

***Ohio Workplace Education Resource Guide
for Adult Basic and Literacy Education***

Prepared by

Ohio Aspire Professional
Development Network



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Introduction

The original *Ohio Workplace Education Resource Guide* was developed to provide practical information that would meet the needs of workplace education providers. The project began in 1998 and evolved as federal, state, and local issues of workplace literacy changed. The project was originally known as the Workplace Indicators Project with a goal of establishing workplace indicators of program quality with specific measures and standards. Committee members contributed tips on marketing and outreach and sample documents and templates that providers could adapt to meet their program needs. This document serves as a supplement to the original guide and has been updated to support current workplace education legislation and resources.

Workplace Education - Definition

According to the Workforce Innovation and Opportunity Act, Section 203, Workplace Adult Education and Literacy Activities are defined as: activities offered by an eligible provider **in collaboration with an employer or employee organization** at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Another definition equally important to adult education, but different from Workplace Education, is Workforce Preparation. In WIOA, Workforce Preparation activities are defined as: activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

All Aspire programs should be providing Workforce Preparation Activities but not all programs will provide Workplace Education with an employer. This manual is intended to give guidance specifically on Workplace Education.

Workplace Education Model

The goal of the Workplace Education Model (shown on page 6) is to provide a guide for Aspire Workplace Education Programs to use when working with collaborative partners. The following explanations provide guidance to programs using the model.

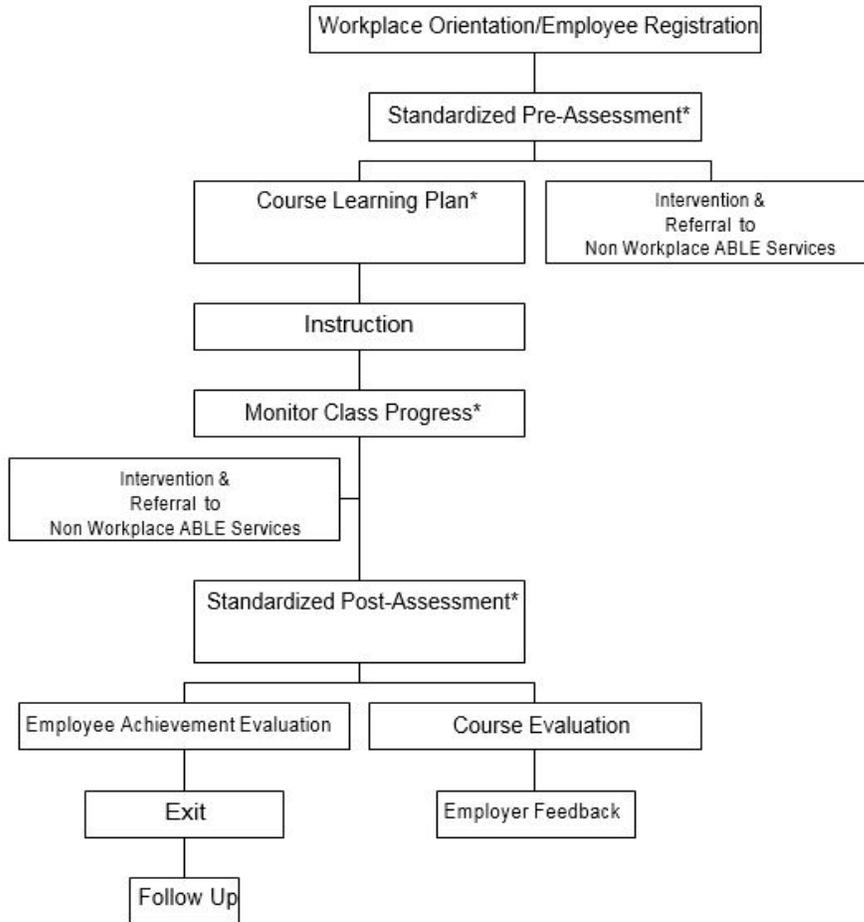
Workplace Orientation: During orientation, goals and projected results of the collaborative partner and for the individual are clearly stated. (See the *Aspire Workplace Education Training Model*.)

Employee Registration: Complete the *Student Registration Form* and gather additional data as needed.

Standardized Pre-Assessment: See the current *Ohio Aspire Assessment Policy*.

Course Learning Plan:	The syllabus and outline should include the objectives, goals, and curriculum negotiated between collaborative partner and education provider. (See page 10 for Workplace Education Program Profile and Self-Assessment.)
Instruction:	Instruction includes the strategies and activities used to implement the Course Learning Plan.
Monitor Class Progress:	Use established processes and procedures to monitor progress. Teacher-centered, formal and informal, workplace-specific materials may be used (e.g., class logs, anecdotal information recorded by the instructor). Complete the <i>Student Progress Form</i> , as applicable.
Intervention and Referral:	Review progress, adjust instruction, and refer students to appropriate and additional non-workplace Aspire services, as needed.
Standardized Post-Assessment:	See the current <i>Ohio Aspire Assessment Policy</i> .
Employee Achievement Evaluation:	Complete the <i>Student Exit Form</i> ; receive <i>Certificate of Completion</i> , if appropriate.
Exit:	Students complete the course.
Follow-up:	See the <i>Aspire eGuide</i> follow-up procedures.
Course Evaluation:	Use established processes and procedures.
Employer Feedback:	Report required data.

Workplace Education Model



*Components of Class Uniform Portfolio System

Class Workplace Portfolio

The preceding Workplace Education Model was designed to meet both the needs and requirements of the collaborative partner and the education provider. In Ohio, Aspire programs must meet the requirements of the Ohio Performance Accountability System (O-PAS), which was designed to give Aspire programs the structure necessary to fully implement the National Reporting System (NRS). With the adoption for the Workplace Education Model, Ohio Aspire has empowered its Workplace Education Programs to be creative and flexible in designing, delivering and reporting workplace education services.

Programs should create a class workplace portfolio, which includes:

- Pre-assessment (standardized)*
- Individual Registration Forms
- Course Learning Plan/Course Outline*
- Monitoring Process*
- Post-assessment (standardized)*
- Evaluations – Student, Program/course, Employer
- Program Employer Goals
- Copy of Training Agreement
- Individual Job Profile
- Attendance

* Mandatory Items

Workplace Literacy Best Practice Guidelines

The National Workplace Assistance Collaborative analyzed the most effective workplace literacy programs and developed this list of shared characteristics, in collaboration with Penn State University's Institute for the Study of Adult Literacy.

Workplace literacy encompasses the basic and higher-order skills individuals need to function in the workplace. According to the National Literacy Act of 1991, workplace literacy is "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job."

The most effective workplace literacy programs use the workplace as the context for instruction and take into account workers' skills, knowledge, and interests in training design and delivery. This functional context approach has benefits for both companies and employees.

The approach

- increases participants' motivation to learn, because they can see the value and applicability of the training;
- increases participants' ability to learn, because the concepts being taught are less abstract; and
- increases training's return to the company, because it is easier for individuals to transfer learning back to their jobs.

Best practice workplace literacy programs share the following characteristics:

1. Training objectives are tied to company business objectives and reflect company, employee, and customer needs.
 - 1.1 Human resource development is part of the company's overall business strategy and links employees' continuous learning with the company's continuous improvement efforts.
 - 1.2 Training objectives are derived from the company's overall performance objectives, workplace practices, and job requirements.
 - 1.3 Training gives workers the skills to continue their learning and transfer knowledge or skills from one work situation to another.
 - 1.4 Programs are developed with input from management, supervisors, employees, and, where applicable, union representatives.
2. Workplace literacy training curricula, structure, and delivery methods reflect the workplace and its requirements.
 - 2.1 Training encompasses the basic and higher-order skills needed to meet company goals and customer needs and carry out company work processes and job tasks, including the skills needed to solve problems, work in teams, and make decisions related to products and processes affecting employees' work.
 - 2.2 Training activities incorporate and draw on company work processes, tasks, and materials; and training media makes use of company technology and equipment.
 - 2.3 Training activities include regular opportunities to integrate the knowledge and skills learned into solving problems commonly encountered on the job.
 - 2.4 Training builds worker understanding that learning is an integral and ongoing component of successful work performance and fosters a desire for continued learning, which can benefit other aspects of the learners' lives.
 - 2.5 When possible, delivery links or integrates literacy skills training with other training required in the workplace.
3. Workplace literacy training is tailored to trainee needs.
 - 3.1 Training is developed based upon an assessment of the target population's knowledge, skills, abilities, attitudes, and behaviors.
 - 3.2 Training structure allows participants to learn at their own pace.
 - 3.3 Training uses a variety of instructional methods and media, allowing for differences in the learning styles and the ethnic, linguistic, and cultural backgrounds of individual trainees.
 - 3.4 Training meets individual skill development needs, as defined by each trainee's own skill levels and training goals.
 - 3.5 Training success is tied to the attainment of learning objectives, not the amount of time spent in training.
4. Assessment is customized to workplace requirements.
 - 4.1 Assessments used are valid for training purposes and reliable indicators of the literacy skills required in the workplace.

