**INTRODUCTION**

###### The Development of Standards and Indicators

The Standards and Quality Indicators for Workplace Education Programs[[1]](#footnote-1) define the conditions under which effective education programs can best develop and identify outcomes and impacts expected of those programs. The current iteration is the result of many rounds of input from representative groups of experienced workplace educators, employers, union representatives, policy‑makers, academics, and evaluators. Their on‑going review has enabled the Standards/Indicators to become more specific, while retaining their relevance to programs that may be diverse by size, funding source, industry, union involvement, and type of partnership (workplace and education provider, consortium, in‑house labor‑management program, etc.). The Standards and Indicators are intended to make the collective knowledge and experience of the field available to guide program start‑up and development, on‑going self-evaluation, and funding decisions.

###### Underlying Assumptions

Embedded in the Standards/Indicators are some assumptions that should be made explicit. The first is that learning to read, write, do mathematics, or speak a new language requires a significant commitment of time. Unlike skill enhancement workshops that may be effective after a few hours, basic education for those who are learning for the first time takes hundreds of hours. There are no long‑lasting shortcuts. The workplace context demands thoughtful consideration of how to satisfy work coverage and production needs while addressing educational goals realistically.

Second, Standards/Indicators presume the availability of technical assistance and support for developing programs. Since many of the most promising practices in workplace education have short histories and limited documentation, there remains a need for program support and staff development. Specifically, programs may need assistance in areas such as workplace needs analyses, authentic assessment of program outcomes and impacts, and curriculum development.

Finally, the standards acknowledge that workplace education is only effective when it responds to both the self‑defined needs of worker‑students and employers, which may differ. Workers may prefer to practice their skills using community and family topics, which may not immediately appear to be work‑related. However, high‑interest lessons will expedite the acquisition of basic skills, which will then transfer to the workplace. This transfer is the responsibility of the educators, who relate the coursework to workplace applications and of the other partners, who create workplace opportunities for students to practice and demonstrate their learning.

###### The Document

The Standards/Indicators document is organized according to three aspects of a workplace program: governance; staffing; and student services. Each of the three opens with a cover sheet outlining the standards (expectations of performance) and related quality indicators (evidence of achievement) of excellence. Attached to this is a chart which repeats the standards and lists not only the quality indicators of excellent programs but also quality indicators of basic and developing programs. These descriptions incorporate what has been learned by many years of public/private collaborations and can be helpful in self‑evaluating a program's strengths and weaknesses.

# GOVERNANCE

**Standard #1**: There is a formal, well‑attended Partnership/Governing Team (GT) established among all stakeholders (including management, supervisors, employees, education provider, teachers, and union where present) that oversees the design, development, implementation, and evaluation of the program.

**Indicators:**  ⮚ All stakeholders can access meetings and participate consistently on the GT; policies are in place that remove barriers to employee participation. All stakeholder representatives

participate in more than 75% of governance activities.

⮚ The GT has established legitimacy and the support of all stakeholders.

* There are regular, facilitated meetings of the GT and on‑going communication about

program and governance activities.

⮚ The GT has full authority to develop and implement program goals and policies and to direct practices.

* There are regular (class) meetings for students to articulate needs and prepare their

representatives to participate in GT meetings. There is a student representative from every class.

**Standard #2:** There are policies and procedures in place to ensure that the Governing Team functions effectively, makes informed decisions, and maintains a supportive learning environment.

**Indicators:** ⮚ There are standardized procedures for governing and a clear decision‑making process. Roles and responsibilities are clear; policies and procedures are written.

⮚ The GT is informed by the stakeholders' workplace needs and strengths, resources, demographics, principles of adult education, and trends in the workplace/industry.

* The GT defines clearly‑articulated goals and expectations for the program which are aligned with the long‑ and short‑term goals of all stakeholders and which are used to develop an action plan. There is a process in place to integrate GT goals and class‑defined goals.

⮚ The GT uses evaluation data that is relevant to program goals and is reliable, accessible, and regularly updated to evaluate and revise program goals and practices. The GT responds

flexibly to changing circumstances.

⮚ There is a full workplace needs assessment (WNA) of contextual, organizational, and

learner needs, strengths, and goals.

**Standard #3:** Resources and policies support daily program operations as well as the long‑term institutionalization of workplace education into the workplace culture and union contract.

**Indicators:** ⮚ Resources are adequate to support a full range of student services, competitive salaries for

staff, staff training, workplace needs analyses, program evaluation, and governance activities.

