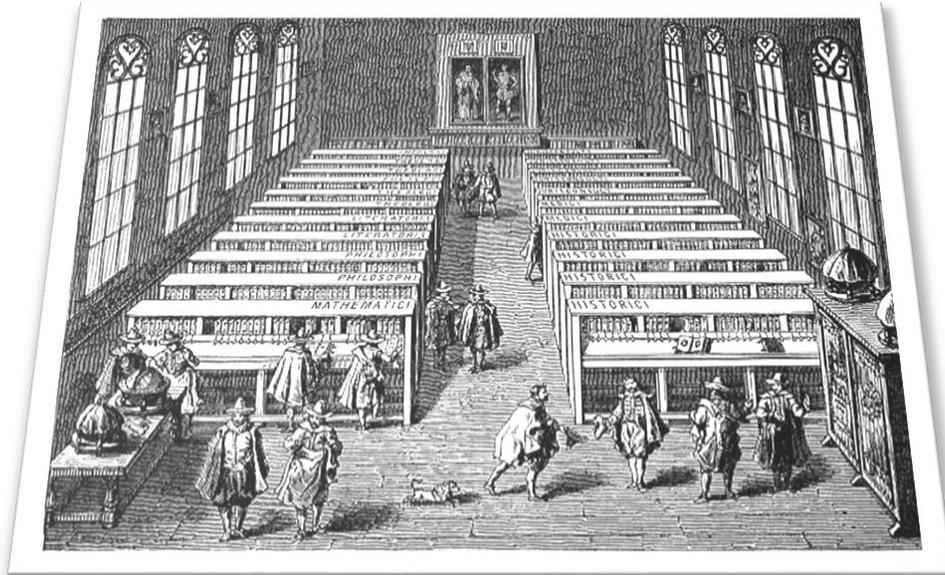


An Archive



of Work-Related Basic Skills Resources

The Open Door Collective
www.opendoorcollective.org

March, 2021 Edition

Introduction

This document presents an annotated mix of resource materials related to various aspects of work-related adult basic education for job-seekers and incumbent workers. The resources are organized in ten categories, as follows:

- Work-Readiness, College Transition, and Career Pathways for Job Seekers: Program Models and Practices (41 resources, p. 3)
- Work-Readiness for Particular Industries (20 resources, p. 16)
- Workplace Education for Incumbent Workers: Program Models and Practices (24 resources, p. 22)
- Tools for Assessing Worker Basic Skills (3 resources, p. 29)
- Tools for Program Planning and Evaluation (10 resources, p. 30)
- Work-Related Basic Education in the U.S.: Local, State, and National Policy (52 resources, p. 33)
- Interpretations of How to Make Workplace Education Relevant and Effective (17 resources, p. 47)
- Employer Perspectives (7 resources, p. 52)
- Labor Union Perspectives (14 resources, p. 54)
- International Perspectives (12 resources, p.89).

These 200 resources include both recent documents and “oldies” (organized chronologically in each section, beginning with more recent examples). This inclusion of older resources is to help newcomers to the field to (a) understand that work-related basic skills development is not a new topic and (b) access valuable resources they otherwise might not be aware of or able to locate. While most of these resources support a “contextualized” approach to work-related basic education, they are not unanimous in the particular contextualized applications they focus on nor in how they develop and run their programs.

While the Open Door Collective (ODC) advocates for worker basic education as a tool to help workers attain, perform, and advance in family-sustaining employment, not all of the documents here explicitly focus on that goal. They are nonetheless included here because we feel it is important to learn from a range of perspectives and experiences in this evolving field.

ODC’s Labor and Workforce Development Issues Group will periodically refresh this archive. We welcome suggestions for additional resources and how we might otherwise make this collection useful. Note that most of the examples presented in this Archive are linked to an on-line source for more information. If a link doesn’t work, please copy and paste the URL or the title of the document into your web browser.

This document was researched and written by Paul Jurmo (www.pauljurmo.info), chair of ODC’s Labor and Workforce Development Issues Group, with input from ODC members David Rosen and Judy Mortrude

The Archive

Work-Readiness, College Transition, and Career Pathways for Job Seekers: Program Models and Practices

- **[What Works for Adult Learners: Lessons from Career Pathway Evaluations](#)** (Jobs for the Future, July 2019): This 30-page report summarizes findings from a review of studies of career pathway initiatives in the U.S. It outlines features of effective career pathway systems and includes recommendations for practitioners, researchers, and policy makers. It states that effective systems include mechanisms to help people move into a career pathway, integrated training and other key supports for learners, and ongoing supports (including workplace training) after individuals become employed to help them continue learning and advancing in meaningful careers. Available at <https://www.jff.org/resources/what-works-adult-learners-lessons-career-pathway-evaluations/>
- **[Basic Skills for Economic Security: How Adult Educators, Adult Learners, and Anti-Poverty Organizations Can Work Together](#)**: This paper was issued by the Open Door Collective in November, 2019. It describes why and how anti-poverty organizations and adult basic skills programs can collaborate to help individuals who have basic skills-related challenges (e.g., lower levels of literacy, English language, and numeracy skills needed for work, family, and civic roles; lack of a high school credential; learning disabilities) to improve their economic security and that of their families and communities. In so doing, these partnerships can also contribute to the building of a more equitable, efficient, and sustainable economy. The paper identifies steps that these two stakeholder groups might take to understand and build on existing collaborative models to create new partnerships. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Anti-Poverty%20Partnerships%20FINAL%202011-5-19.pdf?ver=1614384769409>
- **[Better Together: How Adult Education/CTE Collaborations Benefit Workers and Business](#)** (National Skills Coalition, January 2019): Describes how IET (Integrated Education and Training) can – in partnership with other stakeholders such as social service programs and employers -- help workers simultaneously develop the basic skills and technical/vocational skills needed to move into rewarding jobs in growing industries. Gives example of a Texas program and lists steps that advocates can take to help develop state policies that support more effective services and draw on existing workforce-related funding. Available at

<https://www.nationalskillscoalition.org/news/blog/better-together-how-adult-edcte-collaborations-benefit-workers-and-businesses>

- **[The ERIC \(Education Resources Information Center\) Clearinghouse](#)** (an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education) has a collection of articles and reports on the theme of “career pathways.” Visit <https://eric.ed.gov/?q=Career+Pathways> .

- **[Madison Area Technical College Patient Care Pathway: Implementation and Early Impact Report](#)** (Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2018): “This report documents the implementation and early impacts of the Patient Care Pathway program, operated by Madison Area Technical College (Madison College) in Madison, Wisconsin. The program aimed to help low-skilled adults remediate their basic skills so that they could quickly access occupational training in the growing healthcare sector. The Patient Care Pathway program is one of nine career pathways programs being evaluated under the Pathways for Advancing Careers and Education (PACE) study sponsored by the Administration for Children and Families.” Visit <https://www.acf.hhs.gov/opre/resource/madison-area-technical-college-patient-care-pathway-program-implementation-and-early-impact-report>

- **[Washington State’s Integrated Basic Education and Skills Training \(I-BEST\) Program in Three Colleges: Implementation and Early Impact Report](#)** (Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2018): This report describes the implementation and early impacts of the Washington State Integrated Basic Education and Skills Training (I-BEST) program at three colleges: Bellingham Technical College, Everett Community College, and Whatcom Community College. I-BEST is a nationally known program that aims to increase access to and completion of college-level occupational training in a variety of in-demand occupational areas. Its signature feature is team teaching by a basic skills instructor and an occupational instructor during at least 50 percent of occupational training class time. Colleges operated I-BEST programs in one or more occupational areas including automotive, electrical, office skills, nursing, precision machining, and welding. I-BEST is one of nine career pathways programs being evaluated under the Pathways for Advancing Careers and Education (PACE) study sponsored by the Administration for Children and Families. https://www.acf.hhs.gov/sites/default/files/opre/i_best_implementation_and_early_impact_report_508.pdf

- **[Des Moines Area Community College Workforce Training Academy Connect Program: Implementation and Early Impact Report](#)** (Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department

of Health and Human Services. 2018): “This report documents the implementation and early impacts of the Workforce Training Academy Connect (WTA Connect) program, operated by Des Moines Area Community College (DMACC) in Des Moines, Iowa. WTA Connect aimed to help low-income, low-skilled adults access and complete occupational training that can lead to increased employment and higher earnings. It is one of nine career pathways programs being evaluated under the Pathways for Advancing Careers and Education (PACE) study sponsored by the Administration for Children and Families.” Visit

<https://www.acf.hhs.gov/opre/resource/des-moines-area-community-college-workforce-training-academy-connect-program-implementation-early-impact-report>

- [**Integrated Education and Training: A Career Pathways Policy and Practice**](#) (Center for Law and Social Policy, 2017): Summarizes results of a national survey conducted by CLASP and the Texas Workforce Commission of 263 adult education providers in 43 states. Respondents explained how they were – or weren’t yet – providing adult education services that helped learners prepared for careers in various industries. Available at <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- [**Change Agent Issue 45: Career Pathways**](#) (World Education, September, 2017): “Students have a lot to say about career pathways, and we are proud to share their perspectives in this first-ever exploration of the topic from a student point of view. Hear what they have to say about the challenges and opportunities they face as they work to achieve their goals, share their hopes and moments of regret as they learn and grow from their sometimes twisted path toward a career. Hear from young people just starting out, older students switching careers, highly skilled immigrants who need new credentials, and those for whom available career pathways don’t quite align with their dreams. This document compares pathway maps, lattices, and roadways as well as study graphs and charts that encourage critical thinking about job prospects. Support your students to pursue research that will teach them about jobs and careers, as well as how to connect with resources.” Available at <https://worlded.org/WEIInternet/resources/publication/display.cfm?txtGeoArea=US&id=18653&thisSection=Resources>
- [**New Evidence on Integrated Career Pathways: Final Impact Report for Accelerating Opportunities**](#) (Urban Institute, 2017): “This final report from the AO impact evaluation presents estimates of how AO career pathway programs affected the educational and employment outcomes of participants in Illinois, Kansas, Kentucky, and Louisiana. The impact analysis examined four key educational outcomes of AO: the number of credits earned, earning at least 12 academic credits, earning any credential offered by a community college, and the number of credentials earned. The analysis also estimated impacts on two labor-market outcomes: the probability of being

employed after enrollment (measured each quarter) and the quarterly earnings of AO participants. These outcomes reflect the principal goal in AO's theory of change: to improve the educational and employment trajectories of underprepared adult learners and thereby increase their employment and earnings." Go to

https://www.urban.org/sites/default/files/publication/91436/ao_final_impacts.pdf

- **[Integrated Education and Training: Implementing Programs in Diverse Contexts](#)** (National College Transition Network, 2017): The federal Workforce Investment and Innovation Act (WIOA) supports the integration of education and training (IET) and career pathways. This guide emerged from in-depth conversations about how eight adult education programs around the country have been successfully integrating IET. These programs offer a wide array of approaches both in who the adult education programs partner with (Career and Technical Education departments within a college, the vocational technical high school, WIOA authorized training providers, or in-house technical training instructors) and how they collaborate in those partnerships to develop an integrated curriculum. Program profiles highlight the importance of designing programming that fits the particular context of a local community – both its opportunities and constraints. Available at <https://worlded.org/WEIInternet/resources/publication/display.cfm?txtGeoArea=US&thisSection=resources&thisSectionTitle=Resources&thisPage=publications&id=18643>
- **[Early Results of the TAACCCT Grants](#)** (Urban Institute, February 2017): Summarizes findings of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, “. . . a \$2 billion federal workforce investment aimed at helping community colleges across the nation increase their capacity to provide education and training programs for in-demand jobs.” <https://www.dol.gov/sites/dolgov/files/OASP/legacy/files/20170308-TAACCT-Brief-4.pdf>)
- **[Preparing English Learners for Work and Career Pathways](#)** (Literacy Information and Communication System, 2015): This nine-page brief summarizes the changing nature of work and the workforce in the U.S. and how English-language-learner workers can be supported to develop relevant basic skills and technical skills. https://lincs.ed.gov/sites/default/files/ELL_Context_Instruction_508.pdf Information about a companion online course is available here: <https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/preparing-english-learners-for-work-and-career-pathways> An additional instructor guide relate to this course begins by explaining five approaches to contextualizing basic education instruction to career pathways. It then provides strategies for teaching career awareness, “learning to learn” skills, workplace and training vocabulary, “workplace soft skills,” and problem-solving skills. Provides links to other resources to use to explore these and related concepts more deeply. This guide can be accessed here: https://lincs.ed.gov/sites/default/files/Deliv3K_LINCSESL_CLR1_508.pdf

- **[Yesterday's Non-Traditional Student Is Today's Traditional Student: Non-Traditional Student Facts](https://www.clasp.org/publications/fact-sheet/yesterdays-nontraditional-student-todays-traditional-student-nontraditional)** (Center for Law and Social Policy, January 2015): This two-page fact sheet succinctly presents the demographics of today's college-going population. Shows that they are in many ways different than "traditional" college students, in terms of age, family and work responsibilities, minority status, lower income, and status as parents. Available at <https://www.clasp.org/publications/fact-sheet/yesterdays-nontraditional-student-todays-traditional-student-nontraditional>

- **[Program Administrator Trainer Manual: Building Integrated Pathways through Collaboration](#)** (National College Transition Network, 2015): This trainer manual was developed by the NCTN for Accelerating Opportunity (AO), a Jobs for the Future initiative. AO seeks to change the way Adult Basic Education is delivered by connecting crucial pieces of the puzzle that are preventing lower-skilled adults from entering and completing postsecondary education. The AO model is based on Job for the Future's (JFF) Breaking Through model and the I-BEST model developed by the Washington State Board of Community and Technical Colleges (SBCTC). While this ready-to-use manual was developed for AO, it can be readily customized for the training of all administrators responsible for the on-the-ground implementation and coordination of an integrated career pathway program. The manual provides a full day of content delivery and face-to-face learning activities (approximately 7 hours, excluding breaks). Trainers have the flexibility to break up the training content into multiple sessions by content, and to modify for presentation via virtual platforms. The content, activities, tools, and resources of the manual are grounded in the understanding that effective local leadership requires:
 - Collaborating across systems
 - Engaging a broad stakeholder base
 - Guiding a strategic communication process
 - Selecting and training effective team teachers
 - Coordinating comprehensive support services
 - Identifying and mobilizing resources

Available at <https://www.collegetransition.org/wp-content/uploads/2017/10/AdministratorManual-July2015.pdf>

- **[College and Career Navigator Trainer Manual](http://www.collegetransition.org/wp-content/uploads/2017/10/NavigatorManual-July2015.pdf)** (National College Transition Network, 2014): A customizable guide for trainers working to strengthen the skills of practitioners whose primary function includes providing direct student support and guidance, as well as coordinating campus and community support services. Developed for Accelerating Opportunity, a Jobs for the Future initiative. Available at <http://www.collegetransition.org/wp-content/uploads/2017/10/NavigatorManual-July2015.pdf>

- **[Contextualizing Adult Education Instruction to Career Pathways](https://tcall.tamu.edu/docs/ContextualizingAdultEdInstructionCareerPathways.pdf)** (Jobs for the Future, 2013): This 130-page guide provides an introduction to the idea of “contextualized” basic education, then goes into more detail to describe how educators can collaborate with other stakeholders to develop and implement a curriculum that integrates basic education with skills and knowledge related to particular jobs. It also discusses how to assess learners, tie the curriculum to a relevant career pathway and other educational and training opportunities, enhance learner retention and persistence (including helping learners to develop strategies for dealing with potential obstacles such as transportation problems), use technology appropriately, and select and train staff. Provides sample teaching strategies to actively engage learners. Profiles a variety of effective programs around the U.S. Available at <https://tcall.tamu.edu/docs/ContextualizingAdultEdInstructionCareerPathways.pdf>
- **[Enhancing GED Instruction to Prepare Students for Colleges and Careers: Early Success in LaGuardia Community College’s Bridge to Health and Business Program](https://www.mdrc.org/sites/default/files/Enhancing_GED_Instruction_brief.pdf)** (MDRC, May 2013): According to this “small but rigorous study of the GED Bridge to Health and Business program . . . The GED Bridge program represents a promising new approach to GED instruction, as it aims to better prepare students not only to pass the GED exam, but also to continue on to college and training programs. MDRC has conducted several evaluations of programs that include GED preparation as one among many program components, but this evaluation is one of only a few to focus specifically on GED curriculum, program design, and efforts to forge a stronger link to college and career training. The results are highly encouraging: One year after enrolling in the program, Bridge students were far more likely to have completed the course, passed the GED exam, and enrolled in college than students in a more traditional GED preparation course. This brief details some of the key findings from this study as well as their implications for future research and for the development of stronger GED and adult education programming.” Available at https://www.mdrc.org/sites/default/files/Enhancing_GED_Instruction_brief.pdf
- **[Career Pathways for a Productive and Self-Reliant Workforce: A To-Do List for Adult Educators](https://eric.ed.gov/?id=EJ951352)** (Adult Basic Education and Literacy Journal, November 2011): This article summarizes arguments for and components of career pathway models, then presents recommendations for how career pathway efforts can build on previous work done in work-related basic education. Available at <https://eric.ed.gov/?id=EJ951352>
- **[Washington State’s Integrated Basic Education and Skills Training Program \(I-BEST\): New Evidence of Effectiveness](#)** (Community College Research Center, Teachers College, Columbia University, 2010): “This paper examines the outcomes of Washington State’s Integrated Basic Education and Skills Training (I-BEST) program, in which basic skills instructors and college-level career-technical faculty jointly design and teach college-level occupational courses for basic skills students. Basic skills

instruction occurs concomitantly with instruction in college-level career-technical skills, offering students an accelerated track into college programs. The study used a multivariate analysis to compare the educational outcomes over a two-year tracking period of I-BEST students with those of other basic skills students, including non-I-BEST students who enrolled in at least one workforce course in academic year 2006–07. Students participating in I-BEST achieved better educational outcomes than did other basic skills students. I-BEST students were more likely to continue into credit-bearing coursework, earn college credits, attain occupational certificates, and make point gains on basic skills tests.” <https://ccrc.tc.columbia.edu/publications/i-best-multivariate-analysis.html>

