (paper, pens, pencils, notebooks, books, binders, workbooks, worksheets, dictionaries, etc.).

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services - continued**

**6. DEVELOP CURRICULUM, SUPPORT INSTRUCTION, AND IMPLEMENT PET DEVELOPED ASSESSMENTS**

Through Planning and Evaluation Team oversight, Workplace Education partnerships must develop contextualized curricula to meet the common needs of the worker/student, employer, and the union (where the workforce is unionized).

This curriculum integrates basic skills (reading, writing, mathematics, and English for Speakers of Other Languages (ESOL)) with general work skills and job-related training. Typically, a Workplace Education curriculum targets improvement in some or all of the following areas: oral communication skills; reading and writing skills; and work-related mathematics skills. Frequently curricula may also target employee skills as they relate to the following objectives:

- a. promote student participation in meetings;
- b. increase employee knowledge and understanding of the workplace;
- c. increase employee knowledge and understanding of union policies and procedures;
- d. increase the communication and decision-making skills of employees in various types of situations;
- e. help improve knowledge and understanding of cultural differences;
- f. incorporate health and safety on the job;
- g. increase access to training; and
- h. support students in their desire for advancement within the organization.

It is critical for students to voice their individual short- and long-term goals for their education. This input allows students to participate fully in the program's development and to monitor their own progress, success, and choices for next steps.

**7. DEPARTMENT-REQUIRED ASSESSMENTS**

Programs must follow ACLS Assessment Policies and Procedures.

- a. All staff administering and scoring assessments must have successfully completed training to appropriately administer and score the state-required tests and have certificates on file.
- b. Programs must document procedures followed to ensure inter-rater reliability among program staff that administer and score assessments.
- c. Programs must conduct pre- and post-assessments for at least 70% of eligible students annually using designated Department assessment procedures and following Department policies. [Assessment Policy and Procedures Manual](#)

**TABE:** Required TABE test materials include:

- a. Practice Exercise and Locator test;
- b. TABE Form 7 Complete Battery (includes Examiner's manual) Levels E, M, D, A;
- c. TABE Form 8 Complete Battery (includes Examiner's manual) Levels E, M, D, A;
- d. Test Answer Sheets: either Scoreze for each Form and Level *OR* CompuScan with Stencils; and Norms Book, Forms 7 and 8.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services – 7. - continued**

**BEST Plus:** Programs will receive much of the materials needed to administer and score the BEST Plus test when staff attend a BEST Plus training. At the training, staff members will receive the CD-ROM needed to access test administrations, as well as all necessary information and procedures in the *Test Administrator's Guide*. The Guide and accompanying CD are provided by the Massachusetts Department of Education. There is a charge, however, each time a BEST Plus test is administered. The cost per administration depends on the total number of administrations purchased, and varies from \$1.00 to \$1.50 per administration. For more information on pricing and ordering test administrations, please refer to the ACLS web site (under Assessment News) at <http://www.doe.mass.edu/acls/news.html>, or to the BEST Plus web site at <http://www.cal.org/bestplus>. BEST Plus order forms are located at <http://www.cal.org/bestplus/order.html>.

Specific minimum computer requirements to run the BEST Plus are listed in the document, *Planning for BEST Plus Implementation*, at [http://www.doe.mass.edu/acls/news/2004/0420best\\_planning.html](http://www.doe.mass.edu/acls/news/2004/0420best_planning.html)

**REEP Writing Assessment:** The test forms (prompts A, B, C, and D) and all necessary materials are given out at the trainings. Staff members must attend a REEP Writing Assessment training session in order to receive the test materials. Test materials are provided at no cost to programs.

**8. REQUIRED REPORTING**

Programs must submit timely and accurate reports.

- Programs must ensure at least two staff are trained on the use of the SMARTT System.
- Programs must ensure data is entered monthly into the SMARTT ABE database program.
- Failure to submit/transmit timely and accurate reports will result in a suspension of further payments until the Department receives accurate and complete reports.

**9. NO CHARGES TO STUDENTS**

Programs must ensure that adults enrolled in Adult Basic Education programs shall NOT be charged tuition, fees or any other charges, or be required to purchase any books or materials that are needed for participation in programs. Although discouraged, programs may charge a modest refundable deposit for books with Department approval. Programs must maintain documentation of the deposits and refunds and must include in their annual report to the Department what percent of deposits are not refunded.

