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Literacy Grant, March 1994 [1]

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LITERACY GRANT -- 3/94

PHOTO
REPRODUCTION

PART I
Application for Federal Assistance – Form 424

PART II
Partnership Agreement Form

PART III
Budget Information and Instructions

PART IV
Budget Narrative

PART V
Application Narrative

PART VI
Additional Assurances and Certification

APPENDICES

Clinton Presidential Records Digital Records Marker

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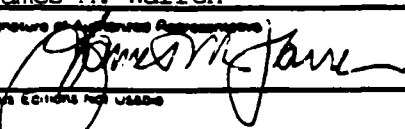
1

Divider Title: _____

Appendix A

OMB Approval No. 0348-0042

APPLICATION FOR
FEDERAL ASSISTANCE

1. TYPE OF BUSINESS/APPROPRIATION ☐ Construction ☐ Non-Construction		2. DATE SUBMITTED March 11, 1994		3. DATE RECEIVED BY STATE State-Appropriation Number	
4. DATE RECEIVED BY FEDERAL AGENCY Federal Number					
5. APPLICANT INFORMATION					
Legal Name Laborers-AGC Ed. & Train. Fund			Organization Unit		
Address (give city, county, state, and zip code) 37 Deerfield Rd. P.O. Box 37 Pomfret Center, CT 06259			Name and telephone number of the person to be contacted on matters involving this application (give area code) James M. Warren (203) 974-0800		
6. EMPLOYER IDENTIFICATION NUMBER (EIN) 23-7042734			7. TYPE OF APPLICANT (check appropriate entry in box) ☒ N A. State B. County C. Municipality D. Township E. Interstate F. International G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Public Organization N. Other (Specify) Private Non-Profit Trust		
8. TYPE OF APPLICATION ☒ New ☐ Continuation ☐ Revision 9. Revision, other appropriate entry(ies) in boxes: ☐ A. Increased Amount ☐ B. Decreased Amount ☐ C. Increased Duration ☐ D. Decreased Duration Other (Specify):			10. NAME OF FEDERAL AGENCY U.S. Department of Education		
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER 84-0198			11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT Laborers-AGC/ University of Connecticut Workplace Literacy Project		
12. AREAS AFFECTED BY PROJECT (check appropriate entries in box) CT, DC, OR, LA, NJ, CA					
13. PROPOSED PROJECT Start Date Ending Date		14. CONGRESSIONAL DISTRICTS OF a. Applicant b. Project			
15. ESTIMATED FUNDING a. Federal \$ 644,000 .00 b. Applicant \$ 280,724 .00 c. State \$.00 d. Local \$.00 e. Other \$.00 f. Program Income \$.00 g. TOTAL \$ 924,724 .00		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE May 10, 1994 b. NO ☐ PROGRAM IS NOT COVERED BY E.O. 12372 ☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW			
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? ☐ Yes ☒ No "Yes" explain on extension.					
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN FULLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED					
a. Typed Name of Authorized Representative James M. Warren		b. Title Director		c. Telephone number 203-974-0800	
d. Signature of Authorized Representative 				e. Date Signed 3-11-94	

Previous editions not usable

Signature Form 224 Rev 1/88
Prescribed by OMB Circular 6-102

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PARTNERSHIP AGREEMENT FORM

INSTRUCTIONS: Partners must submit a signed Partners' Agreement form and enclose it with the application. As indicated in 34 CFR 472.2 it is essential that the partners sign and submit this document in order for their application to be considered complete. If the document is not signed by all partners and submitted with the application, the Secretary will return the application without further consideration for funding pursuant to 34 CFR 75.216.

Please note that every partnership must include at least one entity from each of the following two categories and may, but need not, include more than one entity from each category. Category 1 includes a business, industry, or labor organization, or private industry council. Category 2 includes a State educational agency, local educational agency, or school (including an area vocational school, and employment and training agency, or a community-based organization). This means that the Partnership Agreement must be signed by at least one Category 1 partner and at least one Category 2 partner and must also be signed by any other partner(s) included in the partnership. Any questions about forming a valid partnership and properly completing the Partnership Agreement may be referred to one of the program officers listed as an information contact in this application notice.

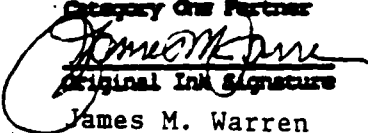
If you are claiming the small business preference because one or more of the proposed partners has small business status, please indicate the partner's Standard Industrial Classification (SIC) code in the space provided. If this information is not included, the small business preference will not be applied to the application.

Partners' Agreement

As authorized representatives of our organizations, we agree on their behalf to the following terms with respect to our application as a condition of applying for and receiving a grant from the National Workplace Literacy Program. We:

- designate partner Laborers-AGC as the applicant on behalf of the partnership
- are willing to be partners in this project;
- will perform the role detailed for each of us in the application;
- will be bound by every statement and assurance made in the application including, but not limited to, the assurance that any funds provided to the partnership under Section 371 of Public Law 100-297 will be used to supplement and not supplant funds otherwise available for the purposes of the National Workplace Literacy Program.

Category One Partner


Original Ink Signature

James M. Warren

Name (Typed)

Director

Title (Typed)

Laborers-AGC Education
& Training Fund

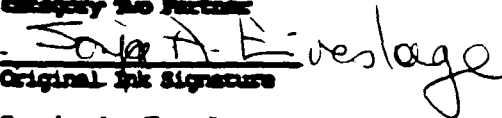
Organization (Typed)

SIC Code (only if
small business)

March 10, 1994

Date (Typed)

Category Two Partner


Original Ink Signature

Sonja A. Eyeslage

Name (Typed)

Associate Vice President for
Public Service

Title (Typed)

Thomas Edison
State College

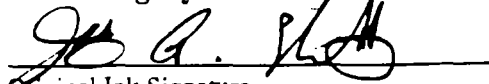
Organization (Typed)

Date (Typed)

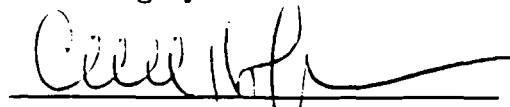
Note: Applicant must add signature spaces including the above information for any additional partner(s).

Partnership Agreement Form

Category One Partner


Original Ink SignatureJoe Valverde
Name (Typed)Owner
Title (Typed)Valverde Constructions, Inc.
Organization (Typed)1623
SIC Code (only if small business)March 11, 1994
Date (Typed)

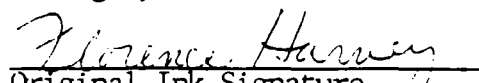
Category Two Partner


Original Ink SignatureClell Hoffman
Name (Typed)Director, Occupational Preparation
Title (Typed)Los Angeles County Office
Of Education
Organization (Typed)SIC Code (only if small business)March 11, 1994
Date (Typed)

Category One Partner


Original Ink SignatureArthur A. Coia
Name (Typed)General President
Title (Typed)Laborers' Intl. Union of North America
Organization (Typed)SIC Code (only if small business)March 11, 1994
Date (Typed)

Category Two Partner


Original Ink SignatureFLORENCE HARVEY
Name (Typed)DIRECTOR
Title (Typed)EXTERNAL DIPLOMA PROGRAM
AMERICAN COUNCIL ON EDUCATION
Organization (Typed)SIC Code (only if small business)March 11, 1994
Date (Typed)

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PART III - BUDGET INFORMATION**SECTION A - Budget Summary by Categories**

	A	B	C
1. Personnel	202,179	212,288	222,902
2. Fringe Benefits (Rate %)	85,286	89,550	94,028
3. Travel	71,250	74,813	78,554
4. Equipment	0	0	0
5. Supplies	7,690	8,075	8,479
6. Contractual	217,135	227,992	239,392
7. Other	12,756	13,394	14,064
8. Total, Direct Cost (lines 1 through 7)	596,296	626,112	657,419
9. Indirect Cost (Rate %)	47,704	50,089	52,594
10. Training Costs/Stipends	0	0	0
11. TOTAL, Federal Funds Requested (lines 8 through 10)	644,000	676,201	710,013

SECTION B - Cost Sharing Summary (if appropriate)

	A	B	B
1. Cash Contribution	280,724	294,760	309,499
2. In-Kind Contribution (only costs specifically for this project)			
3. TOTAL, Cost Sharing (Rate 30%)	280,724	294,760	309,499

NOTE: For FULLY-FUNDED PROJECTS use Column A to record the entire project budget period.

For MULTI-YEAR PROJECTS use Column A to record the first 12-month budget period; Column B to record the second 12-month budget period; and Column C to record the third 12-month budget period.

BILLING CODE 4000-01-C

Instructions for Part III-Budget Information

Section A—Budget Summary by Categories

1. **Personnel:** Show salaries to be paid to project personnel.

2. **Fringe Benefits:** Indicate the rate and amount of fringe benefits.

3. **Travel:** Indicate the amount requested for both inter- and intra-State travel of project staff. Include funds for three people to attend three developmental staff meetings in Washington, DC.

4. **Equipment:** Indicate the cost of non-expendable personal property that has a useful life of more than one year and a cost of \$300 or more per unit (\$5,000 or more if State, Local, or Tribal Government).

5. **Supplies:** Include the cost of consumable supplies and materials to be used during the project.

6. **Contractual:** Show the amount to be used for (1) procurement contracts (except those which belong on other lines such as supplies and equipment); and (2) sub-contracts.

7. **Other:** Indicate all direct costs not clearly covered by lines 1 through 6 above, including consultants.

8. **Total, Direct Costs:** Show the total for lines 1 through 7.

9. **Indirect Costs:** Indicate the rate and amount of indirect costs (see Note).

10. **Training/Stipend Cost:** (not allowable)

11. **TOTAL, Federal Funds Requested:** Show total for lines 8 through 10.

Note: The National Workplace Literacy Program includes a statutory requirement that Federal funds supplement, and not supplant, non-Federal funds. 34 CFR 75.563 requires programs of this type to use a restricted indirect cost rate. 34 CFR 75.564-75.568 provides the formula for determining the restricted indirect cost rate and provides definitions of terms used in the formula. A grantee other than a State or local

government may use the restricted indirect cost rate or eight percent, whichever is less. Copies of part 75 of 34 CFR may be obtained from the Government Printing Office by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Telephone: (202) 783-3238. These regulations may also be found at many local libraries.

Section B—Cost Sharing Summary

Indicate the actual rate and amount of cost sharing. The National Workplace Literacy Program requires that the partnership provide at least 30 percent cost sharing. The share required refers to a percentage of Total project cost, not of Federal funds.

Part IV—Instructions for Budget Narrative

Prepare a detailed Budget Narrative for the first year of the project that justifies, and/or clarifies the budget figures shown in sections A and B. (Please note that the National Literacy Act of 1991 (Pub. L. 102-73) amended the section of the Adult Education Act that authorizes the National Workplace Literacy Program to permit any eligible organization to use 100 percent Federal funds for administrative costs incurred in establishing a project during a start-up period. 34 CFR 472.32(b) requires that an applicant minimize the start-up period, if any, proposed for its project and that the start-up period not exceed six months.) Explain:

1. The basis used to estimate certain costs (professional personnel, consultants, travel, indirect costs) and any other cost that may appear unusual;
2. How the major cost items relate to the proposed project activities;
3. The costs of the project's evaluation component;
4. What matching occurs in each budget category; and

5. A breakdown of expenditures in the start-up period, and in the subsequent operational period.

Provide estimated budget totals for the second and third years of the project.

Instructions for Part V—Application Narrative

Before preparing the Application Narrative, an applicant should read carefully the description of the program and the selection criteria the Secretary uses to evaluate applications.

The narrative should encompass each function or activity for which funds are being requested and should—

1. Begin with an Abstract; that is, a summary of the proposed project including a list of the members of the partnership;
 2. Describe the proposed project in light of each of the selection criteria in the order in which the criteria are listed in this application package; and
 3. Include any other pertinent information that might assist the Secretary in reviewing the application.
- The Secretary strongly requests the applicant to limit the Application Narrative to no more than 50 double-spaced, typed, 8½" x 11" pages (on one side only), although the Secretary will consider applications of greater length. Be sure that each page of your application is numbered consecutively.

Include as an appendix to the Application Narrative supporting documentation, also on 8½" x 11" paper (e.g., letters of support, footnotes, resumes, etc.), or any other pertinent information that might assist the Secretary in reviewing the application.

Applicants are advised that—(1) Under § 75.217 of the Education Department General Administrative Regulations (EDGAR), the Department considers only information contained in the application in ranking applications

for funding consideration. Letters of support sent separately from the formal application package are not considered by the technical review panels.

(2) In reviewing applications, the technical review panel evaluates each application solely on the basis of the established technical review criteria. Letters of support contained in the application will strengthen the application only if they contain commitments that pertain to the established technical review criteria, such as commitment of resources.

Include any other pertinent information that might assist the Secretary in reviewing the application under the Adult Education Act, as amended.

Instructions for Estimated Public Reporting Burden

Under terms of the Paperwork Reduction Act of 1980, as amended, and the regulations implementing that Act, the Department of Education invites comment on the public reporting burden in this collection of information. Public reporting burden for this collection of information is estimated to average 90 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. You may send comments regarding this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project, OMB 1830-0521, Washington, DC 20503.

(Information collection approved under OMB control number 1830-0521. Expiration date: December 31, 1995.)

EDLWS CODE 4001-01-0

BUDGET SUMMARY

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET SUMMARY

COST CATEGORY	FEDERAL FUNDS REQUESTED						TOTAL FEDERAL FUNDS REQUESTED	TOTAL COST SHARING
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE		
1. Personnel	\$111,320	\$27,136	\$19,379	\$12,100	\$6,006	\$26,238	\$202,179	\$137,003
2. Fringe Benefits	56,827	8,779	5,166	4,840	1,540	8,134	85,286	49,519
3. Travel	61,170	3,680	0	6,400	0	0	71,250	13,860
4. Equipment	0	0	0	0	0	0	0	0
5. Supplies	0	0	0	0	0	7,690	7,690	9,340
6. Contractual	137,615	6,320	27,200	6,000	0	40,000	217,135	37,275
7. Other	0	0	0	6,900	0	5,856	12,756	33,727
8. Total Direct Costs	\$366,932	\$45,915	\$51,745	\$36,240	\$7,546	\$87,918	\$596,296	\$280,724
9. Indirect Costs	29,355	3,673	4,140	2,899	604	7,033	47,704	0
10. Training Stipends	0	0	0	0	0	0	0	0
11. TOTAL FEDERAL COSTS REQUESTED	\$396,287	\$49,588	\$55,885	\$39,139	\$8,150	\$94,951	\$644,000	\$280,724

30% of total

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET INFORMATION DETAIL

COST CATEGORY	FEDERAL FUNDS REQUESTED						TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
1. PERSONNEL (based on 12 month period)							
Laborers-AGC:							
Project Director							100%
Education Specialist							65%
Secretary							100%
Thomas Edison State College:							
Director, Corporate Programs							20%
Administrative Assistant							50%
Secretary							25%
LA County Office of Education:							
Senior Project Director							7%
Trade & Industry Consultant							13%
Administrative Aide							13%
LIUNA:							
Communications Specialist							22%
Valverde Construction:							
Construction Superintendent							4%
Construction Superintendent							4%
ACE:							
Project Administrator							15%
Program Manager							20%
Staff Assistant							20%
TOTAL PERSONNEL	\$111,320	\$27,136	\$19,379	\$12,100	\$6,006	\$26,238	\$202,179
2. FRINGE BENEFITS (based on 12 month period)							
FICA @7.65% of gross pay	8,516	2,076	1,482	926	459	2,007	15,466
Laborers-AGC standard benefits:							
Conn. SUTA @\$376 per person	996						996
Health & welfare @\$10,260/year per person	27,189						27,189
Pension @17% of gross pay	18,924						18,924
Disability @1.08% of gross pay	1,202						1,202
Thomas Edison standard benefits: 24.7%		6,703					6,703
LACOE standard benefits: 19.01%			3,684				3,684