- [**How I-BEST Works: Findings from a Field Study of Washington State’s Integrated Basic Education and Skills Training Program**](#) (Community College Research Center, Teachers College, Columbia University, 2010): “Integrated Basic Education and Skills Training (I-BEST) is a strategy developed by the Washington State Board for Community and Technical Colleges, in conjunction with the state’s community and technical colleges, in which basic skills instructors and technical faculty jointly design and teach college-level occupational classes that admit basic skills-level students. By integrating basic skills and professional-technical skill instruction, I-BEST seeks to increase the rate at which adult basic education and English-as-a-second-language students advance to college-level programs and complete postsecondary credentials. Quantitative analyses of the I-BEST model indicate that the program is effective in improving educational outcomes. This report is geared toward college administrators and higher education officials interested in implementing similar programs. It describes how colleges in Washington State are implementing I-BEST, and how I-BEST programs operate.” Available at <https://ccrc.tc.columbia.edu/publications/how-i-best-works.html>
- [**The Workforce Educator Academy at Union County College: Encore Careers Project Final Report**](#) (Union County [NJ] College, August 2010): Describes a training program to help older career changers move into work in the adult basic skills and workforce development fields, using funding provided by Civic Ventures and the MetLife Foundation. Visit <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/WEA%20Report%20UCC%208-13-10.pdf?ver=1614384770220>
- [**Integrating Career Awareness into the ABE & ESOL Classroom: Curriculum Guide**](#) (National College Transition Network, and Massachusetts System for Adult Basic Education Support, 2009): A curriculum guide to help adult education teachers and counselors guide adult learners through a comprehensive career planning process that promotes a full range of life skills. To give the curriculum maximum flexibility, we have designed the handouts so that you can use them as they are or modify them to meet the needs of your classroom. For example, you might want to add local information, include pictorial graphics to aid lower-level ESOL students, or break an

activity into smaller steps. Available at <https://www.collegetransition.org/career-pathways/publications/ica-curriculum-guide/>

- **[Appropriate Technologies for Workforce Learning: A New Approach to Using Educational Technologies for Adult Learning and Workforce Development:](#)** This paper was presented at “Future of Adult Education in the Digital World” Conference, Virginia Commonwealth University, November 2009. It describes how adult educators can use common computer applications (e.g., Word, PowerPoint, web browsing) to help learners develop basic skills, computer skills, and job-related background knowledge and skills useful to attain and succeed in rewarding jobs. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Approp%20Techs%20Oct%202009.pdf?ver=1614384769739>
- **[Contextualization: Creating Career-Infused Classrooms: A Toolkit for Instructors](#)** (Texas LEARNS): This 60-page “toolkit for adult education instructors for contextualizing Instruction for high demand careers” (a) recommends taking a team approach (to involving various stakeholders in program planning, (b) explains what a contextualized approach looks like, (c) provides “instructional maps” to guide planning, and (d) otherwise provides practical tips for organizing a contextualized program. Provides a useful list of on-line resources related to various aspects of this work (e.g., how to serve people who are homeless or have a criminal record). Available at <https://static1.squarespace.com/static/55a158b4e4b0796a90f7c371/t/56f9e2282fe131b0560666f6/1459217002638/contextinstructor-toolkit.pdf> A companion document (“Contextualization: Creating a Support System for Contextualized Instruction: A Toolkit for Program Managers” is available at <https://tcall.tamu.edu/docs/ContextManager-Toolkit.pdf>
- **[College Transition Toolkit](#)** (National College Transition Network, ongoing): The College Transition Toolkit is a comprehensive guide to program planning and implementation that draws on the expertise of practitioners from the [New England ABE-to-College Transition Project](#) and from around the country. It contains detailed information to help adult educators and administrators plan for the needs of students interested in pursuing postsecondary education and training. The CD contains a flexible, navigable, HTML version of the toolkit that enables you to move easily between chapter topics, accompanying documents, and online resources of immediate interest to you. Chapter topics include: Program Models; Partnerships and Collaborations; Recruitment; Assessment; Counseling; Curriculum and Instruction; and Using Data for Program Development. To receive a copy of the College Transition Toolkit, email literacy@worlded.org.
- **[Student Mentoring: Adult College Engagement and Migrant Youth Education](#)** (National College Transitions Network, ongoing): Mentoring has a positive impact on student outcomes, including self-confidence, future aspirations, grade point average and persistence rates. The NCTN created tools and increased participants’ knowledge

about mentorship through our Adult College Engagement and Migrant Youth Education projects. Our mentoring projects are designed to get new college students through the critical periods when they are most likely to drop out:

- the period between acceptance and when classes begin;
- the first month of classes;
- mid-terms;
- the end of the first semester; and
- while planning/waiting to enroll in 2nd semester.

For more information, visit <https://www.collegetransition.org/student-supporters/featured-projects/student-mentoring/>

- **Preparing for Work** (Center for Literacy Studies at the University of Tennessee, 2006): “*Preparing for Work* is a skills-based course designed for implementation in organizations and agencies involved in preparing their clients and students for entry level work. Each of the instructional modules that comprise the *Preparing for Work* course has integrated the specific SCANS tasks (Secretary’s Commission on Achieving Necessary Skills) and the EFF Content Standards, identified on the National Work Readiness Credential (NWRC) profile. The course is available with an accompanying two-day training (for program staff), during which participants begin to: facilitate the curricular activities from the modules; explain the connections among the EFF Standards, the SCANS skills clusters, and the Work Readiness Profile; and, articulate the critical features of the curriculum. Participants also receive an instructor manual, a hard-copy student manual, and a subscription to our online materials service, which allows instructors to with access online student materials, curriculum revisions, and updates, and eliminates the need to continually purchase student materials. In addition, participants are given the opportunity to join our discussion list, where training participants from across the country can share ideas, results, and information with each other.” For more information about Preparing for Work and to download a Course Overview, Course Brochure, and A Guide for Business and to see the *Preparing for Work* video, visit https://eff.clee.utk.edu/preparing_for_work.html
- **Helping Job-Seekers Who Have Limited Basic Skills: A Guide for Workforce Development Professionals** (John J. Heldrich Center for Workforce Development, Rutgers University, 2004): Explains the employment challenges faced by adults who lack English literacy and language skills and/or who lack a secondary school diploma. Identifies steps staff of workforce development agencies can take to help those job-seekers and to build a high-performance organization that serves all clients. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Job%20Seekers.pdf?ver=1614384770408>

- **[Building Bridges to College and Careers: Contextualized Basic Skills Programs at Community Colleges](#)** (Workforce Strategy Center, 2003): “State and local policymakers increasingly see the need to adapt workforce and education policies to the economic changes in their states and communities. The new economy is organized around skills, flexibility, and the willingness of all workers and employees to adapt to changing circumstances. For workers, this demands an increased investment in education; for policymakers, these economic realities have put in stark relief the limitations of current workforce, welfare, and education policies. This study identifies and draws lessons from several community colleges and community college programs that have reconsidered their developmental and/or adult education offerings and are actively creating bridges to college and careers for disadvantaged students. This paper presents case studies of programs at Cabrillo College, Santa Cruz, California; Westside Technical Institute at Daley Community College, Chicago, Illinois; Henry Ford Community College, Dearborn, Michigan; Portland Community College, Portland, Oregon; and Community College of Denver, Denver, Colorado. For each case study, the paper presents the key initiative of the program(s), and analyzes sustainability, facilitating factors, and continuing challenges. Each of the programs presented here has moved beyond the traditional model of adult basic education, while focusing on teaching and learning as well as outcomes.” Go to <https://eric.ed.gov/?id=ED473875>

- **[English at Work: Basic Work-Related Communications Skills for English Language Learners](#)** (Consortium for Worker Education, 2003): A 37-page ESOL-for-basic-workplace-communications curriculum for NY City labor education instructors to use with English language learners who lost their jobs after the 9/11 attacks. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/English%20at%20Work%20March%202003.pdf?ver=1614384770611>

- **[Job Seeker’s Handbook](#)** (Consortium for Worker Education, December 2002): Prepared for English language learners at the NY City Consortium for Worker Education who lost jobs after 9/11 attacks. Go to <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/English%20at%20Work%20March%202003.pdf?ver=1614384770678>

- **[Learn & Work: Basic Skills for Job Seekers](#)** (Consortium for Worker Education, November 2002): A 92-page curriculum for labor union instructors to use with English language learners who lost their jobs after the 9/11 attacks. Visit <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Learn%20%26%20Work%2011-02.pdf?ver=1614384770780>

- **[Learning Skills Curriculum](#)** (Center for Literacy Studies, University of Tennessee at Knoxville, 2001): This 405-page document is designed to help a new student to

“rediscover the natural learner within himself or herself” through “work(ing) with inspiring teachers . . . to comprehend not only basic skills, but higher-level thinking concepts.” The course was created for participants in Tennessee’s Families First work-readiness program. It is organized around four week-long themes: “Motivation” (e.g., goal-setting, taking responsibility for learning, why we assess, how we learn); “Self-Discovery” (e.g., learning styles, the writing process, active listening, note-taking, research); “Lifelong Learning” (e.g., time management, team dynamics, thinking and memory skills, orientation to the computer lab, problem solving, stress management); and “The Next Step” (e.g., test-taking and study strategies, speaking strategies, next steps after this course, what I have learned in this course, graduation day).

Appendices provide a learner handbook, teacher materials, a lesson using the Equipped for the Future standards, and a report from six programs that used the “Learning Skills Curriculum.” Available at

<https://resources.clee.utk.edu/print/learning-skills.pdf>

- **[Tennessee Adult ESOL Curriculum Resource Book](#)** (Center for Literacy Studies, University of Tennessee at Knoxville, 2001): This 359-page guide opens with useful background about the National Reporting System Levels for Adult ESOL Programs. It then gives more specific information (i.e., indicators for various competency levels) about ESOL for civic and workplace uses. It then proceeds with specific instructional ideas for teaching all levels of competencies for civic and workplace uses. Then come many other teacher-written teaching ideas -- organized around “Student Learning Plans” -- for practical uses of ESOL (e.g., using the telephone; personal introductions; using the newspaper to buy groceries, find an apartment, or find a job; filling out a job application). While many of these uses of English might not fall under “job skills” per se, most of them are – indirectly or directly – related to workplace performance, because (1) learners can use them to manage everyday tasks that they must perform (e.g., shopping, finding an apartment, dealing with transportation needs) to be able to work and (2) many of them (e.g., personal introductions, filling out a form with personal information, asking for and giving directions, understanding warning labels, managing money, taking care of one’s health, protecting the environment) are required in virtually all workplaces as well as in non-workplace settings. Available at <https://resources.clee.utk.edu/print/esol.pdf>
- **[2000 Families First Idea Book: Integrating Work Skills and Basic Skills](#)** (Center for Literacy Studies at the University of Tennessee at Knoxville, 2000): This guide from the contains 60 work-readiness skill lesson plans written by Tennessee adult educators. Each lesson is designed to help learners practice a mix of skills as they would be used in a work-related situation. Topics include: Communication Skills (as applied in running a business, customer service, career exploration . . .); Decision-Making Skills (as used when starting a new job, understanding one’s paycheck, using a cash register, using a time clock, filling out an income tax form, and using measuring equipment . . .); Interpersonal Skills (as applied in teamwork and developing a new product . . .); and Lifelong Learning Skills (needed for research, leadership,

evaluation, diagnosing a technical problem, shopping on the Internet . . .) Plans incorporate SCANS skills, Equipped for the Future standards, and/or the Tennessee Essential Workforce Knowledge, Skills, and Attitudes (KSAs). Available at <https://resources.clee.utk.edu/print/ideabook00.pdf>

- **Contextual Learning in Adult Education** (Office of Educational Research and Improvement, U.S. Department of Education, 2000): “Contextual learning is rooted in a constructivist approach to teaching and learning. According to constructivist theory, individuals learn by constructing meaning through interacting with and interpreting their environments. Current perspectives on what it means for learning to be contextualized include the following: situated cognition, social cognition, and distributed cognition. Contextual learning has the following characteristics: emphasizes problem solving; recognizes that teaching and learning need to occur in multiple contexts; assists students in learning how to monitor their learning and thereby become self-regulated learners; anchors teaching in the diverse life context of students; encourages students to learn from each other; and employs authentic assessment. Because constructivist learning theory maintains that learning is a process of constructing meaning from experience, it is congruent with much of adult learning, including self-direction, transformative learning, and situated cognition. Contextual approaches have been particularly popular in adult literacy, welfare-to-work, workplace education, and family literacy programs, where learner contexts are used to integrate academic content with learners' life experiences. When using contextual learning in their classrooms, adult educators should consider the following recommendations for practice: (1) select an approach reflecting the complex contexts of learners' lives; (2) examine materials for bias; (3) avoid imposing the perspectives of others; and (4) use the group as a resource.” Visit <https://eric.ed.gov/?id=ED448304>
- **1999 Families First Idea Book: Integrating Work Skills and Basic Skills** (Center for Literacy Studies, University of Tennessee at Knoxville, 1999): Similar in concept to the 2000 Families First Idea Book, this 1999 edition likewise helps learners develop a range of basic skills through application to typical work-related tasks that job-seekers and employees carry out. Examples include: Job Acquisition Skills – Preparing for Work (e.g., awareness of skills needed for various jobs, personal budgeting, applying for a job, dressing for an interview, resume writing, completing a job application, interview skills); Job Management Skills (e.g., learning about Social Security, calculating take-home pay, problem-solving in the workplace, dealing with stereotypes, being dependable); Life Management Skills (e.g., balancing your budget, menu planning and nutrition on a budget); KSA (Knowledge, Skills, and Attitudes) Direct Instruction (through workplace role plays, journal writing, setting job goals, using math to solve problems, dealing with communication barriers, ensuring accurate work by a team); and GED Acquisition (e.g., through analysis of news reports, travel

geography, American history events, designing a room, cooking-related math, planning a vacation, everyday chemistry, and writing a business letter). Available at <https://resources.clee.utk.edu/print/ideabook99.pdf>

- **[Making It On My Own: Helping Adult Learners Move Toward Self-Sufficiency](#)** (Center for Literacy Studies, University of Tennessee at Knoxville, 1999): This 57-page report from the summarizes findings of an action research report conducted by and about adult basic education teachers in a workforce development program for welfare recipients in Tennessee. It begins with background information about the state Families First program, including a summary of the knowledge, skills, and attitudes desired by Tennessee employers. This is followed by case studies written by adult education staff in ten county welfare programs, which describes the various kinds of educational practices each program created to serve their particular learners. Chapter 3 summarizes “Twenty Ways to Make Families First ABE Classes More Work Focused. Chapter 4 discusses “How to Add a Job Shadowing Component to Basic Skills Classes. The last chapter presents “Teachers’ Reflections” about the research process, what they learned, and how it has impacted their practice. Available at <https://resources.clee.utk.edu/print/making-it.pdf> .