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| Standard #1: There is a formal, well-attended partnership/governing team (GT) established among all stakeholders (including management, supervisors, employees, education provider, teachers, and union where present) which oversees the design, development, implementation, and evaluation of the program. | | |
| Basic | Developing | **Excellent** |
| * Efforts are made to ensure access to the GT   by all stakeholder representatives through the development of policies that encourage and support participation. All representatives who express an interest participate in most of the governance activities.   * There are irregular meetings of the GT and there is communication when a problem   arises.   * The GT has provisional authority to develop and implement program goals and policies. * There is a student representative on the GT. * Students convey informally their needs and ideas to their representative. | ⮚ All stakeholders or their representatives can access meetings and carry out governance activities.  ⮚ All stakeholder representatives participate in most of the governance activities.  ⮚ The GT is developing legitimacy and the support of all stakeholders.  ⮚ There are regular meetings of the GT and  there is on-going communication about  program activities.  ⮚ The GT is working to establish full authority to implement program goals and policies.  ⮚ There is more than one student  representative on the GT. Representatives  are given opportunities to stay in touch with all classes/students. | ⮚ All stakeholders can access meetings and participate consistently on the GT. Policies are in place that remove barriers to employee participation. All stakeholder representatives participate in more than 75% of  governance activities.  ⮚ GT has established legitimacy and the support of all stakeholders.  ⮚ There are regular, facilitated meetings of the GT and on-going communication about program and governance activities.  ⮚ The GT has full authority to develop and implement program goals and policies and to direct practices.  ⮚ There are regular (class) meetings for students to articulate needs and prepare their representatives to participate in  GT meetings. There is a student representative from every class. |

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| Standard #2: There are policies and procedures in place to ensure that the GT functions effectively, makes informed decisions, and maintains a supportive learning environment. | | |
| Basic | Developing | **Excellent** |
| ⮚ Roles and responsibilities are outlined for piloting.  ⮚ The GT is informed by the stakeholders' workplace needs, strengths, goals and resources, and principles of adult  education.    ⮚ The GT defines goals and expectations for  the program.  ⮚ Learner needs, strengths, and goals are assessed; there is limited assessment of workplace needs. | ⮚ Roles and responsibilities are further  defined.  ⮚ The GT is informed by the stakeholders' workplace needs, strengths, goals and resources, and principles of adult  education.  ⮚ The GT defines goals and expectations for the program and is beginning the process of identifying how the program can align with long-term goals of stakeholders. There is recognition that the GT and class have potentially competing but legitimate goals. ‑ GT defines clearly‑articulated goals and expectations for the program  ⮚ Learner needs, strengths, and goals are assessed. The program begins to research  the workplace to better understand the work context. | ⮚ There are standardized procedures for governing and a  clear decision-making process. Roles and responsibilities are clear; policies and procedures are documented­.  ⮚ The GT is informed by the stakeholders’ workplace needs and strengths, resources, demographics, principles of adult education, and trends in the workplace/industry.  ⮚ The GT defines clearly-articulated goals and expectations for the program which are aligned with the long-and short-term goals of all stakeholders and which are used to  develop an action plan. There is a process in place to integrate GT goals and class-defined goals.  ⮚ The GT uses evaluation data that is relevant to program goals, reliable, accessible, and regularly updated to  evaluate and revise program goals and practices. The GT responds flexibly to changing circumstances.  ⮚ There is a full Workplace Needs Assessment (WNA) of contextual, organizational and learner needs, strengths, and goals. |

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| Standard #3: Resources and policies support daily program operations as well as the long‑term institutionalization of workplace education into the workplace culture and union contract. | | |
| Basic | Developing | **Excellent** |
|  |  | ⮚ Resources are adequate to support a full range of student services, competitive salaries for staff, staff training, workplace needs analyses, program evaluation, and governance activities. |

### STUDENT SERVICES

**Standard #1:** There are learning opportunities and support services designed to meet the needs and goals

of adults at the workplace and an educational ladder linked to a full sequence of educational services in the community.

**Indicators:** ⮚ Classes and other learning activities are offered at the appropriate level, time, and place

(with transportation if off‑site) to meet the needs of all students. Classes and other learning activities are scheduled consistently and in long enough duration for learning to occur. Delivery may be in the form of classes, supported by one-to-one tutoring, and other on-the-job support.