- 4.2 Expected performance outcomes and assessment methods are clearly communicated to participants.
 - 4.3 Trainees are provided regular, ongoing feedback concerning their progress while in the training program.
 - 4.4 Each participant's needs, interests, and abilities are assessed prior to training and inform the participant's individualized training plan.
 - 4.5 Participants are assessed during training, so that needed changes can be made in their training plans.
 - 4.6 Trainees are assessed at the completion of training to ascertain learning gains and overall program performance.
5. Program delivery is flexible and encourages and facilitates employee participation.
 - 5.1 Marketing and promotion strategies are designed to help employees understand how the program will be implemented and to encourage and reward employees for participation and retention.
 - 5.2 Employees who complete training successfully are recognized and rewarded for their achievement.
 - 5.3 Training sessions are held at times and in locations convenient to employees.
 - 5.4 Training is modular, so it can be adapted to workplace schedules.
 - 5.5 Confidentiality of employees' assessment results and training participation is assured to limit any discomfort employees may feel about participating in literacy training and to avoid adverse employment effects.
6. Staff involved in the development and delivery of programs are highly skilled and well trained.
 - 6.1 Staff have an understanding of adult learning, adult education principles, and literacy instruction.
 - 6.2 Staff, either singly or as a team, have skills in program administration, marketing/negotiating, literacy skills analysis, curriculum development and instruction, education counseling, assessment, and evaluation.
 - 6.3 Staff are knowledgeable about the corporate environment and how to work with individuals at all levels of the company.
 - 6.4 Staff are skilled in working with the various ethnic, linguistic, and cultural backgrounds of employees.
 - 6.5 Staff themselves are well trained through preparatory and on-the-job training, and continuous skills upgrading.
7. Evaluation is used to ensure training quality.
 - 7.1 Multiple evaluation measures are used to gauge participant satisfaction, performance gains, and the quality and effectiveness of the training process.
 - 7.2 Management, supervisors, employees, and, where applicable, union representatives participate in evaluating program effectiveness and its responsiveness to their needs.
 - 7.3 Evaluations are conducted regularly to inform and revise the training program and to ensure that the training program is meeting its objectives.

Workplace Education Program

The following Aspire Workplace Education Program Profile, Self-Assessment, and Rubric are meant to assist local Aspire programs in assessing their current capacity to offer workplace education services in their communities. While these characteristics could be applied to all Aspire programs, they are targeted specifically at programs that are seeking to establish, maintain, or enhance collaborative partnerships with local business, industry, government, and/or labor Workplace Education Programs.

The following Workplace Education Program Profiles should be considered in context, along with this document's profiles for Administrators and Instructors. When all profiles are considered together, local Aspire programs can better determine the degree to which they are competitive in this service area.

In addition to the Program Profile, this guide provides a corresponding Program Self-Assessment and Program Rubric. Once you have completed the self-assessment, the rubric can be used to help measure your program's readiness or growth in readiness over time (beginning, achieving, or exemplary) to offer workplace education services. This Workplace Education Program Rubric can help local Aspire programs better position themselves to become, or stay, competitive in meeting the workplace education needs of their community. The rubric has been aligned to the Program Profile characteristics and connects to areas within the Ohio Aspire Indicators of Program Quality.

Program Profile

Acts as broker of workplace education

- Broker
 - The program acts as an agent to negotiate contracts with others.
 - The program can convey to potential partners the concept of basic skills enhancement as a tool for progress within the workplace.
 - Communication is key.

Has support for the time and money investment required

- Support
 - Upper management understands that substantial up-front money (personnel and other resources) is necessary to cover the cost of the program until reimbursement is received.

Has a credible reputation/presence in the community

- Reputation/presence
 - The program has built a reputation for honesty, integrity, and quality.
 - The program has established solid educational credentials in the community.
- Community
 - The community includes employers, government, unions, and agencies.

Has highly skilled, well-trained staff

- Staff members have necessary educational credentials.
- Staff members have workplace experience.
- Staff members have workplace knowledge.

Has a formalized system that includes the following:

- Outreach/marketing
 - The plan takes into account local needs and concerns.
- Initial assessment/needs analysis
 - The program uses standardized or employer-designated assessment.
 - The program conducts needs or job analysis, as necessary.
- Customization of educational offerings
 - The program has the ability to develop curriculum that is based upon specific needs identified through a task analysis or reported by the employer.
 - The program uses initial assessment/needs analysis and/or collaborative partner input to design customized offering.
- Outcomes mutually agreed upon by collaborative partners
 - Objectives are based upon assessment and/or needs analysis.
 - Outcomes form basis of evaluation and report.
- Reporting system in the style and format agreeable to partners
 - The program reports to collaborative partners in the style and at the time designated within the legal parameters of all partners.

Program Self-Assessment

Based upon the Program Profile, answer the following questions to determine whether you and your program are workplace education ready.

Your Program:

- | | | | |
|---|-----|----|----------|
| 1. Do/can you act as a broker? | Yes | No | Not sure |
| a. Negotiate contracts | Yes | No | Not sure |
| b. Clearly define/describe basic skills | Yes | No | Not sure |
| c. Communicate well | Yes | No | Not sure |
| 2. Do you have support to develop Workplace Education Programs? | Yes | No | Not sure |
| a. Superiors understand the time, money, and other resource commitment necessary. | Yes | No | Not sure |
| 3. Do you have a credible reputation/presence in your community? | Yes | No | Not sure |
| a. Reputation for honesty | Yes | No | Not sure |
| b. Reputation for integrity | Yes | No | Not sure |
| c. Reputation for quality | Yes | No | Not sure |
| d. Established solid educational credentials | Yes | No | Not sure |
| 4. Do you have highly skilled and well-trained staff? | Yes | No | Not sure |
| a. Necessary credentials | Yes | No | Not sure |
| b. Workplace experience | Yes | No | Not sure |
| c. Workplace knowledge | Yes | No | Not sure |
| 5. Do you have a formalized system that includes: | | | |
| a. An outreach/marketing plan | Yes | No | Not sure |
| b. Use of initial assessment/needs analysis | Yes | No | Not sure |
| c. Customized curriculum and educational offerings | Yes | No | Not sure |
| d. Mutually agreed upon outcomes | Yes | No | Not sure |
| e. Mutually agreed upon reporting system | Yes | No | Not sure |

To be offering workplace education, you should be able to respond in the affirmative for all of the above questions. If you answered “no” to any of the above questions, you should review your workplace education commitment or interest.

Program Rubric

Category	Beginning	Achieving	Exemplary
Broker IPQ: Program Planning	Program has little to no experience in negotiating agreements/contracts; Research potential partners (environmental scan).	Program has some experience negotiating agreements/contracts; Foster emerging partner relationships.	Program is experienced in negotiating agreements/contracts; Maintain well-developed partner relationships.
Support IPQ: Program Planning	Program management verbally supports the mission and goals of the workplace program.	Program management provides limited resources (e.g., time, money, other) to expand the workplace program.	Program management fully supports investment of time, money, personnel, and other resources as keys to continued growth of the program.
Marketing IPQ: Program Planning, Support Services, Recruitment	Potential customers have limited awareness of the program's workplace education services and their quality and impact.	Potential customers are aware of the program's workplace education services and their quality and impact. Customers utilize the program services.	Customers believe the program offers quality education services, utilize the program services, refer other customers, and/or allow testimonials.
Staff IPQ: Professional Development	Some staff members are credentialed, as necessary; Staff members have little to no experience in workplace education.	Most staff members have the necessary credentials; Staff members have some experience in workplace education.	All staff members have the necessary credentials; Staff members have workplace experience (other than education), workplace knowledge, and experience teaching in the workplace.
System Implementation IPQ: Learner Achievement, Physical Environment, Program Planning, Curriculum and Instruction, Professional Development, Support Services, Recruitment	Standard ABE/HSE/Basic Skills/ESOL curriculum is available for the workplace; Formal system has not been implemented yet.	Customized Aspire curriculum is available that meets needs of program, student, or partner goals; Formal system implementation is emerging; The system includes some marketing, needs assessment, customization of educational offerings, evaluation procedure, and collaboration with partners concerning outcomes and reporting.	Customized Aspire curriculum successfully addresses program, student, and partner goals; Formal system is in place that successfully integrates a marketing plan, various needs assessments, customization of education offerings, an evaluation procedure, and collaboration with partners on outcomes and reporting.