- **[Getting There: A Curriculum for People Moving into Employment](#)** (Center for Literacy Studies, University of Tennessee at Knoxville, 1996). This innovative guide (available at <https://resources.clee.utk.edu/print/getthere.pdf>) was designed for adult basic skills students who want to move into new jobs. It takes a learner-centered, participatory approach in which learners work in teams, build on their strengths, and develop useful basic skills while also building knowledge about jobs and how to attain and perform them. In the process, learners build self-confidence and positive motivation. The guide is organized around four questions: (1) “Who am I?” (2) “What’s out there?” (3) “What is the work world like?” and (4) “How do I get from here to there?” Activities include individual reflection, group discussion and projects, participatory research, development of written documents, and role plays. In addition to developing the above-described skills and knowledge, learners create a portfolio and a network to use as they move forward toward their job goals. The curriculum is accompanied by **[A Facilitator’s Guide: Introducing Getting There](#)** (1997) containing more background about the approach used and how lessons are organized. (Available at <https://www.els.utk.edu/pdf/getfacil.html>) and a **[Getting There: Appendix](#)** (activity sheets to be used with the curriculum, available at https://resources.clee.utk.edu/print/Getting_There_Appendices.pdf

- **[Learning to Work in a New Land: A Review and Sourcebook for Vocational and Workplace ESL](#)** (Center for Applied Linguistics, 1996): “The study looks at the role of immigrants in the workforce, status of English language learning in vocational and workforce education, and ways the system can enhance opportunity and productivity for limited-English-proficient adults. It begins by examining characteristics of the current immigrant workforce and future labor requirements. The second chapter discusses the current service delivery system for adult vocational and basic education, focusing on the problem of fragmentation, design of existing major programs, and the funding outlook. Chapter three reviews research and trends in this area over two decades. In chapter four, aspects of program design and planning are examined, including models for integrating language and vocational training, need analysis, development of support and resources, recruitment, multiculturalism, instructional component development, support services, staffing, and program evaluation. The fifth chapter outlines steps in setting up a workplace English-as-a-Second-Language program, presents four models for creating a partnership between an educational organization and workplace, features of the partnership arrangement, need analysis, approaches to curriculum development, and program evaluation. The final chapter lists ten steps for enhancing the state and local role in this aspect of labor force development.” <https://eric.ed.gov/?id=ED406857>

Work-Readiness for Particular Industries

General

- **[LINCS \(Literacy Information and Communication System\)](#)** is an on-line professional development service provided by the U.S. Department of Education’s Office of Career, Technical, and Adult Education. Its searchable resource collections, on-line courses and webinars, and discussion groups provide adult educators, adult learners, and others with opportunities to build expertise and networks on many aspects of adult basic education. Topics include job training for multiple career pathways and industries, as well as related educational topics such as health literacy and environmental education. Visit <https://www.lincs.ed.gov>

Green jobs

- **[“Greening U.S. Adult Basic Skills Efforts: What Eco-Partners and Adult Educators Can Do Together”](#)**: This 22-page guide (2019) presents why and how adult basic skills organizations can work with “eco-partners” (i.e., organizations supporting environmental sustainability and green jobs) to enhance adult learners’ and adult basic skill programs’ use of environmentally-sustainable practices and to help adult learners move into green job career pathways. The guide provides examples of eight types of collaborations with links to organizations doing this work and an annotated autobiography. This is one of a series of “Can-Do Guides” issued by the Open Door Collective. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c->

[4cff11dc6161/downloads/ODC%20Eco-Partners%20Can-Do%20Guide%209-30-19.pdf?ver=1614384769460](https://www.abe.org/Downloads/ODC%20Eco-Partners%20Can-Do%20Guide%209-30-19.pdf?ver=1614384769460)

- **[Job Creation in a Green Economy: Developing the 21st Century Workforce](#)** (Association of Technology, Management, and Applied Engineering, May 2014): This seven-page White Paper by Dr. Carol Haddad of Eastern Michigan University describes where “green jobs” fit into Michigan’s emerging economy, how partnerships among various stakeholders can move green job development forward, obstacles facing the field, and how non-traditional worker populations can participate in a more eco-friendly economy. Visit https://cdn.ymaws.com/www.atmae.org/resource/resmgr/white_paper/may_2014_white_paper.pdf
- **[ABE Clean Energy Ambassadors Curriculum Resource Guide](#)** (National College Transition Network, 2013): The ABE Clean Energy Ambassadors project was designed to strengthen the on-ramp to clean energy occupations for Massachusetts ABE students. The guide helps build the expertise of ABE teachers and counselors who work with ABE learners, showing how they can help learners (through instruction and counseling) understand options (i.e., job prospects and requirements, training, and career pathways) in the clean energy industries. The value of this on-ramp can’t be underestimated: the shift that clean energy will create in our economy will require all citizens to know and understand these changes. This guide provides lessons and teaching strategies that integrate clean energy information into science, math, and English language instruction for adult learners. The guide was initially developed for adult educators from eight Massachusetts ABE programs participating in the **[ABE Clean Energy Ambassadors Project](#)**, funded with a Workforce Capacity Grant from the Massachusetts Clean Energy Center and additional support from World Education, Inc. Available at <http://www.collegetransition.org/wp-content/uploads/2017/10/ABE-Clean-Energy-Ambassadors-Curriculum-Resource-Guide.pdf>
- **[Front-Line Worker Engagement: Greening Health Care, Improving Worker and Patient Health, and Building Better Jobs](#)** (New Solutions: a Journal of Environmental and Occupational Health Policy, January 2013): From the abstract: “Frontline workers have a great deal to contribute to improving environmental sustainability of their employers and the health of workers and patients. This article discusses a national project of the Healthcare Career Advancement Program, funded by the U.S. Department of Labor to support green jobs development. Implementation was accomplished through a labor/management collaboration between union locals and 11 employers in four regions throughout the United States. The project developed and implemented a model of training and education for environmental service workers and other frontline health-care workers in hospital settings that supported systems change and built new roles for these workers. It empowered them to contribute to triple bottom line outcomes in support of People (patients, workers, the community), Planet (environmental sustainability and a lower carbon footprint), and Profit (cost savings for

the institutions). In the process workers more clearly articulated their important role as a part of the healthcare team and learned how they could contribute to improved patient and worker health and safety.” Available at <https://europepmc.org/abstract/med/23896075>

- **[Contextualizing Literacy in Green Jobs Training](#)** (Jobs for the Future, 2013): Drawing on evidence from JFF’s GreenWays Initiative, this 14-page report describes the problem of inadequate basic skills in the workforce and the arguments for a contextualized approach for job-related basic skills education. Provides case studies of two programs (in Philadelphia and Detroit) that provide training for candidates for green jobs that integrate basic skills and technical skills. Available at <https://www.jff.org/resources/contextualized-literacy-green-jobs-training/>
- **[Making Green Work: Best Practices in Green-Collar Job Training](#)** describes the Green Collar Jobs Campaign of the Ella Baker Center in Oakland, California. “We advocate for the creation of ‘green-collar’ jobs (quality, career-track, skilled, hands-on jobs in industries like renewable energy, water and energy efficiency, green building, habitat restoration, sustainable agriculture, and more), especially for low-income communities, communities of color and women. We (build) partnerships with cross-sector coalitions that include policy makers, organized labor, green businesses, environmental organizations, social justice groups, education and training institutions.” Visit <https://lincs.ed.gov/professional-development/resource-collections/profile-237>
- **[The Green Collar Economy: How One Solution Can Fix Our Two Biggest Problems](#)** is a 2008 book by Van Jones that outlines a plan for simultaneously solving socioeconomic inequality and environmental problems. The book is a detailed proposal for a "green new deal" to create thousands of low- and medium-skill jobs that help conserve energy (for example, insulating older homes and buildings) or use alternate energy sources (solar panels). Go to https://en.wikipedia.org/wiki/The_Green_Collar_Economy
- **[The Power of Green](#)** is a 2007 article by Thomas L. Friedman arguing for green jobs as a strategy for three major issues: environmental sustainability, employment, and national security. Go to <https://www.nytimes.com/2007/04/15/opinion/15iht-web-0415edgreen-full.5291830.html>

Healthcare jobs

- **[“Strengthening Public Health and the Healthcare Workforce: What U.S. Health Partners and Adult Basic Skills Programs Can Do Together”](#)**: This 35-page guide (2019) presents why and how adult basic skills organizations can work with “health partners” (i.e., organizations supporting public health and healthcare career pathways) to enhance adult learners’ and adult basic skill programs’ use of healthy practices and to help adult learners move into healthcare career pathways. The guide

provides examples of eight types of collaborations with links to organizations doing this work and an extensive annotated autobiography. This is one of a series of “Can-Do Guides” issued by the Open Door Collective.

<https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Health%20Partners%20Can-Do%20Guide%209-30-19.pdf?ver=1614384769543>

- **[Front-Line Worker Engagement: Greening Health Care, Improving Worker and Patient Health, and Building Better Jobs](#)**: (See description under “Green jobs” above.

- **[Preparing for Careers in Health Care](#)** (Center for Literacy Studies at the University of Tennessee, 2005): The National Health Care Skill Standards include an industry core of eight broad standards which serve as a foundation for occupations across the health services. To perform these skills, health care workers need to communicate well, read critically, apply math concepts accurately, solve problems, work well with others, and evaluate a variety of situations faced on the job. These skills align directly with the EFF (Equipped for the Future) Content Standards. Preparing for Careers in Health Care integrates the EFF standards and industry skills standards. By blending basic skills -- including the critical but difficult to teach and assess “soft skills” -- with industry skill standards, the course prepares adults for training in any health care field, from nurse’s aide to registered nurse to medical transcriptionist. The curriculum package includes:
 - 1-2 days of training for your staff
 - 4-week/120-hour course
 - Flexible program that can be adapted to your specific needs
 - Connection to GED so participants can reach their goals in a more timely manner
 - Adaptable curriculum to suit a variety of needs, both workforce and academic
 - Customized technical assistance to match your needs and fit your budget”

For more information and to download a course overview and brochure, visit

https://eff.clee.utk.edu/preparing_for_careers_in_healthcare.html

- **[Eldercare Careers Project at Union County College](#)** (Union County College, 2009): Final report about a year-long project which piloted a curriculum to help advanced-level English language learners prepare for eldercare training and careers. Curriculum integrated EFF skills, occupational knowledge, and computer skills. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Eldercare%20Final%20Report%20UCC%2012-6-09.pdf?ver=1614384769843>

- **[To Reach the First Rung and Higher: Building Healthcare Career Ladder Opportunities for Low-Skilled Disadvantaged Adults](#)**: This 2005 report by the

Council for Advancement of Adult Literacy draws on an in-depth review of six exemplary career ladder programs offered in various institutional settings: a union, a hospital, a community-based organization (CBO), and three community colleges in partnership with an array of medical centers. The programs are profiled in depth and the paper contains ideas and suggestions for institutions that may want to either create a new healthcare career program for low-skilled, disadvantaged workers or improve existing programs. Visit <http://www.caalusa.org/publications.html#health>

- [**Preparing for Careers in Health Care**](#) (Center for Literacy Studies, University of Tennessee, 2005). A guide for using the Equipped for the Future standards to create a basic skills program to help learners move into healthcare industry jobs. https://eff.clee.utk.edu/preparing_for_careers_in_healthcare.html

Service sector jobs

- [**Foundational Skills in the Service Sector**](#) (National Skills Coalition, February 2017): “This report offers a fresh analysis of rigorous international data, painting a picture of the approximately 20 million American workers employed in key service-sector industries who lack foundational skills. It highlights promising practices and interventions used by U.S. employers to help their workers to upskill. And it details key policy levers that can foster economic mobility for these workers . . . Approximately forty-eight million Americans, or 32% of the U.S. workforce, are employed in the service sector industries of retail; health and social assistance; and leisure and hospitality. However, low wages, unpredictable schedules, and limited opportunities for promotion can constrain the ability of workers to advance within the service sector. Lack of opportunity for advancement can affect workers’ decisions about whether to stay in the sector over the long term. Conversely, workers who *do* see their skill gains rewarded with opportunities to advance in their chosen field have a clear incentive to stay in the sector.” Available at <https://www.nationalskillscoalition.org/resources/publications/file/NSC-foundational-skills-FINAL.pdf>

Retail jobs

- [**Retail Industry Fundamentals:**](#) The NRF Foundation is the philanthropic arm of the National Retail Federation. For more than a decade, the Foundation has provided a series of courses and credentials to help job seekers and incumbent workers to attain, perform, and advance in jobs in the retail and related industries. This work has included use of the Equipped for the Future standards and other tools to help learners who are challenged by lower levels of basic skills and/or who lack a secondary school diploma. Courses focus on understanding of retail jobs, customer service skills, and how to find jobs in the retail industry. Currently, NFR Foundation houses its various training programs for entry-level workers in RISE Up, a collaboration with industry

partners and training and education providers. Visit <https://nrffoundation.org/training-and-credentials/about-rise>

- **Employment Readiness Curriculum (for Retail and General Job Skills)** (Minnesota Literacy Council): This curriculum from the Minnesota Literacy Council “was developed for a low-level Employment Readiness class which focused on retail and general job skills. The students in the class had CASAS scores that ranged from 153 to about 195, but the majority of the students were on the low end of that spectrum. If your class is higher, some of the material can be adapted to be more difficult. Many of the hands-on materials used for this class came from the Hubbs Center Bridge Curriculum (<https://www.spps.org/hubbs>). A variety of books were also used during this class and are listed within the curriculum grids for each unit. In addition, the students used computers one time a week . . . Students also spent one day a week volunteering at The Alley Shoppe, a free clothing store that is housed in the Arlington Hills Lutheran Church. Activities in class were often aimed at preparing students to be able to conduct hands-on activities and practice during this volunteer time . . . Common activities that we repeated in most modules included using pictures to add to our Retail Vocabulary dictionaries; practicing vocabulary and comprehension skills with basic retail picture and word stories; developing language skills with class mingles, dialogues, and songs; practicing vocabulary and appropriate questions/answers through games such as fly swatter and concentration; hands-on activities using classroom and Alley Shoppe materials; and field trips.” Available at <https://mnliteracy.org/tools/employment-readiness-curriculum>

Transportation/logistics/distribution jobs

- **Career Pathway Curricula for the Transportation/Logistics/ Distribution Industry** (Union County College, 2009): With funding from the U.S. Department of Labor’s North Jersey WIRED’s economic development initiative, Union County College’s Industry-Business Institute developed a career pathway model to help job seekers learn about and move into careers in the transportation/ logistics/ distribution industry (a major employer in northern New Jersey and the nation). The following sample curricula integrate TLD occupational knowledge with Equipped for the Future Skills and basic computer skills. (See “Appropriate Technology” article elsewhere for more about this model.)
 - “Introduction to TLD Careers” PowerPoint: <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Intro%20to%20TLD%20Careers%2010-2-09.ppt?ver=1614384769895>
 - “TLD Career Planning” (instructor handbook related to TLD career readiness): <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/TLD%20Career%20Planning%20Instructor%20Hbk%2010-4-09.pdf?ver=1614384769894>
 - “TLD Ready” (curriculum to help learners develop work-readiness skills for the

TLD industry) <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/TLD%20Ready%2010-4-09.pdf?ver=1614384769895>

Hospitality industry jobs

- [Basic Skills in the Hotel and Food Service Industries](#) (Business Council for Effective Literacy, June 1993): This report contains a list of contacts, reports, and guidebooks from workplace basic skills programs in the hotel and restaurant industries in the 1980s, and early 1990s, along with a summary of the state of such programs in the U.S. at that time. Available at <https://files.eric.ed.gov/fulltext/ED359332.pdf>

Workplace Education for Incumbent Workers: Program Models and Practices

- [Hidden Treasures: Two Decade of Workplace Basic Skills Efforts in the United States](#) is a ten-page article in the Spring 2020 issue of the *COABE Journal*. It describes efforts to develop, field-test, disseminate, fund, and sustain diverse models of basic skills education for U.S. incumbent workers from the 1980s to early 2000s. These models were customized to multiple industries, jobs, worker populations, basic skills, and goals. The programs were carried out through partnerships of diverse government agencies, employers, labor unions, educational institutions, and communities. It concludes with four “lessons” from those rich efforts that can inform current and future efforts to strengthen and expand basic skills supports for incumbent workers and job seekers. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Jurmo%20COABE%20Spring%202020.pdf?ver=1614384769354>
- [Focus on Basics Issue on “Workplace Education”](#) (Vol. 7, Issue B, November 2004): This issue contains ten articles on various aspects of basic education for workers. Includes these case studies of workplace basic education programs:
 - [Much More than ABE: A workplace education program in Pittsburgh.](#)
 - [Around to Stay: A worker basic skills program in Colorado.](#)
 - [Reading Work:](#) An ethnographic study of how literacy is used in a Canadian workplace.
 - [Education Leads to Investments:](#) A description of a learner-centered program for transit workers in Washington, DC, which focused on a range of learning needs, including financial literacy.
 - [Our Own Crossroads Café:](#) A profile of a community adult ESOL program that served workers from a range of local employers.
 - [Balancing the Agendas of Management, Student, and Teacher in Workplace ESOL :](#) Describes a workplace ESOL program for employees in a large janitorial firm. “70 percent of the curriculum address employer-required language, such as: ‘Can you vacuum Building Five?’ ‘Did you punch in?’ ‘Clean the bathroom, please.’”

Approximately 20 percent consists of employee and union issues, such as filling out leave of absence forms and accident reports. Around 10 percent is devoted to daily-life language outside of work: ‘Where do you shop?’ ‘Where is the post office?’ ‘What is your daughter's name?’”