⮚ There is a non‑discriminatory process for selecting and placing interested students. All

those who want services can access instructional opportunities/support services

consistently because the program has policies and incentives that support participation

without jeopardizing coverage, production or service delivery, and family responsibilities.

Students have access to program offerings until program goals are met.

⮚ Students receive 100% paid release time and other incentives for participation,

completion, and/or achievement (or compensation as stipulated in union contract).

⮚ There are no employment‑related repercussions for participation, non‑participation, or

lack of progress. Policies protect the confidentiality of student records.

⮚ Support services (educational counseling, transportation to off‑site services, peer

advocates, daycare, etc.) are in place on‑site, as needed, or readily available and easily

accessible. All students receive information and counseling support regarding

opportunities for further education and training.

⮚ Facilities and services are handicapped‑accessible and provide for a safe and comfortable

learning and working environment for students and staff. All staff are trained and integrate support services into daily program operations.

**Standard #2:** The program has a curriculum that responds flexibly to the changing needs, strengths, and goals of students and the Governing Team.

**Indicators:** ⮚ The program uses a systematic process for regularly assessing learning needs, strengths, and

goals and revising the curriculum accordingly.

⮚ Student learning needs are determined by a variety of tools, including individual self-­

assessment and group goal‑setting.

⮚ Lessons consistently incorporate the needs, strengths, learning styles, experiences, and

perspectives of the students.

⮚ The teacher adapts materials so that they are relevant to the context (the students' lives,

union, and workplace). The teacher uses a variety of materials and activities in an adult­, appropriate manner and applies principles of adult learning. ESOL teachers develop and document contextualized curriculum aligned with the MA ABE Curriculum Framework for ESOL. ABE teachers develop and document contextualized curriculum aligned with the College and Career Readiness Standards for Adult Education.

**Standard #2: Indicators - continued**

⮚ Classes focus on the development of skills, knowledge, and abilities that are transferable

to various contexts (within and outside of work) and help students make these transferences. Lessons include, but are not limited to, workplace‑related content.

⮚ The curriculum encourages critical thinking skills so that students can improve their lives and workplace and can apply new skills and knowledge to problematic situations.

**Standard #3:** There is demonstrable progress, according to all stakeholders, toward program goals.

**Indicators:** ⮚ There is demonstrable evidence of substantial progress (toward anticipated and

unanticipated goals) for all stakeholders.

⮚ There is recognition that changing conditions and/or goals affect performance and

impact.

⮚ The program uses a variety of evaluation tools to document a comprehensive, *authentic*

view of student progress and satisfaction.

⮚ Policies and practices are in place to ensure that workers are given opportunities to

practice and demonstrate new abilities on the job.

⮚ At least 85% of the students enrolled in the program participate consistently in planned

instructional activities.

* At least 75% of the students make learning gains. Those who do not achieve the standards or objects are evaluated and receive guidance for further education or services.

⮚ Those who do not achieve the standards or objects are evaluated and receive guidance

for further education or services.

⮚ All students can apply what they have learned at work, in the union, at home, and in the

community.

⮚ Students who pursue further education and training are tracked at least once after leaving

the program.

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| STUDENT SERVICES | | |
| **Standard # 1:** There are learning opportunities and support services designed to meet the needs and goals of adults at the workplace and an educational ladder linked to a full sequence of educational services in the community. | | |
| **Basic** | Developing | **Excellent** |
| ⮚ Classes are offered at levels, times, and places that accommodate the most students.  ⮚ There is a non-discriminatory process for selecting and placing interested students. The organization is developing policies so that students can access instructional  opportunities/support services consistently without jeopardizing coverage, production or service delivery, and family responsibilities. Students have access to classes and other learning activities on a space-available basis.  ⮚ Students receive 50% paid release time (or compensation as stipulated in union the contract).  ⮚ There are no employment-related repercussions for participation, non-participation, or lack of progress. Policies protect the confidentiality of student records. | ⮚ There is a non-discriminatory process for selecting and placing interested students. At least 50% of those who want services can access instructional opportunities/ support services consistently because the program has policies and incentives that support participation without jeopardizing coverage, production or service delivery, and family responsibilities. Students have access to 120 hours of instruction.  ⮚ Students receive 50% paid release time and other financial (e.g., bonus, increase) and non-financial incentives  (e.g., recognition) for participation, completion, and/or achievement (or compensation as stipulated in the union contract).  ⮚ There are no employment-related repercussions for participation, non-participation, or lack of progress. Policies protect the confidentiality of student records. | ⮚ Classes and other learning activities are offered at the appropriate level, time, and place (with transportation if off-site) to met the needs of all students. Classes and other learning activities are scheduled consistently and in long enough duration for learning to occur. Delivery may be in the form of classes, supported by one-to-one tutoring, and other on-the-job support.  ⮚ There is non-discriminatory process for selecting and placing interested students. All those who want services can access instructional opportunities/support services consistently because the program has policies and incentives that support participation without jeopardizing coverage, production or service delivery, and family responsibilities. Students have access to program offerings until program goals are met.  ⮚ Students receive 100 % paid release time and other incentives for participation, completion, and/or achievement (or compensation as stipulated in the union contract). |