**10 COUNSELING**

Counseling is not required, but may be provided to students and is encouraged by the Department. Counseling hours may be allocated to teaching staff to provide guidance to assist them in meeting their educational goals. The counseling hours should not exceed 2.5 % of the total student instructional hours.

**11 STUDENTS HAVE PRIORITY WHEN TRANSFERRING TO AN ABE PROGRAM**

It is the policy of the Department that students once enrolled in a DOE-funded Workplace Education program have priority when transferring to a DOE-funded ABE Program. ABE programs include, but are not limited to, ABE Transitions programs, Community Adult Learning Centers, etc.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services – continued**

**➤ ESTABLISH TEAM GOVERNANCE THROUGH A PLANNING AND EVALUATION TEAM**

Workplace Education partnerships must implement a team-based approach to program governance through the development of a Planning and Evaluation Team (PET).

The PET serves as the operational and governing body of the educational program. An effective PET has strong and active representation from all project stakeholders (e.g., management, supervisors, teachers, and the union (where workforce is unionized)). Minimally one student/worker must serve on a PET. The Team works to strike a balance in setting goals for the program -- a challenging task as team members may hold different views on what the program needs to accomplish.

A strategic selection of PET members may promote program ownership and help to assure high quality Workplace Education services. A strong PET, with authority to establish program goals, may also make it more likely that the employer will institutionalize the program once public funding ends.

During the program start-up period, the PET may meet bi-weekly to set the vision for the program and determine the logistics. Thereafter, the PET may meet monthly throughout the life of the grant (or every six weeks if the program is running efficiently). Minutes of all meetings must be documented and kept on file.

Additionally, the PET must:

- a. develop and document measurable goals that are meaningful to partnership stakeholders;
- b. collect data useful to the program and use the data for program improvements (e.g., identify student learning gains, the impact of the program, and measure the program's overall quality and effectiveness);
- c. implement effective outreach and recruitment strategies;
- d. ensure that an orientation to all students is conducted, that includes an explanation of the attendance and other program policies;
- e. employ effective assessment tools to place students in the most appropriate instructional/class level;
- f. promote student participation in class and class attendance;
- g. ensure that student/worker perspectives are included in all phases of program development;
- h. ensure program evaluation is based on input from all stakeholders (especially students);
- i. ensure confidentiality of student records (progress should be reported in the aggregate);
- j. conduct regular evaluations of program activities (e.g., recruitment, instruction, assessment, curriculum development, etc.); and
- k. promote program success to the executive leadership of the organization and throughout the business with the goal of planning the institutionalization of the program.

**➤ ADMINISTRATION**

**Designate a Workplace Education Coordinator (See Definition of Full-Time Equivalency)**

A Workplace Education Coordinator must convene and facilitate the PET. This facilitation requires a substantial amount of skill and experience in working with different constituent groups. The Coordinator position must be supported by the grant with a range of .25 or more Full Time Equivalency (FTE). Factors that determine the Coordinator's time on the project may include the: size and types of organizations in the partnership/consortia; PET goals; number and type of classes; frequency, intensity, and duration of classes; number of sites; etc.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services – continued**

**1. Equipment Inventory**

Programs must maintain an inventory of equipment, including computers and computer software. The list should include:

- a description of each item;
- the model and serial number or other identifying number;
- the source of the property (grant number, agreement number, etc.);
- acquisition date and cost; and
- location and condition of the equipment prior to disposal.

**2. Annual ABE Directors' Meeting**

Programs must budget for and send two representatives to the Annual ABE Directors' Meeting.

**3. Administrative Costs**

Grantees shall NOT commit more than 25% of grant funds to administrative costs, including indirect costs.

**4. Memorandum of Agreement**

ACLS/Department views all Workplace Education partnerships as collaborations. Therefore, each Workplace Education partnership must submit a Memorandum of Agreement (MOA) to ACLS/Department. This MOA must be signed and dated by representatives of each member of the partnership. The MOA must include a description of the roles and responsibilities of each partner. See the sample template for the MOA.

**5. Workplace Needs Analysis Policy**

ACLS/Department recognizes the need for Workplace Education partnerships to engage in a planning period of up to three months to determine the readiness of the partnership to support a multi-year instructional program. If, however, a business should withdraw from a partnership, a new business partner may enter in partnership with the education provider. The new business partner, however must support the costs of the WNA and the partnership must submit a final WNA report (with the DOE-required five components) on behalf of the new partnership. At that time, ACLS/Department will determine if this second partnership is to be funded for service implementation.

