Massachusetts
Guidelines for Effective
Workplace Education Partnerships

Adult and Community Learning Services
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Introduction

Workplace education is a vibrant component of the Adult Basic Education (ABE) service delivery system managed by Adult and Community Learning Services (ACLS) at the Massachusetts Department of Elementary and Secondary Education (ESE). Recognizing that the quality of the workforce is their competitive edge, business leaders realize that they cannot let worker skills become outdated. Enhancing worker skills is the way to retain relevance in a marketplace that is increasingly competitive and located in a state that depends on a highly skilled workforce. By offering basic skills instruction integrated with work-related content, these programs provide benefits for both the worker and the employer. Worker/students are engaged more effectively and their skills become more immediately relevant, thereby increasing their potential for job advancement.

The ABE system is guided by a mission adopted by the Board of Education in 1993 and three strategic goals developed through input from practitioners, workforce development, other stakeholders, and students.

Mission

The MA ABE system exists to provide each and every adult with opportunities to develop literacy skills needed to qualify for further education, job training, and better employment, and to reach his/her full potential as a family member, productive worker, and citizen.

Strategic Goals

<table>
<thead>
<tr>
<th>Goal 1: Ensure that Adults Needing Basic Education Have Access to Services</th>
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<tbody>
<tr>
<td>• increase program intensity and student seats for adults wanting to improve their education,</td>
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<tr>
<td>• provide additional support for programs reaching diverse populations, and</td>
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<td>• expand service delivery options.</td>
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<th>Goal 2: Increase System Effectiveness and Quality</th>
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<tr>
<td>• continue to build a standards-based service system,</td>
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<tr>
<td>• increase regulatory flexibility to enable programs to meet local and regional needs, and</td>
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<td>• seek opportunities to support innovative programming that better serves adult learners.</td>
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<th>Goal 3: Prepare Students for Success in Their Next Steps: In College and Further Training, at Work, and in the Community</th>
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<td>• strengthen and contextualize student-centered curriculum,</td>
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<tr>
<td>• expand student access to support services, and</td>
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<tr>
<td>• ensure that students gain the academic skills needed to succeed in their next steps.</td>
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Overview and Purpose

Workplace education grants funded by ACLS provide support to education providers, in partnership with businesses and labor organizations, to meet current and escalating skill demands on the incumbent workforce. Workplace education programs represent a national and state strategy to locate and serve undereducated adults in familiar contexts. Offering classes at the workplace increases the possibility of fitting learning into adults’ busy schedules. Education programs at the workplace provide workers with contextualized language, literacy, and related skills instruction so they can maintain employment, advance on the job, and interact more fully in their work, family, and community lives.

Grants are awarded to provide instructional services to those with skills below the postsecondary level, from basic literacy or beginning English language proficiency through the skill level expected of a high school graduate. Each workplace, however, presents its own set of language and literacy needs depending on its employee population; workplace education classes are custom designed to meet these needs.

Workplace education programs are funded in two phases. These guidelines illustrate the activities expected in each of the two phases.
**PHASE ONE: PLANNING**

**The Workplace Needs Assessment**

**WNA Goals**

Once the education provider identifies a committed business partner to explore the needs for a workplace education program, the partners jointly conduct a workplace needs analysis (WNA). Using principles of an ethnographic approach means WNA team members keep open minds as they explore what is needed in the workplace. Through data collection activities, WNA participants are encouraged to express their own perspectives and these are recorded as such. This process, which may take between 3 and 5 months, allows stakeholders, in a neutral manner, to investigate the educational needs within the organization and identify the organizational and other assets needed to support an education program.

The partnership engages in a WNA which includes the following:

- analyzes the overall educational needs of workers within a business/union/organization;
- looks for potential barriers to the success of a workplace education program and develops strategies to overcome potential barriers to the program;
- evaluates the language, literacy, and numeracy skills needed for the range of job categories;
- examines oral and written communication systems of the workplace, including use of workers’ first languages, bilingual resources, and how what workers perform their jobs;
- investigates the readiness of the partnership to sustain a multi-year basic education program; and
- plans for Phase 2 components, including classroom space.