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET INFORMATION DETAIL

COST CATEGORY	FEDERAL FUNDS REQUESTED						TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
LIUNA standard benefits: 32.35%				3,914			3,914
Valverde Construction standard benefits: 18%					1,081		1,081
ACE standard benefits: 23.35%						6,127	6,127
TOTAL FRINGE BENEFITS	\$56,827	\$8,779	\$5,166	\$4,840	\$1,540	\$8,134	\$85,286

3. TRAVEL

Laborers-AGC:

Train-the-Trainer travel for 2 1-week sessions Avg. \$540/person airfare, and \$35/night lodging for 10 instructors, Proj. Director, and Educ. Spec.	8,580						8,580
Technical support/monitoring travel - Project Director and Educ. Specialist twice to each of 4 sites for 5 days each trip (total 16 trips) @ avg. \$540 airfare, \$120 per diem and \$140 ground transportation	18,560						18,560
Audio-visual travel for AV Manager and AV Specialist to shoot video footage at 2 training sites (total 4 1-wk trips) @ avg. \$540 airfare, \$120 per diem, and \$140 ground transportation each trip	4,640						4,640
Advisory Group travel for partners - 3 1-day meetings @ avg. \$540 airfare and \$120 per diem for 2 representatives from each of 6 partners (12 attendees - total 36 trips)	23,760						23,760
Travel to Washington, DC for 3 developmental staff meetings for Project Director, @ avg. \$540 airfare and \$160 per diem (higher rate in DC)	2,100						2,100
Thomas Edison State College:							
Travel to Washington, DC for 3 developmental staff meetings for Project Director, @ avg. \$540 airfare and \$160 per diem (higher rate in DC)	2,100						2,100
Technical support/monitoring travel - 1 3-day trip to each of 4 sites (4 trips) @ avg. \$540 airfare, \$120 per diem, and \$140 ground transportation per trip		3,680					3,680

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET INFORMATION DETAIL

COST CATEGORY	FEDERAL FUNDS REQUESTED						TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	

LIUNA:							
Outreach & assessment travel: 2 2-day trips to each of 4 sites for one person @ avg. \$540 airfare, \$120 per diem, and \$140 ground transportation (total 8 trips)				6,400			6,400
Valverde Construction:							
Train-the-Trainer travel for 2 1-week sessions Avg. \$540/person airfare, and \$35/night lodging for 2 Construction Superintendents				1,430			1,430

TOTAL TRAVEL	\$61,170	\$3,680	\$0	\$6,400	\$0	\$0	\$71,250

4. EQUIPMENT - NONE

5. SUPPLIES							
ACE: External Diploma Program assessment materials							
Diagnostic Instrument Set	7	\$450				3,150	3,150
Assessment Instrument Set	4	\$550				2,200	2,200
Appendix	4	\$200				800	800
Center materials	2	\$520				1,040	1,040
Office supplies						500	500
	\$0	\$0	\$0	\$0	\$0	\$7,690	\$7,690

6. CONTRACTUAL

Laborers-AGC:

Training Fund subcontracts:

Educational Counselors - reimbursement for
 1 instructor @ 25% for year at each
 of 4 training centers (@ avg annual
 salary & fringes of \$54,600 per FTE)

54,600

54,600

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET INFORMATION DETAIL

COST CATEGORY	FEDERAL FUNDS REQUESTED					TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	
Reading for Work classes - Louisiana Training Fund						
2 1-week classes, 10 trainees each:						
Reimbursement for training center staff						
time (1 instructor @ 100%, Dir. &						
Secretary each @ 25% per week)						
						\$1,820
Transportation of workers to center						
avg. \$40 each for 10 workers						400
Overhead costs @ 8% of staff costs						146
Subtotal per class						\$2,366
						4,732
ESL classes - So. California Training Fund						
4 2-week classes, 10 trainees each:						
Reimbursement for training center staff						
time (1 instructor @ 100%, Dir. &						
Secretary each @ 25% per week)						
						\$3,640
Transportation of workers to center						
avg. \$40 each for 10 workers						400
Overhead costs @ 8% of staff costs						291
Subtotal per class						\$4,331
						17,324
Learning to Learn classes - Oregon Training Fund						
2 1-week classes, 10 trainees each:						
Reimbursement for training center staff						
time (1 instructor @ 100%, Dir. &						
Secretary each @ 25% per week)						
						\$1,820
Transportation of workers to center						
avg. \$40 each for 10 workers						400
Overhead costs @ 8% of staff costs						146
Subtotal per class						\$2,366
						4,732
						4,732

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 BUDGET INFORMATION DETAIL

COST CATEGORY	FEDERAL FUNDS REQUESTED					TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	
Problem Solving classes - Oregon Training Fund						
3 24 hr classes, 10 trainees each:						
Reimbursement for training center staff						
time (1 instructor @ 100%, Dir. &						
Secretary each @ 25% per week)						
Transportation of workers to center						
avg. \$40 each for 10 workers						
Overhead costs @ 8% of staff costs						
Subtotal per class						
Literacy consultant: Dr. Eric Rice						
200 hours @ \$50/hr						
Travel to each of 2 1-week Train-the-Trainers						
@ avg. \$540 airfare and \$35/night lodging						
Advisory Group travel: 3 1-day meetings						
@ avg. \$540 airfare and \$120 lodging						
Evaluator: Dr. Robert Glover						
200 hours @ \$50/hour						
Travel to each of 4 sites (1 wk each trip)						
@ avg. \$1,000 per trip airfare & lodging						
Advisory Group travel: 3 1-day meetings						
@ avg. \$540 airfare and \$120 lodging						
Travel to Washington, DC for 3 developmental						
staff meetings, @ avg \$540 airfare and \$160						
lodging per trip (higher lodging rate in DC)						
ColorSound Foundation: production of ESL video						
Thomas Edison:						
Distance Learning Consultants (2), each for 10						
days @ \$250 per day						
Travel for 1 2-day trip for 2 consultants to meet						
@ avg. \$540 airfare and \$120 per diem each						
LACOE:						
ESL Consultants (2 TBN): 68 days @ \$400/day						

COST CATEGORY	FEDERAL FUNDS REQUESTED						TOTAL FEDERAL FUNDS REQUESTED
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
LIUNA:							
Materials development consultants @ \$50/hr for 80 hrs				4,000			4,000
Materials development for training/recruitment seminar				2,000			2,000
ACE:							
EDP Consultant: Fran Patchett							
@ \$350/day for 52 days						18,200	18,200
Travel for five EDP trainers - airfare @ \$1,000 each							
and \$120 per diem for 3 days each						6,800	6,800
External Diploma Program Training/Evaluation Workshop						15,000	15,000
TOTAL CONTRACTUAL	\$137,615	\$6,320	\$27,200	\$6,000	\$0	\$40,000	\$217,135
7. OTHER							
LIUNA:							
Development, printing and mailing of recruitment material							
2 color, 3 fold brochure with personalized insert (15,000)				4,500			4,500
Mailing @ \$.16 each				2,400			2,400
ACE:							
Rent @ 12.5% of salaries						3,280	3,280
Telephone equipment @ 2.5% of salaries						656	656
Computer equipment rental (lease 3 Maintosh's)						1,920	1,920
TOTAL OTHER	\$0	\$0	\$0	\$6,900	\$0	\$5,856	\$12,756
8. TOTAL DIRECT CHARGES	\$366,932	\$45,915	\$51,745	\$36,240	\$7,546	\$87,918	\$596,296
9. INDIRECT COSTS (8%)	29,355	3,673	4,140	2,899	604	7,033	47,704
TOTAL	\$396,287	\$49,588	\$55,885	\$39,139	\$8,150	\$94,951	\$644,000
Cost sharing							\$280,724

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 COST SHARING DETAIL

COST CATEGORY	COST SHARING						TOTAL COST SHARING
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
1. PERSONNEL (based on 12 month period)	Annual pay	Cost Sharing %					
Laborers-AGC:							
Director		5%					
Asst. Director		10%					
Special Assistant		10%					
Education Specialist		35%					
Audio-Visual Manager		5%					
Audio-Visual Specialist		5%					
Accounting Manager		10%					
Accounting Specialist		10%					
Database Manager		5%					
Publications Manager/Editor		10%					
Publications Assistant		10%					
Thomas Edison State College:							
Assoc. VP for Public Service		10%					
Director, Directed Ind. Living		5%					
Internal Evaluation Consultant		5%					
LACOE:							
Associate Director		5%					
Fiscal Svc. Coordinator		3%					
Administrative Aide		15%					
Secretary		20%					
LIUNA:							
Director of Research & Education		20%					
LIUNA Coordinator		30%					
Staff Assistant		20%					
Valverde Construction:							
Company President		4%					
ACE:							
Project Administrator		5%					
CALEC Financial Manager		20%					
Staff Assistant		5%					
TOTAL PERSONNEL	\$53,893	\$12,675	\$17,447	\$33,608	\$4,775	\$14,605	\$137,003

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 COST SHARING DETAIL

COST CATEGORY	COST SHARING						TOTAL COST SHARING
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
2. FRINGE BENEFITS (based on 12 month period)							
FICA @7.65% of gross pay	4,123	970	1,335	2,571	365		9,364
Laborers-AGC standard benefits:							
Conn. SUTA @\$376 per person	432						432
Health & welfare @\$10,260/year per person	11,799						11,799
Pension @17% of gross pay	9,162						9,162
Disability @1.08% of gross pay	582						582
Thomas Edison standard benefits: 24.7%		3,131					3,131
LACOE standard benefits: 19.01%			3,317				3,317
LIUNA standard benefits: 32.35% of salary				10,872			10,872
Valverde Construction standard benefits: 18%					860		860
TOTAL FRINGE BENEFITS	\$26,098	\$4,101	\$4,652	\$13,443	\$1,225	\$0	\$49,519
3. TRAVEL							
Advisory Group travel for additional representatives from partners - 3 1-day meetings @ avg. \$540 airfare and \$120 per diem for L-AGC Director, 4 Training Directors, and LIUNA representatives (7 attendees - total 21 trips)	9,900			3,960			13,860
TOTAL TRAVEL	\$9,900	\$0	\$0	\$3,960	\$0	\$0	\$13,860
4. EQUIPMENT - None							
5. SUPPLIES							
Laborers-AGC:							
Instructional materials for 2 Train-the-Trainers, @ avg. \$30 each for 10 instructors	300						300
Printing and copying of companion manuals for all components except EDP (120 @ \$30 each)	3,600						3,600
Audio-visual tape stock for production (40 @ \$11) and duplication (2,000 @ \$2.50 each)	5,440						5,440
TOTAL SUPPLIES	\$9,340	\$0	\$0	\$0	\$0	\$0	\$9,340

LABORERS-AGC EDUCATION AND TRAINING FUND
 NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
 COST SHARING DETAIL

COST CATEGORY	COST SHARING						TOTAL COST SHARING
	L-AGC	THOMAS EDISON	LACOE	LIUNA	VALVERDE CONSTR.	ACE	
6. CONTRACTUAL							
Laborers-AGC:							
Training Fund support staff:							
Training Director and Secretary @ 15% each at each of 4 centers to provide administrative support to educational counselor, and assist with outreach efforts (annual salary & fringes @ \$82,000 and \$44,000 respectively)	18,900						18,900
Legal consultant: Don Elisburg, Esq. 75 hours @ \$165/hr	12,375						12,375
Advisory Group travel: 3 1-day meetings @ avg. \$540 airfare and \$120 lodging	1,980						1,980
Travel to Pomfret Ctr for 2 1-day meetings @ avg. \$540 airfare and \$120 lodging	1,320						1,320
ACE:							
Consultant services for editing/proofing, @ \$25/hr for 20 hrs						500	500
Temporary clerical services						2,200	2,200
TOTAL CONTRACTUAL	\$34,575	\$0	\$0	\$0	\$0	\$2,700	\$37,275
7. OTHER							
Postage and shipping of printed materials @ avg. \$30/month	360						360
Postage/shipping of distance learning videos, 1,000 @ \$9.50	9,500						9,500
Financial audit costs (pro-rated as allocable to project) for Laborers-AGC and subcontracted Training Funds	1,500						1,500
Use of Laborers-AGC office space pro-rated for 4.2 FTE	5,686						5,686
Use of LIUNA office space pro-rated for 0.42 FTE				11,481			11,481
ACE:							
Long distance telephone charges						2,500	2,500
Printing costs						1,850	1,850
Postage						850	850
TOTAL OTHER	\$17,046	\$0	\$0	\$11,481	\$0	\$5,200	\$33,727
8. TOTAL COST SHARING	\$150,852	\$16,776	\$22,099	\$62,492	\$6,000	\$22,505	\$280,724

LABORERS-AGC EDUCATION AND TRAINING FUND
NATIONAL WORKPLACE LITERACY PROGRAM (CFDA #84.198) FY 1993
ESTIMATED BUDGET TOTALS FOR YEARS 2 AND 3

COST CATEGORY	YEAR 2 FEDERAL FUNDS REQUESTED	YEAR 2 COST SHARING (CASH)	YEAR 3 FEDERAL FUNDS REQUESTED	YEAR 3 COST SHARING (CASH)
1. Personnel	\$212,288	\$143,853	222,902	151,046
2. Fringe Benefits	89,550	51,995	94,028	54,595
3. Travel	74,813	14,553	78,554	15,281
4. Equipment	0	0	0	0
5. Supplies	8,075	9,807	8,479	10,297
6. Contractual	227,992	39,139	239,392	41,096
7. Other	13,394	35,413	14,064	37,184
8. Total Direct Costs	\$626,112	\$294,760	\$657,419	\$309,499
9. Indirect Costs	50,089	0	52,594	0
10. Training Stipends	0	0	0	0
11. TOTAL FEDERAL COSTS REQUESTED	\$676,201	\$294,760	\$710,013	\$309,499

30% of total

30% of total

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LABORERS-AGC EDUCATION AND TRAINING FUND
NATIONAL WORKPLACE LITERACY PROGRAM
CFDA #84.198 FY 1993

PART IV - BUDGET NARRATIVE

The attached Budget Information Detail and Cost Sharing Detail worksheets outline in spreadsheet format the components and basis for each cost category for each of the six partners. Cost estimates are based on Laborers-AGC's extensive experience in developing and implementing cost-effective training programs over the last ten years. Costs included in the other Partners' budgets have similarly been researched in the interest of providing an effective and efficient program.

The attached Budget Summary worksheet provides an overview of the budget by category and by Partner. Cost estimates for the inter-related activities of all six Partners have been carefully coordinated so as to avoid duplicative or unnecessary expense to the grant.

The matching in each budget category is also shown on the Budget Summary, and detailed in the Cost Sharing Detail. Wherever possible, cost sharing has been calculated and included. Based on prior experience in similar projects, we expect that substantial donations of time and resources will be made on behalf of the Laborers' training network and the other Partners' organizations throughout the country, even though such donations will not be included in the amounts determined for the cost sharing requirement of this proposal.

Project evaluation costs are included in the budget in two ways. First, the project will use the services of an experienced third party evaluator, Dr. Robert Glover, to help with the evaluation plan design; to compile and analyze the data; and to develop the evaluation reports. These portions of the evaluation will concentrate on quantitative data regarding numbers of participants served; the types and levels of skills mastered during training; continued training success after the workplace literacy experience; and employment outcomes after the literary experiences. Dr. Glover's time estimate is based upon his experience in performing somewhat similar evaluations, and reflect that instructors will give and score some assessments, and report scores to Dr. Glover. Dr. Glover's services are budgeted at \$10,000, with an additional \$5,980 for travel.

Progress evaluation activities not only will be monitored by Dr. Glover, but also will be assessed by the Technical Advisory Group (TAG). This group will be able to provide useful instruction, suggestions, and guidance to the project at a minimal cost for travel of the participants.

Personnel and Fringe Benefits have been based on a 12 month initial grant period. As can be seen from the task descriptions contained in the Application Narrative, key personnel from each of the Partners will be essential in all phases of the project. A full-time Laborers-AGC Project Director will manage the program and act as liaison with all Partners.

All Personnel charges have been calculated on the basis of the number of weeks required for satisfactory completion of the project activities. Significant matching contributions of staff time will be provided by all the Partners.

Fringe Benefits have been calculated according to the standard fringe benefit package in place at each of the Partners' organizations. These vary from organization to organization, but all include governmental percentages for payroll tax (FICA 6.2%, Medicare 1.45%), health insurance, pension, and life and disability insurance where provided.