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| STUDENT SERVICES | | |
| **Standard # 1: - continued** | | |
| **Basic** | Developing | **Excellent** |
| ⮚ Support services are available through referral. At least 50% of the students receive information and counseling support regarding opportunities for further education and training.  ⮚ Facilities and services are handicapped-accessible and provide for a safe and comfortable learning and working environment for students and staff. Program ability to provide accommodations exists through a referral system. | ⮚ Educational counseling services are available informally on-site; other services are available through referral. At least 75% of the students receive information and counseling support regarding opportunities for further education and training.  ⮚ Facilities and services are handicapped-accessible and provide for a safe and comfortable learning and working environment for students and staff. Program ability to provide accommodations exists through a combination of referrals and some trained staff. | ⮚ There are no employment-related repercussions for participation, non-participation, or lack of progress. Policies protect the confidentiality of student records.  ⮚ Support services (educational counseling, transportation to off-site services, peer advocates, daycare, etc.) are in place on-site, as needed, or readily available and easily accessible. All students receive information and counseling support regarding opportunities for further education and training.  ⮚ Facilities and services are handicapped-accessible and provide for a safe and comfortable learning and working environment for students and staff. Program ability to provide accommodations exists. All staff are trained and integrate support services into daily program operations. |

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| STUDENT SERVICES | | |
| Standard # 2: The program has a curriculum that responds flexibly to the changing needs, strengths, and goals of students and the Governing Team. | | |
| Basic | Developing | **Excellent** |
| ⮚ There is a process for assessing learning needs, strengths, and goals and revising the curriculum accordingly but is it not yet articulated or consistent.  ⮚ The program uses at least one evaluation tool to document student progress and satisfaction.  ⮚ Lessons relate to the workplace but inconsistently incorporate the needs, strengths, experiences, and perspectives of the students.  ⮚ Materials are relevant to a workplace setting but not customized to this workplace. ESOL teachers are of the ABE Curriculum Frameworks for ESOL and applies some principles of adult learning. ABE teachers are aware of the College and Career Readiness Standards for Adult Education and applies principles of Adult Learning.  ⮚ The teacher has basic training and is aware of the need for further training/technical assistance. | ⮚ There is a regular process for assessing learning needs, strengths, and goals but it is unevenly applied to curriculum development.  ⮚ The program uses more than one appropriate evaluation tool to document student progress and satisfaction.  ⮚ Lessons partially incorporate the needs and strengths, experiences, and perspectives of students.  ⮚ There is a documented attempt to adapt materials to the context. ESOL teachers make efforts to align the ABE Curriculum Framework for ESOL and apply principles of adult learning. ABE teachers are aware of the College and Career Readiness Standards for Adult Education and applies principles of adult learning. | ⮚ The program uses a systematic process for regularly assessing learning needs, strengths, and goals and revising the curriculum accordingly.  ⮚ Student learning needs are determined by a variety of tools, including individual self-assessment and group goal-setting.  ⮚ Lessons consistently incorporate the needs, strengths, learning styles, experiences, and perspectives of the students.  ⮚ The teacher adapts materials so that they are relevant to the context (the students’ lives, union, and workplace). The teacher uses a variety of materials and activities in an adult-appropriate manner. ESOL teachers develop and document contextualized curriculum aligned with the MA ABE Curriculum Framework for ESOL. ABE teachers develop and document contextualized curriculum aligned with the College and Career Readiness Standards for Adult Education.  ⮚ Classes focus on the development of skills, knowledge, and abilities that are transferable to various contexts (within and outside of work) and help students make these transferences. Lessons include, but are not limited to, workplace-related content.  ⮚ The curriculum encourages critical thinking skills so that students can improve their lives and workplace and can apply new skills and knowledge to problematic situations. |