Workplace Education Administrator

The following Aspire Workplace Education Administrator Profile, Self-Assessment, and Rubric are meant to assist local Aspire programs in assessing their current capacity to offer workplace education services in their communities. While these attributes and competencies could be applied to all Aspire programs, they are targeted specifically at programs that are seeking to establish, maintain, or enhance collaborative partnerships with local business, industry, government, and/or labor Workplace Education Programs.

The Workplace Education Administrator Profile should be considered in context, along with the other profiles in this document. When all of these profiles are considered together, local Aspire programs can better determine the degree to which they are competitive in this service area. To assist in developing these attributes and competencies, pre-service and on-going support may be necessary. This support is best provided by the local programs, the Professional Development Network, and other professional development activities.

In addition to the Administrator Profile, this guide provides a corresponding Administrator Self-Assessment and Administrator Rubric. Once you have completed the self-assessment, the rubric can be used to help measure administrator readiness or growth in readiness over time (beginning, achieving, or exemplary) to offer workplace education services. This Workplace Education Administrator Rubric can help local Aspire programs better position themselves to become, or stay, competitive in meeting the workplace education needs of their community. The rubric has been aligned to the Administrator Profile competencies.

Administrator Profile

Broker between education and partners

- Broker
 - The administrator acts as an agent to negotiate contracts with others.
 - The administrator can convey to potential partners the concept of basic skills enhancement as a tool for progress within the workplace.
 - Communication is key.

Politically aware/savvy

- The administrator understands the local politics.
- The administrator knows the potential partners and their concerns and issues.
- The administrator is known and respected in the community.

Credible within the community

- The administrator has a reputation for honesty, integrity, and quality.
- The administrator has established educational credentials in the community.

Collaborative relationships developed and nurtured with partners

- The administrator has established, developed, and sustained relationships with collaborative partners over time.

Awareness of the diversity of interpersonal styles

- The administrator understands differences and diversity.
- The administrator communicates within the differences and diversity.
- The administrator encourages and supports differences and diversity without forgetting the common elements.

Implementation of administrative responsibilities

- Provide training and support for workplace staff.
 - The administrator develops and/or presents professional development.
 - The administrator provides staff orientation to the workplace.
 - The administrator provides on-going mentoring and support.
 - The administrator evaluates staff and workplace program at least annually.
- Complete reports and documentation.

Administrator Self-Assessment

Based upon the Administrator Profile, answer the following questions to determine whether you and your program are workplace education ready.

The Administrator:

- | | | | |
|--|-----|----|----------|
| 1. Do you act as a broker with collaborative partners? | Yes | No | Not sure |
| a. Negotiate contracts | Yes | No | Not sure |
| b. Clearly define/describe basic skills | Yes | No | Not sure |
| c. Communicate well | Yes | No | Not sure |
| 2. Are you politically aware/savvy? | Yes | No | Not sure |
| a. Understand local politics | Yes | No | Not sure |
| b. Know potential partners | Yes | No | Not sure |
| c. Known and respected in community | Yes | No | Not sure |
| 3. Are you credible in your community? | Yes | No | Not sure |
| a. Reputation for honesty | Yes | No | Not sure |
| b. Reputation for integrity | Yes | No | Not sure |
| c. Reputation for quality | Yes | No | Not sure |
| d. Established educational credentials | Yes | No | Not sure |
| 4. Have you developed collaborative relationships with partners? | Yes | No | Not sure |
| a. Established collaborative relationships | Yes | No | Not sure |
| b. Developed collaborative relationships | Yes | No | Not sure |
| c. Sustained collaborative relationships | Yes | No | Not sure |
| 5. Are you aware of the diversity of interpersonal styles? | Yes | No | Not sure |
| a. Understand differences and diversity | Yes | No | Not sure |
| b. Communicate within differences and diversity | Yes | No | Not sure |
| c. Encourage and support differences and diversity, while not forgetting the commonalities | Yes | No | Not sure |
| 6. Do you understand your role as a workplace education administrator? | Yes | No | Not sure |
| a. Understand your role in staff training and support | Yes | No | Not sure |
| b. Understand Aspire policies and procedures relative to workplace education | Yes | No | Not sure |
| c. Understand and support the Aspire Workplace Model | Yes | No | Not sure |
| d. Understand your educational institution's policies and procedures | Yes | No | Not sure |

To be offering workplace education, you should be able to respond in the affirmative for all of the above questions. If you answered “no” to any of the above questions, you should review your workplace education commitment or interest.

Administrator Rubric

Category	Beginning	Achieving	Exemplary
Broker	Administrator can explain the concept of basic skills enhancement; Administrator must work through others in management to negotiate contracts.	Administrator can explain the concept of basic skills enhancement; Administrator negotiates contracts in collaboration with management.	Administrator negotiates contracts, markets basic skills enhancement as a tool for progress in the workplace, and has well-developed relationships with partners.
Politically Aware	Administrator is beginning to know the local political figures and government/business/industry leaders.	Administrator knows the local political figures and government/business/industry leaders and understands local issues and concerns.	Administrator knows the local political figures and government/business/industry leaders, understands local issues and concerns, and is known and respected in the community.
Credible in Community	Administrator is beginning to be known in the community; Administrator sometimes attends local agency events and meetings.	Administrator is known in the community as a leader in education; Administrator regularly attends local agency events and meetings.	Administrator is known in the community as a leader in education, serves on boards and committees, and has earned a reputation for honesty, integrity, and quality.
Collaborative Relationships	Administrator is beginning to develop relationships with potential partners.	Administrator has developed relationships with government/business/industry partners.	Administrator has developed and maintained excellent relationships with government/business/industry partners.
Diversity of interpersonal styles	Administrator is aware of differences and diversity.	Administrator understands issues of difference and diversity and communicates well within that sphere.	Administrator understands issues of difference and diversity, communicates well within that sphere, and encourages and support differences and diversity without forgetting the common elements.
Administrative Responsibilities	Administrator is aware of the various administrative responsibilities.	Administrator provides staff with training and support; Administrator completes required reports and documentation.	Administrator has developed a plan for continuous improvement, including staff training and support, and uses the data for decision-making.

Workplace Education Instructor

The following Aspire Workplace Education Instructor Profile, Self-Assessment, and Rubric are meant to assist local Aspire programs in assessing their current capacity to offer workplace education services in their communities. A critical component of any Workplace Education Program is its instructors. The best curriculum is only as good as the instructor who delivers it. The attributes and competencies listed apply to all Aspire programs with workplace education and can be used when assigning workplace education positions. To assist in developing these attributes and competencies, pre-service and on-going support may be necessary. This support is best provided by the local programs, the Professional Development Network, and other professional development activities.

These Workplace Education Instructor attributes and competencies should be considered in context, along with the other profiles in this document. When all of these profiles are considered together, local Aspire programs can better determine the degree to which they are competitive in this service area.

In addition to the Instructor Profile, this guide provides a corresponding Instructor Self-Assessment and Instructor Rubric. Once you have completed the self-assessment, the rubric can be used to help measure instructor readiness or growth in readiness over time (beginning, achieving, or exemplary) to offer workplace education services.

This Instructor Rubric can help local Aspire programs better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community. The rubric has been aligned to the Instructor Profile workplace competencies.

Instructor Profile

Understanding the role of a workplace educator

- The instructor understands and supports Aspire policies and procedures, including the workplace model.
- The instructor understands and supports the educational institution's policies and procedures.

Understanding workplace needs and operations

- The instructor understands the workplace.
- The instructor understand the needs of the employer, the employee, and other interested groups (e.g., unions, supervisors).
- The instructor understands how the business runs—union or not, team-based, etc.

Fit into the workplace culture

- The instructor feels comfortable in the workplace culture/environment.
- The instructor understands the worker's role in the workplace, as well as in the classroom.
- The instructor understands the employer's role in relation to the employees as learners.
- The instructor understands the dynamics of the workplace culture.
- The instructor understands the changing demographics and economic factors.
- The instructor understands changing work responsibilities.
- The instructor understands changing personnel.

Ability to develop and implement specific curriculum to meet employer/employee needs

- The instructor can translate assessment scores and/or needs analysis into customized plans for the employer.
- The instructor can translate assessment scores and/or needs analysis into customized, individual education/development plans for the employee.
- The instructor is familiar with resources to support the curriculum designed for the employer/employee.

Instructor Self-Assessment

Based upon the Instructor Profile competencies, answer the following questions to determine whether you and your program are workplace education ready.