Travel is included in this budget for all elements of this national project, with airfare based on a discounted coach rate. The Laborers-AGC Project Director and Education Specialist will travel to each site initially to coordinate the on-site assessment and literacy audits. Both will then return to each site once more to assist with the implementation of the program components.

Assessment, technical support and outreach travel has also been budgeted for staff from Thomas Edison and LIUNA. Construction superintendents from Valverde Construction will round out the attendance at the Train-the-Trainer sessions, and their travel and lodging is also included.

Travel for instructor training will consist of bringing ten instructors to a training center location for two one-week Train-the-Trainer sessions. Room and board has been calculated at the nominal rate of \$35/night accepted by all of Laborers-AGC's affiliate funds, as it is policy for those attending class to be housed at the training facility. (Note that per diem for monitoring and assessment visits has been budgeted at \$120 per night for off-site lodging, as it is likely that the facilities to be visited will be filled to capacity at those times.)

Attendance by the Project Director at three developmental staff meetings in Washington, DC, as suggested by the RFA, has been included in the budget, as has audio-visual production travel for the Laborers-AGC Audio-visual staff.

The Technical Advisory Group travel has been included under the Laborers-AGC budget as that organization will coordinate these meetings. Attendees will include representatives from each of the partners, as well as several consultants. Travel for additional members of the Advisory Group will be provided by Laborers-AGC as a matching contribution. Note that consultants' travel costs have been budgeted under the Contractual category.

Travel costs will be kept to a minimum wherever possible, and all possible cost savings will be realized through the grant period.

While no Equipment purchases have been included in the request for Federal funds, a considerable investment in physical plant, and especially in computer technology and systems, at each of the Partners' headquarters will be utilized for the project. A veritable "information highway" will be at the disposal of the partnership, and will facilitate coordination and oversight of the project.

Supplies have been kept to a minimum, including printed instructor materials and tape stock for video production and duplication as a matching contribution on the part of Laborers-AGC. External Diploma Program assessment materials have been included at the cost provided by ACE, in addition to office supplies.

Contractual costs consist of various consultants and sub-contracts with the four Laborers' training centers as described in the Application Narrative. Each training center will be reimbursed for a 25% FTE instructor to act as an educational counselor throughout the project. In addition, each training center will provide 15% each of their Training Director and Secretary as support personnel as a matching contribution.

The Louisiana, So. California, and Oregon Training Funds will also be reimbursed for instructional and administrative time to conduct Reading for Work, ESL, Learning to Learn, and Problem Solving classes at their centers and/or satellite locations. (Note that time for the External Diploma Program at the New England Training Fund will be solely individual counseling by the 25% FTE instructor.)

Reimbursements for the project classes have been calculated based on a long-standing formula used by Laborers-AGC to subcontract training classes at affiliate funds, and will provide funding only for actual hours worked by the training personnel. A small amount for transportation of workers to the training center, and an 8% administrative overhead have also been included.

Laborers-AGC consultants include Dr. Eric Rice as a Literacy Consultant, and Dr. Robert Glover as the Evaluator. Don Elisburg, Esq. will provide legal consultation to the project as a matching contribution. Time and travel to the Advisory Group and developmental staff meetings have been included for these consultants as appropriate. Laborers-AGC also proposes to contract with ColorSound Foundation for the development of ESL video material.

Thomas Edison, LACOE, LIUNA, and ACE will contract with consultants in the areas of Distance Learning, ESL curriculum development, outreach, and External Diploma Program assessment. The category of Other Costs includes printing and coping of trainee and promotional materials, as well as the distribution of a promotional brochure by LIUNA. Various operational costs have been included by the Partners, such as use of office space, shipping, and financial audit fees, for the most part as a matching contribution to the project. Laborers-AGC has also committed resources to cover the cost of distribution of the distance learning videos as a matching contribution.

An 8% indirect cost rate as specified by the RFA has been applied to direct costs for all Partners.

The project calls for initial development to be completed within the first six months, with instructor training during that time, and pilot-testing immediately thereafter. Therefore there is not

a clear distinction between a "start-up" and "operational" period. As development of the components and materials is an ongoing and critical element of the project, costs for a specific "start-up" period have not been broken out.

Budget estimates for Years 2 and 3 of the project have been calculated at a 5% increase each year over Year 1.

All of the cost items, however, have been derived from the major project activities, with a concentration of resources in the areas of course development and instructional services. Nearly 90% of the federal funds requested will be used for development, implementation, and evaluation of the literacy training programs proposed in this application.

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APPLICATION NARRATIVE ABSTRACT

The Laborers-AGC Education and Training Fund (L-AGC), a joint labor-management trust fund, serves the educational needs of more than 650,000 members of the Laborers' International Union of North America (LIUNA). L-AGC, acting on behalf of itself and its Partners, LIUNA, Thomas Edison State College, the Los Angeles County Office of Education, American Council on Education, and Valverde Construction, proposes a comprehensive workplace literacy and educational development model. The major components of this proposal include:

- Reading for Work
- External Diploma Program
- English as a Second Language for Construction
- Learning-to-Learn
- Problem Solving
- Coaching and Helping Skills (for instructors)

It is proposed to carry-out this workplace literacy project at local joint labor-management training funds located in Livonia, Louisiana; Anza, California; Pomfret Center, Connecticut; and Corvallis, Oregon.

The National Program Implementation Plan can be summarized as follows:

1. Each labor-management training fund will pilot test and implement selected components during Year 1 of the grant.
2. Each labor-management training fund will add other components on a needs basis during Year 2.
3. Year 3 begins replication/expansion of the services to other of the 66 joint labor-management training funds.

To carry out this project, L-AGC and its Partners seek \$644,000 in year 1. An additional \$280,724 has been budgeted as shared cost, bringing the total funding for the project to \$924,724. It is estimated a minimum of 1,550 workers will be trained over the three-year period.

When fully implemented, the program will better prepare LIUNA members to work safely and effectively at the more than 200,000 U.S. construction sites where laborers provide the skills that are the foundation of the construction trades. The proposal is part of an extensive program that will enable the membership to move from entry level academic skills through college completion along a formal career path. The comprehensive program will result in a model that will expand literacy in the laborers' workplace, and throughout LIUNA's training and education structure.

A. PROGRAM FACTORS

The Laborers-AGC Education and Training Fund intends to build on its demonstrated success as an educator of construction craft laborers by implementing a comprehensive program with the following components:

- Reading for Work
- External High School Diploma Program
- English as a Second Language for Construction
- Learning-to-Learn
- Problem Solving
- Coaching and Helping Skills (for instructors).

Each of these components is workplace-based and will provide participants with the opportunity to increase training, education, and employment potential.

Partnerships are Key

This proposed program builds on a base of partnerships with organizations committed to the success of the project. The Partners include the Laborers' International Union of North America (LIUNA), the Laborers-AGC Education and Training Fund (L-AGC), Thomas Edison State College (TESC), the Los Angeles County Office of Education (LACOE), the American Council on Education (ACE), and Valverde Construction Inc., a small employer committed to improving the safety, health, and productivity of its construction craft laborer work force.

The Partnership also proposes to engage in contractual relationships with four local labor-management training funds and a number of highly qualified educational consultants. In addition, as the project progresses, other labor-management training funds, school districts, state departments of education, and construction employers will participate as helping organizations.

Comprehensive Program Commitment

The L-AGC has in place a comprehensive strategic plan that is designed to provide construction craft laborers with quality education and training opportunities throughout their careers (Tab 7, Appendix A). The "Career Path," a key initiative in the plan, recognizes that laborers have a need for life-long learning and work to grow, aspire, and achieve a contribution to the industry as well as self-fulfillment. Critical to the success of the career path initiative is the literacy component proposed within this narrative. When fully implemented, the career path will provide a "seamless system of learning." High school students, ex-service personnel, or inner-city dropouts will be provided with craft orientation; literacy support; general construction skills; full-blown craft apprenticeship; specialty construction or environmental courses; an external high school diploma program; supervisory training; college level courses; and even a college degree program. From school-to-work, to work-to-school-to-work, the career

path initiative will provide a comprehensive menu of training and educational opportunities for construction craft laborers throughout their careers.

Worker Centered

The L-AGC's programs build on the principle that the needs of the laborer are central to course or program development. The L-AGC's mission statement highlights these principles:

"The purpose of training and education is to improve and expand the competitive position of employers and union laborers... Laborers' training funds provide comprehensive educational and training opportunities to individuals at all levels throughout their careers... Emphasis is placed on pride, dignity, and commitment to the trade. Training and education further the labor-management partnership and enhance individual and organizational recognition, security, and productivity."

Over the years, the L-AGC has focused solely on developing programs with the construction craft laborer in mind. Within these programs, L-AGC staff offer hands-on demonstrations in simulated work sites, use laborers' experience to acquire new knowledge and skills, provide individualized instruction whenever necessary, employ team approaches, encourage laborers to think critically about safety and health, and counsel laborers who may have to overcome learning barriers. The L-AGC has steadily built a competent and expert staff from the ranks of laborers' training, as well as a cadre of outside organizations and consultants who are equally adept at developing programs for the target audience. Furthermore, programs of study, offered at places convenient for laborers, are key to enabling the target audience to obtain entry employment, qualify for continued employment, and prepare for new jobs.

Results Oriented

The impact of this project will be tracked in several ways. Laborers' increases in overall literacy will be tracked. As previously noted, text-specific assessment materials will be developed in reading, ESL, problem solving, and learning-to-learn areas and their impact will be tracked. Members also will be tracked to assess the program's impact on increased job opportunities, educational advancement and upward economic mobility.

The L-AGC workplace literacy program outlined here provides a worker-centered opportunity for laborers to enter a comprehensive program of workplace and educational advancement. By taking a broad perspective on providing literacy and educational services, L-AGC will build a national model of excellence in workplace literacy education. In addition to building on our past experience and adding the expertise of nationally validated models, L-AGC provides an effective vehicle for reaching individuals who need additional literacy skills. By reaching the membership at the training site and at the workplace, the proposal offers a more effective strategy for meeting the needs of individuals who must become more literate to succeed.

Target Population

The specific target population for the project are construction laborers. LIUNA has over 650,000 members who fit this occupational category, many of whom need the services of one or more of the proposed training components -- almost 50% of the membership are women and minorities, many of whom are new immigrants and speak limited English; 30-40% failed to complete school; 20% fail licensing and certification tests (and a substantial percentage self-screen themselves out of courses when they learn that licensing tests are required). Equally important, the target population is construction workers, in an industry that does not lend itself to literacy training models from manufacturing. More specifically, members work for many employers and at many job sites, even in the same week; members work long days during the building season (10-12 hours); members drive great distances to worksites; and the literacy needs of work sites differ by type of job among environmental remediation, heavy-highway, and building construction. We propose training activities that meet individual needs and accommodate the specific problems of construction workers.

Widely Promoted and Replicable

The materials will be modularized, and, when coupled with our specific Train-the-Trainer programs, can be adapted to new settings. Further, because the modules provide specific training for competencies identified as critical in National Skills Standards, they will be of great interest. Moreover, the program will be widely publicized through print, video, and professional trade presentations on both local and national stages. We expect the booths/promotions at trade shows and the articles in our union house information vehicles to be especially powerful in attracting attention. Further, by inviting representatives of organizations interested in replication, we will enable training directors/educators to see and consider the component; to discuss issues associated with replication; and to learn lessons associated with providing workplace literacy to construction focused individuals.

Program Components

Reading for Work

L-AGC is experienced at offering both classroom and distance literacy learning opportunities to LIUNA members. For the past four years, the L-AGC has made available a distance literacy program prepared by Kentucky Educational Television (KET). These learning opportunities were carefully crafted to meet the basic literacy needs of adults (Tab 7, Appendix B provides background on the KET program, and its promotional video "Meet the Challenge" is enclosed separately).

Several lessons learned from this program will guide development and implementation of the next step. 1) The KET program has proved to be one of the best models of video-based literacy instruction. 2) Because the Kentucky program's goal is to provide general literacy development, the materials also provide a more general context for literacy and learning. 3) Feedback from the members and users indicate

that the laborers want and need a stronger workplace context in order to make the direct connection to the safety and workplace effectiveness that the program proposed here will develop.

In order to respond to this need, the L-AGC proposes to develop a new reading component that will be used both in the traditional classroom (fully supported by qualified instructors), and as a distance learning model for laborers who can not easily access the services of a fixed-site facility. As planned, the program will utilize existing print and video materials from existing construction worksites and courses as the examples and exercises in the newly developed materials. This combination will ensure that materials facilitate contextual learning and are current with the industry. L-AGC will rely heavily on the support of its Partner, TESC, and key consultants to help with the development of the new program.

Thomas Edison State College (TESC), a model for higher education for adults, currently operates a video distribution center that distributes video and print materials in support of more than 68 courses. The College will provide video distribution services in support of this component, as well as participate in the development and review of materials. TESC will also provide assistance in the overall project management. Project management incorporates the broad span of programmatic resources and assistance the College can provide to the L-AGC. TESC will provide support through the Office of Corporate Programs in the Center for Corporate and Public Partnerships.

Participants in the Reading for Work program will be selected using several methods. Not only will LIUNA and L-AGC advertise and market the program to interested individuals, but its joint labor-management training funds will also train their instructors to identify at-need individuals during normal skills presentations. When these individuals are identified they will be referred to a designated instructor/counselor for education counseling, diagnostic screening, development of an individual plan for education, and immersion in the program.

Among the skills we will address in the reading for work module are: reading for the main idea; reading for sequence; reading for direction; locating information; separating fact and opinion; and reading for precision/accuracy. As explained in more detail in the Extent of Need section of this proposal (Section B), the primary justification for this module is the finding from our occupation analysis associated with developing National Skill Standards. This analysis reveals that laborers must perform a number of considerably different reading tasks such as reading installation and repair materials; reading project documentation/manifests/forms; reading standard operating procedures; reading laws/regulations; reading college science and health texts; and reading tables, charts, and instruments. Unfortunately, as noted in the recently completed U.S. Department of Education sponsored National Adult Literacy Survey, laborers have the poorest reading skills of all the occupations surveyed.

External Diploma Program

The External Diploma Program (EDP) is an applied-performance, competency-based, assessment program that permits skilled adults who have acquired high school level abilities through life experience to

earn a traditional high school diploma, rather than an equivalency certificate. The national EDP allows mature adults to demonstrate their abilities in a series of simulations that parallel job and life situations; to be evaluated against an established standard of performance instead of by comparison with others; to take responsibility for acquiring instruction through formal and informal educational resources; and, finally, to demonstrate mastery of all the competencies required, including an occupational or specialized skill, without stepping inside a classroom. Although the General Educational Development Testing Service (GED) serves many adults every year, with an average age of 26 years, the EDP offers another option for a different population of adult learners searching for alternative ways to achieve high school completion. The average age of a external diploma program graduate is 37 years.

The skills and competencies demonstrated through the EDP assessment process are those needed by a competent citizen functioning in the modern world. Many of the 65 competencies parallel those determined by the WORKFORCE 2000 and SCANS research. Our employers are looking for laborers with these same competencies. In addition, newly emerging apprenticeship programs and other new hire regulations are mandating that prospective job candidates possess a high school diploma or equivalent. For example, the U.S. HUD Conservation Corps training (and subsequent jobs) is limited by HUD only to members who have attained at least a high school degree. Unfortunately, up to 25% of our non-immigrant members and most of the immigrant members, therefore, are excluded from this opportunity unless we create and market a high school equivalency program.

The local diploma-granting agencies review the EDP competencies and agree to award a traditional diploma to adults who complete the EDP process with 100% mastery (See attached list of competencies in Tab 7, Appendix C). The assignment of this role varies according to the specific mandates of each state in regard to adult education and adult secondary credentialing. In some states, the state department issues the diploma. In most states, however, the local school boards are the diploma-granting agencies and therefore will serve as helping organizations in the EDP process.