Available at http://www.ncsall.net/fileadmin/resources/fob/2004/fob_7b.pdf

- [An Annotated Bibliography on Workplace Education](#) (in [Review of Adult Learning and Literacy](#), National Center for the Study of Adult Learning and Literacy, 2007): An annotated summary of key resources related to workplace basic education, as of 2004. Available at http://www.ncsall.net/fileadmin/resources/ann_rev/rall_v7_ch1.pdf
- [Workplace Literacy](#) (SIL Indiana, 2004). A paper by Indiana University professor Larry Mikulecky that “. . . was presented at the International Literacy Year Colloquium in October 1990, in Washington, D.C. The information is drawn from a number of sources, including job training and community development and from National Assessment research. It examines the literacy demands in the workplace in the United States, such as shipping, food processing, banking and furniture manufacture. It also shows how literacy needs are changing. Workers are limited by their lack of ability to handle literacy demands on the job. Top workers, compared to adequate workers, show a different approach to handling literacy matters. Literacy education needs to change in order to be more in step with the needs of the workplace.” Available at https://www.sil.org/system/files/reapdata/28/98/93/28989348523934112566618774374505222942/silewp2005_007.pdf
- [Whatever Happened to Workplace Literacy?](#) (Myths and Realities No. 30, ERIC Clearinghouse on Adult, Career, and Vocational Education, 2003): “Workplace literacy was the focus of attention during the era of the National Workplace Literacy Program (NWLP), funded by the U.S. Department of Education from 1988-1996. Since then, it has not disappeared, in part because recent legislation such as the Workforce Investment Act (WIA) and Welfare Reform Act has increased the work-related focus of adult basic and literacy education. At the national level, projects such as the National Institute for Literacy's Equipped for the Future are signs of continued federal attention to workplace literacy. Much of the leadership now resides at the state level. At the local level are WIA and union-funded programs. What is missing, however, is leadership and support from policy makers and funders. During the NWLP era, two instrumental assumptions were as follows: (1) a direct relationship exists between inadequate basic skills and economic problems and (2) the functional context approach is the most effective way of improving basic skills. However, assumptions about the relationship between individual skills and the economy tend to overlook such factors as globalization, how organizations structure work, and social and economic policies.

Alternatives to functional context such as participatory and sociocultural approaches are being advocated. Since NWLP ended, there is still a great deal of workplace literacy activity, and adult educators are still dealing with many of the same issues.” Available at <https://eric.ed.gov/?id=ED482333>

- **[Workplace Instruction and Workforce Preparation for Adult Immigrants](#)** (Center for Adult English Language Acquisition, 2007): An overview of various ways that U.S. immigrants are developing work-related ESL skills – in workplace settings or in various kinds of community-based programs. Suggests guidelines for effective programs. Available at <http://www.cal.org/adultesl/resources/briefs/workplace-instruction-and-workforce-preparation-for-adult-immigrants.php>
- **[Limited English Proficiency Workers: Health and Safety Education](#)** (PubMed.Gov, National Institute of Health, 2001): Discusses principles on which to base health and safety training for workers with limited English skills. These include: “clear and vivid way of teaching; contextual curriculum based on work; using various teaching methods; and staff development.” The report describes two strategies used in one workplace program: integrating safety and health education with ongoing in-house ESL instruction and developing a multilingual video program. The author states that “successful development and implementation of proposed programs requires upper management support, workers' awareness and active participation, collaborative teamwork, a well structured action plan, testing of pilot program, and evaluation.” Available at <https://www.ncbi.nlm.nih.gov/pubmed/11760274>
- **[An Introduction to ESL in the Workplace: A Professional Development Packet](#)** (Building Professional Development Partnerships for Adult Educators Project, PRO-NET, 2000): Available at https://www.calpro-online.org/pubs/intro_esl_89.pdf
- **[Learning at Work](#)** (Center for Literacy Studies, University of Tennessee at Knoxville, 2000): This report from an action research project contains background about Tennessee’s Workplace Instruction Grant program, profiles (written by participating adult educators) of eleven programs run by adult basic education programs in a variety of industries, a summary of strategies used in the programs, and recommendations for adult education practitioners and policy makers. Appendices contain details about the SCANS skills (developed by the US Department of Labor) and assessment, planning, and instructional documents developed in the participating workplace programs. Available at https://resources.clee.utk.edu/print/learning_at_work.pdf

- **Reports from the National Workplace Literacy Program:** From 1988 to 1994, the U.S. Department of Education’s National Workplace Literacy Program (NWLP) funded multi-year collaborations between employers, education providers, and – in some cases – labor unions. The purpose was to develop, demonstrate, and disseminate models of basic education customized to particular workplaces and worker populations. Each project was to produce a final report that summarized what it achieved and learned. Shown below are samples of such reports. (More will be listed here as our research uncovers them.)
 - ❖ **Workplace Literacy: Evaluation of Three Model Programs:** A 2000 article summarizing three evaluations. Identifies elements of successful programs, including union involvement, learner participation, curriculum development, and staff training:
https://www.researchgate.net/publication/234570511_Workplace_Literacy_Evaluation_of_Three_Model_Programs
 - ❖ **“Agriculture and the Future: National Workplace Literacy Program”:** A 1998 evaluation report about a federal workplace basic skills for farm workers:
https://archive.org/details/ERIC_ED426200/page/n1
 - ❖ **Collaborative Learning for Continuous Improvement: Team Learning and Problem Solving in a Workplace Education Program: A Guidebook from a Project of the National Workplace Literacy Program,** August 1998: This document summarizes the collaborative problem solving approach field tested over three years in a variety of workplace basic education projects in upstate New York, under National Workplace Literacy Program funding.
<https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Learning%20Guide%20Jurmo%201998.pdf?ver=1614384770239> and <https://catalogue.nla.gov.au/Record/4147804> . Here are seven Technical Notes from the project:
 - “CLCI: An Introduction”: https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NYSED%20Note%201%20_CLCI%20Intro_%201994%20Jurmo.pdf?ver=1614384770238
 - “Building a Team”: https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NYSED%20Note%202%20_Team_%201994%20Jurmo.pdf?ver=1614384770238
 - “Workplace Needs Assessment”: https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NYSED%20Note%203%20_WNA_%201994%20Jurmo.pdf?ver=1614384770238

- **Team Evaluation: Case Studies from Seven Workplace Education Programs:** <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NIFL%20Workplace%20Case%20Studies%206-94.pdf?ver=1615564001226> . Prepared in June 1994 for the National Institute for Literacy: These case studies were the basis for Team Evaluation: A Guide for Workplace Education Programs: <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NIFL%20Team%20Eval%20Guide%201994.pdf?ver=161556401226>
- **Health and Safety Education for Workers with Low Literacy or Limited English Skills** (Department of Family and Community Medicine, University of New Mexico, 1992): Low literacy and limited English proficiency have become a growing concern for health and safety educators. With one-fifth of the workforce reading below an eighth-grade level and possibly another tenth having limited English skills, health and safety educators and unions have increasingly become aware that current training programs often surpass the language and literacy abilities of workers being trained. This article describes the dilemmas facing health and safety professionals in incorporating knowledge about language and literacy skill levels. It documents creative strategies and new programs, largely based on participatory and popular education approaches, to provide training that simultaneously matches worker needs and leads to worker empowerment. Available at <https://www.ncbi.nlm.nih.gov/pubmed/1442804>
- **Report from Evaluation of the Massachusetts Workplace Education Initiative** (1991): Summarizes findings of a team-based evaluation of workplace basic education programs in Massachusetts. With input from a range of stakeholders at six program sites (four manufacturing and two healthcare,) the evaluation focused on “outcomes” (i.e., what was achieved and appropriate goals and measures for worker education programs) and “curricula” (i.e., the various kinds of curricula used and recommendations for more effective curricula). Available from <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/MWEI%20Eval%201991.pdf?ver=1614384769103>
- **Community-Based Educators: Experts and Catalysts for Change:** In this 1989 article (from Participatory Literacy Education), the author describes how he and colleagues adapted a participatory approach to ESL education to help factory workers develop both English skills and other basic skills which they could use to analyze, communicate about, and take action related to their workplace and their roles in it. Available at <https://onlinelibrary.wiley.com/doi/abs/10.1002/ace.36719894206>
- **The Academy: A Learner-Centered Workplace Education Program:** Published

in 1989 in Participatory Literacy Education, this article describes an education program for workers in a Ford plant in Michigan. It was based on learner-centered principles and focused on encouraging workers to improve their lives through reading and learning. Available at

<https://onlinelibrary.wiley.com/doi/abs/10.1002/ace.36719894209>

- [**Workplace Literacy: Trends and Issues Alerts**](#) (ERIC Clearinghouse on Adult, Career, and Vocational Education, 1989): “The need for a better educated work force has created a corresponding need for workplace literacy programs. A number of issues have emerged as the focus of literacy education has shifted from improving social mobility to providing employment-related literacy programs. Some of these issues are related to the need for more resources for workplace literacy programs. Several aspects of issues related to resources are: emphasis on improving the basic skills of the unemployed rather than individuals in the current work force and lack of resources that serve adequately both the general and employment-related literacy needs of all adults. Another set of issues surrounding workplace literacy programs has to do with their content or curriculum. They include determination of what skills should be taught, choice of teaching methods, and the narrow focus of many workplace literacy programs. (Thirty-one print resources provide information about workplace literacy. A listing of seven resource organizations is also provided.)” <https://eric.ed.gov/?id=ED304563>
- [**Workplace Literacy Programs: ERIC Digest No 70**](#) (ERIC Clearinghouse on Adult, Career, and Vocational Education, 1988): “Increasing the literacy rate of adult Americans has been the focus of national attention during the 1980s. Following President Reagan's announcement of the Adult Literacy Initiative in September 1983, many new groups and organizations joined those who had long been involved in efforts to reduce adult illiteracy. During the first part of the decade, the focus was on strengthening literacy education programs through the recruitment of volunteers. The Coalition for Literacy, in conjunction with the American Association of Advertising Agencies, developed and operated a national public service advertising campaign designed to recruit volunteers to teach adults to read. The Business Council for Effective Literacy, formed by Harold W. McGraw early in 1984, encouraged businesses to support adult literacy programs in their local communities. Many communities and several states developed coalitions to facilitate communication and collaboration among literacy education providers. Although these early efforts are continuing, the focus in adult literacy education has changed during the latter part of the decade. Job-related or workplace literacy has become a national priority. This ERIC Digest examines different aspects of workplace literacy including the need for it, how it differs from general literacy, literacy skills needed for the workplace, patterns in practices and approaches, and resources for program development.” Visit <https://www.ericdigests.org/pre-928/literacy.htm>
- [**Job-Related Basic Skills: Cases and Conclusions**](#) (National Center for Research

in Vocational Education, Ohio State University, 1984): “This monograph describes the job-related basic skills requirements of the work force and explores ways of developing and improving the reading, writing, and computational abilities of workers. The paper first examines trends that are influencing the demand for basic skills, such as the decline in youth population and the increase in service and technology-related occupations, changing the nature of job skills requirements. The middle section presents three case studies of basic skills training programs: (1) a public/private sector effort to train disadvantaged persons in word processing, (2) a municipal government's retraining program to staff a wastewater treatment plant, and (3) the Functional Literacy (FLIT) project of the Department of Defense (DOD). Based on the demonstrated effectiveness of basic skills training that is integrated with real job requirements, guidelines and methods for skill development programs are discussed. This section highlights research on adult skills training, program development principles, and the DOD's Instructional Systems Development process. A list of references concludes the document.” Go to <https://core.ac.uk/reader/36732820>

Tools for Assessing Worker Basic Skills

- [National Work Readiness Credential and EFF Work Readiness Profile](#). In the early 2000s, the National Work Readiness Council and the Equipped for the Future Center (at the University of Tennessee at Knoxville) developed a National Work Readiness Credential. The Credential was based on earlier work by SCANS and O*NET which identified essential skills needed for entry- to mid-level jobs. The result was an assessment tool that measured workers' ability to perform a number of critical entry-level tasks such as acquiring and using information, using technology, using systems, monitoring and correcting performance, working with others, performing work with integrity and responsibly, allocating resources, solving problems, and self-management. Visit <http://www.workreadiness.com/> and <https://eff.clee.utk.edu/PDF/WorkReadinessProfile.pdf>
- [CASAS](#). For three decades, CASAS (Comprehensive Adult Student Assessment Systems) has developed and disseminated a variety of assessments to measure the basic skills and other areas of knowledge and skill of adults in the United States. One of these tools, the Workforce Skills Certification System, documents potential employees' skill proficiencies in reading, math, critical thinking and problem solving, and soft skills (personal qualities, work habits, and workplace attitudes). Job seekers can attach their WSCS Certificate or Profile to their resumes to present in employment interviews. Visit www.casas.org
- [Approaches to Assessment in Workplace Literacy Programs: Meeting the Needs of All the Clients](#) (Journal of Reading, Vol. 36, No. 7, Literacy Assessment,

Apr., 1993, pp. 550-554): An early overview of assessment approaches that might be used in workplace literacy programs.

https://www.jstor.org/stable/40017407?seq=1#page_scan_tab_contents

Tools for Program Planning and Evaluation

- [**Tennessee ESOL in the Workplace**](#) (Center for Literacy Studies, University of Tennessee at Knoxville, 2003): This 172-page “Training Manual for ESOL Supervisors and Instructors” is a practical, adaptable resource to help adult educators prepare to provide ESOL (and other basic skills) classes for workers in workplace settings. It is divided in four modules: (1) Knowing and Presenting Your Adult Education Program to Business and Industry; (2) Knowing Your Community’s Needs and Understanding the Workplace; (3) Designing a Plan to Deliver and Sustain Services; and (4) Knowing Your Results by Monitoring and Evaluating Progress. Each module contains handouts (e.g., short summaries of relevant research, planning check-lists, profiles of programs in various industries) and activities that help practitioners how to customize an ESOL program to particular workplaces and learners. These modules are followed by Appendices that include a glossary of workplace education terms, documents to use to assess the readiness of employers and educators to begin a workplace program, sample flyers for marketing workplace education services, and a PowerPoint to introduce educators to the why’s and how’s of workplace basic education. Available at https://resources.clee.utk.edu/print/Tenn_ESOL_in_the_workplace.pdf

- [**Framework for Developing Skills Standards for Workplace Literacy**](#) (National Institute for Literacy, 1996): This document (1) reviews various efforts to define the skills required for diverse occupations in the U.S. and (b) presents a sample framework of courses related to workplace problem solving, math, and ESL. Available at <https://files.eric.ed.gov/fulltext/ED400426.pdf>

- [**Organizational and Individual Assessment: Decision-Making Tools for Workplace Educators**](#) (in *Journal on Workplace Education*, a publication of the Illinois Literacy Resource Development Center, January 1996): <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Illinois%201-96.pdf?ver=1614384770766>

- [**Curriculum Development in the Workplace: A Resource for Educators**](#) (ABC CANADA, 1996): Describes a collaborative approach to involving workplace stakeholders in the creation of participatory basic education curricula, customized to

interests and needs of both the organization and worker participants. Available at <http://en.copian.ca/library/research/abc/undcur/undcur.pdf>

- **[Evaluating Workplace Education Program Effectiveness](#)** (Colorado State Department of Education, 1996): “This guide . . . explains . . . the main approaches to evaluation . . . the importance of program evaluation . . . the importance of evaluating "soft skills" training and elements business wants from evaluation (including . . . involving key players, using multiple evaluation measures, incorporating continuous feedback, using evaluation findings to review/revise training . . . assessing program outcomes through measurable outcomes). The similarities and differences between formative and summative evaluation . . . and several non-instructional factors that may influence training outcomes are (described) . . . (followed by) the four levels of Donald L. Kirkpatrick's model for evaluating training, which entails measurement of the following: training participants' reactions to training at the time of training; their learning of the training materials' content; their use of new skills on the job; and observable business results (the return on investment as a result of training.” Go to <https://files.eric.ed.gov/fulltext/ED399435.pdf>

- **[Collaborative Workplace Development, Collaborative Needs Assessment, and Collaborative Evaluation](#)** (ABC CANADA, 1994). This series of resource materials for workplace education specialists presents the arguments and processes for a collaborative approach to worker basic education. Such an approach emphasizes and facilitates involvement of various stakeholders in the planning, implementation, evaluation, and sustaining of the program. This is done to ensure relevance of and support for the program in both the short and longer term. Documents include more-specific guides for assessing the basic education needs in a workplace and evaluating the resulting programs. Available at:
 - **[Collaborative Workplace Development: An Overview:](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Workplace%20Dev%201994.pdf?ver=1615564000908)** <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Workplace%20Dev%201994.pdf?ver=1615564000908>
 - **[Collaborative Needs Assessment:](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Needs%20Assessment%201994.pdf?ver=1615564000909)** <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Needs%20Assessment%201994.pdf?ver=1615564000909>
 - **[Collaborative Evaluation:](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Eval%201994.pdf?ver=1615564000909)** <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Collab%20Eval%201994.pdf?ver=1615564000909>