**The WNA Team**

The education provider selects a lead person to spearhead and oversee all phases of the WNA. A small group typically serves as active members of the WNA team. Depending on the size of the business and the number of departments and/or shifts to potentially be part of the education program, the WNA team typically includes a teacher, a workplace education coordinator and one or two representatives from both the business and union, where the workforce is unionized. The members will need time to meet together and to individually carry out certain tasks.

The WNA team determines a method of introducing the WNA process and the possibility of a future education program to the entire workforce. At this early stage, the WNA team clarifies its purpose to the larger workforce and identifies data collection activities. Most teams will consider data collection options such as focus groups, one-on-one interviews, written surveys, questionnaires or online surveys.

It is essential that the WNA team ensures all feedback is kept confidential and communicates that confidentiality policy to the workforce. No classes should be promised at the start of the planning process. This initial step may help to dispel uneasiness when the process to elicit input from work groups begins. The information collected will determine the readiness of the business to establish an education program and will ultimately be used to design a strong program.

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1 Some ethnographic principles mean we put aside our own assumptions, start without hypotheses and listen to the language of the interviewees.
WNA Tools and Methods

Participation in the WNA should be voluntary, and potential students involved should represent a cross section of the departments targeted for the education program. This includes age, gender, ethnicity, work shifts, and first languages.

A thorough WNA:
- includes a representative sampling of the workforce (10% - 20%) to represent a variety of perspectives, e.g., employees, supervisors, senior management, union membership (where workforce is unionized), human resources and education and training personnel) throughout the WNA;
- examines the resources within an organization, including other education and training programs, tuition reimbursements, and related benefits that can expand the scope of a workplace education program;
- researches the educational goals of the potential students;
- gathers a preliminary assessment of the basic skill needs of the potential students; and
- researches the skills workers need for advancement.

A variety of tools and methods are needed to elicit feedback for an effective WNA. The selection of data collection tools, i.e., questionnaires, one on one interviews, surveys, focus groups—will differ depending on many factors. These include the scope of the program, the number of workers to be involved, the various language groups and the access the WNA team has to the staff. WNA team members determine if some documents should be translated into the home languages of workers if some have limited English skills. Not all of the suggested data collection protocols or tools listed are necessary for every WNA; each WNA team develops the tools appropriate to their needs.

A literacy task analysis may or may not be conducted as part of the WNA. A literacy task analysis determines the literacy and related basic skills required for tasks (reading a code or inputting data, for example) in a job. The WNA may use the resulting inventory to identify gaps, where workers need skills upgrading. A literacy task analysis can give a broad view of jobs or a detailed account of a job. It may also examine a few key tasks. As information for curriculum development, it fits well with workplace education where knowledge and skill are taught in a sequence. To set the scope of a literacy task analysis, the WNA team must know the purpose and how this information will be used. A WNA team may need a less formal description of tasks rather than extensive data to be analyzed and summarized. If selected as an activity, the WNA team must determine the appropriate breadth and depth of their literacy task analysis.

A job task analysis, generally a more formal and rigorous assessment of the requisite knowledge, skills and abilities may or may not be part of the WNA. A job task analysis may consider how frequent a certain type of task is performed and how critical the task is to overall job performance. Again, the WNA team must determine the appropriate breadth and depth of a job task analysis if this they choose to take this on.

Finally, each stakeholder must understand what can and cannot be achieved by an educational program. This shared knowledge is critical in developing a solid foundation for a successful workplace education program. The WNA should identify problems that cannot be mitigated by a workplace education program, i.e., what issues exist that a workplace education program can and cannot remedy.
The WNA Report

The data collected during the WNA is analyzed and reviewed by the WNA team for accuracy. If the results of the WNA yield recommendations for an education program, the report will include:

- a program design with the type of class(es) to be offered, i.e., ABE, English to Speakers of Other Languages (ESOL), writing, math;
- a class schedule (dates, times, hours per week, weeks per year) and number of students per class; and
- A Memorandum of Agreement (MOA) signed by all stakeholders and that reflects the business commitment to the partnership.
PHASE TWO: IMPLEMENTATION

The Planning and Evaluation Team (PET)

Function and Roles

Because numerous stakeholders are invested in a workplace education program, a team governance approach has been an essential component of the Massachusetts workplace education model for many years. Establishing a PET, whose members meet and communicate regularly, serves multiple functions, including

- designing goals and outcomes for the program;
- identifying and removing barriers to employee participation in class(es);
- identifying and documenting student achievement and successes; and
- providing input for formative and summative evaluations.