The Instructor:

- | | | | |
|--|-----|----|----------|
| 1. Do you understand your role as a workplace educator? | Yes | No | Not sure |
| a. Understand Aspire policies and procedures relative to workplace education | Yes | No | Not sure |
| b. Understand and support the Aspire Workplace Model | Yes | No | Not sure |
| c. Understand your educational institution's policies and procedures | Yes | No | Not sure |
| 2. Do you understand the needs and operations of the workplace? | Yes | No | Not sure |
| a. Aware of the needs of employer | Yes | No | Not sure |
| b. Aware of the needs of employee | Yes | No | Not sure |
| c. Aware of the needs of other interested groups | Yes | No | Not sure |
| d. Understand how the employer/employee needs impact the day-to-day operations | Yes | No | Not sure |
| 3. Do you have the ability to develop and implement specific curriculum to meet employer/employee needs? | Yes | No | Not sure |
| a. Translate assessment to curriculum | Yes | No | Not sure |
| b. Translate assessment to individual education/development plan | Yes | No | Not sure |
| c. Know the resources necessary to develop curriculum/plan | Yes | No | Not sure |
| 4. Do you fit into the workplace culture? | Yes | No | Not sure |
| a. Comfortable in the workplace | Yes | No | Not sure |
| b. Understand worker's role | Yes | No | Not sure |
| c. Understand employer's role | Yes | No | Not sure |
| d. Understand dynamics of workplace | Yes | No | Not sure |
| e. Understand the changing demographics and economic factors | Yes | No | Not sure |
| f. Understand changing work responsibilities | Yes | No | Not sure |
| g. Understand changing personnel | Yes | No | Not sure |

To be offering workplace education, you should be able to respond in the affirmative for all of the above questions. If you answered "no" to any of the above questions, you should review your workplace education commitment or interest.

Instructor Rubric

Category	Beginning	Achieving	Exemplary
Educator	Instructor has basic understanding of Aspire and agency policies and procedures.	Instructor implements appropriate Aspire and agency policies and procedures, including using the Workplace Model.	Instructor conducts an on-going evaluation and improvement of the workplace program using the appropriate Aspire and agency policies and procedures, including the Workplace Model.
Workplace Needs and Operations	Instructor has awareness of employer/employee and other groups' needs.	Instructor uses needs assessment to provide understanding of employer/employee and other groups' needs and how those needs impact the day-to-day operations.	Instructor applies needs assessment to customize educational plan to meet the needs of the employer/employee and other interested groups.
Curriculum Development	Instructor has experience using standardized tests; Instructor has experience teaching from a curriculum using published/available materials.	Instructor understands the use of standardized tests/assessments in the development of customized classes; Instructor can translate this information into customized and/or individualized curriculum, as needed.	Instructor understands the use of standardized tests/assessments in the development of customized classes, translates this information into customized and/or individualized curriculum, as needed, and uses workplace resources to augment customized curriculum, as necessary.
Workplace Culture	Instructor is developing an awareness of the workplace culture.	Instructor understands the workplace culture and the roles of employers, employees, unions, and/or management.	Instructor understands workplace culture and the roles of employers, employees, unions, and/or management; and understands the workplace operation, including the mission/goal/vision of the workplace.

Ohio Aspire Workplace Education Site Self-Assessment

Program _____ Site _____

Learner Achievement	Comments
1. Are goals and projected results for the company clearly stated? Yes No N/A	
2. Are goals and projected results for the participating employees clearly stated? Yes No N/A	
3. Are the services offered for the purpose of improving the productivity of the workplace through the improvement of skills? Yes No N/A	
Physical Environment	Comments
1. Is the environment of the site appropriate for adult learners? Yes No N/A	
Program Planning	Comments
1. Does the program have active support of top-level management and/or union? Yes No N/A	
2. Does the program have an active workplace advisory team? Yes No N/A	
3. Who participates in the planning of the program? List in the next column.	
4. Who participates in the on-going operation of the program? List in the next column.	

5. Are the program's objectives achievable? Yes No N/A	
6. Are the program's objectives consistent with the overall company objectives? Yes No N/A	
7. Are the program's objectives tied to practical business outcomes? Yes No N/A	
8. Is the evaluation data used to improve program effectiveness? Yes No N/A	
Curriculum and Instruction	Comments
1. Does the training program encompass basic and higher-order skills needed to meet company goals and customer needs? Yes No N/A	
2. Does the training program encompass basic and higher-order skills needed to carry out company work processes and job tasks? Yes No N/A	
3. Are programs developed with input from management, supervisors, and employees? Yes No N/A	
4. Are programs maintained with input from management, supervisors, and employees? Yes No N/A	
5. Are assessments valid for training purposes and reliable indicators of the skill required in the workplace? Yes No N/A	

6. Are performance outcomes and assessment methods clearly communicated to participants? Yes No N/A	
7. Are participants provided regular, ongoing feedback concerning their progress? Yes No N/A	
8. Are participants' needs, interests, and abilities assessed prior to training? Yes No N/A	
9. Are participants assessed during training, so that needed changes can be made in their training plans? Yes No N/A	
10. Are participants assessed at the completion of training to ascertain learning gains and overall program performance? Yes No N/A	
Professional Development	Comments
1. Do instructors know the basic skills needed to perform job tasks in the specific department or division for which the personnel will be trained? Yes No N/A	

Assessment

Assessment is a crucial partner in workplace literacy education programs (Askov, 1993). Assessment is crucial because it provides information to many stakeholders, from the student and teacher, to program administrators, involved employers, and policymakers. Information can be provided about training needs of the workforce, about course achievement, and about future training needs.

Assessments come in many forms and formats. Some are constructed within programs and used by teachers to track progress by students. Other assessments are developed by test publishers. This brief introduction cannot do justice to the many forms and formats of assessment. However, there are several points to be made when considering and selecting assessment tools and publishers.

First, all assessments are not created for the same purpose. They also vary in validity, reliability, and fairness; and the differences can be significant. Validity refers to whether the assessment developer has evidence to support the claim that it measures what it claims to measure. It is the most important standard for an assessment. Reliability refers to whether an assessment score is consistent for all occasions and raters. Fairness refers to whether an assessment works across gender, ethnic, or special needs groupings. You should consider the outcomes you are measuring when selecting pre-training needs assessments or post-training achievement assessments.

Second, the reporting of scores requires a knowledge of what is being tested and measured, in addition to how that information is to be reported and to whom it is reported. The Equal Opportunity Commission has issued guidelines for employee testing and reporting. Publishers vary in their methods of interpreting assessment scores. Therefore, be careful in not only choosing the assessment, but also in the administering of the assessment and the reporting of scores.

Special Populations in the Workplace

Ohio Aspire programs provide education to English for Speakers of Other Languages (ESOL) students and individuals with learning differences and special needs. Students in these special populations may also enroll in workplace education.

English for Speakers of Other Languages (ESOL)

In workplace education, ESOL students may be just a few of the overall number of students in the class. However, some Workplace Education Programs are totally or almost totally ESOL, because of the workplace needs. More immigrants and refugees settling in the United States and more foreign-owned companies building facilities in the United States with their own employees brought in to supervise the new operation has provided more opportunities for ESOL workplace education.

The general concern of ESOL in the Workplace relates to issues of safety and communication. Safety is of key importance to the worker as well as to other employees and the company. Communication issues arise between workers and between the worker and his/her supervisors.

Safety

ESOL workers must know and understand key words and phrases.

- Workers must be able to safely operate machines/equipment.
- Workers must understand how to safely handle hazardous materials.
- Workers must read and understand policies and procedures.
- Workers must understand health issues in the workplace.
- Workers must read and understand manuals/directions.
- Workers must read and understand charts and labels.
- Workers must understand verbal and written orders.
- Workers must be understood verbally and in writing.

Communication

Between workers

Workers must be able to communicate with their fellow coworkers.

- Workers must be able to communicate safety key words.
- Workers must be able to engage in conversation concerning job and related issues.
- Workers must be able to write concerning job and related issues.
- Workers must be able to engage in casual conversation.
- Workers must be able to complete informal writing.
- Workers must be able to complete non-mandated reading.

Between worker and supervisor

Worker must be able to understand and be understood by management.

- Worker must be able to communicate effectively in writing and/or in conversation.
- Key words and phrases are most important.

- Problems and issues will vary from workplace to workplace.
- Identify words and phrases through needs analysis.

Selling ESOL in the Workplace

- Begin with companies for whom you have provided services.
- Promise only what you can deliver.
- Deliver education in short sessions.
- Send “Invitation to Learning” to targeted participants.
- Use time efficiently and effectively.
- Provide cross-cultural and cross-language experiences.
- Document achievements other than promotions.
- Be absolutely sure to get management support.
- Do not limit classes to workplace language only.

ESOL and Workplace

This table describes ESOL education and ESOL workplace education issues programs should consider.