Additionally, a partnership/consortia not previously funded by the Department, may submit a final WNA report (for a description of the DOE-required components, see page 6) in lieu of applying for and being awarded DOE funds to conduct the planning process. The report and all other required components must be submitted not later than May 29, 2006. At that time, ACLS/Department will determine if the outcomes of the planning process merit an implementation grant. Based on the availability of funds, an implementation grant may be awarded.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**A. Policy Guidelines for Developing and Delivering Effective Workplace Education Services – continued**

Please refer to the ACLS Guidelines for Class Type and Estimated Hours to Complete a Level of Instruction. Partners will need to investigate the readiness of the organization to support a multi-year instructional program with an understanding of the time students need to be enrolled in class to make significant learning gains. Designs may include plans that run classes in 12- or 16-week cycles to allow for three formal assessments of students per year.

**ACLS Guidelines for Class Types and Estimated Hours Needed to Complete a Level**

<b>Class Service Types</b>	<b>Estimated Hours Needed to Complete 1 ABE Grade Level Equivalent (GLE) or 1 ESOL Student Performance Level (SPL)</b>
Beginning Literacy ABE (GLE 0-1.9) Beginning ABE (GLE 2-3.9)	150
Pre-ASE/GED (GLE 4-8.9)	140
ASE/GED (GLE 9-12)	100
Beginning ESOL (SPL 0-3)	125
Intermediate ESOL (SPL 4-5)	135
Advanced ESOL (SPL 6-8)	135

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

## **B. The Twelve Steps of Team-Based Evaluation for Planning and Evaluation Teams**

### **TEAM-BASED EVALUATION**

Team-based evaluation is a process that involves representatives of an organization's *stakeholder* group. In Workplace Education partnerships, this group is the Planning and Evaluation Team (PET). The PET sets standards and identifies measures for program and partnership evaluation and other related activities as need, interest, and resources permit. As a process, team-based evaluation intentionally links program outcomes to program operations. In this way, evaluation becomes a tool for strategic program planning. We encourage your partnership to use these steps *as a guide* to setting goals and evaluating progress toward meeting those goals. The steps include:

**Step 1: The team is convened and introduced to the principles of team evaluation.** The team meets for the first time and considers the challenges and benefits of working together on an evaluation project.

**Step 2: The team clarifies its expectations regarding evaluation.** The team builds the foundation for its evaluation activities by answering the basic evaluation question: "Who wants what information for what purpose?" Differences in stakeholder expectations are clarified.

**Step 3: The team identifies the goals it wants to evaluate.** Outcome evaluation: the team identifies program goals with special attention to if/how goals differ across stakeholder groups and chooses the goals it wants to evaluate.

**Step 4: The team identifies appropriate indicators for its goals.** The team answers the question "How will we know if we have met our goals?" by specifying the indicators (or *signs of success*) for its goals. These indicators become the building blocks of the surveys, interviews, focus groups, and other information gathering procedures that the team will use to gather information.

**Step 5: The team clarifies which program components need to be in place in order to achieve the desired goals and evaluates whether the program is operating according to its own standards of quality.** Process evaluation: the team evaluates how the program is conducted. It establishes *quality standards* for program components, determines if current operations meet the standards needed to achieve its desired goals, and, if not, develops an action plan to bring those operations into "quality range." The team thus develops an action plan to improve program operations so that the likelihood of achieving desired goals is enhanced. Teams will revisit goals, outcomes, needed program components, and action plans as needed.

**Step 6: The team formulates an evaluation plan.** The team considers key issues in evaluation design and then thinks through when, how, and from whom it will collect the outcome information it wants -- as well as any additional process information it wants which the previous exercise did not capture.

**Step 7: The team designs and pilots instruments and procedures for collecting the desired information.** The team chooses and/or designs data-gathering procedures. The team pilots these procedures as a basic check for reliability and validity.

**Step 8: The team implements its evaluation plan.** After designing and piloting its data gathering procedures, the team carries out its evaluation plan. This includes inviting potential respondents to participate in the evaluation, creating the appropriate conditions for collecting information, and collecting the information itself.