The PET includes representatives from management, labor, and education. Each partnership selects its PET members strategically, considering the following: Who is most invested in the program and available to attend meetings? Who has decision making authority? Who can serve as a “champion” to the program helping to generate enthusiasm and support from supervisors, employees, and other staff? A strategic selection of PET members helps promote program ownership and ensure high quality services.

As part of its work, a successful WNA team will have identified business and labor partners who have shown a deep interest in and commitment to the goals of the workplace education program. Formerly active members of the WNA team may volunteer for or be invited to form the PET. Teachers should participate in PET meetings and visit the students’ workplaces to observe and collect materials for classroom instruction.

Frequently students have a role on the PET as well. At least one student from each class is encouraged to participate in PET meetings. Participation in team meetings provides students with leadership skills, helps them practice business discourse, and allows them a glimpse of management and facilitation strategies. The student representatives can elicit concerns and opinions of students in the class and voice them at meetings. Teachers can help student representatives prepare for the PET meetings by using role-plays in class where student representatives receive coaching in contributing feedback and become familiar with the conventions of business meetings. As such, participation in the PET becomes another workplace skill—in some cases, one that adds to an employee’s chance for advancement.

Initial Work

Initial PET meetings may focus on the logistics of program start-up:

- setting an agenda and schedule of PET meetings;
- identifying class participants;
- developing wait list policies and attendance policies to ensure equitable access to the education program;
- determining who will be eligible to attend class(es);
- planning and scheduling orientations to the program;
- notifying supervisors and potential students of openings in the class(es);
• resolving work coverage issues for enrolled students, and
• identifying strategies for input into the curriculum and instruction.

Ongoing Work
As the program continues, the face-to-face PET meetings may occur monthly, every six weeks or as frequently as needed to ensure the program is running efficiently. The number of meetings is often correlated to the simplicity or complexity of the program design. For example, the number of departments involved in the program usually increases the involvement of the number of supervisors and managers. If the workforce is unionized, union representation is an additional stakeholder. The importance of regular face to face meetings cannot be overstated. On an on-going basis, the PET should focus on development of the program. Is the program on track? How does the PET know that program goals are being met? What adjustments may be made to improve the program? What workplace themes should be addressed in the program’s curriculum? What are some tools and strategies to evaluate the program and the effectiveness of the PET itself? How can the PET share successes while maintaining confidentiality of individual assessment results and student progress?

Roles and Responsibilities

The Education Provider
As the grant recipient, the education provider is expected to hire, train, and supervise the workplace education program staff. These staff include the workplace education coordinator and teachers who bring educational expertise to the partnership. The education provider is responsible for fiscal oversight and ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year. The education provider is responsible for all required ACLS data entry and reports.

The Workplace Education Coordinator
The workplace education coordinator role requires strong organization and team facilitation skills to meet and collaborate with a diverse stakeholder groups in order to deliver a high quality educational program. The workplace education coordinator develops a vision for and brings leadership to the project. Typically the responsibilities are far reaching as the coordinator helps the PET to clarify expectations and goals but often negotiates other issues as these may arise with the business representatives. The coordinator is responsible to lead the PET through the cycles of program planning and program evaluation and to ensure the work is documented. In addition, as the convener and leader of the PET, the coordinator often serves as the liaison between ACLS and the program.

Additionally, the Coordinator:
• orients the PET to its roles and responsibilities;
• convenes regular PET meetings;
• maintains records/minutes of PET meetings;
• provides staff supervision including regular teaching evaluations and classroom observations with written feedback and follow up;
• ensures that the curricula and instructional methodologies for mathematics/numeracy, reading, writing, and second language acquisition are based on a solid foundation of research and effective practice, including research in adult learning and development as well as research in content-specific pedagogy;
ensures that current and appropriate technologies are incorporated into curriculum and instruction, and
ensures enrollment and excellent class attendance.