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| **STUDENT SERVICES** | | |
| **Standard #3**: There is demonstrable progress, according to all stakeholders, toward program goals. | | |
| **Basic** | **Developing** | **Excellent** |
| ⮚ There is demonstrable evidence of substantial progress (toward anticipated and unanticipated goals) for at least one stakeholder.  ⮚ There is recognition that changing conditions and/or goals affect performance and impact.  ⮚ Half the students enrolled in the program  participate consistently in planned instructional activities.  ⮚ At least 50% of the students make learning gains.  ⮚ At least half the students can apply what they have learned at work, in the union, at home,andin the community.  ⮚ At least half of the students who pursue further education and training are tracked at least once after leaving the program. | ⮚ There is demonstrable evidence of substantial progress (toward anticipated and unanticipated goals) for the participant and at least one other stakeholder.  ⮚ There is recognition that changing conditions and/or goals affect performance and impact.  ⮚ The program is developing policies and practices to ensure that workers are given opportunities to practice and demonstrate new abilities on the job.  ⮚ 75% of the students enrolled in the program  participate consistently in planned instructional activities.  ⮚ At least 75% of the students make learning gains.  ⮚ Most of the students can apply what they have learned at work,in the union, at home, and in the community.  ⮚ Students who pursue further education and  training are tracked once after leaving the program. | ⮚ There is demonstrable evidence of substantial progress (toward anticipated and unanticipated goals) for all stakeholders.  ⮚ There is recognition that changing conditions and/or goals affect performance and impact.  ⮚ The program uses a variety of evaluation tools to document  a comprehensive, *authentic* view of student progress and satisfaction.  ⮚ Policies and practices are in place to ensure that workers are given opportunities to practice and demonstrate new abilities on the job.  ⮚ At least 85% of the students enrolled in the program participate consistently in planned instructional activities.  ⮚ At least 75% of the students make learning gains. Those who do not achieve the standards or objects are evaluated and receive guidance for further education or services.  ⮚ All students can apply what they have learned at work, in the union, at home, and in the community.  ⮚ Students who pursue further education and training are tracked at least once after leaving the program. |

##### STAFFING

**Standard #1:** The staff is competent to teach the relevant subject matter to a diverse population of adults in the workplace.

**Indicators:** ⮚ Staff has experience teaching adults in workplace settings and has experience working

with multi‑ethnic and multi-lingual populations.

⮚ Staff has experience and skill in teaching the relevant subject matter: reading and

writing; oral communication; mathematics; etc.

⮚ Staff is skilled in creating original curricula tailored to each worksite and responsive to

the goals of each group of students.

⮚ Staff is skilled in assessing and evaluating learners' skills and progress and in teaching

students how to evaluate their own learning.

⮚ Staff is skilled in working within a business, union, or labor/management context. Staff

has some expertise in gathering qualitative and quantitative data for diverse stakeholders.

**Standard #2**: Staff is compensated at competitive salary levels for teaching, curriculum development, professional development, student assessment, and program development.

**Indicators:** ⮚ Staff is a mix of part‑time and full‑time with full benefits.

* Staff is paid for at least 1 hour of prep time for every teaching hour, 2 hours of curriculum development time, 2 hours of curriculum documentation time and for 2 hours of assessment. At least 2.5% of their time is allocated to training and development. At least 4.5% of their time is allocated to program planning, recruitment, evaluation, and development. This includes attending company-sponsored training, communicating with company personnel, and time on the floor.
* All stakeholders participate in offering a comprehensive staff orientation to the workplace, its culture, and dynamics.

* Staff development opportunities include specialized workplace education trainings informed by trends in the industry, the workplace, the labor movement, and the field of adult education, and in‑house company training in which students/employees attend. This will increase staff's understanding of business issues, needs, and processes.

**Standard #3:** Staffing is adequate to cover the tasks and functions needed to support students through the program.

**Indicators:** ⮚ Staff is skilled in educational counseling and uses a referral network.

⮚ The program involves all workplace personnel and orients them to principles of adult learning.

⮚ There are trained support service workers on staff (counselors, day care workers, etc.).

⮚ Staff turnover is low.