**Step 9: The team gathers and organizes its data.** Designated team members gather and organize the data.

**Step 10: The team analyzes its data.** Team members analyze the data.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

## **B. The Twelve Steps of Team-Based Evaluation - continued**

**Step 11: Team members prepare a strategy for reporting their findings.** Team members consider the range of options for reporting significant findings and target their evaluation audiences.

**Step 12: Team members report their findings to targeted audiences and incorporate their findings and audience feedback into program planning and future evaluation strategies.** The team reports its findings and uses what it learns in two ways: to inform strategic planning decisions and to clarify the next evaluation questions, which it will answer.

Adapted by Laura Sperazi from “*Team Evaluation: A Guide for Workplace Education Programs*” by Laura Sperazi and Paul Jurmo

## **C. Websites Related to Workplace Education**

### **1. Curriculum Resources**

**ABC CANADA** [www.abc-canada.org/workplace\\_education](http://www.abc-canada.org/workplace_education)

ABC CANADA supports the workplace education field at large in developing and honing organizational capacity to deliver workplace education. A free newsletter, *Literacy at Work*, may be provided.

**ABE Math Material** for the workplace [www.readiowa.org/workplacemath/contents.html](http://www.readiowa.org/workplacemath/contents.html)

Teacher developed classroom materials for teaching numeracy in the context of the workplace.

**Education Resources Information Center (ERIC)** <http://eric.ed.gov/>

ERIC is sponsored by the Institute of Education Sciences (IES) of the United States Department of Education and is said to be the world’s premier database of journal and non-journal education literature.

**Equipped for the Future** [http://eff.cls.utk.edu/work\\_readiness/default.htm](http://eff.cls.utk.edu/work_readiness/default.htm)

The EFF Work provides a comprehensive picture of what jobseekers need to know and be able to do to be successful in entry-level work. Educators may use EFF to develop curricula.

**Integrated Curriculum for Achieving Necessary Skills (ICANS)** <http://literacynet.org/icans/intro.html>

An integrated basic skills curricula and it includes the newer skills recently identified as workplace basic skills by the American Society for Training and Development (ASTD).

**LINCS Workforce Education Special Collection** <http://worklink.coe.utk.edu>

This Special Collection fosters and promotes the development of high-quality workforce education programs and provides guidelines for planning and supporting programs.

**National Institute for Literacy (NIFL)** [www.nifl.gov](http://www.nifl.gov)

The National Institute for Literacy is a national resource for adult education and literacy programs, including curriculum development and assessment.

**NIFL Online Discussion List** <http://www.nifl.gov/lincs/discussions/nifl-workplace/workplace.html>

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

### C. Websites Related to Workplace Education - continued

**NCSALL:** (National Center for the Study of Adult Learning and Literacy) <http://ncsall.gse.harvard.edu> is a federally funded research and development center focused solely on adult learning. The Center is a partnership of the [Harvard University Graduate School of Education](#), [World Education](#), [Rutgers University](#), [Portland State University](#) in Oregon, and the [Center for Literacy Studies at the University of Tennessee in Knoxville](#).

**Workplace Basic Skills** [www.workplacebasicskills.com](http://www.workplacebasicskills.com)

This site was developed with funding from the United States Department of Education and contains workplace basic skills information and tools for assessment of literacy skill levels.

**Workplace Essential Skills** <http://www.njn.net/workforce/westv.html>

Workplace Essential Skills is designed for pre-GED (sixth- to eighth-grade reading level) adult learners. Department-funded programs get a special rate for workbooks purchased and ancillary supplies.

#### 2. General Workplace Education Resources

**MA AFL-CIO Worker Education and Training**

[www.massafclcio.org/Education/workereducation.asp](http://www.massafclcio.org/Education/workereducation.asp)

The Massachusetts AFL-CIO Education and Training Department assists unionized worksites to develop quality worker education and training programs. This staff helps unions to assess the training and education needs of their membership, design effective programs, and apply for grants.

**American Society for Training and Development** [www.astd.org](http://www.astd.org)

ASTD is a leading association of workplace learning and performance professionals. ASTD works to connect learning and performance to measurable results and is a voice on critical public policy issues.

**Massachusetts Worker Education Roundtable** [www.umass.edu/roundtable](http://www.umass.edu/roundtable)

The Roundtable assists Workplace Education partnerships to provide high quality education and training for Massachusetts' union members. It provides tools to determine these needs for each workplace and to tailor program development to those needs.