The Business
Managers, supervisors and often human resources staff are excellent choices as representatives on the PET. All members must believe in the value of the program and commit to attend meetings. Members will need to help solve problems as they arise. The business partner supplies the classroom space. This space should be quiet, equipped with table(s), chairs, good lighting, and good ventilation. Often, classes are held in conference or training rooms, or in sections of a cafeteria during non-operational hours. Whatever space is designated as a classroom should be consistently available. (The disposition of the classroom space issue should be an outcome of the WNA.) It’s helpful for the teaching staff if the business also provides secure storage space for instructional equipment and supplies, such as a whiteboard, markers, newsprint, books, and computers. Because the education program is contextualized, the employer supports the development of customized and contextualized curricula by providing the coordinator/instructor with access to the business, especially in departments where the students are working. When instructors are able to observe the language, oral and written and communication and math required of their students, they can translate those needs into effective teaching materials.

The Union
Unions play an important role in workplace education programs. The union partner should select a representative—for example, business agent, steward, local president—to serve on the PET. Like the business partner, a union representative should be available and committed to the success of the program. The unions, for example, can play an active role in recruiting students for the program. Union newsletters, often translated into the home languages of the union members, can describe the classes and invite workers to participate.

The union representative can provide useful literacy materials—such as copies of the union contract and flyers about union meetings—as a basis for instructional materials. The union member is a valuable resource for teachers about workplace rights, safety and health protections, and procedures for taking full advantage of workplace protections and benefits under a union contract.

The Teacher
Teachers can create work-related lessons from PET requests. Teachers incorporate work-related materials into their language, reading, writing, and math classes in many different ways.

In addition to handling PET expectations, teachers use a variety of activities and methodologies to discover the workplace education language and literacy needs and themes of interest to the students. PETs, however, vary in their involvement from partnership to partnership. Sometimes they are a major source of work-related curriculum. Other PETs are supportive but largely “hands off” in curriculum development; still others work with the educational partners to develop a detailed competency curriculum as a result observations of students in the workplace and the workplace needs analysis. In most cases, a teacher can and should, however, use the PET as a forum to resolve any conflicting goals for classroom instruction.

The Students
The student’s role is to attend all classes and be an active participant with the full support of top management and line supervisors. The student’s feedback is invaluable to the instructor and the
PET. Students should assist the instructor in clarifying how the class content and instructional methods will assist him or her in meeting their goals for the class, in their personal lives and for current and/or future job growth. Evaluation activities must include student input.

Programs must have an authentic and documented process for assisting students to identify, monitor, and achieve their goals. The goal setting process must be done with a teacher who is likely to have an ongoing relationship with the student. Instruction and curriculum must reflect a balance of students’ personal goals for education with those of the workplace. Goals must inform instruction and be incorporated into a program’s curriculum development process.

**Recruitment of Participants**

Students are at the center of the workplace education program. A successful program recruits employees with both a need and an interest in taking classes. Classes however, must be voluntary; employees must not be *required* to take any classes. Careful screening and placement assessments in the beginning of each learning cycle will result in a group of students ready to attend and succeed in classes.

The PET should start planning student outreach and recruitment as early as possible. The PET can use WNA interviews, focus groups and contacts to identify possible students, as well as supervisors, workers and union leaders who can help recruit. PET members will need to share ideas and determine recruiting strategies that will work best and most likely involve some PET members in setting up outreach activities. Class enrollment and retention are frequent topics on the PET agenda as work duties and shifts changes are common and the requirement to maintain class enrollment is ongoing. Some tried and true recruitment suggestions include:

- Set up information/sign up tables in highly trafficked areas (break-room, cafeteria) during peak times.
- Utilize existing workplace meetings and communication systems (e.g., newsletters, all-staff meetings) to support program outreach.
- Translate all written flyers and brochures into languages used in the workplace.
- Encourage potential students to meet and talk with teacher(s) as often as possible.
- Attend department meetings to discuss the program with workers in small groups.
- Extend outreach beyond the use of written materials; potential students may be unable to read these materials and never know about the class.
- Follow up with workers who signed up for class; make follow up connections before the first day of class.
- Describe program in language that promotes new knowledge and skills in a respectful light-- does not stigmatize students.
- Provide posters, flyers, and announcements around workplace, or show short videos.
- Offer a demonstration class to attract students.