The EDP is administered by the American Council on Education (ACE). The Council is an umbrella organization of college and university presidents that also manages the GED program, which serves over 800,000 adults a year, and the Program on Non-collegiate Sponsored Instruction (PONSI) program, which credentials, at the college level, learning achieved by adults outside of school. The American Council on Education is responsible for maintaining the reliability and validity of the assessment procedures and policies. To this end, the ACE trains, evaluates and certifies EDP assessors and monitors the administration of this nationwide applied-performance assessment process. Each state's department of adult education oversees the implementation in their particular state, through an appointed EDP representative.

During the first year, the Laborers' International Union of North America (LIUNA), through its Department of Research and Education will partner with L-AGC and ACE to link the cooperating New England Laborers' Training Fund and the LIUNA members it serves with two states (Connecticut and

Rhode Island) in which the EDP already exists. ACE will then design an adapted diagnostic survey instrument using the EDP skill instruments as a model, and train and certify trade instructors in its use. The concept is to designate and train at least one trade instructor at each facility to evaluate and assess the external degree educational needs of construction craft laborers. We know from past experience that our members relate better to encouragement and evaluation from other members and trade instructors.

During year 2, ACE will provide technical assistance to replicate the program at other LIUNA facilities; the LIUNA will assist with the component's dissemination and acceptance at other facilities in other states, some of which have the EDP program and others of which do not.

English as a Second Language for Construction (ESL)

L-AGC proposes to create a Laborers' ESL Program in Southern California to meet the needs of its Hispanic members there (almost 75%). The ESL program will directly address the English literacy skills laborers require in a such a dynamic field. This ESL Program will integrate job-specific terminology and situations with vital basic communication skills so that laborers will be able to take on job skills training; be more employable, productive, career oriented; and be safer workers. The proposed program will benefit from the gains of a 1991 L-AGC National Workplace Literacy grant. During this initial U.S. Department of Education funded literacy program, L-AGC developed a basic model for ESL that concentrated on orienting laborers with general construction English. This is important because the goal of this project is to develop individual courses that focus on the three main industry clusters laborers can choose from: Heavy/Highway Construction, Environmental Remediation, and Building Construction.

In order to create and provide a program to address these, L-AGC will engage in important partnerships. L-AGC will couple its background in developing skills training programs with the extensive ESL program experience of the Los Angeles County Office of Education (LACOE). This program will involve the integral participation of the Occupational Preparation Division within LACOE, as well as its Office of Curriculum and Instructional Strategies. The vast experience of the LACOE in all facets of ESL programs, including workplace ESL, will help this project greatly in the areas of curriculum development, instructor training, and participant counseling. In addition, LACOE will sit on the Technical Advisory Group for the entire literacy project.

LACOE will provide expertise in developing and updating the ESL curriculum and materials to ensure a strong relationship between the English language skills taught and those required of laborers. An expert in ESL from LACOE will act as a master trainer and provide instructional training to the full-time instructors and participate in team teaching some of the courses. Instructors will then be able to help participants understand their learning choices, become more motivated, and take charge of their future education and training. This will help more laborers participate in the ESL Program.

Also, in order to take advantage of the constant direct contact these instructors have with workers, LACOE will train them to use techniques of curriculum development. As special needs arise from

changing workplace situations, it is important that these instructors apply to the course the principles that make an adult literacy curriculum successful.

The Partnership will contract the services of the ColorSounds Foundation to provide an innovative language acquisition approach. Established by Dr. Michael Bell for the non-native English speaker, the ColorSounds method utilizes interactive video to engage learners in audio and visual stimulation designed around music and colors. Learner's efforts are directed toward learning English phonetically through color/sound association of the sixteen vowel sounds, and speaking and writing lyrics from popular music. Tests have shown that groups using this method achieved significantly higher scores than control groups, and these results were reinforced in practice by Austin Community College's Becker Community School (see Tab 7, Appendix D).

The ColorSounds Foundation will supply, on VHS video format, a customized version of its lessons. These lessons will be integrally tied in with the curriculum developed by LACOE in order to provide necessary support and variation of activities. These lessons can be used to bolster other lessons within a course section or can precede them by introducing new vocabulary.

A last Partner will allow program staff to continue the curriculum in the proper direction, even as the area's market demands change. Valverde Construction will serve as the vital advisory and referral link to the ESL Program. This general utilities contractor is large enough to provide work on sizable projects in Southern California, yet is a small business that employs less than 200 workers at a time (Tab 7, Appendix E contains information on this company). These factors enable Valverde to know the needs of the industry and to witness the needs of the workers on a personal level. These will be of vital interest to all involved in creating, promoting, and furthering this program.

The company's owner, Joe Valverde, will act as the project's direct link to the employer's perspective by sitting on the Technical Advisory Group for the entire project. He will help steer efforts to keep the curriculum focused on real needs. His daily contact with other employers, managers, supervisors, and especially the laborers themselves, will bring the insight that such a difficult project needs. He will also personally promote the ESL Program within his company and the industry and have two of his field supervisors attend the Train-the-Trainer for Coaching and Helping Skills in order to better refer laborers to the literacy programs made available by this project. Among the skills to be taught in the program are listening and responding skills, especially verbal English; reading for construction; and writing for construction. The need, as described in Section B of this proposal, is based on the documented skill levels of our members in Southern California.

Learning-to-Learn

Learning to Learn is a key support service that will enable the construction craft laborer to develop skills needed for continued employment. This component is designed to address the increasing demand for licenses and certifications required in our industry. These external demands are raising the literacy

levels needed to function effectively as a construction craft laborer. Without the application of a Learning-to-Learn component many laborers continued employment is at jeopardy.

The Learning-to-Learn course is focused as a licensing preparation course. The program will operate as a 40-hour residential training course during which participants will learn skills necessary to participate in and succeed in training that culminates in certification or licensing.

The Course will operate as a sequel to our Environmental Prep Course developed in the 1991 Workplace Literacy grant. However, it will teach different skills and serve a broader audience of all our members who must sit for licensing and certification exams, rather than concentrate on information associated with succeeding only in the asbestos abatement or hazardous waste handling courses. In addition, it will concentrate on participative and self-directed learning, using both teams of laborers and individuals to work through the materials and master skills.

Progress will be monitored through pre-test and post-test activities that illustrate skill acquisition in attendant skills, such as memory skills and determining the expectations of a test. Practice quizzes also will be used since one of the course objectives is to prepare members to deal with certification and licensing exams.

Training materials and exercises will use in-class written materials, learning exercises, and a set of video and print materials that can be used in class, after class, or in the period of time between class completion and enrollment in one of the courses that require licensing and certification. Video and print materials will be designed so they can be used individually or in teams. Instructors will participate in a Train-the-Trainer course to learn how to facilitate/use/teach the materials before they offer the course in local sites.

Skills that will be included in the course are: test taking skills; memory-boosting skills for both short term and long term memory; note taking skills; study skills; listening skills to learn to define expectations and note most critical information; and reading for specific purposes--main ideas, critical information, and interpretation.

The Learning-to-Learn course, as explained in Section B, Need, is especially critical because the work of laborers has changed dramatically in the last ten years. Not only has technology advanced dramatically, but also laborers have become the responsible trade for all environmental remediation. However, environmental remediation training is very technical and requires either skills certification or licensing to go to work. Therefore, our members must take and pass written and performance exams. Unfortunately, many members left school because they hated tests and performed poorly ... and now must pass them to work. Therefore, we need to teach them learning-to-learn skills.

Problem Solving

The problem solving component will operate as a 12-16 hour addition to existing residential training courses during which participants will learn specific skills. The courses to which the materials will be

added are Foreman Preparedness and General Construction. The materials will concentrate on participative learning, using both teams of laborers and individuals to work through the materials and master skills. Case study, role play and simulation will be emphasized during training. Written materials also will be used.

Progress will be monitored through pre-test and post-test activities that monitor skill acquisition in attendant skills such as evaluating information or focusing/clarifying the situation. We expect ACE to assist with the assessment instrument and the materials development. We also expect to benefit from the considerable research, assessment, and curricular development work associated with problem solving that is ongoing in the cognitive science community at present. There may even be some commercial materials that could be incorporated into our efforts; we know that some of the specifications for materials design are available from recently published research.

Instructors will participate in a Train-the-Trainer in order to learn how to facilitate/use/teach the materials before they offer the course at their facility. The need for problem solving, as explained in Section B, is based on data from our ongoing of our trade tasks. It reveals that problem solving skills are a fundamental functional skill area for laborers; in fact, problem solving skills are the most critical for foreman who use these skills up to 80% of each day.

Coaching And Helping Skills

The Coaching and Helping skills component will operate as a two-year, two-part teacher training effort to teach and monitor skill development. The idea is to ensure that our instructors can: (a) serve as a support system for our members who participate in the workplace literacy program; (b) use effectively the workplace literary materials developed previously and through this project; and (c) ensure that the L-AGC staff serves as a support system for our instructors in the field.

The course will operate as the third course in our Instructor Development Program (IDP) sequence of materials on workplace literacy. The course will include two, 8-hour training sessions and continuing monitoring and coaching of technique during the year. We can do this in conjunction with other Train-the-Trainer courses, for the most part. Course content will use role play, modeling, and case study as the major way to teach these skills. The focus will be on preparing instructors to better help members take advantage of and succeed in available training, to empower members to set goals and make career and training decisions, and to build member self-esteem. The course will be prepared for ACE-PONSI credit so that our instructors can continue earning college and certification renewal credit.

Need for the component is established because our instructors must learn how to teach each module in advance. Equally important, because our regular instructors will serve both as assessors and as the counselor with whom the member will complete an individual learning plan, we must ensure our instructors have appropriate skills to provide the support services. Instructors will also score assessment and report scores, so we want to ensure they do it correctly.

B. EXTENT OF NEED FOR THE PROJECT

The need for this program is identified in three ways: national research about the literacy level of adults, the specific needs of construction craft laborers, and documentation of the need for each of this project's components.

The National Adult Literacy Survey

The literacy needs of laborers are a function of their occupation, the new workers entering this industry and the changing demands of the workplace. Each of these three factors has increased the workplace literacy needs of construction craft laborers. Historically, laborers have been attracted to this occupation because it is hard manual work, done outside, and, in the past, requiring little in the way of reading or writing. Over time, the individuals who remain in the occupation are, in part, those who are unable to or not interested in moving along the occupational ladder.

In recent years, the occupation has attracted immigrant groups and native born individuals who have greater educational deficiencies and/or learning disabilities. Perhaps this is a result of the historic nature of the occupation where low-level literacy skills were associated with the work.

The work, however, has changed and the occupation now requires increasingly higher levels of literacy. For instance, competency exams; apprenticeship programs; material safety data sheets; and technical aspects of the job, such as blueprint reading and mathematical formulas are a standard part of the occupation.

The literacy need of laborers is clearly and emphatically documented in the most recent and comprehensive literacy study. This study, conducted by the Educational Testing Service for the U.S. Department of Education, Office of Education and Improvement, is entitled *Adult Literacy in America: National Adult Literacy Survey*.

This first comprehensive study of adult literacy provides new, accurate, and detailed information on the skills of the adult population. Previous studies have pointed out that a large part of our adult population lacks adequate literacy skills, but until this study, we have had only anecdotal case studies. We have not had an accurate documentation as to the nature and incidence of this problem.

The aim of this study was not to count the "number of illiterates," but rather to profile the English literacy of adults in the U.S. based on their performance across a wide array of tasks that reflect the types of materials and demands individuals encounter in their daily lives. In addition, this study provides documentation of the literacy levels within occupational categories. These categories were developed and presented so as to enable comparisons between working adults.

Respondents were asked two questions about their current or most recent job, whether full or part-time. The first question asked them to identify the type of business or industry in which they worked (e.g., retail shoe store, manufacturing or farm). The second question asked them to indicate their occupation, or name of their job (e.g., electrical engineer, typist, farmer or stock clerk). Their responses

were used to create four occupational categories: management, professional, and technical; sales and clerical; craft and service; and laborer, assembly, fishing, and farming.

The occupational categories were ranked by level of literacy and correlations were made with weeks worked, employment status and earnings. In every case, laborers who work fewer weeks have higher unemployment, and, as we have seen, relatively low annual earnings and fell into the lowest literacy level. For the purposes of this study, nearly 20% of the workforce is grouped in this category.

There are more workers categorized in the craft occupational category, and this influenced the literacy analysis. It is clear that the greatest incidence of illiteracy is found in the two lowest occupational categories, but, because of the greater number, when the percentage within groups is analyzed, the laborer category is found to have the lowest levels of literacy as shown in Table 1 below.

Table 1: National Adult Literacy Survey, Literacy Levels by Scale			
<u>Occupation Categories</u>	<u>Prose</u>	<u>Document</u>	<u>Quantitative</u>
Prof. & Managers	322	315	322
Sales	293	287	292
National Average	272	267	271
Craft & Service	264	262	264
Laborers & Assembler	249	247	253

Adults received proficiency scores along three scales which reflect varying degrees of skill in prose, document, and quantitative literacy. The scales are powerful tools which make it possible to explore the proportion of adults who demonstrate successive levels of performance. Prose literacy measured knowledge and skills needed to understand and use information from texts. Document literacy measured knowledge and skills required to locate and use information contained in materials. Quantitative literacy measured knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials.

Given the episodic nature of construction work, it is of further interest to note the strong correlation found between laborer's literacy scores and the scores for unemployed and infrequent workers. The *National Adult Literacy Survey* documents the literacy problems associated with this work group. As one can easily see from the data shown in Table 2, the average literacy level of laborers is most analogous to the out-of-work category, ranking a good deal below the unemployed and far below the part-time employees. The study points to the strong relationship between the number of weeks worked and the level of literacy. Individuals in the highest three levels of literacy reported working about twice the number of weeks as those in the lowest level. The literacy average for laborers placed them on average within the second level of weeks worked (i.e., one half a year).

Table 2: National Adult Literacy Survey, Literacy Levels by Scale			
<u>Study Categories</u>	<u>Prose</u>	<u>Document</u>	<u>Quantitative</u>
Employed full time	288	284	290
Employed part time	284	277	280
National Average	272	267	271
Unemployed	260	257	256
Laborers & Assembler	249	247	253
Out of labor force	246	237	241

The only occupational category where the laborer does better than the literacy level found in the study was in the median weekly wage category. Construction laborer's wages are higher than would be predicted by their literacy score. But as previously seen, this anomaly only exists because of the effectiveness of their union's collective bargaining agreements. When the annual wage is the point of comparison, the apparent inconsistency between wage and literacy level disappears. While union laborers still are paid more than their literacy level would suggest, the difference is marginal.

Specific Needs of Construction Laborers

Literacy training to enable workers to succeed in employment and in training is needed both because of the skill levels of our laborers and the difficulty levels of the materials used in training. We are the union that typically introduces immigrants and minorities to construction work. About 50% of our laborers minority workers, many of whom are immigrants, some with limited English-speaking capability, and most with relatively poor formal schooling records. LIUNA estimates 30-40% of its workers have less than a ninth grade education. Moreover, as an example of the extent to which the immigrant worker population has grown, one only need to look at the training figures from the Southern California training facility. There, in 1987, 55% of the trainees were minorities and immigrants coming into the work force. By 1993, almost 75% of those participating in training activities and entering the work force were immigrants and minorities. This increase was the reason for developing the ESL Basic Construction Course under a previous DOE Workplace Literacy Grant. This pattern of new membership is being replicated in other centers throughout North America, from Hawaii to New York City, and from Chicago to Miami.

Poor individual basic skills and a large immigrant workforce is only part of the problem; the situation is compounded by a combination of workplace culture and history within our laborers. Construction worksites are not education friendly. Likewise, our workers often have negative feelings about formal schooling, feelings that become obstacles to formal education and include items such as the following:

- a reluctance to acknowledge literacy skill limitations,

- histories of very limited success in education, and too often, terrible memories of formal schooling,
- a low self-concept
- a failure to recognize the relationship between continuing training and opportunities for career advancement and increased work hours, and
- lack of support within the industry community and the training system for a returning to formal learning situations.

