The workplace needs analysis report must be submitted to ACLS not later than October 9, 2015. The report must provide information on WNA activities and findings, and the plan for Phase 2 implementation. The report must include items 1 through 10 for a possible score of 100 points. Applicants are required to provide page numbers on every page. There is a six-page limit. All narrative responses must be in Arial 10 point font, single-space, with 1" margins. The Standard Application for Grants, budget and match narratives are not included in the six pages. Other attachments will not be reviewed.

Submission Instructions:
Submit five (5) sets of the report include two (2) sets with original signatures on the grant signatory page in blue ink to:

Lorraine Domigan
Adult and Community Learning Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

1. Describe the representative sampling of the workforce involved in the WNA through the data collection methodologies used. Describe the commitment, support and other outcomes achieved by involving a range of perspectives. (10 points)

2. Identify incentives (such as stipends or release time), if these were provided, to potential worker/students for their WNA participation. (5 points)

3. Describe ways the WNA will provide a foundation for the partnership to deliver a multi-year educational program. Include any assets, and any barriers to the program. If barriers to success were uncovered, state how these will be addressed or overcome. (10 points)

4. Describe how the WNA team determined the type and number of classes proposed. If more than one class is being proposed, describe the pool of workers available to attend classes for the required number of hours per week and weeks per year. Describe the students’ various departments or work areas within the business. Provide a brief description of the suitability and accessibility of classroom space. Describe how Phase 2 classes are scheduled and coordinated with the work shifts of potential students. The completed class grid is part 4 B. (15 points)

4. Use the formula to complete a grid for each proposed class.1

\[
\text{Class cost} = \# \text{hours per class} \times \# \text{classes per week} \times \# \text{weeks per year} \times \text{rate per slot for one instructional hour}
\]

Workplace Education SAMPLE Non Rate Based Class Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Class Type (ABE or ESOL)</th>
<th># Days per Week</th>
<th># Hours Per Class</th>
<th># Weeks per Year</th>
<th>Total Class Hours</th>
<th>Class Focus (see list)</th>
<th># Projected Enrollments (minimum of 10)</th>
<th>Total Class Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAMPLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE - Above row to be recreated and completed by applicant for each class

Complete class grid and submit with report. If the partnership is approved for Phase 2, a class plan will be entered into the SMARTTT system. Workplace education classes must be offered for at least four hours per week for 32 weeks.

5. Describe the percentage of Phase 2 release time. If release time is not planned for students, describe the strategies to ensure students attendance and retention for a multi-year program. (10 points)

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1 Partnerships are encouraged to offer Distance Learning (on line) instruction to supplement not supplant classroom instruction.
6. Describe the expected Phase 2 outcomes. Summarize if the education program will assist employees to be eligible for or to acquire any job-related certifications, any job related exams, any licensing requirements, and/or meet any qualifications for job upgrades. (10 points)

7. Describe the academic skills to be developed in the classroom. Describe how contextualized curriculum will be developed and describe examples of materials that will be used to contextualize the curriculum. (10 points)

8. Describe representation from all stakeholders in the Planning and Evaluation Team and the strengths each member brings to the role of team governance. (10 points)

9. Identify the workplace education coordinator and describe this person’s on-going role as leader, organizer and facilitator in the Planning and Evaluation Team. (10 points)

10 Budget and Budget Narrative (10 points)

Applicants must submit a budget narrative that provides details of the proposed expenditures, including hourly rates and weekly personnel time commitments for proposed activities for the requested grant.

Note:
- No grant funds may be used to pay any employee of the business partner.
- There is a 50% match required for Phase 2.

Examples of eligible expenditures for matching contributions for workplace education grants:
- Release time for employees to attend class
- Time business partner representatives participate in PET (hourly rate X # hours)
- Time business labor union representatives participate in PET (hourly rate X # 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

Use these hourly rates as a guide to determine cost of non-rate based workplace classes.
- 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. This results in a "contact hourly rate" of $39.98 for teachers.
- Support/Clerical Staff: $15.25 plus fringe benefits valued at 30% and $19.83 for staff not receiving benefits.

Examples of expenditures for workplace education partnerships include the following:
- Teaching
- Teacher prep time and PET participation hours
- Office supplies
- Student instructional supplies
- Workplace education coordinator hours
- Follow-up for students after exit
- Administering NRS-required assessments and formative assessments
- Staff development hours for the workplace education coordinator and teachers
- Administration
- Support staff