**Program Design**

**Class Design and Hours**

Partnerships are encouraged to assess the pool of potential students when designing classes. Most partnerships successfully offer one class, but frequently struggle to maintain two or more classes. There is no expectation or requirement on the part of ACLS for a partnership to offer more than one class. The partnership may be able to commit, with confidence, to one class with minimal
complexities, e.g., recruiting students from multiple shifts and from multiple departments. Without a significant pool of workers from which to draw, a partnership may be less able to deliver and maintain a second class with good attendance, retention, and other outcomes.

Multi-level classes are almost unavoidable, but there should be a reasonable mix of instructional levels in the class. Partnerships need to design a program where workers can get to class easily and on time, where shifts are stable during the program weeks, and where the goals of the workers in class are similar. Trying to serve the educational goals of workers with radically different needs in one class, e.g., bus drivers and medical assistants is nearly impossible. Partnerships must keep in mind what is manageable to achieve success.

Classes must be held at the workplace with only two exceptions. 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.

**Release Time**

Release time is the paid time the employer agrees is available for the workers to attend class. While release time is not required, it is highly recommended. Some employers offer 100% release time; this level of commitment provides the best incentive for employees to attend classes. In this example, the workers attend class on company time during normal business hours.

Other employers are able to offer 50% paid release time for class participation. For example, if a class runs for two hours, the business may cover one hour of pay and the employee is expected to attend for one hour on his or her own time.

If release time is not possible or practical because of heavy workload periods, lean staffing, or complications with scheduling, some businesses offer stipends to employees to attend class, applying the same formula as release time: the employer pays one hour to the employee for attending class and the employee attends class for one hour on his or her own time.

A partnership not able to offer release time must identify strategies to ensure students will attend every class and persist over time. Offering classes during the workers’ lunch time is not a recommended option, although it can be considered in some limited situations.

Choosing a class meeting time is specific to the realities of the industry and site. Generally, class times are chosen when the most number of people can attend. An example of 50% release time sometimes this happens when one shift ends and another begins. For example, a 2:00 p.m. - 4:00 p.m. class time can work for the 7:00 a.m. - 3:00 p.m. shift as well as the 3:00 p.m. - 11:00 p.m. shift. Employees from the 7:00 a.m. - 3:00 p.m. shift are released at 2:00 p.m. for class. Employees of the 3:00 p.m. - 11:00 p.m. shift arrive to work for class at 2:00 p.m. and start work at 4:00 p.m. In both scenarios, students receive one hour of release time for every 2 hours of class.

Note that long-term classes (not short-term workshops) must be offered so that students improve their academic skills. Each industry has its high and low seasons; each workplace has its own rhythms and staffing concerns. Effective class scheduling takes this into account. If a workplace lays off its staff during slow seasons, it doesn’t make sense to schedule classes during this time. It is unlikely people will return to the workplace just for the classes, and attendance will be severely affected.
Partnerships are required to
- offer classroom instruction with a fixed schedule;
- offer a minimum of 32 instructional weeks;
- offer the maximum intensity, frequency and duration of instructional services possible;
- provide a minimum of four hours per week of instruction per class;
- maintain enrollment of ten students per class.

Calculating the Workplace Coordination Hours
Numerous factors determine the number of workplace education coordination hours needed. The size and type of business partner, the number of departments releasing students to classes, as well as the number of partners (labor and management) should be taken into account. In addition, the number and type of classes will need to be considered as well. A partnership, for example, with one business partner offering one class where all students come from one department will need fewer hours of coordination than a partnership with multiple classes and students coming from various departments. A consortium with multiple labor unions and multiple business partners will increase the hours needed for workplace coordination time. The grid below is a guide and suggests ranges of coordination hours based on the number of classes and weeks per year for possible grant awards.