Topic	ESOL	Workplace
Administrator	<ul style="list-style-type: none"> • Awareness of area—general information • Narrow scope, internal focus, organization • Manage resources 	<ul style="list-style-type: none"> • Establish partnerships with business • Communication, understanding of expectations • Aware of management/labor relations • Manage/identify resources
Instructor	<ul style="list-style-type: none"> • More focused on student’s needs 	<ul style="list-style-type: none"> • All ESL & awareness of workplace culture, characteristics • Curriculum development with business partner • Flexibility & adaptability • Roles converge • Creativity
Student Goals	<ul style="list-style-type: none"> • Personal, cultural, broader 	<ul style="list-style-type: none"> • Labor/Management influenced • Work-centered, job advancement/retention
Company Goals	<ul style="list-style-type: none"> • Needs met—apply outside 	<ul style="list-style-type: none"> • Access—time—location • High stakes consequence • Company support • Cultural composition of class
Factors	<ul style="list-style-type: none"> • Geared to student’s needs/goals 	<ul style="list-style-type: none"> • Geared to workplace • Non-academic outcomes • Legal ramifications
Assessment Evaluation	<ul style="list-style-type: none"> • Geared to student’s needs/goals 	<ul style="list-style-type: none"> • Involve all partners

Special Needs

The number of adults in the workplace with learning differences/special needs is reflective of the number of adults with these needs in the general population. However, the number of adults with learning differences in workplace education is much the same as the number of students in adult basic education in general. Therefore, Workplace Education Programs need to be informed concerning learning disabilities/difficulties/differences and the strategies to best address the various forms that can manifest.

Issues for learning differences/special needs in the Workplace

- Self-report vs documentation of learning disability
- Official diagnosis and testing
- Safety
 - Reading (Materials Safety Data Sheets, Signs and Warnings, First Aid)
 - Math (Machine adjustments)
 - Communication (Standard Operating Procedures)
- Accommodations (What is appropriate and necessary?)

Online Resources for Special Needs

LD Online Resources: <http://www.ldonline.org/>

JAN – Job Accommodations Network: <http://askjan.org/>

National Center for Learning Disabilities (NCLD): <http://www.nclld.org/>

Learning Disabilities Association of America: <http://ldaamerica.org/>

Center for Alternative Learning: <http://www.learningdifferences.com/>

Outreach/Marketing Tips

Outreach/marketing is a key component for Workplace Education Programs.

Here are some tips to help you market your Workplace Education Program:

1. Do your homework!
 - a. Answer these questions.
 - Who is the right contact person?
 - What does the company do/manufacture?
 - What is the organizational structure of the company?
 - Is the company union or non-union?
 - What/who is the competition for this company?
 - What training has the company already tried?
 - What are the industry trends for this sector?
 - b. Survey business/industry in your area (send to Training Administrator).
 - Ask no more than three questions.
 - Write one targeted question on a postcard.
 - Determine what skills your employees might be lacking that would help your company to develop or maintain a competitive edge.
 - Math – fractions, decimals, percent's, etc.
 - Writing – completing forms, accident reports, email, letters, and reports
 - Reading – manuals, memos, policies and procedures, and forms
 - ESOL (English Speakers of Other Languages) – speaking, listening, writing, and reading (safety and procedural issues)
 - Computer training – basic keyboarding, word processing
 - Other – _____
 - c. Send a postcard/correspondence listing the workforce training your program offers.
 - Math – fractions, decimals, percent's, etc.
 - Writing – completing forms, accident reports, email, letters, and reports
 - Reading – manuals, memos, policies and procedures, and forms
 - ESOL (English Speakers of Other Languages) – speaking, listening, writing, and reading
 - Computer training – basic keyboarding, word processing
2. Do you have the staff to provide the services?
 - a. What are your qualifications for workplace education instructors? (See Instructor Profile.)
 - b. What requirements are mandated by your organization?
 - c. What does the company want/require?
 - d. Is the database current on your employee information?
3. Avoid using acronyms and educational jargon.
 - a. Learn the business language and use it.
 - b. Be professional in your verbal and written communication.

4. Model your outreach/marketing plan on effective business practices.
 - a. Keep current on the newest business models.
 - b. Read the latest business guru's books and articles.
 - c. Join a community organization with business and industry members.
 - d. Promote your program within your institution.
 - Be sure that others in your institution know what you do, so they can refer business contacts to you.
 - Be visible within your institution.
 - Take an active role within your institution.
 - Communicate your services to others in your institution.
 - e. Be prepared – have a good canned presentation ready.
5. Find a contact person in the company for a big picture on what the majority of the employees care about.
 - a. Use this person as your resource as you plan your program.
 - b. Make sure this person actually knows what employees care about.
 - c. Keep a database current on employer contact information.
 - d. Be sure to keep accurate data on the contact person(s), including phone, fax, and email.
 - e. Check regularly to be sure the contact person is still the person you should be consulting.
6. Keep any outreach/marketing materials clean and clear.
 - a. Model your outreach/marketing after what successful businesses do.
 - b. Watch for graphics, fonts, style, and glitz.
 - Use graphics representative of the workforce served.
 - Avoid cute or fancy fonts.
 - Use standard business styles.
 - Avoid excess of polish or dazzling displays (KISS – Keep It Short and Simple).
 - Don't rely on spell check. PROOFREAD!
7. Don't assume the company knows exactly what it needs; however, don't assume that it has no clue either.
 - a. Respect and value the expressed opinions and concerns.
 - b. Problem solve the perceived needs and issues based upon sound educational practices.
 - c. Collaborate with the company to arrive at the best plan for the situation.
 - d. Do not attempt to sell what is not needed.
8. Stay away from requests that go against your ethics, values, or educational theory.
9. Indicate a willingness to assume responsibility for less-than-satisfactory service or problems.
10. Avoid the educational calendar.
 - a. Businesses work twelve months a year – sometimes including holidays.
 - b. Businesses often work more than one shift.
 - c. Be prepared to supply educational instruction at various times and locations.

11. Ask when you can expect a response.
 - a. Establish a follow-up plan with your contact person.
 - b. Follow up with a letter and/or a phone call.
 - c. Always respond in a timely fashion.
12. Observe common courtesies.
 - a. Do not do cold calls or drop ins.
 - b. Model your value of the employer's time.
 - c. Do not bash other companies, customers, or competition.
 - d. Reflect the institution you represent in a positive light.
 - e. Treat everyone well, no matter the employee's level.
 - f. Always maintain professionalism.
 - g. Remember that you represent your educational institution.
13. Consider non-traditional Workplace Education Collaborative Partners.
 - a. Chamber of Commerce
 - Low-wage/low-skill workers from various businesses and industries
 - Consortium designed to supply more skilled and prepared workers
 - Shared costs based on number of participants
 - b. Temporary Agencies
 - Target largest agency(s) in area
 - Focus on improving basic skills
 - c. Manufacturing Associations
 - Small manufacturers work together
 - Possibly work together to enhance skills of workers
 - d. Check Harris Industrial Guide
 - Manufacturers/services (sales, names and positions, contract information)
 - e. Newspapers
 - Check who is advertising for jobs
 - f. OhioMeansJobs
 - State computer-based job listings and services

* For the purpose of these tips, "company" will refer to ALL collaborative partners.

Needs Assessment

A needs assessment is used to identify current knowledge, skills, and abilities within the workplace and to compare that with the knowledge, skills, and abilities needed or desired by the workplace. Specific problem areas and/or opportunities for training are identified by a needs assessment.

The program should perform a needs assessment prior to instruction, as negotiated with the workplace partner. The program may use a standard needs assessment (e.g., WorkKeys), a published assessment, a needs assessment template, or create a customized assessment for a specific workplace.

The components of a good needs assessment include:

- Observations
 - Initial observations of work setting
 - Observations of work performed
 - Observations of employees as they perform the work
- Interviews
 - Initial interviews/surveys with workplace contacts
 - Interviews/surveys with supervisors and employees
- Documentation
 - Review job descriptions, as necessary.
 - Review documented disabilities.
 - Review appropriate paperwork including manuals, job specifications, etc.
 - Check readability.
 - [Fry Readability Chart](#)
 - [Online Readability Score](#)
 - [SMOG Readability Formula](#)
 - Microsoft Word® – You can check the readability level of a passage using the Flesch-Kincaid Reading Level built into newer versions of Microsoft Word®.
 - Possibly, use in developing customized curriculum.

Needs Assessment Websites:

Needs Assessment – The first step: http://alumnus.caltech.edu/~rouda/T2_NA.html

Guide to Conducting a Needs Assessment:

<https://www.ovcttac.gov/taResources/OVCTAGuides/ConductingNeedsAssessment/pfv.html>

Comprehensive Needs Assessment:

<https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

Samples

Workplace Education Programs can refer to the following samples when creating their own program documentation.

Sample Cover Letter (on letterhead)

Date

Dear Mr. Smith:

Thank you for meeting with Robin and me on Thursday, May 14, 2---, about the 2--- Contextualized Math for Manufacturing Program for Jefferson County. Attached is the information pertaining to the Math Module, including the course syllabus and outcome standards. This program targets individuals needing the basic math skills necessary for full-time employment.