**National Reporting System** [www.nrsweb.org](http://www.nrsweb.org)

The National Reporting System for Adult Education is an outcome-based reporting system for state administered, federally funded adult education programs. *Department-funded programs must adhere to this system.*

**USDOE Workplace Education/Office of Vocational and Adult Education**

[www.ed.gov/about/offices/list/ovae/pi/AdultEd/workplace.html](http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/workplace.html)

The Office of Vocational and Adult Education provides general information on Workplace Education programs.

**SABES** (System for Adult Basic Education Support). <http://www.sabes.org/resources/bibwork.htm>

SABES is a comprehensive training and technical assistance initiative for educators and programs. SABES assists Adult Basic Education practitioners further develop the skills, talents, and knowledge.

#### 3. Local Funding Resources

**Workforce Training Fund** [www.detma.org/WorkforceGeneral.htm](http://www.detma.org/WorkforceGeneral.htm)

The Workforce Training Fund is an employer-funded program that provides grant funds to Massachusetts' employers to upgrade the skills of their current or newly hired employees.

**Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007**

## D. Recommended Reading

Gowan, S.G. 1992. *The Politics of Workforce Literacy: A Case Study*. New York: Teachers College Press. This study of a functional context program for hospital workers shows that the workers, in many cases, found the curriculum to be unmotivating and irrelevant. Questions the assumptions underlying the functional context approach.

Hull, G. *Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work*. Berkeley, CA: National Center for Research in Vocational Education. Argues that, if Workplace Education is to prepare workers to take initiative, solve problems, and work in teams on the job, it needs to involve participants in shaping program goals and running the education program itself.

Hull, G. *Changing Work, 1997. Changing Workers: Critical Perspectives on Language, Literacy, and Skills*. New York: State University of New York Press. Looks at U.S. factories and Workplace Education programs to see what is expected currently of workers. The studies reported in Hull's book draw their evidence from firsthand, sustained looks at workplaces and Workplace Education efforts.

Johnston, Wendy E. 1993. *Workplace/Workforce Literacy: Trends and Issues in 1993*. Presentation at Workplace/Workforce Literacy: A Conference, held in Mississauga, Ontario, February 12-13, 1993. Questions many assumptions underlying current Workplace Education efforts, including the mismatch between worker abilities and job demands and literacy's impact on competitiveness. Challenges adult educators to rethink whether and how to get involved in Workplace Education, to avoid well intentioned but misguided efforts.

Sarmiento, A.R, and Kay, A.1990. *Worker-centered Learning: A Union Guide to Workplace Literacy*. Washington, D.C.: AFL-CIO Human Resources Development Institute. Argues for greater worker involvement in Workplace Education Programs.

Sarmiento, T. and Schurman, S. April 1992. *A Job-Linked Literacy Program for SPC: Are We Talking about Worker Training, Work Reorganization, or More Equitable Workplaces?* A paper prepared for the Work in America Institute. Analyzes Workplace Education programs that focus on narrow job-related skills and do not deal with other factors that inhibit worker productivity.

Schultz, K. December 1992. *Training for Basic Skills or Educating Workers? Changing Conceptions of Workplace Education Programs*. Berkeley, CA: National Center for Research in Vocational Education. Shows how narrowly defined Workplace Education programs violate principles of adult education and high-performance management. Suggests ways of analyzing the options available to practitioners' vis-à-vis philosophy, curriculum, assessment, and the roles of stakeholders.

Waugh, S. (Folinsbee). 1992. *An Organizational Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners*. Ottawa: YMCA-YWCA Employment Initiatives. Argues that worker productivity can be shaped by many factors other than their basic skills. Shows how an organization can analyze those factors and develop a systematic strategy for addressing them through education, training, and other organizational development activities.

Contact Heather Brack at SABES/World Education (617) 482-9485 to order a copy of this resource. (\$10.00) **Still current in 2006!**

### 1999 Workplace Education Guide

The Guide is a collaborative effort designed, written, and edited by instructors or coordinators in the field of workplace education.

The Guide reflects the range of experience and perspectives of the individual workplace education developers - a *must have* for all those interested in the field of workplace learning.

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**E. Businesses Ineligible for Workplace Education Grants**

The following businesses are ineligible to reapply as partners for Workplace Education planning grants as these businesses have previously benefited from Department funding to implement basic skills development classes for their employees. This list of businesses is organized by the 16 Workforce Investment Board regions.