<table>
<thead>
<tr>
<th>Number &amp; Duration of Classes</th>
<th>Range of Coordination Hours</th>
<th>Range of Grant Award</th>
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<tbody>
<tr>
<td>1 class-32-42 weeks per year</td>
<td>15-25 hours per week</td>
<td>$30,000-$45,000</td>
</tr>
<tr>
<td>2 classes-32-42 weeks per year</td>
<td>25-35 hours per week</td>
<td>$45,000-$50,000</td>
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</tbody>
</table>

Paid Class Preparation Time for Teachers (prep)
Programs must include paid time for teachers for class preparation. Programs are encouraged to provide the maximum time for teacher preparation: one hour of teaching to one hour of prep time.

Professional Development for Teachers
The program should make time available for staff to participate in professional development (PD) activities. PD is defined as a structured learning activity designed to strengthen the skills and/or knowledge needed by individual practitioners to perform effectively in their program staff role. Examples of PD activities include peer coaching, study circles, teacher research, mini-courses and institutes, distance learning opportunities, and visits to other programs to learn new practices. At the beginning of the year, teachers can reflect on their own strengths and areas for improvement and plan PD accordingly.

Experienced ESOL and ABE teachers with extensive knowledge of teaching approaches can focus on the workplace aspects of the program, becoming more knowledgeable about how the business and unions function, or how other workplace programs have developed contextualized curricula. They can attend conferences and seek out materials that focus on workplace education and workforce training.

Teacher sharing—internally or with other workplace education teachers—can be an invaluable professional development practice. Workplace education teachers are often part-time and off-site
from the education providers’ main site; they may have little or no interaction with peers and can feel isolated.

A workplace education coordinator may need support in facilitating the PET meeting using a business-like model, separating information sharing issues from problem solving, and guiding discussions to decision making.

Programs are encouraged to stay up-to-date on emerging research by attending local, regional, and national conferences and by subscribing to relevant journals.

Participation on the PET or curriculum development do not count as professional development activities.

**Instruction**

**Contextualizing Curriculum**

Contextualized curriculum is the cornerstone of an effective workplace education program. The contextualized curriculum often begins with an explanation of the articulated goals of all stakeholders in the program, supported by the information collected through the WNA, and further clarified through PET discussions.

At many work sites, workers are placed in classes according to their shift schedules with their educational skill level needs a secondary consideration. Multi-level groups also result because workplaces only offer one or two classes into which interested students go. Such classes create heavier preparation loads for teachers.

A curriculum based primarily on thematic units is well suited to workplace education programs. Goals can be chunked into topic areas. For example, beginning level ESOL students often need a unit on identifying themselves, their work, and their work processes. The curriculum can build units that focus on English language, literacy skills and math that integrate speaking, listening, and reading/writing related to these needs. Teachers must base instructional methodologies and strategies on a foundation of research and effective practice. Examples of research-based methodologies include:

- The curriculum incorporates authentic, real-life contexts that are responsive to the needs, goals, and interests of students in their roles as workers, family members, community members, and lifelong learners.
- The curriculum is not dependent upon a single publication, workbook, or student text.
- The curriculum reflects the diverse educational, cultural, and linguistic backgrounds of the students.
- A variety of instructional strategies, including whole group, small group, and individualized instruction, are used to respond to the needs of the student population. Strategies promote student teamwork and leadership skills.
- A variety of tools and technologies (e.g., audio-visual, computers, video, and tablets) are used to support learning wherever possible.
- Instructional methods include interactive activities to engage a range of learning preferences (e.g., visual, aural, tactile, and kinesthetic).
- Teachers create an atmosphere that is conducive to learning and promotes active student participation.
For programs offering ABE instruction, the program's curriculum and its components must be informed by the College and Career Readiness Standards for Adult Education (CCRAE standards). ABE thematic curriculum units must be informed by students' goals, needs, and interests. The level-specific standards of the CCRAE standards provide the skill sets to be mastered, including math and numeracy. For a copy of the College and Career Readiness Standards for Adult Education, see: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

For programs offering ESOL instruction, the program's curriculum and its components must be informed by the standards and benchmarks of the Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages (ESOL) and incorporate the CCRAE standards and level-specific standards where applicable and supportive of English language learners' next steps for college and/or careers. The benchmarks in the ESOL Framework provide the skill sets to be mastered in speaking, listening, reading, and writing skills. These benchmarks are also the vehicle by which students develop academic, metalinguistic, and metacognitive skills. For a copy of the ABE Framework for ESOL, see http://www.doe.mass.edu/acls/frameworks/esol.pdf

Assessment
Workplace education partnerships are required to use federally approved standardized assessments to measure learner gains.