This proposal would target those individuals identified through the job task analysis and assessment process who need skills in a large variety of mathematical concepts that are best learned and reviewed in the context of the manufacturing field. The cost for the 32 hours has been calculated at the “Community Education” rate. This rate covers all overhead to meet the course specifications and establishes a fixed rate per participant. In order to provide the best learning environment, a minimum of ten and a maximum of 12 participants will be required. Should enrollment not meet this minimum, the course may be offered by payment for unfilled or blind seats. If JCC is chosen to provide this training, please notify me as soon as possible, so that materials can be ordered.

Please review the attached cost breakdown and course outlines, and call with any questions. I look forward to working with you.

Sincerely,

{Name, Title Agency}

Ab/o2

Cover letter for the Contextualized Math for Manufacturing Program

Enclosures

Sample Course Syllabus

Course Syllabus – Math for Manufacturing

Description – The information presented in this contextualized math module offers the learner the opportunity to learn basic mathematics skills necessary for use in manufacturing and/or post-secondary education. Students develop skills in math, including review of arithmetic skills as they apply to career problems. This course covers fractions, rounding, scientific notation, decimal fractions, ratios, proportions, percentages, averages, estimates, graphic representation, and some practical geometry and trigonometry. (Illinois Community College Board, 2013)

STUDY SKILLS IN MATH

- Math anxiety inventory diagnostic test
- Personal success strategy in math

WHOLE NUMBERS IN CONTEXTUALIZED FORMATS

- Integers, absolute value, inequality
- Addition
- Subtraction
- Multiplication and division
- Order of operations

FRACTIONS IN CONTEXT OF INDUSTRY TECHNOLOGY

- Fractions and equivalent fractions
- Factors and lowest term
- Fractions on the graphing calculator
- Multiplication and division - area
- Addition and subtraction of like fractions and least common denominators
- Addition and subtraction of unlike fractions – perimeter
- Complex fractions
- Order of operations
- Conversions between improper fractions and mixed numbers

DECIMAL FRACTIONS

- Significant digits
- Rounding
- Scientific notation
- Addition of decimal fractions
- Subtraction of decimal fractions
- Multiplication of decimal fractions
- Division of decimal fractions
- Decimal and common fraction equivalents

RATIOS AND PROPORTIONS IN INDUSTRIAL CONTEXT

- Ratios, rates, and unit rates
- Proportions

PERCENTS, AVERAGES AND ESTIMATES IN INDUSTRIAL CONTEXT

- Simple interest
- Discount calculations
- Computation of averages
- Determining estimates

EXPONENTS AND ROOTS WITH ORDER OF OPERATIONS IN APPLIED SETTINGS

- Roots
- Combined operations of exponents and roots

INDUSTRIAL APPLICATIONS OF BASIC MEASUREMENTS

- Length and angle of measurement
- Volume
- Weight and mass
- Work
- Energy
- Temperature
- Time

Sample Customized Training Costs

Customized Training Costs for Summer Youth Program

* Regions should determine cost by comparing actual *Profit*, *Expenses*, and *Competition in Area*.

INCLUDE:

Cost per contact hour: {program}'s cost is \$60 per contact hour

Development time: {Divide contact time by 4 x \$45 = company cost}

Materials: {Copies or copyrighted materials added on}

Other: {Rental or equipment or space}

EXAMPLE:

Charges

32 contact hrs. x \$60 = \$1920

Expenses

32 hrs. of instruction x \$25 = \$ 800

20 hrs. for lab assistant x \$10 = \$ 200

\$1000

\$1000 instruction + \$360 development time = \$1360

\$1360 x \$.017 (FICA + SERS) = \$ 23.12

Total Expenses \$1383.12

Total Income \$1920

Total Expenses \$1383.12

Profit \$ 536.88

Sample Customized Training Fees

Department of Business/Industrial Training and Community Education

Fee Policy

CONTRACT TRAINING PROGRAMS

On campus contract training programs are offered to business and industry at seventy dollars (\$70.00) per instructional hour with student limits.

Off campus contract training programs are offered to business and industry at sixty dollars (\$60.00) per instructional hour with student limits and IRS mileage from the college to the training site.

QUALITY SYSTEMS TRAINING (EXCLUDING GAP ANALYSIS)

ISO/AS 9000 Training Programs/Consulting Services are offered to business and industry at one hundred dollars (\$100.00) an hour on site and forty-five dollars (\$45.00) an hour for document review activities.

QS 9000 Training Programs/Consulting Services are offered to business and industry at one hundred twenty-five dollars (\$125.00) an hour on site and seventy-five dollars (\$75.00) for document review activities.

GAP ANALYSIS

Prices will be determined based on company size and projected auditing hours required to conduct a thorough audit.

NEW TRAINING PROGRAMS

Charges for the development of training programs vary, based on program requirements. Instructional costs for new programs are invoiced at the above rates.

INSTRUCTIONAL MATERIALS

Instructional materials will be invoiced at central services rates on a per student basis.

CREDIT COURSE OFFERINGS

At a company's request, a special class section of an already established course will be offered on a per student per credit hour basis at the following rates:

\$62.00 per credit hour in {county name} county

\$67.00 per credit hour for other Ohio counties

\$20.00 application fee per student (waived with submission of college transcript and for previous {institution name} Community College students)

The college reserves the right to adjust prices based on such factors as availability of instructor, complexity of the training program, inflationary process, etc.

A minimum of 10 students is required to set up a special class section. Companies requesting a special section of an established credit course with fewer than the required minimum 10 registered students will be invoiced separately for the balance of the unused student seats in the form of a non-credit fee. Charges will be as follows:

\$62.00 per class position per credit hour (companies in {county} county)

\$67.00 per class position per credit hour (companies in other Ohio counties)

The college reserves the right to adjust prices based on such factors as availability of instructor, complexity of the training program, inflationary process, etc.

*** Costs are sample numbers only and do not reflect current costs.**

Sample Work Plan and Supporting Documents

Work Plan/Design and Development Checklist Form

Date: _____

Client: _____

Contact(s): _____

Phone: _____ Fax: _____ Email: _____

Address: _____

SIC code/business type: _____

Number of employees: _____

Coordinator: _____

Client request: _____

Source of client inquiry: Catalog Brochure Referral Other

List other: _____

1. Client Objectives: (problem, skill gap, etc.)

2. Recommended needs assessment:

3. Needs assessment results (skill gap, problems identified):

4. Project objectives (student/client improvement):

5. Project constraints (budget, time, location, class size, capability, etc.):

6. Conduct data collection interviews. Date(s):

7. Interview results (SME suggestions, work demonstration, etc.):

8. Learner analysis:

Demographics (age, language, organization level):

Background (Education, experience, current skills, reading level, pervious training):

Attitude toward learning:

Motivation (willingness, compensation):

Does supervision support training (requested, understand need for training)?

Work Plan/Design and Development Checklist Form

- | | | | |
|-----|---|-----|--|
| 1. | Y | N/A | Project costs (instruction, preparation, materials, hospitality) |
| 2. | Y | N/A | Develop customer pricing (costs divided by .40) |
| 3. | Y | N/A | Review and verification of customer requirements - Date: _____ |
| 4. | Y | N/A | Prepare Client Proposal with Training/Consulting Agreement |
| 5. | Y | N/A | Signed Training/Consulting Agreement including P.O., if applicable |
| 6. | Y | N/A | Internal Purchase order requisition(s) – Date(s): _____ |
| 7. | Y | N/A | Compile task list |
| 8. | Y | N/A | Compile task analysis |
| 9. | Y | N/A | Create performance objectives |
| 10. | Y | N/A | Create consulting objectives |
| 11. | Y | N/A | Design criterion tests |
| 12. | Y | N/A | Design review tests |
| 13. | Y | N/A | Verify task analysis, objectives and tests with client – Date: _____ |

- | | | | |
|-----|---|-----|---|
| 14. | Y | N/A | Design Post Course Plan (follow up) |
| 15. | Y | N/A | Select instructional methods (small group, lecture, online) |
| 16. | Y | N/A | Lay out course structure (logical sequence) |
| 17. | Y | N/A | Select principles of learning (visual, auditory, tactile) |
| 18. | Y | N/A | Develop course materials |
| 19. | Y | N/A | Verify course/project materials with client – Date: _____ |
| 20. | Y | N/A | Validate course materials (SME, small group previous project) |
| 21. | Y | N/A | Evaluate course – student survey; client survey |
| 22. | Y | N/A | Submit for billing and reimbursement – Date: _____ |
| 23. | Y | N/A | Seminar evaluations in job folder |
| 24. | Y | N/A | Attendance roster(s) |
| 25. | Y | N/A | Student data collection form |
| 26. | Y | N/A | Project invoice |