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| STAFFING | | |
| Standard #1: Staff is competent to teach the relevant subject matter to a diverse population of adults in the workplace. | | |
| Basic | Developing | **Excellent** |
| ⮚ Staff has teaching experience but no workplace experience OR is highly experienced in the workplace setting with some training in adult education methods/materials.  ⮚ Staff are knowledgeable about the relevant subject matter.  ⮚ Staff is aware of the need for further professional development in the areas of customized curriculum development, student-centered education, and/or formative assessment and has identified next steps for professional development.  ⮚ Staff has basic knowledge about assessing and evaluating students’ skills and progress.  ⮚ Staff has basic awareness and ability to reach and coordinate with other stakeholders and resource entities. | ⮚ Staff has at least one year experience in workplace settings OR is highly experienced in the workplace setting and is working toward expertise in adult education methods/materials.  ⮚ Staff participates in professional development opportunities in the areas of customized curriculum development, student-centered education, and/or formative assessment.  ⮚ Staff has some experience in working among varied stakeholders. | ⮚ Staff has experience teaching adults in workplace settings and has experience working with multi-ethnic, multi-linguistic populations.  ⮚ Staff has experience and skill in teaching the relevant subject matter: reading and writing; oral communication mathematics, etc.  ⮚ Staff is skilled in creating original curricula tailored to each worksite and is responsive to the goals of each group of students.  ⮚ Staff is skilled in assessing and evaluating learners’ skills and progress and in teaching students how to evaluate their own learning.  ⮚ Staff is skilled in working within a business, union, or labor/management context. Staff has some expertise in gathering qualitative and quantitative data for diverse stakeholders. |

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| STAFFING | | |
| Standard #2: Staff is compensated at competitive salary levels for teaching, curriculum development, professional development, student assessment, and program development. | | |
| Basic | Developing | **Excellent** |
| ⮚ Staff is part-time, with pro-rated benefits.  ⮚ Staff is paid for at least 1 hour of prep time for each 2 hours of teaching, 1 hour of curriculum development time, and 1 hour of curriculum documentation time and for 1 hour of assessment. At least 2.5% of their time is allocated to training and development. At least 4.5% of their time is allocated to program planning, recruitment, evaluation, and development.  ⮚ Staff is oriented, informally, by interested stakeholders.  ⮚ There are staff development opportunities. | ⮚ Staff is a mix of full-time and part-time with pro-rated benefits.  ⮚ Staff is paid for at least 1 hour of prep time, 1 hour of curriculum development time, and 1 hour of curriculum documentation time and for 1 hour of assessment. At least 2.5% of their time is allocated to training and development. At least 4.5% of their time is allocated to program planning, recruitment, evaluation and development.  ⮚ A comprehensive staff orientation to the workplace is designed and piloted.  ⮚ Staff development opportunities include a balance of workplace-specific and adult literacy topics. | ⮚ Staff is a mix of part-time and full-time with full benefits.   * Staff is paid for at least 1 hour of prep time for every teaching hour, 2 hours of curriculum development time, 2 hours of curriculum documentation time and for 2 hours of assessment. At least 2.5% of their time is allocated to training and development. At least 4.5% of their time is allocated to program planning, recruitment, evaluation, and development. This includes attending company-sponsored training, communicating with company personnel, and time on the floor.   ⮚ All stakeholders participate in offering a comprehensive staff orientation to the workplace, its culture, and dynamics.  ⮚ Staff development opportunities include specialized workplace education trainings informed by trends in the industry, the workplace , the labor movement, and the field of adult education, and participation in in-house employee training. This will increase staff’s understanding of business issues, needs, and processes. |

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| STAFFING | | |
| Standard #3: Staffing is adequate to cover the tasks and functions needed to support students through the program | | |
| Basic | Developing | **Excellent** |
| ⮚ The program involves selected workplace personnel and orients them to principles of adult learning.  ⮚ Staff is aware of and uses referral network for support services. | ⮚ Staff is knowledgeable about referral network.  ⮚ Program involves a range of workplace personnel and orients them to principles of adult learning.  ⮚ Staff provides educational counseling informally and uses referral network. | ⮚ Staff is skilled in educational counseling and uses a referral network.  ⮚ The program involves all workplace personnel and orients them to principles of adult learning.  ⮚ There are trained support service workers on staff (counselors, day care workers, etc.).  ⮚ Staff turnover is low. |

1. The Quality Indicators for Workplace Education were developed by a task force under the 1997 National Literacy Program Grants from the USDOE. [↑](#footnote-ref-1)