For ABE instruction, partnerships must use the
- Massachusetts Adult Proficiency Test (MAPT) or
- TABE Forms 9/10, Levels L, E, M, D, A

For ESOL instruction, partnerships must use the
- BEST Plus or
- TABE CLAS-E Reading or
- TABE CLAS-E Writing

For students in ESOL classes, the BEST Plus, CLAS-E Reading or CLAS-E Writing may be used at intake and the score results used for students’ placement and pre-test.

For students in ABE classes, the TABE 9/10 Locator, the TABE Survey or other placement tests may be used at intake to determine class placement. The TABE 9/10 Complete Battery Subtests and the MAPT are not class placement tests.

For more information on ACLS assessment policies, see http://www.doe.mass.edu/acls/assessment/

In addition to the required standardized assessments, partnerships must develop formative assessments. These classroom-based assessments should be customized to align with the curriculum. The assessments may include activities such as writing exercises, quizzes, portfolios, and/or presentations. Both the state-required and classroom-based or formative assessments must be used to measure progress, inform students of their progress, and inform on-going instruction.

While traditional quizzes and worksheets give teachers an indication of what students know, it is also important to assess what students can do with their new language and literacy skills. Student self-reporting is another way to collect assessment data. Supervisors can be surveyed periodically about students’ progress toward their goals. This works especially well if supervisors have been an active part of the PET and have been in communication with the teacher about the content of the classes. Surveys should be brief with opportunities for anecdotal narrative.
Data Collection

Data Lock-Out

Programs must enter data into SMARTT at least monthly. To accommodate extenuating circumstances, ACLS allows a maximum of one additional month before the SMARTT system is locked so that no additional data can be entered for that month. See the box below for the data lock-out schedule.

<table>
<thead>
<tr>
<th>Monthly Attendance</th>
<th>Data Entry Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, August, September</td>
<td>November 30</td>
</tr>
<tr>
<td>October</td>
<td>December 31</td>
</tr>
<tr>
<td>November</td>
<td>January 31</td>
</tr>
<tr>
<td>December</td>
<td>February 28</td>
</tr>
<tr>
<td>January</td>
<td>March 31</td>
</tr>
<tr>
<td>February</td>
<td>April 30</td>
</tr>
<tr>
<td>March</td>
<td>May 31</td>
</tr>
<tr>
<td>April</td>
<td>June 30</td>
</tr>
<tr>
<td>May</td>
<td>July 31</td>
</tr>
<tr>
<td>June</td>
<td>August 31</td>
</tr>
</tbody>
</table>

Federal Outcome Measures

The NRS uses a cohort model to track student goal attainment. Once the program documents in SMARTT that a student is no longer participating, that student officially becomes part of a cohort based on certain characteristics (e.g., have a job/do not have a job; have a high school equivalency credential/do not have a high school equivalency credential). Because our state tracks student outcomes, programs must exit students from SMARTT when they move on from the program. However, when both of the following occur, SMARTT will automatically exit a student from the program:

1) No attendance was recorded for that student during the three most recent months which have been “locked out” from data entry, and

2) No attendance has yet been entered for that student during the current two month period for which data entry is allowed.