**BERKSHIRE**

Kripalu Yoga Center	Lenox
Red Lion Inn	Stockbridge

**BOSTON**

Amtrak	Boston
Benjamin Health Care Center	Boston
Beth Israel Deaconess	Boston
Boston Community Centers	Boston
Boston Public Schools	Boston
Bread and Circus	Boston
Chadwick's	Boston
Children's Hospital	Boston
Dr. Solomon C. Fuller Hospital	Boston
Edgar Benjamin Health Center	Boston
Harvard St. Neighborhood Center	Boston
Jewish Memorial Hospital	Boston
MA General Hospital	Boston
Morgan Memorial Goodwill	Boston
Servolift/Eastern Corporation	Boston
St. John of God	Boston
U MA Boston	Boston
Union Square Nursing	Boston
West Park Nursing and Rehab Center	Boston
Women's Educational & Industrial Union	Boston

**BRISTOL**

A.J. Wright	Fall River
Ames Department Stores Warehouse	Mansfield
Duro Industries	Fall River
Globe Investments	Fall River
Haskon	Taunton
Helix Technology	Mansfield
Homegoods, Inc.	Mansfield
Joanne Fabrics	Fall River
Jostens, Inc	Attleboro
Main Street Textiles	Fall River
Mason Box	North Attleboro
New England Ropes	Fall River

<b>Workplace Education Supplementary Materials for Developing and Delivering Effective Workplace Education Services FY2006 – FY2007</b>
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Quaker Fabrics	Fall River
Rex Cut Products, Inc	Fall River
Roma Color	Fall River
Stern Leach	Attleboro
Swank	Attleboro

**BROCKTON**

Caritas Good Samaritan	Brockton
Chadwick's	West Bridgewater
Jordan's Furniture	Avon
Litecontrol	Hanson

**CENTRAL MASS**

Aearo Co.	Southbridge
Central Coating	West Boylston
Curtiss Wright	Littleton
Fenwal Electronics	Milford
Jewish Healthcare Center	Worcester
U MA Medical Center	Worcester
Westborough State Hospital	Westborough

**NEW BEDFORD**

Acushnet Rubber, Co.	New Bedford
AFC Cable Systems	New Bedford
Alberox Corp	New Bedford
American Medical Instruments	New Bedford
Cliftex Corp	New Bedford
Julius Koch	New Bedford

**METRO NORTH**

Bread & Circus	Cambridge
Broadway Market	Cambridge
C & K Components	Watertown
Cardullo's	Cambridge
Changing Seasons Nursing Care	Everett
Irving House	Cambridge
John Harvard Brew House	Cambridge
Kayem	Chelsea
Lightolier	Wilmington
Marshalls Distribution Center	Woburn
Pillsbury/Rudi Foods	Chelsea
Printed Circuit Corporation	Woburn
Sage's	Cambridge
The Inn at Harvard	Cambridge
Whidden Hospital	Everett

**Workplace Education Supplementary Materials for Developing and  
Delivering Effective Workplace Education Services FY2006 – FY2007**

**E. Businesses Ineligible for Workplace Education Grants - continued**

**METRO SOUTH/WEST**

Avery Manor	Needham
Beaumont at the Willows	Westboro
Blaire House of Tewksbury	Tewksbury
Bolton Manor	Marlboro
Chase and Walton	Hudson
Coolidge House	Brookline
Diamond Technology	Marlboro
Draka	Franklin
Kidde Fenwall	Ashland
Marriott	Dedham
Nova Biomedical	Waltham
Terumo Cardiovascular	Ashland

**NORTH CENTRAL**

Injectronics	Clinton
Kelly Co.	Clinton
Plastican	Leominster
Weetabix	Clinton

**SOUTHERN ESSEX**

Brooksby Village	Peabody
Lynn Community Health Center	Lynn
West Lynn Creamery	Lynn

**HAMPDEN**

Ames Distribution Center	Westfield
City of Westfield	Westfield
Holyoke Card and Paper	Springfield
Providence Care Center	Springfield
Sealed Air Corporation	Holyoke
Smith Wesson	Springfield
Spruce Manor Nursing Home	Springfield
Tubed Products	Easthampton

**LOWER MERRIMACK VALLEY**

Hannah Dustin	Haverhill
Microsemi	Lawrence
Microtouch Systems	Methuen
MKS Instruments	Andover
Parlex Corporation	Methuen
Penacook Place	Haverhill
VICOR Corporation	Andover