**PART III REQUIRED PROGRAM INFORMATION due November 1, 2019**

Workplace Needs Analysis Report

Applicants must respond to items one through ten for a possible maximum total of 100 points. The responses to the questions must provide information on Workplace Needs Analysis (WNA) activities and findings, and the plan for Phase 2 implementation. Responses must not exceed six (6) pages, single-spaced with 10 Arial point font with 1” margins. The Standard Application for Grants, budget and match narratives, MOA and Statement of Assurances are not included in the six pages. Additional attachments will not be reviewed.

1. Briefly describe the representative sampling of the workforce involved in the WNA. Describe the students’ various departments or work areas within the business. Identify any incentives (such as stipends or release time), that were provided to potential worker/students for their WNA participation**.**

**(5 points)**

1. Describe ways the partnership is equipped to provide an effective foundation to deliver a multi-year educational program. Describe the alignment of the program goals and instructional services with the WIOA-aligned workforce board local plans. See local plans here: <http://www.mass.gov/massworkforce/wioa/acls> . **(10 points)**
2. Provide a brief overview of the literacy and/or language related current job responsibilities of potential students. Include any potential assets and any barriers to the program identified through the WNA. If barriers to partnership success were uncovered, state how these will be addressed or overcome**. (10 points)**

4.a Describe how the WNA team determined the type and number of classes proposed. Provide a brief description of the suitability and accessibility of classroom space. 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 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.b Cost is a factor in determining grant awards. Partnerships are encourages to propose a cost per active and unique student seat using a range from $2,300 to $3,300 and complete a grid for each proposed class[[1]](#footnote-1). A rationale must be proposed for those costs higher than the range. Do not propose more classes than can maintain full enrollment at all times.

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| Workplace Education SAMPLE Class Schedule |
| **#** | **Class** **Type** **(ABE or ESOL)** | **# Days per Week** | **# Hours****Per Class** | **# Weeks per Year** | **Total Class Hours** | **Class Focus****(see list)** | **# Projected Enrollments (minimum of 10)** | **Total Class Cost** |
| **1** |  |  |  |  |  |  |  |  |
|  | Use the SAMPLE row above to create and completed by your class plan (s). |

Complete class grid and submit with as part of the report/proposal. If the partnership is approved for Phase 2, a class plan will be entered into the statewide data management system. Workplace education classes must be offered for at least four hours per week and, at a minimum, for 32 weeks during a fiscal year.

1. Describe the percentage of release time. Provide a description of strategies to ensure students’ class attendance and retention for a multi-year program and provide a rationale for how these strategies will support student persistence. **(10 points)**
2. Describe expected outcomes of the education program. If the education program will assist employees in moving up a career ladder, or for eligibility for or to acquire any job-related certifications, any job related exams, any licensing requirements, and/or meet any qualifications for job upgrades, please explain. **(10 points)**
3. Describe the academic skills to be developed by means of classroom instruction. Describe how contextualized curriculum will be developed and provide brief examples of materials that will be used to contextualize the curriculum. **(10 points)**
4. Describe representation from all stakeholders in the Planning and Evaluation Team (PET) and the strengths each member brings to the role of team governance needed for this unique partnership. Describe the frequency of face to face PET meetings. **(10 points)**
5. Identify the workplace education coordinator and describe this person’s relevant expertise in on-going role as leader, organizer and facilitator in the PET meetings. **(10 points)**
6. 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. Budgets will be assessed as to their cost-effectiveness.

**Note:**

Not less than 95 percent of funds must be spent on adult education direct services and literacy activities; not more than 5 percent may be spent on administrative costs (related to planning, administration, (including carrying out performance accountability requirements), professional development, providing adult education and literacy services in alignment with local workforce plans, carrying out one-stop partner responsibilities, and state approved indirect costs charged to the grant.

Programs may negotiate a higher administrative cost percentage by submitting a written request and rationale with application. The state will not grant administrative cost requests that exceed 25% of grant funds *(state requirement).*

The Adult Education Services is a restricted rate program that is subject to a statutory “supplement not supplant” restriction. Grantees are required to use a restricted indirect cost rate of 8%, unless your calculated indirect cost rate is less than 8%, than you must use the lower rate for your budget. If you have an approved negotiated federal indirect cost rate, it must be submitted to DESE. If you do not have an approved indirect cost rate agreement, you must [apply](http://www.doe.mass.edu/Grants/essential.html) annually to DESE for an approved indirect cost rate.  The indirect cost rate is calculated using costs specified in the grantee’s indirect cost plan. Those specified costs may not be charged as direct costs to the grant or to any other grant under any circumstances.

* No grant funds may be used to pay any employee of the business partner.
* There is a 50% employer match required for Phase 2. If the workforce is unionized, the union may contribute to the match.

**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 Salaries and Benefits as a guide

ACLS requires that programs compensate staff according to the following minimum salaries.

Administrator

* With fringe: $30.00
* Without fringe: $39.00

Professional

* With fringe: $22.00
* Without fringe: $28.00

Support Staff

* With fringe: $17.00
* Without fringe: $21.00

ACLS requires that programs compensate staff for all job responsibilities including paid prep time for teachers.

**Examples of expenditures for workplace education partnerships include the following:**

* Instruction
* 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
* Professional development hours for the workplace education coordinator and teachers
* Administration
* Support staff
1. Partnerships are encouraged, if appropriate for student levels, to offer Distance Learning (online) instruction to supplement not supplant classroom instruction. [↑](#footnote-ref-1)