Even so, our success with prior literacy endeavors suggests that workers will take advantage of programs if they are available in ways that match their particular needs. For example, our Learn-At-Home Program (LAHP), which deals with reading skills, although not explicitly workplace-based reading skills, has served scores of laborers in the last four years. To date, approximately 3,500 laborers have participated in that program. The evaluation data from the LAHP is overwhelmingly positive with over 99% of participants indicating that they had been satisfied, or very satisfied with the project. (Tab 7, Appendix F, provides background information on the LAHP.) In fact, the only negative comments have been suggestions that the program should be expanded. Specifically, the participants have requested two changes in the materials. First, they have requested that additional content areas be addressed through the home video approach, those being: measurement, math, writing, and workplace communication. Second, they would like the materials to be more workplace focused.

The materials were created by public television to deal with basic reading literacy, and are not focused on the workplace. Therefore, the materials do not match the needs of the laborer in dealing with workplace reading skills such as reading tables, charts, and technical manuals; blueprints; following instructions; material safety data sheets; dealing with forms; and other technical information. The development of supplementary workplace videos and workbooks is supported by the number of laborers who have participated in the LAHP and their response to improving/expanding the video approach.

Literacy skills also must be addressed in order to enable laborers to better succeed and advance in the workplace. As Carnevale and Gaynor have pointed out in *"Workplace Basics in the Learning Enterprise"* (1991), changing technology has combined with an increasingly competitive world economy to change the skill level requirements of the work force. Specialized and labor-intensive jobs are being phased out or changed so that laborers need broader and more complex skills and more training in order to succeed and in order to complete the job successfully. Moreover, the basic skills are no longer just reading, writing, and math; they also include communication skills, problem solving, teamwork, and personal communications. For example, the productivity and safety of immigrant crews is limited when they do not understand the spoken directions of a foreman, or when a foreman cannot understand the clarifying questions that the immigrant might ask.

Productivity and safety always are at risk because construction work, whether in the building or environmental trades, is the most dangerous occupation in the U.S. A large percentage of laborer training is associated with the safety issue, particularly as it relates to complicated application and use instructions,

or to emerging new equipment and technology on-the-job. Nevertheless, sample data from the last few years documents the difficulty of working safely:

- The AFL-CIO Building Trades Department reports that in the late 1980s, construction workers accounted for approximately 5.7% of the U.S. workforce. Yet a full 25% of disabling accidents occurred in construction as well as 26% of the deaths.
- In 1985, the Bureau of Labor Statistics reported that there were 15.2 incidents of occupational injury or illness in construction for every 100 workers. This figure compares to 10.8 incidents of injury and illness per 100 workers in manufacturing and 8.4 per 100 workers in mining.
- These figures, when converted to lost workdays per year, registered approximately 134.5 lost workdays per 100 construction workers per year due to injury and illness on the job. This figure is higher than for any other industry in the U.S.
- Moreover, the younger, less experienced, less trained worker is much more likely to experience an injury; 78% of all injured laborers are under 35 years of age. Even the mortality studies for construction workers indicate the safety risk and the need for effective training. California State Department of Health Services study entitled "California Occupation and Mortality" (documented that laborers, together with watermen and loggers, have the most serious death rates. The death rates for white laborers in California is 225% higher than the average for all occupations, while the rates for black laborers is 317% higher.

Clearly, effective safety training is an absolute necessity for laborers in the construction industry.

Need for Reading for Work

Reading for Work is a fundamental workplace literacy skill; it is critical to success on-the-job. Moreover, it must be offered through a delivery system that overcomes the particular problems associated with providing training for construction workers. Specific evidence to support this module of instruction includes the following data.

Our job/occupational analysis work in conjunction with creating National Skills Standards (and as part of our literacy audit) reveals that reading is one of the core skills that laborers must use to perform successfully in many jobs in our trade. The occupational analysis has revealed that of particular importance are competencies of: reading for the main idea; following written directions; determining sequence; distinguishing fact from opinion from inference; reading to locate information and evidence; reading for important detail; and, reading to draw conclusions. Among the types of workplace materials our members must read are blueprints; design specifications; working drawings; scales and measures; installation instructions; repair and maintenance manuals for equipment; schedules, tables, and charts; standard operating procedures; material safety data sheets; sampling plans; documentation manifests; calibration guidelines for instruments; laws and regulation concerning health and safety issues; high school and college text materials in science of materials; physics, and chemistry; numerous types of instruments; signs and labels; clearance forms; company policy manuals; medical and health effect data; and other similar information.

Often, the reading level of materials with which our members must cope is grade level 14-16 even though their functional reading level more closely approximates reading level 8-10. Samples of reading

scores of members in training who took reading diagnostic tests demonstrated that there is often a 4-grade gap between the reading level of our required materials and their functional reading skills. While we have adjusted the reading level of some materials, other materials are prescribed and proscribed by agencies such as the EPA and can not be adjusted. Therefore, our members need opportunities to improve their reading skills, both to advance in training and to improve their performance at work.

The data from the recent National Adult Literacy Survey documented that the reading skills for laborers ranked lowest among the occupations surveyed. Clearly, we need tools to improve our skills. Moreover, we need the tools and opportunities to be adaptable to the aforementioned characteristics of our industry that have made literacy training so difficult to provide to construction workers.

Need for External High School Diploma Program

The external degree, high-school equivalency diploma program is important to the entire career path efforts of the L-AGC. Not only does it provide a highly visible example of life-long learning opportunities regardless of decisions a member might have made earlier in their life (such as dropping out of school), but also, it provides a great strategy for many members to build their own self-respect and self-esteem. Specific need for the EDP is established by the following evidence.

Laborers, business agents, and trade instructors view the opportunity for all members to earn a high school diploma as important. A systematic survey of over 400 representatives during the Career Path workshop at the 1993 LIUNA Tri-Fund (Education, Health & Safety, and Labor-Management Cooperation) Conference revealed that the single most important educational service, beyond our existing trade training, that could be offered to the membership is assistance in getting a high school diploma (Tab 7, Appendix G highlights these funds). However, participants were very careful to indicate that the GED was not an appropriate vehicle because of its reliance on paper-and-pencil tests, and because it was focused on younger members; they preferred the Equivalency Degree instead.

LIUNA has a large portion of members who have not completed high school. Excluding recent immigrants, about 20-25% of all members failed to complete/have not completed high school. In the typical training course, 15-20% of participants do not have a high school degree; yet, the course content is usually college level material, as has been demonstrated by the awarding of ACE-PONSI college transfer credit for the trade courses we teach. A high school degree would be beneficial in two ways concerning this point. First, completing high school and receiving a degree will boost the self-esteem/self-confidence of laborers and encourage them to participate in the training that offers college credit and to recognize the need for life-long learning. Second, once having earned a high school diploma, a member who successfully completes one of our training courses where college credit is available, can take advantages of that benefit and begin to work on a college degree, if they desire.

Some of our work and training is reserved by the funding agency only for member who have high school degrees. For example, the U.S. Department of Housing and Urban Development (HUD)

Conservation Corps initiative screens participants based on whether they have a high school diploma. We are only allowed, by the Federal Regulation, to offer training for that initiative to members with at least a high school degree. Without the degree, neither the training program, nor the job opportunities that result from successful completion of training is available.

Need for English as a Second Language for Construction

The laborers' ESL module is critical to the continuing growth of the LIUNA. Historically, LIUNA membership has registered 25-30% women and minority; today, the numbers approach 50% of membership. Yet, unfortunately, many women and minority members have not advanced along the career path to work at more lucrative jobs where licensure and/or certification in English are required, or to positions of instructor or foreman, where command of verbal English is required to transmit information.

Some of the specific evidence that supports the need for an exclusive ESL program includes the following. In 1992, nearly 75% of laborers seeking training in Southern California were Hispanic and spoke Spanish exclusively or predominantly, even though training was offered in English. Enrollment data demonstrates that Hispanic members are unresponsive in environmental remediation classes such as radiation and hazardous waste handling, even though jobs in those fields typically pay a higher wage. Less than 1/2-1/3 of such classes are Hispanic, although 75% of those seeking training are Hispanic. Hispanic members often self-select themselves out of (or fail) these classes because U.S. laws and regulations require that the information and the licensing exams be given only in English. Without ESL training, success in class/exam and the better paying jobs will continue to be unavailable for Spanish speaking members.

Using the McGraw-Hill "*Comprehensive English Language Test*" (CELT) and a construction version we created (that correlates at .8 with the CELT), we found that the typical English speaking trainee in hazardous waste handling, scored between 85 and 95 on listening, structure and vocabulary while the typical Spanish first language trainee scored from 40 to 60 on the same test. Further, trainees who most often fail the licensing exam are Spanish speakers. Laws and regulations require that hazard communication materials be provided in English. Therefore, Material Safety Data Sheets (MSDS), labels, and Hazard Communication Programs must be offered, and understood, in English. One must read and understand English to profit from them (L-AGC video on MSDS enclosed). Members are at risk on job safety issues if laborers do not speak and read English. Laws and regulations require English language signs and all environmental abatement jobs--lead, radiation, asbestos, hazardous waste, and petrochemical. If members can not read the signs, they are at risk. Even verbal safety warnings used at work, such as "Watch Out," usually will occur in English.

Most foremen speak English as their first or only language. If crews speak Spanish, but the foreman speaks English, productivity and efficiency are hampered and job safety is at risk.

The membership has requested English language training, and, based on expressed interest, and the waiting list from the previous pilot program, they will actively support an ESL program.

Need for Learning-to-Learn

The Learning-to-Learn modules are critical to laborers being able to profit from continuing training, take and pass licensing and certification tests, and subsequently qualify for the better-paying environmental remediation jobs. Much of the training, especially in environmental abatement, is highly technical, involves college-level health and science materials, and leads to industry testing. Too often, however, because laborers are not "school-smart" and/or dropped out of high school, they never mastered the necessary test-taking, study, and memory skills required to profit from this type of training. The specific need for the Learning-Learn modules is established by the following evidence.

Licensing and certification of skills in construction/building trades is a growing phenomenon. For example, until five years ago, only two building trades in the U.S. required licensing -- plumbing and electrical work. Now, that number has tripled with licensing and skill certification being required in radiation abatement/radiological work; asbestos abatement; lead abatement; hazardous waste handling; drilling and blasting; and petro-chemical abatement, in addition to electrical and plumbing. Each of these jobs with new licensing is one that involves public health, and importantly, each of these jobs is the jurisdiction of laborers. Licensing and certification, by definition, requires written testing that workers must complete successfully.

Interviews with program completors and program drop-outs from our pilot Learning-to-Learn program for Environmental Prep/Asbestos Abatement revealed the following: a) members self-selected out of courses with licensing/certification requirements because of fear of taking/failing exams and difficulty with class materials while others, without Learning-to-Learn skills, but who stayed in the course failed; b) members enrolled in the Prep course because they believed it would help them deal with the class materials; and c) pre and post-test assessment scores revealed that the program did teach skills and enabled participants to enroll and succeed in future asbestos abatement courses ... we need to expand the skills and context to other industry areas.

Recent commissions and research has documented that Learning-to-Learn skills are fundamental workplace literacy skills. For example, the SCANS Study (1991) documents that knowing "How to Learn" is a fundamental thinking skill necessary to master all of the competencies in training. Compilations of studies of effective programs, i.e., Goudreas (1987), establish Learning-to-Learn as the fundamental skill for all information associated with training. Clearly, this set of skills is necessary to profit from additional training, especially if trainees have not previously mastered the skills. Even Halprin (1992) views Learning-to-Learn as a strategy for organizing and sustaining information as a precursor for more elaborate critical thinking and problem solving skills.

Need for Problem Solving

Problem solving skills are emerging as a major, critical, and here-to-fore neglected workplace literacy skill for many of our members. Reviews of members' educational history reveal that the typical laborer leaves school without even receiving specific training in problem solving/critical thinking. However, research evidence demonstrates that it is a fundamental, critical skill for success in our trades.

Our job task analysis for the work of laborers associated with our ongoing efforts to establish National Skills Standards, reveal that for foremen and many trade workers, problem solving is the fundamental workplace literacy skill. Our modified DACUM, structured interview techniques, and Critical Incident discussions reveal that problem solving is especially critical in the following situations: a) to invent standard operating procedures (SOP) for tasks where no SOP has been developed, particularly in the new/emerging field of environmental remediation where multiple hazards are present, i.e., radioactive PCBs. Weekly, on sites such as Superfund and Department of Energy sites, our foremen and leadmen invent, pilot, modify, and use new procedures to deal with these hazards, b) to resolve conflicts among workers who do not speak the same language or among workers from different trades, and c) to teach new task skills to members, and d) to assign work or give instructions.

In *"Workplace Basics Skills Employers Want,"* Carnevale, et. al. argue that creative thinking/problem solving are one of the basic seven skill groups. Specifically, they suggest that workers must be able to recognize and define problems, invent and implement solutions, and track and evaluate results. Further, they indicate that cognitive skills, group instructional skills, and problem-processing skills all are critical to successful problem solving.

In *"What Work Requires of Schools"* (1991), the Secretary's Commission on Achieving Necessary Skills (SCANS) reported that thinking skills, including problem solving, reasoning, and decision making are fundamental to mastery of the competencies required to perform successfully and advance in the workplace.

Serious cognitive skills researchers such as Halprin (1991), Faciene (1992), Perkins et al (1992), Ennis (1989), Norris (1989) and others have/are arguing that critical thinking and problems solving (CT/PS) skills are fundamental basic skills for higher order reasoning and are key to improving productivity, creating innovation, and generating new technology. Their findings are reconfirming the finding of our own task analyses of our trades.

Need For Coaching And Helping Skills

In order to embed our workplace literacy experiences into our ongoing training activities and materials, and to enable our instructors to serve as a support system to participants, we must develop and track coaching and helping skills for our instructors. The need for these skills is established in very specific ways, and offers great potential as a strategy for sustaining the program. First, as cited in *Workplace Education: Voices From the Field* (1992), broad-based instructor skills are critical to

embedding the program. Second, a consistent finding from dozens of pilot workplace literacy projects in the U.S. and Canada, i.e., *Job-Linked Literacy: Innovative Strategies at Work*, (1993); *Narrowing the Skills Gap: Workplace Literacy Programs* (1993) demonstrate that support services such as counseling/goal setting; individual learning plans; and transportation are critical factors for reducing dropout rates and keeping trainees on task. However, these services usually are not part of trade training. Therefore, we need to add these and prepare our training staff, who have no experience in providing such services, how to provide the experience for trainees. An exit sample of laborers from our earlier workplace literacy training experiences expressed a strong (unanimous) preference to have other laborers, as opposed to public school teachers, provide training and support services. However, conversations with trade instructors revealed their discomfort with providing such services because they "do not know how to serve as a counselor or helper." Therefore, we must expand the skill and knowledge base of our instructors.

Research data on personal learning plans/individual learning contracts, i.e., Lafcourt, 1976, and Gourash, 1978, demonstrate that the use of these goal setting and monitoring devices constantly build self-esteem, decision-making skills, and program retention rates. However, the person with whom the trainee works to develop the plan must have credibility, like an instructor, and must be trained to use the techniques.

Benefits From The Project

The proposed project should produce measurable benefits to the industry and to workers in terms of these sets of needs. Among the benefits that we expect to generate are the following:

- Improved workplace skill levels of individual participating trainees that will allow them to succeed in ongoing skills training.
- Improved individual self-esteem and goal setting skills that will allow them to aspire to ongoing training and career growth.
- Increased safety awareness and knowledge, resulting in improved worker safety records.
- Increased individual willingness and ability to successfully complete training and achieve career advancement and better work opportunities
- For our specific expected gains related to these benefits, please see Section D: Plan of Operation.

C. QUALITY OF TRAINING

Develop Curriculum Based On Literacy Needs

The curriculum will be based on literacy needs as determined through an ongoing literacy audit of workplaces and materials. The literacy audit uses the techniques Dr. Eric Rice devised and has used successfully with a half a dozen trades over the last few years. That technique involves a combination of structured interviews (modified DACUM), conducting an extended search of published literature and materials, and participating in workplace observation to validate information. In addition, the workplace literacy audit by the L-AGC will use two other important pieces of information. First, because some of

the modules are focused on enabling laborers to succeed in other training, the audit includes reviewing existing training materials to determine literacy needs and levels of mastery. In addition, the literacy audit uses the task lists and criteria for successful performance developed by Dr. Eric Rice and the L-AGC staff, through the U.S. Department of Education project on creating National Skill Standards in our industry. From this task analysis, the required literacy skills and mastery levels are emerging. This saves considerable time because it will have been completed before the workplace literacy project begins.