- **[Workplace Education: Stakeholders' Expectations, Practitioners' Responses, and the Role Evaluation Might Play:](#)** (National Institute for Literacy and Literacy Partnerships, 1994). This 88-page report was prepared for the National Institute for Literacy as part of a year-long exploration of how workplace basic skills were being

designed and using evaluation and how a collaborative approach to planning and evaluation might help make programs more relevant and sustainable. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NIFL%20Workplace%20Ed%20Eval%20Report%206-94.pdf?ver=1614384771147>

- **Team Evaluation: Case Studies from Seven Workplace Education Programs:** <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NIFL%20Workplace%20Case%20Studies%206-94.pdf?ver=1615564001226> . Prepared in June 1994 for the National Institute for Literacy: These case studies were the basis for Team Evaluation: A Guide for Workplace Education Programs: <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NIFL%20Team%20Eval%20Guide%201994.pdf?ver=1615564001226>
- **“Who Wants What Information – and How Do We Get It? Issues in Workplace Education Evaluation”:** This 22-page paper was the basis for a presentation at the Texas Workforce Literacy Conference in May 1993. It discusses possible stakeholders, purposes, information to be gathered, and how that information might be collected and used. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Who%20Wants%20What%20Info%20in%20Wkplace%20Ed%20Eval%201993%20Ju.pdf?ver=1614384768813>
- **Workplace Literacy: Reshaping the American Workplace** (Office of Vocational and Adult Education, U.S. Department of Education, 1992): “The National Workplace Literacy Program forges dynamic partnerships among businesses, workers, and educators facilitating the transition from yesterday's work environment to tomorrow's. The program's success is indicated by high retention rates, organizational acceptance, and intense grants competition. Valid and reliable measures are needed that relate learning gains to job-based outcomes. Five projects demonstrate exemplary practices: Pima County, Arizona; Washington, District of Columbia; Baton Rouge, Louisiana; Weirton, West Virginia; and Madison Wisconsin. The five projects have key elements in common: job-relevant teaching materials, instructors with job-related training background, and availability of support services. The project's road map to success is based on several parts: common elements associated with successful projects, overcoming barriers to success, and self-help steps for federal funding applicants. The National Literacy Act of 1991 amends the program by modifying the matching funds requirement, setting priorities for small businesses, allowing 3-year grant periods, establishing a literacy program, and creating national program strategies. Long-term strategies must be examined that link the future of workplace literacy to the economy's shift from traditional production organizations to high performance organizations.” Visit <https://eric.ed.gov/?id=ED347354>

Work-Related Basic Education in the U.S.: Local, State, and National Policy

- **[English Plus Integration: Shifting the Instructional Paradigm for Immigrant Adult Learners to Support Integration Success](#)** (Migration Policy Institute, 2018): “This policy brief proposes a new instructional model to complement the existing adult education system: English Plus Integration. This approach maintains a central focus on English acquisition while also building the critical skills and systems knowledge important for long-term integration success. By supporting digital literacy and familiarity with self-guided learning tools, such a model would make the most of participants’ time in the program and support their continued learning after their exit. This brief also tackles the crucial questions of how states could begin to fund and scale up this type of integration-focused programming. Rethinking how state funding is allocated to adult education and fostering partnerships between state and local adult education providers, employers, private funders, libraries, community organizations, and other stakeholders are promising first steps toward allowing states the flexibility they need to more equitably meet the integration needs of their immigrant and refugee learners.” Visit <https://www.migrationpolicy.org/research/english-plus-integration-instructional-paradigm-immigrant-adult-learners>
- **[What Universities Can Do to Strengthen U.S. Adult Basic Skills Efforts](#)** (Open Door Collective, December 2018): This 17-page guide explains why and how U.S. universities can support adult basic skills efforts through research, professional development, providing basic education for their own workforce and for members of their communities, and advocacy. This is one in a series of ODC guides that encourage various stakeholder groups to work with adult basic education organizations. Available on the ODC web site at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Universities%20Can-Do%20Guide%2010-19.pdf?ver=1614384769716>
- **[What Re-Entry Services Can Do to Strengthen the Basic Skills of Former Inmates](#)** (Open Door Collective, December 2018): This nine-page guide explains why and how U.S. prisoner re-entry organizations can work with adult basic skills programs to help returning inmates develop the basic skills they need for successful re-entry. It includes examples of basic skills programs for inmates and returnees. This is one in a series of ODC guides that encourage various stakeholder groups to work with adult basic education organizations. Available on the ODC web site at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Re-Entry%20Services%20Can-Do%2012-10-18.pdf?ver=1614384769778>
- **[Career Pathways and Adult Literacy in Three U.S. Cities](#)** (2018): This recent study by researchers at Penn State’s Institute for the Study of Adult Literacy examines how Miami, Chicago, and Houston have organized workforce development services to

help lower-skilled adults. Available at

<https://sites.psu.edu/adultpathways/files/2015/08/IES-presentation-v.-3-for-distribution-1r2flnu.pdf>

- **[Incarceration to Re-Entry: Education and Training Pathways in Ohio](#)** (Center for Law and Social Policy, 2018): This Brief describes how Ohio is aligning education and training supports to help returning inmates integrate into the economy and larger community. Available at <https://www.clasp.org/publications/report/brief/incarceration-reentry-education-training-pathways-ohio>
- **[Upskilling the Immigrant Workforce to Meet Employer Demand for Skilled Workers](#)** (Urban Institute, July 2018); This 56-page reports states that, though immigrants make up one out of six workers in the United States, they are an often overlooked but vital part of local economies and should be a part of local workforce development strategies. This report examines the size and characteristics of the immigrant workforce and explores key strategies that organizations in three cities are using to support training for this population. The report uses recent census data to provide a demographic profile of the immigrant workforce with national- and metropolitan-level statistics for the largest 100 metropolitan regions, with a focus on lower- and middle-skilled job-holders. Drawing on interviews with service providers and stakeholders in Dallas, Miami, and Seattle, it identifies barriers to training for this population and the experiences of organizations serving immigrant communities. The report offers recommendations for policymakers, service and training providers, funders, and employers. Available at <https://www.urban.org/research/publication/upskilling-immigrant-workforce-meet-employer-demand-skilled-workers>
- **[Basic Skills, A Key to Advancing the Workforce](#)** (The Open Door Collective, March 2018). This article is one in a series of ODC “Making the Case” advocacy papers. It argues for integration of basic skills education into workforce development systems for employed and unemployed workers in the U.S. This would be done to ensure worker well-being (e.g., to secure family-sustaining employment) and workplace performance. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Basic%20Skills%20for%20Workforce%20Paper%20Feb%202018.pdf?ver=1614384769991>
- **[Unlocking Skills: Successful Initiatives for Integrating Foreign-Trained Immigrant Professionals](#)** (Migration Policy Institute, February 2017): “With nearly two million college-educated immigrants and refugees in the United States unable to fully utilize their professional skills, better understanding of the elements of successful programs and policies that reduce the waste of advanced education and skills can benefit immigrants, their families, and the U.S. economy more generally. This report explores a range of frontline programs and policy reforms that are providing cutting-

edge career navigation, relicensing, gap filling, and job search assistance for foreign-trained professionals in a wide range of occupations. It also examines different state policy and licensing contexts that affect these highly skilled individuals, with a focus on the dense thicket of state laws and regulations that slow or prevent qualified individuals from practicing in a wide range of occupations.” Available at https://www.migrationpolicy.org/research/unlocking-skills-successful-initiatives-integrating-foreign-trained-immigrant-professionals?mkt_tok=eyJpIjoiTWpneFl6Z3hOR0U0T0RBMyIsInQiOiJPenZzOUJUSENCznVRszNwWDJuVU9HcmRkaGo4Q21UZHNrNkIXMIQ1NXpDdFpVY01cL0ZWUG5kM2ZJRfc4VjlldmpvOENkM2dlaGJRaWJsZnhVeXB1UGMxajd0cEN5dU9vK25mYXdhTDlzbUpqWEFya3g4WkZmcWI4cEwxdlZvNVkifQ%253D%253D

- **[The Role of Participation in ABE-to-College Transition Programs in Adult Student Postsecondary Enrollment, Persistence, and Success](#)** (National College Transitions Network, 2016): The Adult Transitions Longitudinal Study (ATLAS) was an unprecedented longitudinal study of 227 adult students who entered one of 11 ABE-to-College transition programs in fall 2007 or spring 2008. The study followed these students for four years. The goal of these college transition programs was to help adult students build their personal, career, academic, and college knowledge readiness. The programs were all components of larger adult education programs participating in the [New England ABE-to-College Transition Project](#) designed and managed by World Education and funded by the Nellie Mae Education Foundation since 2000. Report available at <https://www.collegetransition.org/college-career-readiness/research-briefs/atlas/>
- **[Boosting Adult Education in New York](#)** (Center for an Urban Future, 2015): With 1.6 million adults in New York lacking a high school diploma, the authors argue that the state needs a bold new commitment to strengthening its adult education system. They lay out several steps policymakers could take to rebuild the adult education system for the 21st century economy. Available at <https://nycfuture.org/research/adult-education-and-career-pathways-in-new-york>
- **[The Impact of ABS Program Participation on Long-Term Economic Outcome](#)** (U.S. Department of Education, 2014): This report indicates that higher intensities of participation in adult basic skills (ABS) programs (with a threshold of around 100 hours) has substantial impact on future earnings of learners, though the impact typically takes several years to develop. Available at https://lincs.ed.gov/publications/pdf/ABS_EconomicOutcomes.pdf
- **[Adult Career Pathways News](#)** (LINCS, U.S. Department of Education, Vol. 3, May 2013): This issue profiles career pathway initiatives in several states. Available at <https://lincs.ed.gov/publications/html/acp-newsletters/vol3issue3.html>

- **[Tuning in to Local Labor Markets: Findings from the Sectoral Employment Impact Study](#)** (Public/Private Ventures, 2010): This report indicates that sector-based occupational training programs (i.e., those that train workers for specific jobs in growing industries) produce positive impacts on participants' wages, sustained employment, and access to jobs that provide higher wages and benefits. The report also identifies key features of effective programs. Available at <http://www.aspenwsi.org/wordpress/wp-content/uploads/TuningIntoLocalLaborMarkets.pdf>

- **[Building a Workforce Learning System for Union County](#)** (Union County College, 2008): This “White Paper for the Union County (NJ) Workforce Investment Board” made the case that (a) significant numbers of residents lack the basic skills and educational credentials needed to work in decent-paying jobs in the country; (2) several key industries in the county are in need of qualified workers; (c) the current systems of adult education and workforce development services need to be strengthened and better coordinated; (d) in addition to providing educational services, adult learners can use other strategies (e.g., self-study and situated learning) to practice and strengthen the use of their basic skills; and (e) leadership and investment are needed by a number of stakeholders to build a more effective system of work-related learning. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/WIB%20White%20Paper%203-08.pdf?ver=1614384770124>

- **[Reach Higher, America: Overcoming Crisis in the U.S Workforce](#)** (National Commission on Adult Literacy, 2008). This 77-page final report of the NCAL documents the adult education and skills crisis facing American workers, proposes a fundamentally new approach to adult basic education and workforce skills preparation in America, and lays out the fiscal and social benefits that will result from substantially increased public expenditures for programs and services. Focus is on the needs of the unemployed, low-skilled incumbent workers, immigrants with limited or no English, parents or caregivers with low basic skills, incarcerated adults, high-school dropouts, and high school graduates not adequately prepared for college. Among other things, the Commission recommends transforming the current system, which reaches about 3 million adults annually, into an adult education and workforce skills system with the capacity to enroll 20 million adults by the year 2020 and a mission of moving adults to readiness for post secondary education and job training. The report offers a kind of “domestic Marshall plan” for meeting workforce education needs—including bold recommendations for state government, business and labor, philanthropy, and the general public. A clear message of the report is that unless the nation gives much higher priority to the basic educational needs of the workforce—adults 16 and older beyond the reach of the schools—America’s standard of living, its status as a leading world power, and its very social fabric will be severely eroded. In addition to the final report, a standalone Executive Summary and three one-page "pullouts" (Business,

Media, and Public Policy) are among the materials available from the Commission website. Available at <https://files.eric.ed.gov/fulltext/ED506605.pdf>

- **[Workplace Education: Twenty State Perspectives](#)** (National Commission on Adult Literacy 2007). This report summarizes findings from a survey of twenty states to clarify the following aspects of their workplace basic skills efforts: (1) how workplace programs are funded, (2) levels of effort for the past two years, (3) connections, partnerships, and/or strategic plans implemented by workplace education programs, (4) how states measure outcomes or determine success, (5) the nature of workplace education outcomes achieved, (6) challenges or barriers faced by states, (7) what the states consider to be the key elements of success in their workplace education efforts, and (8) what future policy options states would like to consider. States were encouraged to review the information and data they provided for the publication of the 2004 national report on workplace education. The report also profiles three categories of state models and concludes with options for state policy. Available at <http://www.caalusa.org/content/parkerpolicybrief.pdf>

- **[Workplace Instruction and Workforce Preparation for Adult Immigrants](#)** (Center for Applied Linguistics, 2007). This Brief clearly and succinctly summarizes advantages and disadvantages of workplace instruction, community-located vocational classes, and community-located ESL classes. Identifies ways to address challenges of these three scenarios. <http://www.cal.org/adultesl/resources/briefs/workplace-instruction-and-workforce-preparation-for-adult-immigrants.php>

- **[Chance of a Lifetime](#)** (Center for an Urban Future, 2006). This report makes the case that, while significant numbers of NY City youth are “disconnected” from meaningful work and helpful education, a number of key industries (e.g., construction, healthcare, automotive industries, commercial driving) are hurting because they can’t find qualified workers to replace the older, experienced workers who are steadily retiring. The document argues that sector-based workforce development opportunities are needed to serve the various segments of the disconnected youth population (i.e., young mothers, youth with criminal records) and the industries which the city depends on for economic development. CUF – and other organizations around the country -- have subsequently issued similar reports, but this was one of the first and one of the best – clear, pointed, with real solutions relevant to a major city. https://nycfuture.org/pdf/Chance_Of_A_Lifetime.pdf

- **[Michigan Works! Newsletter](#)** (Michigan Department of Labor and Economic Growth, 2006). Summarizes variety of services for workforce and economic development in a state hit hard by economic downturns. Available at

https://www.michigan.gov/documents/DLEG-EconomicOverview-v10_160787_7.pdf

- [**How States Approach Workplace Education**](http://www.ncsall.net/index.html?id=631.html) (*Focus on Basics*, Vol. 7, Issue B, Nov. 2004). Summarizes findings from a survey of how six states are organizing basic skills education efforts for incumbent workers.
<http://www.ncsall.net/index.html?id=631.html>

- [**After the Grant Is Over**](http://www.ncsall.net/index.html?id=623.html) (*Focus on Basics*, Vol. 7, Issue B, Nov. 2004). Examines the question of “Do workplaces continue to fund programs that were initiative with public funds?” Draws on experience in the Massachusetts Workplace Education Initiative, a leader in such state efforts to develop educational resources for incumbent workers. Findings included: (1) larger firms tended to continue programs more than smaller firms, (2) those companies that do so see a value in supporting such efforts, (3) “The 24 programs that did continue all shared five common elements: a champion, a strategy, a problem, evidence, and access.” Concludes with recommendations related to state policy and program strategies. Available at <http://www.ncsall.net/index.html?id=623.html>

- [**Living with It: Federal Policy Implementation in Adult Basic Education: The Cases of the Workforce Investment Act and Welfare Reform**](https://eric.ed.gov/?id=ED508653) (Research Brief. National Center for the Study of Adult Learning and Literacy, 2003). “Two federal laws with broad impact on adult basic education (ABE) have compelled the ABE system to contend with significant shifts in policy. Enacted in 1998, the Workforce Investment Act (WIA) integrated ABE into the federal workforce development system. Historically, ABE had been funded through education-oriented legislation. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (welfare reform), which shares WIA's workforce development emphasis, has also significantly affected ABE. WIA and welfare reform therefore provide two excellent cases for research examining the ways in which policy changes mandated at the highest level--that of federal law--affect ABE practice at the program and classroom level.” Visit <https://eric.ed.gov/?id=ED508653>

- [**Work-Related Basic Education in the United States: A Mixed Bag**](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Ontario%209-03.pdf?ver=1614384770548): An article in the Ontario Literacy Coalition Bulletin on [Workplace Literacy: National and International Perspectives on Research and Practice](#), September 2003, pages 22-26: <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Ontario%209-03.pdf?ver=1614384770548>