**Work Plan/Design and Development Checklist Form
Worksheet**

<u>Income</u>	<u>Dollars</u>	<u>Percentage</u>
Amount from contract		100%
Total Income		

<u>Production Costs</u>	<u>Dollars</u>	<u>Percentage</u>
Instructors		
Materials/books		
Mileage		
Food		
Other		
Total Production Costs		

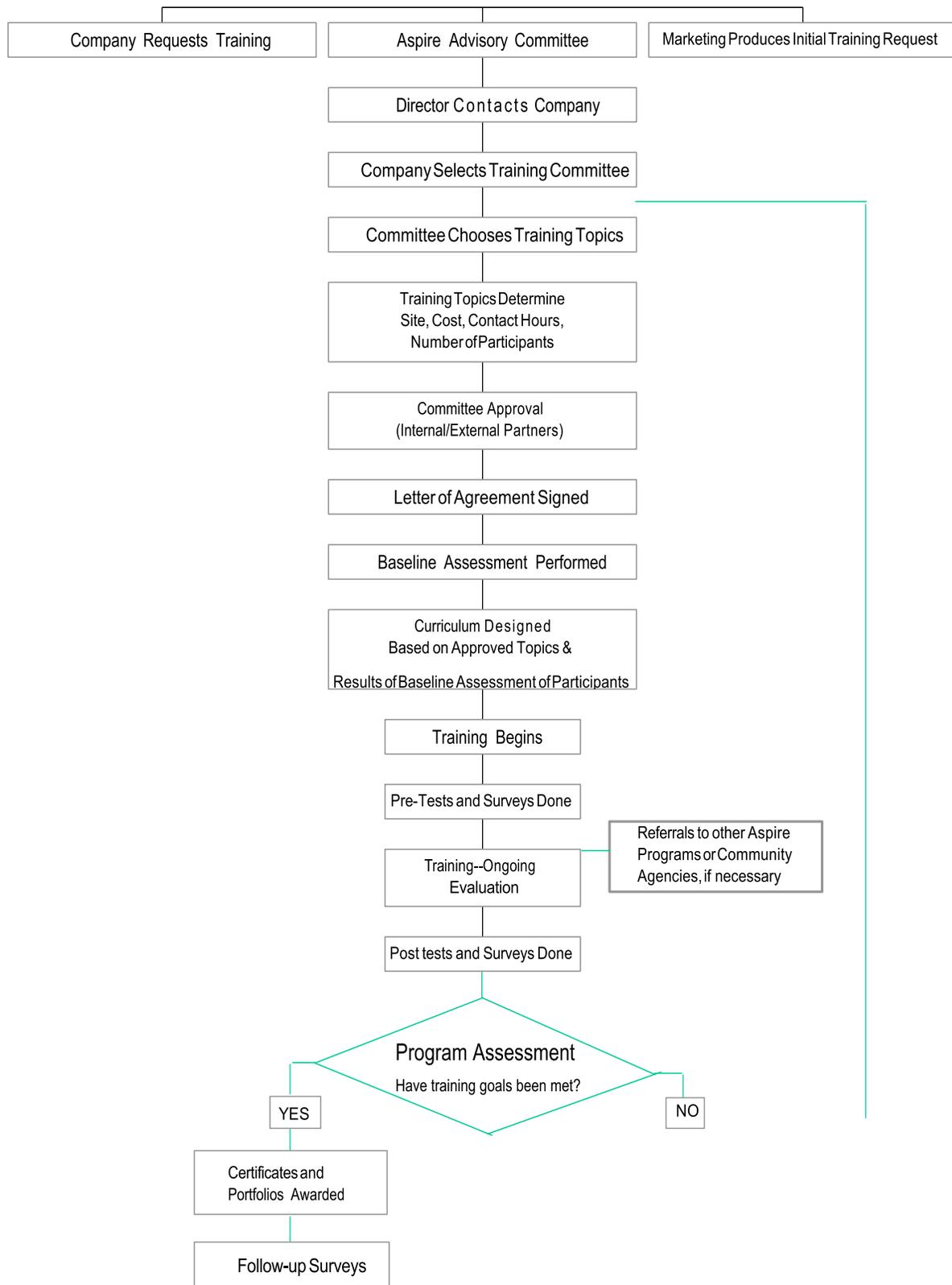
<u>Summation</u>	<u>Dollars</u>	<u>Percentage</u>
Total Income Total		
Production Costs Net		
Income		

Approved by: _____ **Date:** _____

Sample Training Model

The Training Model that follows is a generic structure that shows how a program might look at the complete picture of Aspire Workplace Education from preliminary marketing to completion. It was designed as a guide for one program, as it implemented workplace education. The program used the model to help track each of the steps from the initial contact with the collaborative partner through the training and the follow up to the training. This Training Model is NOT intended to be followed step-by-step by every program, but it should serve as a guide that can be adapted, modified, and used as a program sees fit.

Training Model



Sample Surveys

Management Team Survey

1. What are the company's goals for this job task analysis and basic skills program?
2. For what jobs/positions do you want us to complete a basic skills job task analysis?
3. Could you identify employees who are the most effective in the jobs you want analyzed? Could these employees be available for the needs assessment team to observe?
4. What basic academic skills do the employees need to be effective in their jobs (reading, writing, mathematics, communication, problem-solving)? Do the employees currently, or will they in the future, need to be computer literate to perform job duties?
5. What mistakes (amount of waste) do you think happen as a result of employees' lack of basic skills?
6. What other information would you like to share that may help us in assessing your company's basic skills needs?

Employee Team Survey

1. What do you think the company's goals are for this job task analysis and basic skills program?
2. For what jobs/positions do you think we should complete a basic skills job task analysis?
3. What employees do you feel are the most effective in their jobs?
4. What basic skills (reading, writing, mathematics, communication, problem-solving) do employees need to know to be effective in their jobs? Do employees currently, or will they in the future, need to be computer literate to perform job duties?
5. What mistakes (amount of waste) do you think happen as a result of employees' lack of basic skills?
6. What other information would you like to share that may help us in assessing your company's basic skills needs?

Comments:

Sample Letter of Agreement (on letterhead)

{Company name}

Address

Dear:

Thank you for contacting {Program name} Aspire Program about training for your employees. I am very excited about the training project we have developed and look forward to working with you.

Please review this proposal and Attachment A regarding the 50 contact hours of grant funded basic skills training. These training programs will be provided for a maximum of 25 participants (See Attachment A.).

The cost per 50 hours of customized basic skills reading and mathematics training is forty-five dollars per hour (\$45.00/hr.) for a total of \$2250.00. This reflects all developmental and instructional costs.

Should copyrighted materials and/or instructor-developed manuals need to be purchased for any training program, the cost of these materials would be an expense of {cost of materials} (see Attachment A).

{Program name} Aspire Program agrees to:

- A. Provide qualified instructional staff.
- B. Provide a qualified aide, if necessary.
- C. Provide for administration of the program.
- D. Order all books and supplies, which will be billed to the program, when necessary.
- E. Provide laptop computers for training, when needed.
- F. Work jointly with {company name} on recruitment of students.
- G. Identify contact person(s) for this joint venture.
- H. Provide an air conditioned/heated classroom that is located in a quiet area.
- I. Provide instructional support materials, as needed.
- J. Provide adult appropriate classroom.
- K. Use job specific forms, documents, and expertise for curriculum development, as appropriate.

{Company name} agrees to:

- A. Provide job specific forms, documents, and expertise for curriculum development.
- B. Provide class roster ten working days before training begins.
- C. Agree to pay for books, supplies, and lab fees required for training or agree to provide any books, supplies, and fees, as agreed.

D. Identify contact person for this joint venture.

Either party may reschedule the training, provided a cancellation notice of five (5) working days is given.

Thank you for the opportunity for {program name} Aspire Program to assist {company Name}'s training needs.

Please acknowledge this letter of agreement regarding customized computer training by signing and returning this document to the {department} office.

President/CEO

Program Administrator

Enclosure

Sample Billing Cover Letter and Invoice (on letterhead)

Cover Letter

Date:

Company

Representative

Address

Dear:

Attached you will find an itemized invoice due in the amount of {dollars in words} (\$xx.00). This amount represents the cost of {numerical hours} hours of customized basic skills training for 20 participants and material costs for math books and supplies. Please review the attached cost breakdown and call if you have any questions.

Thank you for allowing {program name} Aspire Program to assist the {company name} with its training needs.

Sincerely,

Name

Title

Enclosure

Invoice

Billing Code:

Course Name:

Instructor:

Total Hours:

Training Dates:

Location of Training:

Breakdown of Costs:

Total Instructional Costs:

(XX hrs. x \$ XX per hr.)