Individualized Lesson Plans

The project will use individualized lesson plans developed jointly between the instructor and the member, or between the instructor and groups, depending on the course. We view this development of lesson plans as critical because it builds participant ownership and commitment to achieving goals. The individualized one-on-one lesson plans will be developed in three specific modules:

1. The individualized Reading-for-Work program
2. The High School External Diploma Program
3. The ESL for Construction Program

In these situations, individual members will often be working alone on mastering the content. The instructor will be a support service, and the learning agreement, as described elsewhere in this proposal, will be used to monitor member progress, establish a general time frame for activities, and encourage continuing participation.

The group variation on the theme of "tailored" lesson plans will be used with the modules on Problem Solving and on Learning-to-Learn. In those situations, the instructor will work with the group of participants to construct a set of common learning objectives and activities to achieve both their personal goals and that of the curriculum. This activity will be the first activity undertaken by the instructor at the beginning of the week and will result in building not just teamwork, but also ownership and commitment of the class to the process and content of the week.

A third type of lesson plan will be used in the component Coaching and Helping Skills, which is targeted at instructors. In this particular class, taught as part of our annual Instructor Development Program, the lesson plans will be established in advance and used to guide the class through the general content area. In addition, the class involves individual role play to master skills. Therefore, individualized plans will be necessary for dealing with specific content areas. These plans will be started early into the class and continue throughout.

In addition to the lesson plans, we also will develop individualized learning plans with individual participants. The individualized learning plans are a variation of a learning contract, negotiated between the trainee and the instructor, in which the trainee will state goals, express the training they plan to take, establish several timelines, and suggest "how well" he/she intends to do. The instructor and trainee will sign the plan and use it to monitor progress.

Provide Training in a Readily Accessible Environment that is Conducive to Learning

The construction industry has a set of difficulties that make literacy instruction using the manufacturing model very difficult. Those characteristics and difficulties include the following:

- Members often have a new job at a new site on any given day.
- Members often change employers within the same week.
- Job sites can differ greatly by general type. What an employee must know and do on a hazardous waste site is very different than on a heavy highway site.
- Members often travel great distances and time to get to work, as much as 100 miles one way each day.
- Members often work long days during the months when employment is available. For example 10 and 12 hour work days are the standard within the season, rather than the typical 8-hour workday.

We must think carefully about what constitutes an accessible environment for workplace literacy that is conducive to learning. Our proposal suggests that literacy training will occur in three different locations depending on the specific materials and delivery systems employed. For example, one major location for the delivery of our workplace literacy components will be L-AGC's training facilities. As mentioned elsewhere in this proposal, we work with 66 sites throughout North America. Many of these sites are residential training schools where members come for extended training, ranging from one week to eight weeks in residence. During that time, members live, learn, and work together at these sites, offering us a unique opportunity to provide literacy training not just during class, but during "off" hours as well. With all members aiming to better themselves professionally, a positive atmosphere is readily apparent. The second place where literacy training will occur is at home. Through distance learning, we have the capacity to provide materials and telephone support to members over the weekend, or after hours from work. Based on our previous literacy work, we found the home environment to be an extraordinarily conducive place for construction workers to master the workplace literacy skills. The third place in which literacy training will occur is the local union hall. Because these halls do not carry the stigma of typical educational institutions for our member, we have found that members are more willing to participate in educational programs in that building. Therefore, in some of our materials, such as the ESL component, we will offer training not just at our residential training school, but also at one or more union halls in the region.

Provide Training Through Partners

The proposed workplace literacy project will actually use several different variations on the theme of providing training through the Partners. For example, in the case of the materials that teach reading, particularly through the distance learning method of delivery, Thomas Edison State College (TESC) will be the Partner responsible for helping in material development and delivery. However, training will be provided by trained instructors at training sites or in local unions. We have learned through attempts at other literacy programs that construction craft laborers respond better and have a better completion rate

when coached or instructed by laborer instructors. Therefore, we deem it necessary and reasonable for trade instructors to train our members as they are more willing to participate and succeed when relating to their peers.

In two additional modules the educational Partner or contractor will provide part of the instruction, and the L-AGC and their affiliated training funds will provide the rest of the instruction. For example, American Council on Education (ACE) will provide instructor training for External Diploma Program (EDP). However, actual assessment and related help activities for members to complete the external degree requirements will be provided by L-AGC instructors.

The construction ESL component in Los Angeles will combine the resources and activities of the Los Angeles County Office of Education (LACOE) with the L-AGC training site in Anza, CA. In that situation, the Los Angeles County experts will take the lead on working with the L-AGC staff and consultants to develop the materials. Then, the Los Angeles County experts will help instructors at Anza master the materials and deliver the content. In addition, Los Angeles County employees will deliver the initial courses at the local union hall. However, LACOE-trained trade instructors will provide the training at the Anza facility for the same reasons we listed above.

In the modules on Problem Solving and Learning-to-Learn, L-AGC instructors will actually provide the training. In those situations, the instructors will have successfully completed a T-T-T program so that they have mastered the materials. In addition, they will be instructors who are successfully pursuing their certification through the L-AGC Instructor Development Program.

We feel this combination of Partners and member services best utilizes the available skills of everyone. In addition, it keeps laborer trainers intimately involved in the process of literacy instruction. Previous experience has shown this helps the program gain credibility to the extent that eventually labor trainers will be needed to deliver the service.

Provide a Program of Training

The program of training for staff development in the workplace literacy project focuses on two activities, the L-AGC's Instructor Development Program, and T-T-T exercises.

The Instructor Development Program is an annual 6-day intensive training program through which our instructors work to gain college credit, certification achievement, or certification renewal. The Instructor Development Program requires successful completion of a number of required and elective courses that are related to both trainer skills and the trade itself. Within the Instructor Development Program, we have a series of required courses on workplace literacy. Those courses include an Introduction to Workplace Literacy, an Advanced Course in Workplace Literacy Techniques, Identifying and Working with Learning Disabilities, Multi-cultural Diversity, and Coaching and Helping Skills. These courses range in length from 8-16 contact hours, plus homework. In addition, the course on learning disabilities includes laboratory sessions. The course material is prepared and submitted to ACEs

Program On Non-Collegiate Sponsored Instruction (PONSI) for college credit so that it can be used for teaching certification renewal in the various states. The workplace literacy project will allow us to create a Coaching and Helping Skills course that includes a laboratory that enables our instructors to do a better job at meeting the needs of our members.

The T-T-T activities are also part of our program for staff development. A T-T-T activity is an experiential learning process through which our instructors experience and learn to teach new materials that introduced into the system, including the new materials in workplace literacy. Specifically, instructors first participate in the class using the actual materials and lesson plans so that they understand how the class works from a member's perspective. This provides instructors with the opportunity to observe a master trainer modeling how to teach the materials. Further, at the conclusion of each section, the master trainer stops the activity and discusses his or her intention, the proposed outcomes, and implementation methods with the class. In that way, instructors experience the materials, see them taught, and have an opportunity to stop and think about what those materials do and how they can build them into their own classes.

We create T-T-Ts for every set of new materials we offer within the L-AGC system, including new literacy materials. We have found T-T-T activity to be the key to demonstration and replication because it gives instructors an opportunity to witness and learn how to use the materials. We will utilize the T-T-T process to enable our educational Partners to train our instructors to offer the components described in this proposal.

In addition, once these components are piloted and established at our first four facilities, we will use the Instructor Development Program and T-T-T sessions to train other trade instructors in techniques of curriculum development and methods of teaching for the workplace environment, and thus promote replication in the other 62 affiliate training funds.

D. THE PLAN OF OPERATION

Measurable Objectives

Nine objectives, each directly related to project goals and to the overall thrust of the workplace literacy program direct project activities. Those objectives follow:

1. Prepare, pilot, revise, and implement training in the following literacy modules: Reading for Work; Learning-to-Learn skills; English as a Second Language; Problem Solving; External High School Diploma Program, and Coaching and Helping Skills for instructors. The materials will include print, video, and classroom exercises and will be judged as quality materials by expert reviewers.
2. Expand each modularized component in project Year 2 to an additional three training sites.
3. Expand each modularized component in during project Year 3 to an additional training sites beyond the numbers served during Year 2.
4. Successfully train the following numbers of people in each component during the time periods specified in Table 3.

Table 3: Workplace Numbers Of Participants Served			
Component	Schedule		
	Year 1	Year 2	Year 3
Reading for Work	20	50	300
Learning-to-Learn	20	100	150
English as a Second Language	40	100	200
Problem Solving	30	50	120
High School, External Diploma Program	30	65	200
Coaching and Helping Skills	10	35	30
Totals	150	400	1000

5. Demonstrate and promote efforts to bring publicity within the system, the union, employing contractors and their associations, educational institutions, the broader community, and the congressional district as demonstrated by dozens of inquiries and visits during each project year.
6. Improve the skill levels of participants as a definition for success within each training component (as expressed through individualized assessment). The skill levels will demonstrate mastery of at least two new skills in each of the components, except for the External High School Diploma Program. Within this program, we expect participants to complete their high school equivalency.
7. Improve the success of participants in future L-AGC training as measured by their willingness to enroll (we expect over 50% of the participants in the workplace literacy program to enroll in future training) and by successful completion of future training (at least 60% of those who enroll in future training will succeed).
8. Improve the work hours of workplace literacy participants who succeed in the literacy training. The objective will be assessed by comparing the work hours of a random sample of successful workplace literacy participants compared to a match random sample of members who do not participate in the program.
9. Establish a continuing relationship among the Partners such that the workplace literacy training component is continued and is incorporated into the broader training program.

Efficiency and Effectiveness of Management Plan

The plan of operation is important to the project because the number of components and the geographic scope of operations is fairly complex. However, fortunately, the L-AGC has experience in managing this type of project since it reflects the typical types of services and interaction employed by L-AGC. The L-AGC staff works with the 66 affiliated training funds located throughout North America. More specifically, the plan for this project is to start small and to grow in manageable increments over the three-year course of the project. More specifically, we propose to develop six different components of literacy instruction as previously explained. Each component will be developed, piloted, and revised in a different, discrete geographic region. Then as the component is promoted within that region, it will be expanded to other training sites throughout the U.S. For example, we expect to develop the ESL component in Southern California. That particular component will involve the Los Angeles County Office of Education together with participating employers and an original training site at Anza, CA. After that module is developed, revised, piloted, and promoted at the Anza facility, it will be replicated at other interested sites, such as those located in Northern California, Louisiana, Florida, and other areas where

Hispanic speaking members need these services. This type of controlled development and replication will be used for each of the modules.

In order to deal with the many activities and the complexity of the project, L-AGC proposes a full-time Project Director and a full time Education Specialist to handle the day-to-day operations of the project. These individuals will regularly interact with the Partners, the participating training sites, and the contractors to insure that all work assignments are understood and that progress proceeds on time and within budget.

The materials themselves will reflect the best method for the type of training that they address. The materials will be subjected not only to pilot testing and revision, but also to expert review using our guided interview process that both Dr. Eric Rice and L-AGC have used successfully with previous material development of this type.

In addition, a Technical Advisory Group (TAG) will be organized and convened on a regular basis to provide additional assistance to the management of the project. This TAG will include a representative of each partner organization, each training facility participating in the first year, the several consultants to the project, the Third Party Evaluator, and other experts from the field of workplace literacy as selected for the project. We expect the TAG to number 12 - 15 people and to meet three times a year for the first year and semi-annually thereafter. Among the activities that the Technical Advisory Group will undertake are at least the following:

- Revise the specifications and materials and delivery system for each module
- Suggest and contribute to the demonstration and promotional activities
- Provide ongoing informative evaluation and feedback to the project
- Provide access, ideas, and information to inform all project activities
- Provide liaison to community and political leaders, and union and employer officials through the course of the project

The L-AGC has successfully used TAGs on other similar projects and anticipates that it will be valuable in the proposed activity. The roles of the Partners and consultants on the project, in addition to serving on the TAG, are as follows:

Laborers-AGC Education and Training Fund

1. Oversee and manage the day-to-day coordination and operation of the project.
2. Develop and distribute promotional materials.
3. Actively promote the project through trade shows and other types of activities.
4. Assist in developing instructional activities and take the lead with some activities such as Learning-to-Learn activities and video materials.
5. Serve as the fiscal agent for the project.
6. Collect and process assessment data.
7. Provide reports as needed.
8. Offer Train-the-Trainer training.
9. Promote training activities and opportunities within the region and across the nation in order to facilitate demonstration and broader adoption of the materials.

Laborers' International Union of North America

1. Provide access to members.
2. Actively engage in promotional activities encouraging both union officials and members to participate and promote the program.
3. Distribute information about the project through the broad membership.

Thomas Edison State College

1. Take the lead in developing the Reading For Work materials.
2. Serve as the delivery system for the distance learning component of the project.
3. Assist in critiquing instructional materials.

Los Angeles County Office of Education

1. Take the lead in development of ESL instructional materials and exercises.
2. Participate in the critiquing of all instructional materials.
3. Assist in the training and support for instructors as they begin to use the workplace literacy instructional materials.
4. Actively promote the project.
5. Use its materials repository and distribution services as a way to get ESL materials into the broader community.

American Council on Education

1. Take the lead in developing the materials for the External High School Diploma Program.
2. Work with states to issue external degrees.
3. Promote the program throughout its memberships and its member states.
4. Participate in the development of assessment instruments, particularly the instruments related to problem solving.
5. Train the trade instructors on the use and assessment of diagnostic screening instruments.

Valverde Construction, Inc.

1. Actively promote the opportunity for training within its employees and at its work sites.
2. Engage in critiquing of materials.
3. Offer suggestions of content to be built into materials.
4. Participate in T-T-Ts with Supervisors and Lead Persons.

Consultants

Dr. Robert Glover will serve as the third party external evaluator for the project. He will serve on the Technical Advisory Group, help produce the overall evaluation design, collect and process evaluation data, and provide appropriate reports back to the project.

Dr. Michael Bell will assist in the development of English as a Second Language materials and video tapes through his Foundation in Austin, Texas.

Dr. Eric Rice will assist and take the lead in the development of assessments, will develop specific instruction materials, will assist in the development and implementation of the evaluation plan, and will serve on the Technical Advisory Group.

Donald Elisburg, Esq. will provide technical guidance and legal assistance on the integration of the curriculum materials with requirements under the Occupational Safety and Health Act, Equal

Employment Opportunity statutes, and the Americans with Disabilities Act. He will also serve on the Technical Advisory Group.

Training Facilities

Initially, at least four regional training providers will serve as contractors in the project as facilities where materials will be piloted and revised. These facilities include the New England Training Academy, Pomfret Center, CT; the Southern CA Training Facility, Anza, CA; the Laborers-AGC Training Facility, Corvallis, OR; and the Louisiana Laborers' Training Facility, Livonia, LA. Each site will help promote the program and recruit members to participate. In addition, the training contractors will be responsible for staging the training, providing the classroom, offering meals and lodging, working with the L-AGC to ensure that instructors are trained and providing the appropriate experiences to members, as well as to host visitors who choose to observe the demonstration project.

Relationship of Project Objectives to Program Purpose

The project objectives relate to the program purpose in a number of very specific ways. First, the project targets a group of U.S. citizens who are in great need of services, but have previously been ignored in workplace literacy skills development. Therefore, the project relates directly to the President's goal of having literate citizenry by the year 2000. Second, the project proposes to demonstrate in a number of sites throughout the U.S., a series of effective tools and techniques for teaching workplace literacy in the construction trade. As previously mentioned, "the construction trade has largely been ignored in the workplace literacy movement." Third, the project matches up training components on a one-to-one basis with each of the priorities developed for the target audience within the RFA. Explicitly, the match-up is as shown below:

<u>Department of Education Priority</u>	<u>Project Activity</u>
Providing adult literacy and other basic skills.	Reading For Work
Helping adults earn high school diplomas.	External Diploma Program
Upgrading or updating basic skills of workers.	Learning-to-Learn program
Meeting the literacy needs of adults with limited English proficiency.	ESL program
Improving the competency in adult workers in problem solving.	Problem solving component
Providing educational counseling.	Teach coaching and helping skills to trade instructors

The project also focuses on productivity in two important ways. It improves the skills and allows success in training, certification, and licensing for a number of trades workers who otherwise would not be able to advance along the career path, nor expand their work opportunities. In addition, the project allows workers to improve their capacity to function more effectively on the job by understanding on-the-job communications, and by improving their capacity to solve problems at work.