Automatic Exit Schedule

<table>
<thead>
<tr>
<th>Automatic Exit Schedule</th>
<th>Month of Last Attendance</th>
<th>No Attendance in These Months</th>
<th>System Assigned Exit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>April</td>
<td>May - November</td>
<td>April 30</td>
</tr>
<tr>
<td>December 1</td>
<td>May</td>
<td>June - November</td>
<td>May 31</td>
</tr>
<tr>
<td>December 1</td>
<td>June</td>
<td>July – November</td>
<td>June 30</td>
</tr>
<tr>
<td>January 15</td>
<td>July</td>
<td>August - December</td>
<td>July 31</td>
</tr>
<tr>
<td>February 15</td>
<td>August</td>
<td>September – January</td>
<td>August 31</td>
</tr>
<tr>
<td>March 15</td>
<td>September</td>
<td>October – February</td>
<td>September 30</td>
</tr>
<tr>
<td>April 15</td>
<td>October</td>
<td>November – March</td>
<td>October 31</td>
</tr>
<tr>
<td>May 15</td>
<td>November</td>
<td>December – April</td>
<td>November 30</td>
</tr>
<tr>
<td>June 15</td>
<td>December</td>
<td>January – May</td>
<td>December 31</td>
</tr>
<tr>
<td>July 15</td>
<td>January</td>
<td>February – June</td>
<td>January 31</td>
</tr>
<tr>
<td>August 15</td>
<td>February</td>
<td>March - June</td>
<td>February 28</td>
</tr>
</tbody>
</table>
To ensure the capacity of programs to meet the data entry requirement, programs must maintain a minimum of two staff proficient in using SMARTT and Cognos, including refresher/update trainings. Temporary unavailability of a primary data entry person due to illness or staff turnover does not excuse the requirement to keep data current. Therefore, it is in the program's best interest to ensure that both individuals trained to enter data maintain their ability by entering data regularly and/or have more than two people trained. For more information on SMARTT data entry, see http://www.doe.mass.edu/acls/smartt/.

Fiscal Management

Administrative Costs

Workplace education grantees may take up to 10% for fiscal and other administrative costs. The workplace coordination hours are determined differently from the administration hours as outlined in the section entitled: Calculating Workplace Education Coordination hours.

The grant recipient provides fiscal oversight and the following:

- ensures appropriate accounting systems are in place to track expenditures, including responsibility for monitoring subcontracts;
- ensures that grant funds are expended as articulated in the Memorandum of Agreement between partners;
- maintains a time and effort record for each staff person that reflects appropriate alignment among the hours allocated in the grant and the payroll; and
- notifies ACLS if there is a change in the program’s spending plan, e.g., if the grant recipient believes that funds may be unspent during the program year.

Restrictions

The following are expenses that are not allowed to be charged to ESE grants:

- high school equivalency assessment fees
- refreshments
- Membership to adult education advocacy groups such as the Massachusetts Coalition for Adult Education (MCAE)

Class costs

Non-rate classes allow workplace education providers to determine a cost for instruction; however, the ABE rates must be used as a guide to ensure classes are cost-effective.

The ABE rates support the following hourly rates:

- Administrators: $28.00 plus fringe benefits valued at 30% and $36.40 for staff not receiving benefits.
- Professional Staff: $20.50 plus fringe benefits valued at 30% and $26.65 for staff not receiving benefits.
- Support/Clerical Staff: $15.25 plus fringe benefits valued at 30% and $19.83 for staff not receiving benefits.

Matching Funds
The grant recipient must provide fully auditable matching resources equal to at least 50% of the grant award. The business partner (or business and labor jointly) must provide a 50% match. The education provider is not eligible to provide any part of the match. The list below, while not all-inclusive, provides some examples of eligible match. *No grant funds may be used to pay any employee of the business partner.*

**Examples of Eligible Match**

- Release time for employees to attend class
- Time business partner representatives participate in PET (hourly rate $ \times \# \text{ hours}$)
- Time labor union representatives participate in PET (hourly rate $ \times \# \text{ hours}$)
- Educational and office supplies
- Purchase of or use of existing equipment e.g., computers, white boards
- Advertising for recruitment purposes
- Meeting space for the PET with formula used to pro-rate cost including square footage, cost per square foot, pro-rated amount for time used by education program
- Classroom space for instruction with formula used to pro-rate cost including square footage, cost per square foot, pro-rated amount for time used by education program

**No Charges to Students**

Students should receive instructional materials at no cost.