- [**The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills**](#) (Center for Law and Social Policy, August, 2003). From the introduction: “In this policy brief, we describe the demographics and economic

circumstances of low-income adults with limited English proficiency (LEP) as well as the language and job training services available to them. We summarize lessons from scientific evaluation research on employment programs for low- skilled adults and provide recommendations for policy and practice that would increase access for LEP adults to higher-paying jobs.” <https://eric.ed.gov/?id=ED481481>

- [**Don't Forget the Ones Left Behind: How Career Centers Can Better Serve Job-Seekers Lacking in Basic Skills and High School Credentials**](#) (U.S. Department of Education, 2003) This paper was prepared for the U.S. Department of Education for Presentation at the Workplace Learning Conference, Chicago, December 2003. This was a time when the work-related basic education field was shifting its focus from “workplace literacy education” for incumbent workers to integrating basic education into community-level workforce development services for job-seekers. The paper makes the point that many job seekers are blocked from taking advantage of workforce development services and job opportunities by their lack of basic skills and/or a secondary school credential. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Left%20Behind%202003.pdf?ver=1614384770468>
- [**Making the Case: Adult Education and Literacy: Key to America's Future**](#) (Council for Advancement of Adult Literacy, 2002). A collection of essays by leaders in the adult basic skills field that make arguments for why investment in adult basic skills is important for the U.S. Available at <http://www.caalusa.org/makingthecase.pdf>
- [**The New \(and Ongoing\) Job Crisis for Adult Learners: How Adult Educators Can Respond**](#) (Literacy Harvest, New York City Literacy Assistance Center, Fall 2002): This article describes how adult literacy and workforce development programs responded to the sudden need to help workers reconnect to employment in the aftermath of the September 11, 2001 attacks on Lower Manhattan. While many workers lost their jobs when a major hub of jobs was closed for much of a year, the adult education community stepped up to find creative ways to help. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Job%20Crisis%20Fall02.pdf?ver=1614384770851>
- [**Building a Level Playing Field: The Need to Expand and Improve the National and State Adult Education and Literacy Systems**](#) (National Center for the Study of Adult Learning and Literacy, 2001): This Occasional Paper (a) provides data on the numbers of adults who lack English literacy skills and secondary education credentials; (b) describes why and how adults need such skills for work, family, and civic purposes; (c) describes the adult basic skills supports currently available in the U.S.; (d) identifies how many adults currently participate in such services; (e) suggests ways that current educational services can be strengthened and expanded; and (f) recommends immediate actions that can help move improvements forward. Available at http://www.ncsall.net/fileadmin/resources/research/op_comings2.pdf

- **[A Balancing Act: Learner and Program Needs Versus Policy Requirements:](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NJALL%20Institute%202000.pdf?ver=1614384769952)** Report from the Pre-Conference Leadership Institute of the New Jersey Association for Lifelong Learning, April 13, 2000: <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NJALL%20Institute%202000.pdf?ver=1614384769952>
- **[Literacy in the Labor Force: Results from the National Adult Literacy Survey](https://nces.ed.gov/pubs99/1999470.pdf)** (National Center for Educational Statistics, U.S. Department of Education, 1999): This detailed, 342-page report summarized key findings of the 1992 National Adult Literacy Survey. It describes the literacy proficiencies of the nation's overall workforce; of key demographic, socio-economic, and regional sub-groups; of workers in key industries and occupations; of income groupings; and of various levels of educational attainment. Available at <https://nces.ed.gov/pubs99/1999470.pdf>
- **[Adult Education's Role in New Jersey's Workforce Development System](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NJALL%20Symposium%201999.pdf?ver=1614384770011)** (New Jersey Association for Lifelong Learning, 1999): This report of NJALL's April 22, 1999 Pre-Conference Symposium summarizes (a) how national policy is now pushing adult education to focus more on workforce preparation; (b) how adult education was already providing work-related services; (c) factors supporting or blocking adult education's ability to provide work-related services; and (d) components of a more effective work-related learning system. The document concludes with recommendations for state-level actions that could help adult education more effectively support the work goals of adult learners. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NJALL%20Symposium%201999.pdf?ver=1614384770011>
- **[Politics, Policy, Practice and Personal Responsibility: Adult Education in an Era of Welfare Reform](http://www.ncsall.net/fileadmin/resources/research/d'amico1.pdf)** (National Center for the Study of Adult Learning and Literacy, NCSALL Report 10 A, April 1999): This paper argues that the common discourse on how adult education can help low-skilled, low-income workers succeed in the workplace is overly-simplistic and should be re-examined. <http://www.ncsall.net/fileadmin/resources/research/d'amico1.pdf>
- **[Integrating Adult Basic Education with Workforce Development and Workplace Change: How National-Level Policy Makers Can Help](#)** (U.S. Department of Education 1998): This monograph was one of the early papers funded by the USDOE to identify ways of integrating adult basic education with the work-readiness preparation of unemployed and employed workers. It describes various ways adult education had already been focusing on work-related skills, recommends ways to strengthen work-related basic skills services at local levels, and suggests actions that national-level decision makers can take to support more-effective work-related basic

education systems. https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Integ_ing%20ABE%20Oct%201998.pdf?ver=1614384770148

- **State Level Policy for Workplace Basic Education: What Advocates Are Saying** (National Institute for Literacy, 1997). This study (conducted under a NIFL Literacy Leaders Fellowship) drew on input from stakeholders in 26 states and a document review to identify obstacles blocking development of workplace literacy initiatives and components of an effective system of workplace basic skills efforts. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/State%20Policy%20for%20Workplace%20Ed%201997.pdf?ver=1614384770569>

- **Addressing Literacy Needs at Work: A Profile of Institutions, Courses, and Workers in the National Workplace Literacy Partnerships** (Mathematica Policy Research, 1997): “This final report on the national evaluation examines program implementation and effects of workplace literacy, finding that it is possible to implement and institutionalize effective programs, but doing so presents challenges for employers, program leaders, and policymakers.” Go to <https://ideas.repec.org/p/mpr/mprres/a988fd658b3843e69574905dfaffc57c.html>

- **New Paradigms for a New Economy: Challenges for New Jersey Adult Educators**: Written for the 1995 conference of the New Jersey Association for Lifelong Learning, this article describes new thinking, opportunities, and challenges that adult educators should consider as they plan work-related basic skills efforts. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/NJALL%20New%20Paradigms%20Jurmo%20et%20al%201995.pdf?ver=1614384770946>

- **Understanding Lessons Learned in Employee Basic Skills Efforts in the U.S.: No Quick Fix**: This article in Basic Skills for the Workplace (edited by Taylor, Lewe, and Draper, 1991) describes diverse perspectives on workplace literacy, argues for clearer understanding of worker learning needs and potential solutions, and makes the case for sustained, informed worker basic skills efforts. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/No%20Quick%20Fix%201991%20Jurmo.pdf?ver=1614384768926>

- **Reinventing the NWLP: Recommendations for the National Workplace**

Literacy Program. (Workplace Education Collaborative, 1994): This paper was developed by adult educators involved in workplace basic skills education. (The group included members of the Workplace Education Collaborative, a group of adult educators developing participatory, collaborative approaches to workplace basic skills education.) The co-signers submitted this paper in November 1994 to the U.S. Department of Education, in response to the Department's request for input related to the reauthorization of the Adult Education Act. It contains feedback about how the USDOE might strengthen the guidelines for the NWLP, which had been providing multi-year grants to workplace literacy demonstration projects around the U.S. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Reinventing%20the%20NWLP%20Nov%201994.pdf?ver=1614384771103>

- **BCEL Newsletter for the Business and Literacy Communities (1984-1993).** The Business Council for Effective Literacy was a national organization begun by the Chair of McGraw-Hill whose primary mission was to increase corporate support for adult literacy efforts in the U.S. It published a monthly newsletter and other documents (issue briefs, guidebooks, directories) on topics like basic skills in small businesses; intergenerational/family literacy; federal and state policy; labor union education; computer-assisted instruction; library-based literacy programs; community-based approaches to literacy education; correctional education; literacy in the courts; basic skills for youth; colleges and literacy; supported work programs; technological changes in the workplace; standardized tests; citizenship education; programs for special target audiences (homeless, dislocated workers, dropouts, welfare recipients, single parents, immigrants, refugees, minorities). BCEL became a reliable information source for companies, foundations, unions, policy makers, adult education practitioners, and news media. A sampling of BCEL publications can be found at <https://eric.ed.gov/?q=BCEL>.
- **Workplace Literacy in the '90s: Definitions, Descriptions, Opportunities and Cautions** ((ERIC Clearinghouse on Adult, Career, and Vocational Education, March 1992): "The globalization of business has influenced the development of customized, job-specific workplace literacy programs. Work centered participatory literacy receives support from both business and labor and additional impetus from the National Literacy Act of 1991. The worker of the future will be a thinking and communicating problem solver. The three groups participating in the workplace literacy enterprise -- employers, employees, and educators - -would probably agree with the Act's purpose but differ in motivation, conception, and methods. While these differences might appear irreconcilable, they may end by producing a necessary perspective for enlightened workplace literacy programs. Most programs are still traditional, but this paper discusses three that are innovative: the Russell Athletic Corporation (Alabama) program; the program run by the ABC's of Construction (the Association of Builders and Contractors Union, Louisiana); and a Job Training and Partnership Act program called "Training Women for Non-Traditional Work" in Baton Rouge, Louisiana. Although there are many "micro" successes at the grassroots level, there is a failure at

the "macro" level of policy and management, due to insufficient attention to the learners served. Other problems come from unexamined assumptions about literacy and workplace literacy programs. An enlightened workplace literacy programs is likely to be a participatory or collaborative program where learners contribute on all levels.” Go to <https://files.eric.ed.gov/fulltext/ED349406.pdf>

- **[Re-Thinking How To Plan and Evaluate Workplace Education Programs: Innovations in New York State](#)** (New York State Education Department, 1992): In March and April of 1992, 60 representatives of state-funded workplace education programs in New York attended day-long regional workshops to identify ways of improving program planning and evaluation methods. After the workshops, the participants returned to their home programs, organized local evaluation teams, and developed action plans to clarify their programs' goals, strengths, and problems and to suggest possible improvement strategies. In May 1992, the participants reconvened to present their draft action plans and the team process used to develop the plans. As a result of the workshop project, many of the action plans developed were incorporated into revised program funding proposals, several representatives who had participated in the workshops undertook special team-based planning and evaluation projects, New York's State Education Department began to revise its application format for workplace program funding, and many program participants developed links with other workplace educators in the United States and Canada. Possible future actions in the areas of staff development, collaborative site-level planning and evaluation, and collaborative statewide policy development were identified.
<https://eric.ed.gov/?id=ED362643>

- **[Workplace Education: Voices from the Field: Proceedings of the National Workplace Literacy Project Directors Conference](#)** (U.S. Department of Education, September 1991). This is a summary of feedback provided by recipients of USDOE National Workplace Literacy Program grants at a national meeting in 1991. They recommend ways that the NWLP could be improved, based on their experience. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Voices%20from%20Field%201991.pdf?ver=1614384769011>

- **[A Review of the National Workplace Literacy Program](#)** (Pelavin Associates, May 1991). This report, prepared for the U.S. Department of Education, describes results of an evaluation of the first year of the National Workplace Literacy Program. The study identified components of effective programs identified both in professional literature and in the NWLP field sites. “Information from site visits identified four components associated with effective workplace literacy projects: (1) active involvement by project partners, such as businesses and unions, in project planning, design, and operation; (2)

active and ongoing employee involvement in conducting literacy task analyses and determining worker literacy levels; (3) systematic analysis of on-the-job literacy requirements; and (4) development of instructional materials related to literacy skills required on the job. Five recommendations to improve program effectiveness were offered: (1) require workplace literacy projects to collect data; (2) lengthen the grant period; (3) develop procedures for disseminating information about successful projects; (4) require projects to evaluate effectiveness; and (5) support development of instruments to assess participant literacy levels geared for the workplace.”

<https://eric.ed.gov/?id=ED333199>

- **Participatory Approaches to Evaluating Outcomes and Designing Curriculum in Workplace Education Programs**: Report of the 1991 Evaluation of the Massachusetts Workplace Education Initiative.
<https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/MWEI%20Eval%201991.pdf?ver=1614384769103>
- **The Good News and the Bad News About Workplace Literacy Efforts in the United States**: This ten-page paper was presented at the Texas JTPA Workplace Literacy Forum in 1991. It outlines national developments related to awareness, curriculum design, collaborations, staff training, research and evaluation, and funding. It recommends actions that employers and other stakeholders might take at this early stage of the development of a new field of worker basic education. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/TX%20JTPA%201991%20Jurmo.pdf?ver=1614384769156>
- **What Work Requires of Schools. A SCANS Report for America 2000** (Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991): “The Secretary’s Commission on Achieving Necessary Skills (SCANS) examined the demands of the workplace and whether young people were capable of meeting those demands. Specifically, SCANS determined the level of skills required to enter employment. Fundamental changes in the nature of work were identified; these changes were found to hold implications for the kinds of workers and workplaces the nation must create. The research verified that ‘workplace know-how’ defined effective job performance. This know-how had two elements: competencies and foundation skills. To describe how this know-how is used on the job, five scenarios were developed that portray work requirements in the context of the real world. The scenarios came from five sectors of the economy: manufacturing, health services, retail trade, accommodations and food service, and office services. They showed that work involved a complex interplay among five competencies (resources, interpersonal, information, systems, and technology) and three elements of the foundation (basic skills, thinking skills, and personal qualities). A proficiency scale with five levels was proposed: preparatory, work-ready, intermediate, advanced, and specialist. Three major conclusions were reached: (1) all U.S. high school students must develop the competencies and foundation skills; (2) the high performance qualities of the most

competitive companies must become the standard for most companies; and (3) the nation's schools must become high performance organizations.” Go to <https://eric.ed.gov/?id=ED332054>

- **[Building Partnerships for a Stronger Workforce](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ARK%20Gov%20Comm%201990%20Jurmo.pdf?ver=1614384769398)**: Presentation at Annual Meeting of Arkansas Governor’s Commission on Adult Literacy, 1990. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ARK%20Gov%20Comm%201990%20Jurmo.pdf?ver=1614384769398>
- **[Worker Training: Competing in the New International Economy](https://www.princeton.edu/~ota/disk2/1990/9045/9045.PDF)** (Office of Technology Assessment, U.S. Congress, 1990): This report makes the case that changes in workplace technologies and other factors are increasing the need for worker training. This should be done for the benefit of the larger economy and society, for employers, and for workers. Go to <https://www.princeton.edu/~ota/disk2/1990/9045/9045.PDF>
- **[Workforce 2000: Work and Workers for the 21st Century](https://eric.ed.gov/?id=ED290887)** (Hudson Institute, 1987): “Four key trends will shape the American labor force in the final years of the 20th century. The American economy should grow at a relatively healthy pace. Despite its international comeback, however, U.S. manufacturing constitutes a much smaller share of the economy in the year 2000 than it does today. The work force will grow slowly, becoming older, more female, and more disadvantaged. The new jobs in service industries will demand much higher skills. These trends raise a number of important policy issues. If the United States is to continue to prosper, policymakers must find ways to accomplish the following: stimulate balanced world growth; accelerate productivity increases in service industries; maintain the dynamism of an aging work force, reconcile the conflicting needs of women, work, and families; integrate Black and Hispanic workers fully into the economy; and improve the educational preparation of all workers. Because of the uncertainty of long-range economic forecasts, three scenarios of the U.S. economy in the year 2000 have been devised. The first of these, the baseline or ‘surprise-free’ scenario, calls for a modest improvement in the growth rate that the nation experienced between 1970 and 1985 but not a return to the boom times of the 1950s and 1960s. The ‘world deflation’ scenario focuses on the possibility that a worldwide glut of labor and production capacity in food, minerals, and manufactured goods could lead to a sustained deflation and sluggish economic growth. The third scenario, the ‘technology boom,’ postulates a powerful rebound in U.S. economic growth to levels that are comparable with the first two decades after World War II.” Available at <https://eric.ed.gov/?id=ED290887>
- **[Effective Workplace Literacy Programs. A Guide for Policymakers](#)** University of Indiana School of Education, 1985): “This policymakers' guide examines considerations in developing policies regarding the development and evaluation of workplace literacy programs for seven targeted worker groups that have been

especially adversely affected by recent demographic and economic changes. Section 1 presents considerations and recommendations for developing workplace literacy programs targeted toward the following groups of workers: individuals requiring specialized skills training for high-performance workplaces; displaced manufacturing workers requiring retraining in service job skills; temporary and part-time workers; employees of small businesses; individuals in need of the training provided in general work force development programs; workers with little English proficiency; and individuals in non-exportable jobs. Each subsection includes a brief list of suggestions for further reading. Presented in section 2 are the following: list of indicators of likely program success, summary of research findings regarding constraints that can limit workplace literacy programs' effectiveness, and list of characteristics of effective workplace literacy programs. Section 3 begins with an overview of the current situation regarding support and funding for workplace literacy programs and summarizes policy suggestions for the following policymaker groups: federal and state governments, community educators, and businesses and unions. Go to <https://eric.ed.gov/?id=ED396085>