Yet another way that the objectives relate to the program purpose, is that it demonstrates effective techniques for providing workplace literacy training within an extremely broad representation of the U.S. Equally important, the program will forge a lasting partnership between education, labor, and employers that will result in imbedding and expanding the workplace literacy materials throughout the entire training system of the Laborers' International Union such that it has the capacity to serve tens-of-thousands of individuals.

Plan for Resources in Personnel

A detailed task time performance schedule suggests how the various activities relate to each other in the performance of this project. At least 15 tasks are spread over the 36 months of activity, as displayed in Exhibit 1 following.

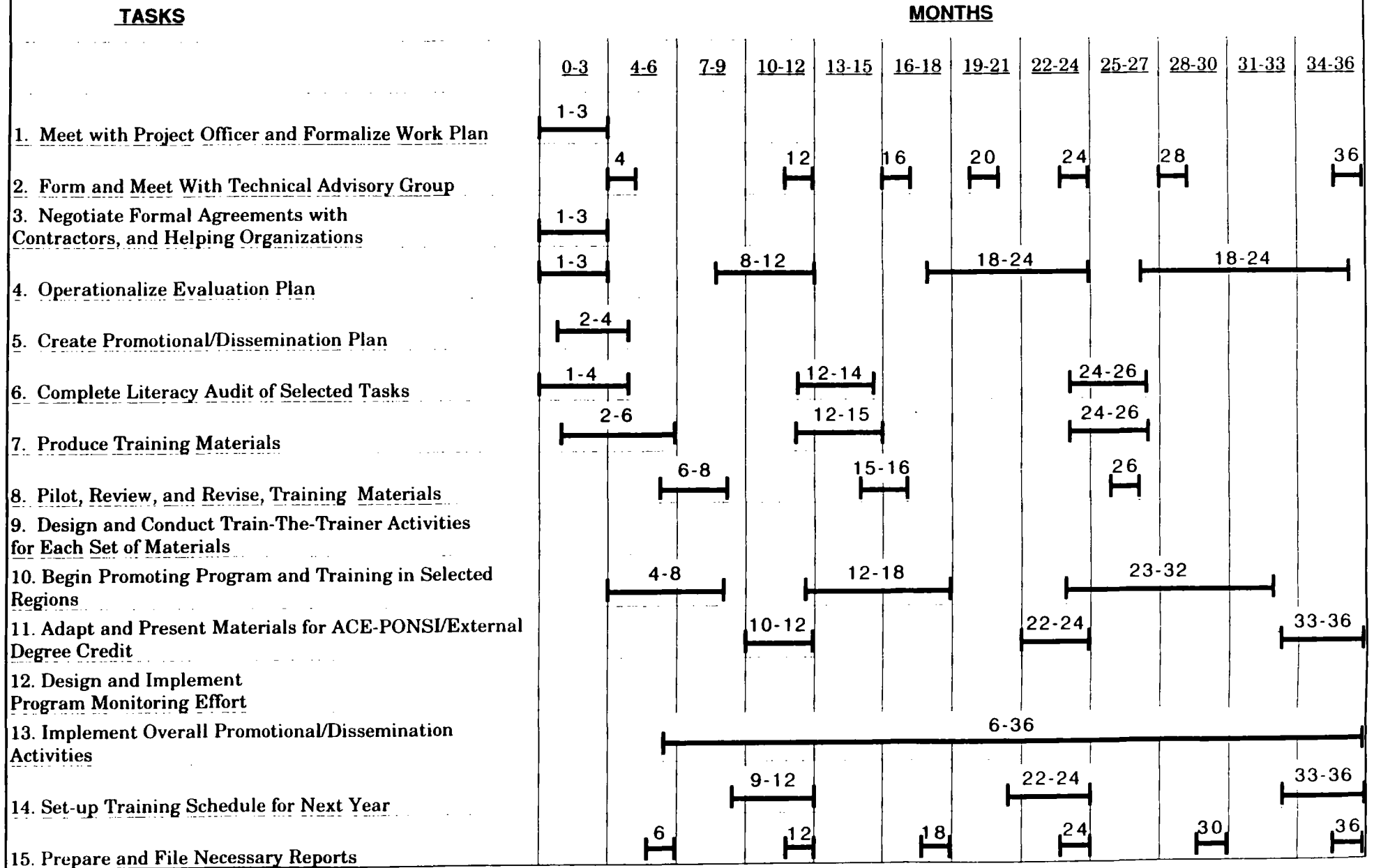
Task 1- Work with project officer Project staff will meet early in the project period with the project officer to discuss the goals, activities, and proposed outcomes for the project. We want to insure that there is good understanding of our realistic goals and that there is a work schedule that we can all live with.

Task 2- Form and convene the Technical Advisory Group The TAG will consist of at least one representative from each Partner of the organization, together with several other experts in the field of workplace literacy. The TAG will meet three times during year 1, and semi-annually in years 2 and 3. It will provide ideas, resources, feedback, direction and guidance to the project. Previous L-AGC experience has demonstrated that the TAG is extraordinarily helpful in providing access, suggesting appropriate protocols, and providing ongoing informative evaluation for project activities.

Task 3- Negotiate agreements with contractors and with helping organizations Early in the project period, the project staff will formalize agreements with contractors and helping organizations. Specifically, at least the mentioned contractors and the four affiliate funds will participate in the discussions. The contract will formalize the roles and responsibilities of each organization and set forth both the expected time frame and finances that are associated with the activity.

Task 4- Operationalize the evaluation plan and put it into effect The Third Party Evaluator, Dr. Robert Glover, and Dr. Eric Rice will work together to operationalize the evaluation plan. This means that they will take each project objective and expected outcome and specify the measure for that objective. In addition, they will design the assessment tools to chart progress on that objective, together with a protocol for data collection and an analysis plan to treat the information that is collected through the protocol. Our expectation is that each objective will have a measurable component.

EXHIBIT 1: TASK/TIME PERFORMANCE SCHEDULE



In addition to this outcome evaluation, there will also be product and process evaluation, as specified in the evaluation plan. The product evaluation will focus on expert review of the literacy materials as they are developed. It will use a guided interview process with identified experts, instructors, and educational training officials to provide input on each product. In addition, Drs. Glover and Rice will provide ongoing process evaluation as a way to help inform project decision making and ensure that the project stays on target and is on time.

Task 5- Create promotion and dissemination plan Project staff will work with the TAG to operationalize the demonstration purposes, as described in this proposal. Those purposes include making products available, conducting workshops and delivering papers at conferences, and demonstrating our literacy project throughout the U.S. A number of procedures and activities have been suggested as part of that demonstration activity. These steps include, personal letters, newspaper articles and clippings, journal articles, promotional videos, presentation at trade shows and professional associations, a How-To manual for providing literacy training, and other appropriate techniques. The staff and the TAG will work together to specify activity, timing, and material specification for all the items suggested in this plan. The plan will be presented as a deliverable to the U.S. Department of Education.

Task 6- Perform literacy audit to identify specific content Budget staff, Dr. Eric Rice and Dr. Michael Bell will work together to identify the specific content that will be incorporated in the various modules of the workplace literacy program. Staff will work with other organizations such as LIUNA, the L-AGC, and individual employers to identify members and work sites that can be used to perform the audit. Among the activities, project staff will use the results of the task analysis being conducted in conjunction with the U.S. Department of Education project on specifying skill standards to help with the literacy audit. In addition, these individuals will perform an extended search, coupled with workplace observation, and including structured worker interviews in order to answer questions about what specific tasks must be performed; when those tasks must be performed; which materials and processes are involved in those tasks; and how well the tasks must be performed as part of the workplace literacy audit. The information will be used to create materials specifications for developing print, video, and class exercises. The literacy audit information will be compiled in written form for various occupational categories within the broad trade of construction craft laborer.

Task 7- Produce materials Project staff, contractors, and educational Partners will all be involved in the production of the training materials. Due to the diversity of content and type, project staff will develop a management plan for the production of training materials early in the project. This management plan will layout for each set of materials, information such as expected content, length, time for production, expected delivery mechanisms, the way personalized lessons will be built into the activities, and the specific focus for specifications and classroom activities. An initial draft of this management plan is presented in the following Exhibit 2: Management Plan.

EXHIBIT 2: MANAGEMENT PLAN

<u>Materials</u>	<u>Sample Content</u>	<u>Length</u>	<u>Development Time Frame</u>	<u>Delivery Materials</u>
Conversational English/ESL	Forms Directions Questions Common Terms	80 Hours Each Of 3 Segments	Months 1-6 I Months 12-15 II Months 24-26 III	Classroom And Union Hall
Reading for Work	Reading Instructions Manufacturers Specifications MSDS	50 Lessons 2 Hours (Video) & Workbook	Months 1-6	Video Proactive Learning
Learning To Learn	Test Taking Skills Memory Boosting Skills Note Taking Skills Listening Skills Reading For Main Idea	40 Hours	Month 1-6	Classroom Group Activity
Problem Solving	Posing Questions Gathering Information Evaluating Fact From Opinion Search For Examples Try Out Solutions Examine Consequences	24 Hours	Months 1-6 Or 12-15	Classroom Group Activity
External High School Degree Development	Life Experience Portfolio	40-80 Hours	Months 1-6	Classroom, At Home, Union Hall
Coaching And Helping Skills	Goal Setting Forming Lessons Collection/Matching Information Posing/Analyzing Alternatives Empathic Listening Developing/Using Individual Learning Contacts Creating/Implementing Plans Of Action	20 Hours & Literacy	Months 6-12	IDP

The process that will be used to produce materials includes the following steps. First, the information from the workplace literacy audit will be specified and grouped into specific content areas for

the project. Among other information, the literacy audit should indicate both the content and the performance criteria for how well materials must be mastered for each set of materials.

The second step in designing and producing materials will be to design specifications for each material set. These specifications will indicate content, length, reading and conceptual difficulty, guidelines on how it should be incorporated into classroom and ongoing lesson activities, information on how the materials will be mediated, and other pertinent data. The specifications layout the guidelines for the material developers.

The third step in the design of the materials will be to design a timeline for each set of materials and to assign responsibility for the production of those materials. In general, the timeline for producing the materials during each of the three project years will be in the first several months of project activity. For example, in the first year, the development of materials will occur in the first 6 months, in subsequent years, the materials development process will be compressed. For example, during the second project period the time allotted for development is months 12-15, and during the third project period, months 24-26. We expect each of the educational Partners to be intimately involved in the development of materials, as well as the project director, the education specialist, and the several consultants for the project.

The fourth step in the production of materials is to collect and review available commercial materials that relate to the subject under consideration. In large measure, we recognize that these commercial materials are not suitable for our needs; however, we expect that some of the general content and procedures may suggest useful learning activities that we could build. In addition to collecting commercial materials, we also will work in libraries to collect publicly available materials and research evidence which pertain to topics under consideration. For example, we know that problem solving is a hot topic in cognitive science research and we propose to use the latest information available for the basis of making decisions on both the process for teaching it and some of the content that must be included.

After collecting, assembling, reviewing, and analyzing this information, we will create story boards and/or outlines of the video, print, and classroom exercises for production.

The fifth step in writing the materials will be to actually draft the information in hard copy form and to add to that information any visuals that must be included in order to review the materials. We use word processing to create our instructional materials, so that changes suggested during the review process can be easily incorporated.

The sixth step in the production of materials is to produce the lesson plan in which the materials are embedded. The lesson plans will be used by our instructors at each pilot location and within each regional training setting. We will involve some of these instructors in the production plans through the annual IDP as a way to provide ownership to the instructor, and to better embed the materials into our ongoing process.

The last step in the production of materials is to consider how one can build support services to assist participants to use, remain involved, and profit from the learning experience. In general, two

support services are envisioned for this project. First, our regular classroom instructors will be providing the workplace literacy instruction. Therefore, they have an existing rapport with participants and can provide day-to-day coaching and encouragement. The second support service is the production of a personalized learning agreement within many of the modules. This agreement grows from our previous experience in providing literacy training to our membership. It will be negotiated between our instructors and individual participants. It sets forth individual goals and objectives that have measurable components. In addition, it indicates the skills by type and level that the member would like to master through the workplace literacy activities. It also indicates new ideas that the member would like to undertake. For example, reading specific numbers of certain types of books over the next several years. In addition, it indicates a time frame during which these individual goals or activities will be pursued. The document will then be signed and dated by the participating member and the instructor, and kept on file in the training center as a reference for future activity.

Task 8- Pilot, subject to expert review, and revise materials After the materials have been produced they will be piloted at a specific training site. During the pilot, instructors and participants will be asked to review the materials. In addition, each set of materials will be sent to a group of expert reviewers, together with an audio tape and a guided interview form through which the reviewers will analyze that set of materials and make specific recommendations for revisions. The comments of the expert reviewer, together with the suggestions from participants and instructors, will together form the basis for revising the video and print materials and classroom exercises.

Task 9- Design and conduct Train-the-Trainer activities T-T-T activities will take place in two parts. First, project staff will design specific T-T-T courses for trade instructors who will teach the workplace literacy materials. That is, for example, the instructors who will teach ESL will be trained in a specific several-day T-T-T exercise to teach the instructors how to employ the materials in the classroom. The T-T-T immerses the instructor in the exercise and models how to conduct the exercise, and then discusses how the exercise can be introduced, used, and concluded.

The second part of the T-T-T activity will be the effort to provide coaching and helping skills to all instructors within the system, particularly those who will be teaching workplace literacy skills. The coaching and helping skills component will be built into the ongoing Instructor Development Program of the L-AGC and will become a regular required course. At this time, we anticipate that course may be up to 16-hours in length and deals with a variety of skills including decision making, goal setting, empathetic listening, and other important skills.

Task 10- Adapt materials for external credit review Project staff and consultants will work together to adapt the specific workplace literacy training materials and the T-T-T instructional materials so that they qualify for external degree credit through the ACE. We expect the materials to be worth some combination of high school and/or college credit, depending on the level of sophistication of the material under consideration. For example, we expect the T-T-T materials on coaching and helping skill to receive

college credit for teacher certification. Likewise, we expect the problem solving components to receive college credit. However, other materials, such as Reading for Work, should qualify for high school adult education credit towards a equivalency degree.

Each year during the course of the project, we will prepare new materials developed during that year for ACE-PONSI evaluation.

Task 11- Demonstrated workplace literacy training at regional sites The specific workplace literacy modules will be promoted and taught at the designated regional facilities throughout the U.S. Among the activities the facilities will undertake are promoting the program, recruiting members to participate in the program, providing lodging and classroom space, and monitoring the presentations. In addition, we expect the sites to host visitors who come to view parts of the demonstration, particularly visitors from within the system who may be interested in expanding the training at their local sites to include the workplace literacy in future use.

Task 12- Design the monitoring effort The monitoring activities are part of the formative evaluation plan. They are designed to assist in making decisions and to ensure that the project is going well. The monitoring effort involves a series of activities, including at least the following: First, the project staff will periodically check with a random sample of instructors to illicit from them their perceptions about the exercises and materials that they teach in class, as well as the assessment instruments that they use as part of the ongoing classroom experience. In addition, the project evaluator and project staff will interview a random sample of participants to collect the data on participant perception of the effectiveness of the courses. In addition, we will ask participants what they liked and didn't like, and what other suggestions or offerings we should consider.

The monitoring effort also will involve classroom visits by project staff to insure that the materials are being taught correctly. In addition, the classroom will afford the opportunity to examine the ongoing trainer skills of the instructor as it relates to presentation evaluation, lesson planning and so forth.

A final activity within the evaluation plan will be to convene the instructors sometime during the annual Instructor Development Program. At that time the instructors will formally, as a group, review the literacy materials and offer suggestions about additions and corrections that should be incorporated.