\$ XXXX.00

Material Fees:

(XX @ \$ XX per student)

\$ XXXX.00

Total Due:

\$ XXXX.00

Sample Job Description

Workplace Literacy Education Instructor

Work Schedule:	Part-time
Job Classification:	Certified
Salary:	Dependent upon the terms of the contract set up with the business.
Responsible to:	Administrator of Aspire/Workplace Education Program
Qualifications:	Hold a valid Ohio Teaching License. Hold a Bachelor's Degree (preferably in Education). Shows a commitment to lifelong learning. Has experience in teaching adults. Has coursework in adult education. Possesses ability to fit into the workplace culture. Has ability to use computers effectively (Level 1 and 2 Technology Standards). Can work flexible hours. Has the ability to communicate effectively.

Major Function:

Implement a workplace education program under the direction of the School District's Workplace Education Administrator.

Duties and Responsibilities:

- Implement the program in accordance with the policies, procedures, and contractual guidelines set forth by the School District and individual businesses.
- Maintain an accurate inventory of supplies and equipment.
- Maintain accurate, adequate, confidential, and organized student and program records.
- Serve as a supervisory body between education and partners.
- Ensure safety and security of the environment for all staff and students by following all procedures. Document accidents and incidents and report to Administrator and appropriate business connection.
- Display a sense of business savvy by reading and reviewing current literature in the fields of education and business.
- Demonstrate the ability to work in a business/industry environment.

- Work as a team member and be sensitive and responsive to requests for assistance from others.
- Submit correct and thorough records, assignments, payroll, etc. on time.
- Prepare, continuously update, and implement all pertinent curriculum.
- Counsel and assess students with appropriate testing materials such as TABE, BEST Plus, WorkKeys, etc.
- Maintain confidentiality in regard to students, other staff members, and overall programming.
- Create and maintain an interesting instructional environment.
- Maintain open and clear communication with Administrator and other team members.
- Assist with the selection and evaluation of instructional materials and equipment related to the courses.
- Demonstrate flexibility and initiative in working with students and team members.
- Prepare and teach classes, integrating material into adults' role of family member, citizen, and worker.
- Demonstrate respect for the individual needs and backgrounds of students and staff.
- Attend regular staff meetings.
- Demonstrate a positive attitude toward lifelong learning by regularly attending in-service and training events.
- Demonstrate responsibility in securing own substitute when needed.
- Work as a team member to facilitate effective student marketing and retention programs.
- Prepare and file required reports.
- Motivate adult students by effectively marketing and promoting programs.
- Conduct needs assessments and set priorities.
- Demonstrate good communication skills and strong human relation skills.
- Demonstrate knowledge of community resources.
- Demonstrate professionalism in: regular attendance, punctuality, appropriate dress.
- Perform such other duties that may be assigned.

Physical Demands and Work Environment:

The physical demand and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is required to stand, walk, sit, see, talk, or hear. The employee is occasionally required to reach with hands and arms. The employee is required to interact with the public and staff, meet deadlines with severe time constraints, and frequently work irregular work hours throughout the week. The employee is responsible for the safety and well-being of staff and students participating in programs listed above. The employee must occasionally lift and/or move

up to 20 pounds. Specific vision abilities required by this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, the employee will be required to drive to the various sites. The noise level in the office work environment is low to moderate.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are currently being performed by the individual holding this position and additional duties may be assigned.

Sample Evaluations

Management Evaluation Form

1. Is the course(s) meeting your company's needs? Why or why not?
2. In what targeted areas do you see improvement in your employees?
3. What improvements would you recommend for this course?
4. What do you see as the strengths of this program?
5. Other comments:

Instructor/Course Evaluation Form

Directions: Rate each area listed below using the following rating scale.

1 = Excellent 2 = Good 3 = Average 4 = Below average 5 = Poor

Instructor:

- 1. Instructor's knowledge of subject area(s) taught. _____
- 2. Instructor used a variety of teaching methods to relay information. _____
- 3. Instructor used a variety of materials for teaching adults. _____
- 4. Instructor related learning to job and home. _____
- 5. Instructor provided feedback and reviewed progress. _____

Comments:

Course:

- 1. Overall, this course met my needs and expectations. _____
- 2. The course materials were appropriate for adults. _____
- 3. The curricula related to the employee's job and home. _____
- 4. The pace of the course was appropriate. _____
- 5. I would take other courses like this. Yes ____ No ____

If no, why not? _____

Sample Self-Appraisal Evaluation Form

Workplace Education Instructor

Self-Appraisal Evaluation

Instructor's Name: _____

Date: _____

Job Title: _____

Class/Site: _____

The following checklist will enable you to evaluate your job performance in each specific area of responsibility. Please detail the methods and techniques used to ensure that all duties and job expectations are being met. Please attach additional sheet, if necessary.

INSTRUCTOR DUTY/RESPONSIBILITY:	DESCRIBE PROCEDURES USED:
1. Implement the program in accordance with the policies, procedures, and contractual guidelines set forth by the School District and individual businesses.	
2. Maintain an accurate inventory of supplies and equipment.	
3. Maintain accurate, adequate, confidential, and organized student and program records.	
4. Serve as a supervisory body between education and partners.	
5. Ensure safety and security of the environment for all staff and students by following all procedures. Document accidents and incidents and report to Administrator and appropriate business connection.	
6. Display a sense of business savvy by reading and reviewing current literature in the fields of education and business.	
7. Demonstrate the ability to work in a business/industry environment.	
8. Work as a team and be sensitive and responsive to requests for assistance from others.	
9. Submit correct and thorough records, assignments, payroll, etc. on time.	
10. Prepare, continuously update, and implement all pertinent curriculum.	
11. Counsel and assess students with appropriate testing materials, such as TABE, BEST Plus, WorkKeys, etc.	
12. Maintain confidentiality in regard to students, other staff members, and overall programming.	

13. Create and maintain an interesting instructional environment.	
14. Maintain open and clear communication with Administrator and other team members.	
15. Assist with the selection and evaluation of instructional materials and equipment related to the courses.	
16. Demonstrate flexibility and initiative in working with students and team members.	
17. Prepare and teach classes, integrating material into adults' role of family member, citizen, and worker.	
18. Demonstrate respect for the individual needs and backgrounds of students and staff.	
19. Attend regular staff meetings.	
20. Demonstrate a positive attitude toward lifelong learning by regularly attending in-service and training events.	
21. Demonstrate responsibility in securing own substitute when needed.	
22. Work as a team to facilitate effective student marketing and retention programs.	
23. Prepare and file required reports.	
24. Motivate adult students by effectively marketing and promoting programs.	
25. Conduct needs assessments and set priorities.	
26. Demonstrate good communication skills and strong human relation skills.	
27. Demonstrate knowledge of community resources.	
28. Demonstrate professionalism in regular attendance, punctuality, and appropriate dress.	
29. Perform such other duties that may be assigned or any additional information you would like to include specific to your responsibilities.	

Instructor

Date

The above Self-Appraisal Evaluation was reviewed by:

Administrator

Date

Online Workplace Education Resources

LINCS - Workplace Basic Skills resource collection: <http://lincs.ed.gov/professional-development/resource-collection/search-resources?keys=workplace+basic+skills>

Career One-Stop - Workforce Tools of the Trade: <http://www.workforcetools.org/>

OCTAE - Office of Career, Technical, and Adult Education: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/workplace.html?exp=0>

Assessing the ROI of Training: <http://www.fastrak-consulting.co.uk/tactix/Features/tngroi/tngroi.htm>

NCTN – National College Transition Network: <http://www.collegetransition.org/home.html>

LERN – Learning Resources Network: <http://www.lern.org/>

ATD – Association for Talent Development: <https://www.td.org/>

Getting There – A Curriculum for People Moving into Employment: <http://www.cls.utk.edu/pdf/getthere.pdf>

WIOA – Employment & Training Administration: <https://www.doleta.gov/wioa/>

National Skills Coalition – Policy, Resources, and Toolkits: <http://www.nationalskillscoalition.org/>

Workplace Education Manitoba – Instructional materials and resources: http://www.wem.mb.ca/instructional_materials.aspx

KET – Workplace Essential Skills series: <http://www.ketadultlearning.org/work/workplace.htm#>

ACT WorkKeys – Job skill assessment and career curriculum: <https://www.act.org/products/workforce-act-workkeys/>

Pro-NET - Introduction to ESL in the Workplace: http://www.pro-net2000.org/CM/content_files/89.pdf

ESL About.com – English for Business and Work: <http://esl.about.com/od/englishforbusinesswork/>

Working for America – Publications and resources: <http://workingforamerica.org/publications/>

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Illinois Community College Board, Research & Policy Studies. (2013) *Manufacturing Curriculum Math*. http://www.iccb.org/data/?page_id=109.

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