- **[Job-Related Basic Skills: Cases and Conclusions](#)** (National Center for Research in Vocational Education, 1984): “This monograph describes the job-related basic skills requirements of the work force and explores ways of developing and improving the reading, writing, and computational abilities of workers. The paper first examines trends that are influencing the demand for basic skills, such as the decline in youth population and the increase in service and technology-related occupations, changing the nature of job skills requirements. The middle section presents three case studies of basic skills training programs: (1) a public/private sector effort to train disadvantaged persons in word processing, (2) a municipal government's retraining program to staff a wastewater treatment plant, and (3) the Functional Literacy (FLIT) project of the Department of Defense (DOD). Based on the demonstrated effectiveness of basic skills training that is integrated with real job requirements, guidelines and methods for skill development programs are discussed. This section highlights research on adult skills training, program development principles, and the DOD's Instructional Systems Development process.” Visit <https://eric.ed.gov/?id=ED246312>
- **[The Adult Performance Level Study: Final Report](#)** (Adult Performance Level Project, University of Texas at Austin, 1977): “A project is described that attempted to formulate a meaningful concept of adult performance levels, to devise instruments to measure performance at those levels, and to use those instruments to assess the functional competence of a representative sample of the population of the United States. Three levels of competence are defined in terms of income, education, and employability; competence is defined as a function of social demands and personal traits. Differences between performance levels are observed for communication and computation skills, problem solving, and interpersonal relations in the five areas of: (1) occupationally-related knowledge, (2) consumer economics, (3) government and law, (4) health, and (5) community resources. After an initial round of field-testing, five

independent nationally representative samples of 1,500 adults were tested in order to provide normative information. Results are reported for the five areas for the over-all measure of competence and also for the skill areas of reading, writing, computation, and problem solving. (Objectives for functional competence in each of the five areas are appended, as well as annual reports for the Adult Education Development Center for Texas and the Texas Adult Performance Level Competency-Based High School Diploma Pilot Program).” Access this at <https://eric.ed.gov/?id=ED185113>

Interpretations of How to Make Workplace Education Relevant and Effective

- [**Ten Actions to Build an Adult Basic Skills Development System that Is More Inclusive, Relevant, Efficient, and Sustained**](#) is a “Forum” piece by Paul Jurmo in the Fall 2020 issue of *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*. It describes steps that policy makers, funders, practitioners, and other stakeholders can take to expand and strengthen basic skills development opportunities for U.S. adults while helping to create a more equitable, productive, healthy, and environmentally sustainable society. Read it and the insightful responses to the article from Esther Prins and Art Ellison. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ALE%20Journal%20Fall%202020%20-%20Jurmo.pdf?ver=1614384769122>
- [**Contextualizing Adult Education: Learning from Six Decades of Experience and Research**](#) is a September 2020 ProLiteracy Research Brief that traces the evolution of contextualized adult basic skills efforts in the U.S. Presents arguments for and examples of contextualized instruction integrated with learner academic and real-world interests. Identifies issues for educators interested in using a contextualized approach to consider. Written by Paul Jurmo and Judy Mortrude and edited by Alisa Belzer. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ProLiteracy%20Contextualization%20Brief%20by%20Jurmo%20%26.pdf?ver=1614384769245>
- [**A Framework of Contextualized Teaching and Learning: Assisting Developmental Education Instructors**](#) (Adult Education Research Conference, 2013): “Contextualization in Developmental Education (DE) classrooms is often recommended but underutilized. The Framework of Contextualized Teaching and Learning is based upon existing research and theory in the field. It will help instructors create contextualized lessons and provide researchers a framework for categorizing studies on contextualization.” Go to <https://newprairiepress.org/cgi/viewcontent.cgi?article=2972&context=aerc>

- **Facilitating Student Learning through Contextualization** (*Community College Research Center Brief*, No. 53, April 2011): “This paper is a literature review that explores the nature and effectiveness of contextualization as a way to improve outcomes for academically underprepared college students. Two forms of contextualization have been studied: “contextualized” and “integrated” instruction. Qualitative research on the contextualization of basic skills is more common than quantitative research with student outcome data. Furthermore, those quantitative studies that do exist have methodological flaws that limit conclusions. Further, only a small number of studies have been conducted on contextualization in the college context. Despite these problems, contextualization seems to be a promising direction for accelerating the progress of academically underprepared college students. The contextualized approach is grounded in a conceptual framework relating to the transfer of skill and student motivation; practitioners who use it observe positive results, and the available quantitative evidence indicates that it has the potential to increase achievement.” <https://ccrc.tc.columbia.edu/publications/facilitating-student-learning-contextualization.html>

- **Productive and Participatory: Basic Education for High Performing and Actively Engaged Workers** (*New Directions for Adult and Continuing Education*, Jossey-Bass, Winter 2010): An argument for a collaborative, participatory approach to worker basic skills education, one that focuses on both enhancing worker job performance and on worker well-being. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Productive%20%26%20Participatory%202010.pdf?ver=1614384770147>

- **Appropriate Technologies for Workforce Learning: A New Approach to Using Educational Technologies for Adult Learning and Workforce Development** (Presented at “Future of Adult Education in the Digital World” Conference, Virginia Commonwealth University, November 2009): Makes the case for using relatively simple, common computer applications (e.g., MS Word, PowerPoint, email) to help adult learners develop technology skills, basic skills, and other forms of skills and knowledge they can use for work, family, and civic roles. View this at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Approp%20Techs%20Oct%202009.pdf?ver=1614384769739>

- **Reading Work** (*Focus on Basics*, 2004): Describes workplace basic skills ethnographic research done in Canadian workplaces which showed that workers’ abilities to use reading and other basic skills are determined by a number of variables. These include how work is organized and supported by the work organization. Researchers state that those organizing and supporting workplace education efforts need to take such factors into account when setting program goals and organizing activities. http://www.ncsall.net/fileadmin/resources/fob/2004/fob_7b.pdf

- **[Problem-Posing at Work: Popular Educator's Guide](#)** (Grass Roots Press, 2004): This is an updated version of ESL for Action: Problem-Posing at Work, Elsa Roberts Auerbach's and Nina Wallerstein's 1987 guide to using a participatory, worker-centered approach to teaching ESL in the workplace. The contextual focal points of the curriculum include helping workers understand and protect their rights as workers. This newer version is available at <https://cpr.unm.edu/common/docs/freire.pdf> . The original ESL for Action can be found at <https://trove.nla.gov.au/work/18644524>

- **[Equipped for the Future Worker Role Map and Indicators](#)** (National Institute for Literacy, early 2000s). Presents how the Equipped for the Future (EFF) adult basic skills initiative interpreted the basic skills needed by U.S. workers and developed corresponding learner-centered learning activities. Available at https://eff.clee.utk.edu/fundamentals/eff_roles.htm To see the “Research to Practice Notes” summarizing the research behind the EFF model, visit https://eff.clee.utk.edu/products_services/online_publications.htm .

- **[The Theory Behind Content-Based Instruction](#)** (Focus on Basics, Volume 1, Issue D, Dec. 1997). Author Thomas Sticht summarizes research from the cognitive sciences which supports the use of work-related reading materials in workplace basic skills development programs. The author has used this as the basis for a “functional context” approach to adult literacy education which he has promoted for several decades. While the notion of contextualized instruction has become widely accepted in the adult literacy field (based on a number of research sources, including this author's), there are important variations in how “contextualization” is defined and implemented (i.e., in how content is defined, what that content is, and the purposes of contextualized programs). <http://www.ncsall.net/index.html?id=433.html>

- **[Too Little Time and Too Many Goals](#)** (Focus on Basics, Volume 1, Issue D, December 1997). The author cites research that suggests that effective workplace programs need to avoid focusing on too many different objectives and instead allow learners to devote adequate time to practicing and mastering priority, relevant skills. This can be done by focusing instruction on work-related content that the learner deals with regularly. <http://www.ncsall.net/index.html?id=432.html>

- **[Changing Work, Changing Workers: Critical Perspectives on Language, Literacy, and Skills](#)** (Jossey Bass, 1997): From the abstract: “*Changing Work, Changing Workers* looks at U.S. factories and workplace education programs to see what is expected currently of workers. The studies reported in (editor Glynda) Hull's book draw their evidence from firsthand, sustained looks at workplaces and workplace education efforts. Many of the chapters represent long-term ethnographic or qualitative research. Others are fine-grained examinations of texts, curricula, or policy. Such perspectives result in portraits that honor the complex nature of work, people, and education. For example, one chapter examines the shop floor of a computer manufacturer in Silicon Valley and shows how well-intentioned organizational changes, such as the imposition of self-directed work teams, often go awry, particularly in multicultural workplaces. Another chapter provides the history of a federally funded literacy project designed for garment workers in New York City, documenting the struggles and achievements that accompanied this attempt to prepare immigrants for alternatives to work in a rapidly downsizing industry. Other settings and topics include a community college where minority women are prepared for the skilled trades; an auto-accessory plant with a "pay-for-knowledge" training program; a union-based literacy program designed for hospital workers; and the popular vocational curriculum called "applied communications." Available at <https://www.sunypress.edu/p-2487-changing-work-changing-workers.aspx>

- **[Adult Education and Welfare to Work Initiatives: A Review of Research, Practice, and Policy](#)** (National Institute for Literacy, 1997): “This review attempts to clarify adult education's role in moving individuals from welfare to work. Part 1 reviews research on this role, job prospects for low-skilled workers, and literacy requirements of workplaces. Part 1 reports these findings: the likelihood of being on welfare goes up as literacy goes down; a labor force attachment approach produces larger earnings gains and welfare savings than a human capital investment approach; adult education programs cannot provide evidence of effectiveness in helping adults achieve higher literacy; and states must develop educational and labor market opportunities that sustain and reward lifelong learning to support public assistance recipients in finding permanent employment at wages that can sustain families. Part 2 features models of program practice and discusses collaboration between adult education providers and agencies administering welfare reform and finds diversity and innovation in addressing the multiple needs of different groups within the public assistance population are important; if the goal is self-sufficiency and personal success, investments are costly and long-term and require education tailored to participants' goals and needs; if the goal is welfare budget savings, cheaper, short-term programs resulting in employment but no change in participants' lives are sufficient; and support staff and services should be added to accommodate welfare recipients who need literacy instruction. Part 3 makes program level, policy, support services, job creation, and research recommendations.” Go to <https://files.eric.ed.gov/fulltext/ED425339.pdf>

- **'Functional Context' vs. 'General Literacy':** In 1994, the Adult Literacy Special Interest Group of the International Reading Association hosted a multi-part discussion in three issues of its newsletter on the topic of the definitions and pros and cons of two broad approaches to workplace basic education. Eunice Askov (Penn. State), Larry Mikulecky, and Paul Jurmo briefly interpreted these questions. https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/IRA%20Func%20Context%20vs%20Gen_l%20Litcy%201994%20Jurmo.pdf?ver=1614384771191

- **Workplace ESL Instruction: Varieties and Constraints** (ERIC Digest, 1993). From the abstract: “Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose native language is other than English. While the nature and type of English language skills needed to succeed on the job vary according to local employment patterns, many commentators on trends in the workplace see a broad-scale shift to jobs that demand better communication skills and thus assume English fluency, both oral and written (e.g., Naisbitt & Aburdene, 1990). Though the extent and impact of such a shift has been questioned (Mishel & Teixeira, 1991), lack of English language and literacy skills is clearly a barrier to many kinds of employment. Hence, many programs have been established to prepare adults for the workplace or to help workers already on the job. Here we summarize the types of existing programs and discuss constraints on program development.” Available at <https://www.ericdigests.org/1994/workplace.htm>

- **Job-Related Basic Skills** (ERIC Clearinghouse on Adult, Career, and Vocational Education, ERIC Digest No. 94, 1990): This publication is one in a series of resources generated by ERIC ACVE in the early 1990s on the topic of work-related basic education. It states: “Once considered primarily a social issue, literacy has now become a business need. Changes in the nature of jobs and the composition of the work force are making workplace literacy programs a necessity. Although definitions of workplace literacy are much debated, many agree that the reading, writing, and analytical skills needed at work differ from those taught in schools or traditional literacy programs. The dimension of context is emerging: job-related basic skills are those skills needed to function successfully in the context of the workplace--in the performance of a job. In light of the recent explosion of information on workplace literacy and basic skills, this Digest updates a previous edition (Thiel 1985) by defining job-related basic skills and reviewing the current consensus on their importance. Levels of job literacy, examples of programs, and recommendations about ways to make skill development programs work are discussed.” <https://www.ericdigests.org/pre-9215/job.htm>

- **Community in the Classroom: Literacy and Development in a Rural Industrialized Region** (in *Alpha94; Literacy and Cultural Development in Rural Areas*, 1994): Describes how adult learners developed a range of basic skills (e.g.,

research, writing, problem-solving) and other forms of knowledge (e.g, understanding of environmental and legal issues) through a collaborative research project about environmental safety and health issues in their communities.

<https://files.eric.ed.gov/fulltext/ED386357.pdf>

Employer Perspectives

- [**What Forward-Thinking Employers Can Do to Strengthen the Basic Skills of Our Workforce**](#) (Open Door Collective, December 2018): This five-page document summarizes why and how employers can work with adult basic skills educators to help employed and unemployed workers succeed in jobs that provide family-sustaining wages and benefits. Includes profiles of several employer initiatives in workforce basic education. One of a series of ODC guides which promote collaboration between various stakeholder groups and adult basic skills organizations. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Employer%20Can%20Do%205-28-19.pdf?ver=1614384769942>
- [**Employer Guide to Adult Education for Work: Transforming Adult Education to Grow a Skilled Workforce**](#) (National Center on Education for the Economy, 2009): Written for employers and those who work with employers, this guide provides (a) a vision for how adult education programs can better prepare adults for work, (b) guidelines for how employers can better work with adult education programs, and (c) tools employers can use to assess their training needs, access and assess training resources, and advocate on behalf of high quality adult education systems. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Emp_Guide_Adult_Ed_Work.PDF
- [**Why Do Companies Provide Workplace Education Programs?**](#) (National Center for the Study of Adult Learning and Literacy, Review of Adult Learning and Literacy, 2004, Volume 4, Chapter 3): This article summarizes research on (a) why employers invest in training, (b) impacts of worker basic skills programs, and (c) recommendations for how policy, practice, and research can expand workplace basic education. Available at <http://www.ncsall.net/index.html?id=693.html>
- [**Small Businesses: BCEL Brief, No. 6**](#) (Business Council for Effective Literacy (1992): “This brief presents summary information and contacts/references for a sampling of programs and resources that have been developed to support small

business workplace literacy projects. Twenty-two contacts are included: Finger Lakes Regional Education Center for Economic Development; Development Assistance Corporation; Wayne Community College; American Association of Community and Junior Colleges; Cumberland Hardwoods; Winamac Spring Company; Basic Education Skills Training Workplace Literacy Program; Southport Institute for Policy Analysis; National Association of Printers and Lithographers; Bethlehem Area Chamber of Commerce (Pennsylvania); Continuing Education Institute; Normandale Community College; Mississippi Office for Literacy; Illinois Secretary of State Literacy Office; GRASP Adult Learning Center; Quinsigamond Community College; Adult Learning Resource Center; United Electric Controls/Middlesex County Employment and Training (Massachusetts); Work, Achievement, Values, and Education; Virginia Literacy Foundation; Performance Plus Learning Consultants; and American Institutes for Research. Each entry may contain the following: contact name, organization, address, telephone number, and program description. An 11-item reference list provides the following: title, publisher, author, product information, ordering address and telephone number, and cost. Also included with this document is a newsletter article: "The Large Matter of Small Business." See this at <https://eric.ed.gov/?q=middlesex&pg=7&id=ED344080>

- [**Workplace Basics: The Essential Skills Employers Want**](#) (American Society for Training and Development, 1990): This book followed a related study by Anthony Carnevale and a team at Georgetown University's Center on Education and the Economy which identified the basic skills that employees need and employers want in the changing U.S. economy and workplaces. Workers will increasingly, for example, need particular forms of reading, writing, computation, communication, problem-solving, creative thinking, and teamwork skills, along with self-confidence and motivation. This book provides suggestions for how to establish worker education programs that help employees to develop such skills. <https://files.eric.ed.gov/fulltext/ED319979.pdf>

- [**America's Choice: High Skills or Low Wages! The Report of the Commission on the Skills of the American Workforce**](#) (1990): One of the first major national reports about how the changing global economy was impacting how work would be done in the U.S. and its implications for U.S. workers' employability and well-being. Was frequently cited during a period when attention and investment were being brought to workplace basic education programs. <http://www.ncee.org/wp-content/uploads/2013/09/Americas-Choice-High-Skills-or-Low-Wages.pdf>

- [Workforce 2000: Work and Workers for the 21st Century](https://files.eric.ed.gov/fulltext/ED290887.pdf) (Hudson Institute, 1987): Similar to a number of other reports issued in this period and subsequently, this document makes the case that, as manufacturing jobs decline in number in the U.S., the jobs that pay decent wages that remain will require higher and different types of skills. This has implications for workers who have lower basic skills and/or lack a high school diploma and who, in previous generations, might have been able to hold a job with decent pay but who now will have fewer such job opportunities. Available at <https://files.eric.ed.gov/fulltext/ED290887.pdf>

Labor Union Perspectives

- [Trains, Buses, and Basic Skills: Learning in – and from – a Union Education Program for Transit Workers](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Labor%20Studies%20Journal%20-%20Jurmo%20March%202021.pdf?ver=1614384769044) is a case study of a work-related basic skills program in New York City that prepared members of Transport Workers Union Local 100 for success on civil service exams. Published in the March 2021 issue of *Labor Studies Journal*, it describes the origins of the larger Training and Upgrading Fund union-management education program; how the program used research-based strategies to plan, implement, learn from, and improve basic skills activities; and the results for workers, the union, and the city’s transit system. Recommends actions stakeholders might take to build similar models of work-related basic skills education for diverse industries and worker populations. Such collaborations and investments have great potential at this time of need and opportunity for worker education. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Labor%20Studies%20Journal%20-%20Jurmo%20March%202021.pdf?ver=1614384769044>
- [What Labor Educators Can Do to Strengthen the Basic Skills of Our Workforce](https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Union%20Can%20Do%2010-1-19.pdf?ver=1614384769839) (Open Door Collective, December 2018): This nine-page document summarizes why and how labor unions can work with adult basic skills educators to help employed and unemployed workers succeed in jobs that provide family-sustaining wages and benefits. Includes profiles of several union-based worker education programs. One of a series of ODC guides which promote collaboration between various stakeholder groups and adult basic skills organizations. Available at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ODC%20Union%20Can%20Do%2010-1-19.pdf?ver=1614384769839>
- [Contextualized Curriculum for Workplace Education: An Introductory Guide](#) (Massachusetts Worker Education Roundtable, 2008): This 31-page guide provides a helpful introduction to the purposes, stakeholders, content, challenges, and

opportunities of workplace basic skills programs. It then presents principles of a learner-centered approach to workplace basic education, along with a process for developing a curriculum that is relevant and engaging for learners and responsive to other stakeholder interests and other realities. The document gives examples of the various work-related learning needs of a particular population of workers (e.g., immigrants) in a particular type of work organizations (e.g., a residential care facility for mentally disabled individuals). Readers are shown how the curriculum can be tied to the Massachusetts ESOL Curriculum Framework, how to develop an effective lesson plan, how to organize a multi-level class and how to maintain confidentiality of learners' information and otherwise treat participants with respect.

https://www.umass.edu/roundtable/projects/Integrated%20curr_guide%20p1.pdf

- **[Workplace Health and Safety ESOL Curriculum](#)** (Massachusetts Labor Education Roundtable, 2005). From the Introduction: “This curriculum is designed to help ESOL students (English for Speakers of Other Languages) learn about and exercise their workplace health and safety rights. The curriculum uses learner-centered activities that engage students in discussion, elicit and build on their experiences and encourage critical analysis and strategies. Teachers can use these lessons to create a participatory curriculum with students, in which teachers and students analyze issues that they have identified together, and develop strategies to address them.” Available at <https://www.umass.edu/roundtable/projects/Health-Safety-ESOL.pdf>
- **[Success by Design: What Works in Workforce Development](#)** (2002): A review of a study that identified the components of effective joint labor-management worker education programs. Review available at <https://www.umass.edu/roundtable/workshops/success%20by%20design%20article%20pdf-3.pdf> . Report available at <https://www.conferenceboard.ca/e-library/abstract.aspx?did=475>
- **[Job Seeker's Handbook](#)** (Consortium for Worker Education, 2002): Prepared for English language learners in New York City who lost jobs after the 9/11 attacks. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Job%20Seeker%20Hbk%20CWE%2012-02.pdf?ver=1615564000639>

- **Learn & Work: Basic Skills for Job Seekers** (Consortium for Worker Education, 2002). A 92-page curriculum for New York City instructors to use with English language learners who lost their jobs after the 9/11 attacks.
<https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Learn%20%26%20Work%2011-02.pdf?ver=1614384770780>

- **Union-Sponsored Workplace ESL Instruction** (Center for Adult English Language Acquisition and COSMOS Corp., 1996). This digest explores the history of union-sponsored workplace ESL instruction; discusses some models for program delivery; and briefly describes curricula and program goals.
http://www.cal.org/caela/esl_resources/digests/union.html

- **Report on the June 1996 Maryland Workplace Education Conference**: This report summarizes two days of discussions about key questions facing Maryland workplace educators in a federally-funded worker education program operated by the Maryland Department of Education and Metropolitan Baltimore Council of AFL-CIO Unions. <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/MD%20work%20ed%20conf%201996%20Jurmo.pdf?ver=1614384770714>

- **Labor Education Programs in Health and Safety** (1994): Labor health and safety programs encourage workers to take an active part in making the workplace safe. The authors describe the growing need for preparing workers to participate in prevention efforts, the role of training in addressing this need, educational principles and traditions that contribute to empowerment education, and a step-by-step process that is required to achieve the goals of worker involvement and empowerment.
https://www.researchgate.net/publication/15114456_Labor_education_programs_in_health_and_safety

- **Union Roles in Workplace Literacy** (Economic Development Assistance Center, Virginia Tech, 1993). This article describes the history of union-based education programs, the new emphasis on worker basic skills, guidelines for effective union-based basic skills programs, and examples of exemplary union basic skills programs.
<https://scholar.lib.vt.edu/ejournals/CATALYST/V23N3/hensley.html>

- **Health and Safety Education for Workers with Low-Literacy or Limited-English** (1992): From the abstract describing this article by Nina Wallerstein: “Literacy and limited English proficiency have become a growing concern for health

and safety educators. With one-fifth of the workforce reading below an eighth-grade level and possibly another tenth having limited English skills, health and safety educators and unions have increasingly become aware that current training programs often surpass the language and literacy abilities of workers being trained. This article describes the dilemmas facing health and safety professionals in incorporating knowledge about language and literacy skill levels. It documents creative strategies and new programs, largely based on participatory and popular education approaches, to provide training that simultaneously matches worker needs and leads to worker empowerment.” <https://www.ncbi.nlm.nih.gov/pubmed/1442804>

- **Worker Centered Learning: A Union Guide to Workplace Literacy** (AFL-CIO, 1990): This early and influential primer on a union-oriented, worker-centered approach to basic education for workers was developed at a time when much attention was being paid to workplace literacy by policy makers, labor unions, employers, adult education agencies, and the media. It argues for an approach to basic education that helps to empower workers to not only perform their jobs efficiently but understand and protect their rights and otherwise ensure their well-being. <https://wdr.doleta.gov/opr/fulltext/document.cfm?docn=5646>

- **Unions: Bread, Butter, and Basic Skills** (Business Council for Effective Literacy, A Newsletter for the Business Community, no. 13, p. 1, October 1987): “Unions are natural providers of basic skills instruction. They are in daily workplace contact with their membership, are trusted to work on members' behalf, and speak the language of the worker. Unions are trying to address the needs of illiterate workers through collective bargaining arrangements in which employers contribute a percentage of their payroll for the training and upgrading of their workers. Such programs may be jointly administered by unions and management, which may provide the instruction directly or contract it out. Unions may independently seek the services of the adult basic education programs. Other alternatives include partnerships between unions, employers, education providers, and state administrative agencies. A preeminent collective bargaining model is the United Auto Workers-Ford Motor Company Employee Development and Training Program. It is both job-related and concerned with the personal growth of the individual. Eight smaller unions banded together in New York City to form the Consortium for Worker Literacy, which provides education to help workers maintain current jobs or retrain for new ones before job loss. The AFL-CIO is exploring the use of a cutting-edge curriculum, the Job Skills Education Program, built on the analysis of job tasks and the basic skills required for them. Union members also participate in planning bodies and sit on private industry councils.” Available at <https://eric.ed.gov/?q=ford+AND+motor+AND+company&pg=4&id=ED300544>

International Perspectives

Multi-National

- [**The Experimental World Literacy Programme: A Critical Assessment**](#) (United Nations Educational, Scientific, and Cultural Organization, 1976): Describes early “functional literacy” efforts supported by Unesco in developing countries. Identifies a number of potential obstacles to such programs that might sound familiar to those trying to develop similar contextualized basic skills programs around the world – including in the U.S – today. Viewable at <https://unesdoc.unesco.org/ark:/48223/pf0000016574>

Canada

- [**Adult Learning and Literacy in Canada**](#) (National Center for the Study of Adult Learning and Literacy, Annual Review, Volume 2: Chapter 6, 2001). Provides a history of adult literacy efforts in Canada, an overview of current services, and recommendations for expanding and strengthening services. Includes some suggestions for how to improve work-related and family-related services in particular. <http://www.ncsall.net/index.html?id=558.html>
- [**Workplace Literacy and Basic Skills**](#) (National Literacy Secretariat of Canada, 1994). This early document by Sue Folinsbee defines the term “workplace literacy and basic skills, why such skills are important, factors to consider when setting up a workplace basic skills program, steps for doing so, and things to avoid. <http://en.copian.ca/library/research/nls/inpub/worklit/worklit.pdf>
- [**Basic Skills for the Workplace**](#) (Culture Concepts, 1991): “This book is a practitioner's guide to developing literacy training programs for workers. Titles of the 28 chapters and epilogue are as follows: "Understanding the History and Definitions of Workplace Literacy" (Askov, Aderman); "Understanding Literacy in the Canadian Business Context: Conference Board of Canada Study" (Hart); "Understanding Basic Workplace Skills in a Changing Business Environment" (Jones); "Understanding the Need for Workplace Literacy Partnerships" (Lewe); "Understanding Lessons Learned in Employee Basic Skills Efforts in the United States: No Quick Fix" (Jurmo); "Understanding Values in Workplace Education" (Draper); "Understanding a Project Proposal Development" (Anderson); "How to Assess Learners and Build Workplace Literacy Programs" (Ioannou et al.); "How to Assess Organizational Needs and Requirements" (Waugh); "How to Establish a Workplace Basic Skills Program: A Blue Print for Success: (Carnevale et al.); "How to Approach Worker Testing and Assessment" (Taylor); "How to Identify Workplace

Communications Skills in the British Columbia Sawmill Industry" (Hawyrsh); "How to Plan and Conduct a Literacy Task Analysis" (Taylor, Lewe); "How to Design Instruction: From Literacy Task Analyses to Curriculum" (Philippi); "So We Can Make Our Voices Heard: The Ontario Federation of Labour's BEST Project on Worker Literacy" (Turk, Unda); "Basic Skills Upgrading: A Trades Training Perspective" (Evetts, Flanagan); "Workplace ESL and Literacy: A Business and Education Partnership (Kinsey); "The Massachusetts Workplace Education Program" (Hikes); "A Canadian Volunteer Industrial Tutoring Project" (Batdorf); "WORKBASE: Practical Approaches to Literacy in the Workplace" (Taw); "Towards a Workplace Literacy Curriculum Model" (Langenbach); "Choosing Workplace Literacy Resources" (Imel); "Adapting Workplace Materials for Teaching ESL Students" (Meenan); "Thinking Critically in the Workplace" (Pierce); "Accrediting Basic Skills for the Workplace" (Morphy); "Using Television for Work Force Basic Skills Training" (Shafer); "Evaluating Workplace Literacy Programs" (Chang); "Deciding on the Effectiveness of Workplace Literacy Programs" (Mikulecky, D'Adamo-Weinstein); and "Reflections on Education in the Workplace" (Draper)." Available at <https://eric.ed.gov/?id=ED333180>

United Kingdom

- [The UK Skills System: An Introduction](https://www.britishcouncil.org/sites/default/files/bc_uk_skills_sector-an_introduction-june_2017_0_0.pdf) (The British Council, 2017): Provides an overview of the UK's TVET (Technical and Vocational Education and Training) system. https://www.britishcouncil.org/sites/default/files/bc_uk_skills_sector-an_introduction-june_2017_0_0.pdf

Australia

- [Reskilling the Manufacturing Workforce and Developing Capabilities for the Future](#) (*Australasian Journal of Engineering Education*, Volume 22, 2017, Issue 1) From the abstract: "Australia needs a stronger workforce over the next three to five years with more qualified engineers and associated professionals with the high-level skills capable of delivering the needs of the advanced manufacturing and maritime industries. Australia's graduation rates in science, technology, engineering and mathematics fields are low by international comparison, providing challenges in meeting qualified workforce needs. With a focus on Tasmania, this paper identified the mismatch between current skills and future needs from a literature review, and through semi-structured interviews with companies in these industries, qualitative data on future skills were determined. The results clearly indicate that there is a need for Vocational Education and Training and Higher Education to be flexible in their course offerings, work with industry to ensure that it is delivering consistent and quality learning outcomes, thus creating a culture of communication and collaboration underpinned by mutual understanding of

industry and education and training sector needs, possibilities and constraints.”
<https://www.tandfonline.com/doi/full/10.1080/22054952.2017.1338228>

- [**Investing in Workforce Literacy Pays: Building Employer Commitment to Workplace Language, Literacy and Numeracy Programs**](#) (Australian Industry Group and Australian Council for Educational Research, August 2015):
https://research.acer.edu.au/cgi/viewcontent.cgi?article=1026&context=transitions_misc
- [**Skills in Australia: Towards Workforce Development and Sustainable Skill Ecosystems**](#) (Journal of Industrial Relations, 2006). From the abstract: “This article argues that there is a need to move beyond narrow ways of thinking about training to incorporate broader notions of ‘workforce development’ and ‘skill ecosystems’. A market-based approach to skills development is contrasted with a social consensus model, which takes a more integrated view of how skills are formed and sustained. However, following a review of Australia’s brief and ultimately unsuccessful attempt to develop something akin to a social consensus approach, we argue that there is much to be gained from a workforce development approach and an understanding of skill formation as occurring in the context of skill ecosystems. To be most effective this approach to skill formation requires the facilitation of networks and nurturing of partnerships among the different agents and agencies concerned with skill development. Recent initiatives in Australia that explicitly adopt a skill ecosystem and workforce development orientation demonstrate the potential of these approaches to overcome many of the problems associated with currently dominant market-based approaches and avoid the pitfalls of social consensus models.” <https://journals.sagepub.com/doi/10.1177/0022185606070106>

New Zealand

- [**Cultural/Community Mentoring with Maori and Pacific Electrical Apprentices**](#) (Literacy and Numeracy Studies, Vol. 20, No. 2, 2012): The abstract for this article by Chris Holland of New Zealand’s Work & Education Research and Development Services states: “New Zealand government policy documents over the last decade have committed to supporting Maori and Pasifika learners, yet still today there is little real support in place for learners in apprenticeships. There is even less support in place that acknowledges the cultural dimension of learning in the workplace. This paper discusses the establishment and review of a development project which sets out to provide culturally supportive mentoring for Maori and Pasifika apprentices. The project sought to do this by engaging experienced Maori and Pasifika tradesmen who were located in the local communities of their learners.” Can be downloaded at
<https://epress.lib.uts.edu.au/journals/index.php/lnj/article/view/3084>

- **[Upskilling Partnership Program: Evaluation Report](https://thehub.sia.govt.nz/resources/upskilling-partnership-programme-evaluation-report/)** (New Zealand Department of Labour, 2010): Presents findings from evaluation of New Zealand's national workplace program, which ran from July to 2009. The program aimed at increasing employer investment in such programs and identifying potential benefits. Report available at <https://thehub.sia.govt.nz/resources/upskilling-partnership-programme-evaluation-report/> . A journal review of the report can be accessed at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/ABEL%20Journal%20Nov%202011%20New%20Zealand%20Review.pdf?ver=1615564000318>

Ireland

- **[An Employer's Guide to Basic Skills at Work](https://www.nala.ie/sites/default/files/publications/An%20employers%20guide%20to%20basic%20skills%20at%20work_1.pdf)** (National Adult Literacy Agency, Ireland, 2006): The activities described in this introductory guide were field-tested in an Irish county. It provides information on (1) why basic skills are an important concern for employers, (2) actions employers can take to get started (e.g., scan the work environment, analyze target jobs, assessing worker needs, identifying options for responding to those needs). https://www.nala.ie/sites/default/files/publications/An%20employers%20guide%20to%20basic%20skills%20at%20work_1.pdf

Jamaica

- **[Jamaica Workplace Literacy Program Report](https://uil.unesco.org/case-study/effective-practices-database-litbase-0/workplace-literacy-programme-wlp-jamaica)** (Unesco, 2016): Describes goals, content, activities, components, and lessons learned from this national program to upgrade the work-related basic skills. <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/workplace-literacy-programme-wlp-jamaica>