Task 13- Promote the program within each region and broadly within the system Project staff, the regional training directors, union officials, and employers will promote the workplace literacy project within each region and broadly across the U.S. Promotional activities will include all those things mentioned in the demonstration portion of this proposal, including for example, newspaper clippings, presentations at trade shows and professional associations, journal articles, and personal letters of invitation to observe the demonstration. We expect the promotional activities to result in broad-based interest in the products and process associated with the project. Further, we expect widespread adoption of the materials and techniques developed through the project.

Task 14- Set-up training schedule for future years Late in each project year, project staff will work with regional training directors to create the training schedule for the next year. This schedule will include not only the original four regional training facilities, but also new regional facilities that adopt any of the materials and subsequently become ongoing demonstrators. This creation of a nationwide, ongoing training schedule is part of what the L-AGC does as a service for its affiliated training funds. In addition, this national schedule allows funds to send members to training at convenient locations throughout the country, as well as to plan the training of their own instructors. In addition, the schedule serves as an excellent promotional device to extend the program further into the system.

Task 15- Write and submit necessary reports Project staff will compile, write, and submit necessary reports on a semi-annual basis to the U.S. Department of Education. Those reports will include both statements of activities undertaken and completed, problems that may have been encountered and activities undertaken to resolve them, and a statement of financial responsibilities. In addition, project staff will undertake and submit a final report at the conclusion of the project.

Selection Procedure

In general, the selection procedure for training will follow that procedure used throughout North America by the L-AGC. More specifically, the training will be offered on a first come, first serve, basis to the over 650,000 members of LIUNA. The official policy of the L-AGC and LIUNA is to actively oppose and forbid discrimination on the basis of race, creed, color, gender, disability, and other similar conditions. Please note that LIUNA's membership is about 50% minority and female. We do pledge to actively promote and recruit this opportunity throughout the membership in an effort to attract minorities, women, and members who in the past have been reticent to participate in training where licensing and certification is required.

E. APPLICANT'S EXPERIENCE AND QUALITY OF KEY PERSONNEL

The Laborers' International Union of North America

LIUNA has approximately 650,000 members engaged in construction and environmental restoration activities as well as in a wide variety of industrial work and public and private service activity, including schools, hospitals, health care facilities, and military bases. More than 360,000 work in construction activity, including many in hazardous and radioactive waste cleanup, asbestos and lead abatement, and underground storage tank replacement. In excess of 75,000 construction contractors employ LIUNA members through multi-employer collective bargaining agreements. About 50% of the LIUNA membership is minority and/or female. The members work in every state and territory, as well as on numerous Indian reservations.

LIUNA has been in the training business for more than 25 years. Responding to its members' needs for enhanced job readiness, LIUNA began formally training laborers in 1962. With the assistance of

federal funds under the Manpower Development and Training Act of 1962, LIUNA developed pilot programs that successfully demonstrated to contractors and union officials that standardized quality training was not only feasible, but essential to satisfy industry needs for skilled workers and to ensure that our members work in a safe and efficient manner. Training increased productivity and, as health and safety instruction were incorporated into all courses, work-related accidents and injuries began to decline.

In 1969 LIUNA entered into a joint training venture with The Associated General Contractors, known as the Laborers-AGC Education and Training Fund. This joint labor and management trust fund was formed pursuant to the requirements of the Taft-Hartley Act to assist local training funds in the development and implementation of training programs designed specifically for construction laborers.

The Laborers-AGC Education and Training Fund

L-AGC oversees training provided to members of LIUNA through 66 negotiated Taft-Hartley joint labor-management training funds and sites located throughout the United States and Canada. These training funds service the training needs of hundreds of LIUNA local unions and thousands of construction related contractors. The program equips approximately 40,000 workers annually to work in construction, construction supervision, and environmental restoration projects by providing new or refurbished skills and, in some cases, new career paths. L-AGC's affiliates currently own or lease facilities capable of providing dormitory and dining space for 929 and 1,558 trainees, respectively.

From 1969 to 1978 the L-AGC's main commitment was to construction skills training. Training films and student and instructor training manuals were developed to support course instruction. Today many of these films have been incorporated into the Occupational Safety and Health Administration's (OSHA) inventory of training materials used to train its own compliance officers. Since 1969 the L-AGC has invested nearly \$12 million in the development, revision and updating of these construction skill courses and support materials.

In 1978 L-AGC made a fundamental decision to expand the type of training offered to its members. In particular, L-AGC recognized that it could better serve its members and the organized industry by developing courses that offered personal growth to the individual craft laborer and increased productivity for the contractor. Although skills training remained its major focus, over the next five years the Fund began developing a series of courses designed to encourage upward mobility within the construction industry. Training was developed for the craft laborer who wished to advance to the foreman or supervisor level.

Moving from the hands-on skills training in simulated worksite exercises into the classroom complete with prepared trainee manuals, underscored the need the target audience had for literacy support. People complained about leaving their glasses at home or feigned illness to escape an embarrassing situation. Recognition of the problem led L-AGC to implement a tutorial approach to reading improvement that utilized the Laubach Literacy Program. This approach was used in several training

funds with mixed success until the L-AGC opted to design the current ESL and adopt the Kentucky Educational Television Program discussed elsewhere in this proposal.

Today the L-AGC is proud of its Construction Skills Training Program -- a model program that established a complete "Career Path" for construction craft laborers. The Career Path includes the establishment of a school-to-work connection, competency, certifications for each step of the path, and community college accreditation for the construction skills curriculum.

The Construction Skills Training encompasses a core curriculum that includes the following course offerings:

Orientation	Air Compressor	Trenching & Shoring
Concrete Placement	Air Tool Operation	Asphalt Raking
First Aid/CPR	Oxy-Acetylene Cutting	Traffic Control
OSHA Standards	Rough Terrain Forklift	Surveying
Transit	Sandblasting	Foreman/Leadership
Laser Operations	Chainsaw Operation	Scaffolding
Beacon Laser	Small Gas Engines	Explosives/Blasting
Pipe Laying	Concrete Sawing	Rigging & Signaling
Blueprint Reading	Mason Tending	Soils Compaction

Environmental Worker Training includes course offerings in hazardous waste cleanup and remediation, asbestos abatement, lead abatement, and nuclear remediation. The environmental courses provide basic, supervisor and refresher certification. More than 69,000 workers have been certified in hazardous waste training, asbestos and lead abatement since 1985.

Several of the courses within these two programs have become recognized as "industry standards." Recently, *Engineering News* reported findings from a study that compared the productivity of union construction workers to their non-union counterparts. Researchers found the union workers substantially more productive, regularly finishing their work more quickly with equal or higher levels of quality than non-union workers. The study concluded that there were two reasons for the superior productivity of union workers: union skills training and union foreman performance. The advantage rested on the quality of training provided by the L-AGC and its affiliates.

L-AGC and its affiliated funds have developed a "Strategic Plan for Laborer's Training" to guide them into the twenty-first century. Several initiatives within this strategic plan are aimed directly at improving the quality of workers training under their program. These include: (1) Development of the Instructor Development Program (IDP), a comprehensive instructor training and certification program (2) Expansion and refinement of the curriculum development process, (3) Accreditation of training to ensure the highest quality and consistence of training, and (4) Performance testing or assessment to evaluate trainee knowledge and skills acquisition (under Tab 7, Appendix A).

The L-AGC training and education program is committed to increasing the competitive advantage of its trainees to pursue productive career paths, not only for today's jobs, but for those of the future.

Literacy Support Programs

Literacy programs have been a priority with the L-AGC since the late 1970's. As noted earlier, the Fund adopted the KET Learn-At-Home Program four-years ago to provide literacy services to those members who wanted to improve their reading skill. Over 3,500 laborers have used the program.

A preliminary evaluation of the project questioned 500 participants who had ordered tapes, assessed the progress of the project. Of the respondents, 75% had used the basic tape; 25% had used an intermediate tape; 25% had used the advanced tape; and 20% of participants used more than one tape.

Evaluation findings revealed that laborers of all ages and all levels of experience were using the program. Laborers who had not finished high school seemed to value the program most, with 6% of participants having dropped out of school short of grade 12.

When one views the data to determine why members participated and what they learned, the following findings emerged:

- Over 1/2 of participants chose tapes to improve their skill and/or to feel better about themselves, almost 30% participated to improve their reading skills so they could participate in continuing training, and 20% participated so they could pursue a GED.
- Over 80% viewed participation as improving their skills, 65% reported gains in self-confidence and/or feeling better about themselves, and over 60% indicated that they would continue in training.
- Over 99% of participants report satisfaction with the program and over half had recommended the program to others.
- Major suggestions for improvement included improving turn-around time for tapes, providing more and better telephone counseling/encouragement, expanding the program to other topics, and developing more specifically focused tapes and written materials for adults and laborers.

Clearly, the Learn-at-Home Program demonstrates that L-AGC has experience and commitment to provide literacy programs for laborers, and that the target audience will participate in, value, and profit from a literacy program.

Thomas Edison State College

Thomas Edison State College is an undergraduate institution offering associate and baccalaureate level degrees. The College is unique in that it offers no classroom instruction, has no residency requirement and has no full-time teaching faculty of its own. Students meet degree requirements by passing college equivalency examinations, assessment of college-level learning, the transfer of credits earned at other colleges and universities, and/or completing a variety of independent learning courses (audio, video, computer-facilitated, etc.). Thomas Edison State College was founded in 1972 by the New Jersey Board of Higher Education, and was charged with expanding the educational opportunities of adult learners. The College is accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools. As a leading advocate for distance learning, the College will provide support for the development and implementation of the Reading for Work and Coaching and Helping Skills Training Components of the project.

The Los Angeles County Office of Education

Los Angeles County Office of Education is a leading regional agency providing services to 95 school districts and community colleges in the greater Los Angeles area. The Occupational Preparation Division (OPD) provides job training programs and support services in conjunction with school districts and business and industry. The OPD operates the Los Angeles County Regional Occupational Program which serves 27,000 students each year, as well as special projects including JTPA, and apprenticeship and journeyworker programs. In addition, the OPD has developed successful strategies for the training and employment of limited English proficient adults. This expertise will be used to develop the laborers' ESL component.

The American Council on Education

The American Council on Education is an independent, nonprofit organization founded in 1918 to serve as an umbrella organization for the nation's colleges and universities. ACE provides a forum for discussion and decision-making on higher education issues of national importance and seeks to coordinate the interests of all segments of the higher education community into a single voice. In addition, ACE manages several quality educational programs including the EDP, GED and PONSI programs referenced in other sections of the proposal.

Valverde Construction, Inc.

Valverde Construction brings over 20 years experience in the construction industry to the Partnership. Joe Valverde, President and founder of the company has been a strong supporter of laborers' training in Southern California, and an activist in the Mexican-American community. He knows fully the problems that Hispanics and other minorities have successfully entering the construction industry, and is mindful of the safety and health implications for these workers.

Quality of Key Personnel for Partners

As noted in the management plan, L-AGC has considerable experience in managing this type of project, and offers a team with uniquely appropriate credentials to direct and manage the workplace literacy project.

As applicant and grantee, the L-AGC will oversee and manage the day-to-day coordination and operation of the project. A 100 % Project Director will be selected following a nation-wide search for the most qualified person available to fill the position. To help assure the best person is hired, the Technical Advisory Group will be enlisted to review suitable applicants and make recommendations on final selection. This process should lead to an individual who can address both the administrative and programmatic requirements of the position. A position description for the position is included under Tab 7, Appendix G.

Brian Ward, currently serving as an Education Specialist with L-AGC, will be assigned 100% to the project to assist with program development, implementation, quality control, and reporting. Mr. Ward came to L-AGC after serving as the ESL Facilitator/Instructor for the Southern California Laborers' Training Fund during the L-AGCs previous workplace literacy grant project. In this capacity, Mr. Ward assisted with development of a pilot ESL course for which he acted as sole instructor. Mr. Ward joined L-AGC following that grant to assume a staff position designed to support the Fund's ongoing effort to provide education and literacy programs for its affiliates.

Mr. James M. Warren is the Director of L-AGC. In that capacity he is responsible for the entire operation of the Fund in its many locations throughout the country. He is the principal administrator of the Fund charged with supervision of a 27 member staff, the administration of publicly provided funding, and oversight on all curriculum development. Mr. Warren is familiar with the instructional process, having been a public school teacher, independent evaluator of Head Start Programs, and developer/instructor of many L-AGC programs. Moreover, he is completely familiar with all aspects of operating a multi-site training operation, especially formulating policy, overseeing budgets, dissemination of information, and coordinating activities of multi-partnered operations. It is estimated that Mr. Warren will provide 5% of his time as an in-kind contribution to the project.

The Laborers' International Union of North America will serve as a Partner for the project to assure access to all segments of the union. As such the union will engage in promotional activities to assure project support from union leadership as well as the membership. Two key personnel will provide input to the Partnership. First, Carl Booker, Assistant to the General President will serve as liaison between the union and the Partnership by serving on the Technical Advisory Group. Mr. Booker has considerable experience with laborers' training having spent 10 years as Superintendent of Instruction for the Indiana Laborers' Training Fund, and for the past 7 years as a Trustee for Laborers-AGC. As such, he is extremely qualified to promote the project components throughout the union structure, and help disseminate the program to additional training funds. It is estimated that Mr. Booker will contribute 5% of his time to the project. In addition, Greg Giebel, Ph.D., Director of Research and Labor Education at LIUNA will support any dissemination activities during program development. He will assist with follow-up and tracking of program participants to determine progress toward project objectives. Mr. Giebel brings over 25 years experience in education and research to the project. He will provide in-kind support amounting to 10% of his time.

Thomas Edison State College will support development and implementation of the Reading for Work and Coaching and Helping Skills components of the literacy project. Ms. Iris Saltiel is the Director of Corporate Programs at Edison State, and is responsible for development, administration, delivery and evaluation of educational services at corporate and organizational sites for the College nationally. It is estimated that Ms. Saltiel will spend 20% of her time on the project and she will serve on the Technical Advisory Group. Ms. Saltiel will complete work on her Doctorate in Education in Administration and

Supervision in May of 1994. Ms. Saltiel brings considerable programmatic experience having served as Program Coordinator for a nationally validated adult literacy program at Middlesex County College during the '80s.

The Los Angeles County Office of Education (LACOE). will provide critical support to the ESL Component of the project. This will include taking the lead with curriculum development, instructor training, and trainee counseling. Mary Lou Nava Hamaker, Ph.D., is Senior Project Director, Special Projects, Occupational Preparation at LACOE. Dr. Hamaker is responsible for research, development for VocPrep, where she is responsible for Bilingual Vocational Teacher Training, Carl Perkins 232 funds. Dr. Hamaker will spend 7% of her time on the project supporting both curriculum development and instructor training. Dr. Hamaker is considered the expert on ESL at LACOE. In addition, Michael P. Fryhoff, Ed.D., Consultant, Trade and Industry Education, LACOE, will support curriculum development, instructor training, and quality control over the ESL Component. Dr. Fryhoff's specialty is vocational and trade education. Both Dr. Hamaker and Dr. Fryhoff will serve on the Technical Advisory Group.

The American Council on Education (ACE) will provide support to the project through its External Degree Program. Florence Harvey, Director of the National External Degree Program (EDP) at ACE, has been responsible for upgrading the New York model of the EDP original competencies to produce the ACE/EDP national performance assessment system. She oversaw the total revision of the ACE/EDP materials, and designed and implemented the training and evaluation systems for the program. Ms. Harvey has selected, trained, monitored, and evaluated 13 consultant national EDP trainers, and coordinated implementation of the ACE version of the EDP in 5 new states and 6 conversion states. She is the national spokesperson and technical assistant for the External Degree Program. Ms. Harvey will provide guidance to the Technical Advisory Group for the EDP component, and promote implementation of the EDP with the New England Laborers' Training Fund in Connecticut and Rhode Island, and in future years at labor-management training funds in states where programs exist as well as where programs must be initiated. Ms. Harvey will provide training for the instructors at each training site involved in the EDP program. It is estimated that Ms. Harvey will spend 20% of her time on the project.

Valverde Construction, Inc. will serve as the small business Partner in the project. Joe Valverde, President and General Manager of the company will participate in the Technical Advisory Group, and coordinate all project activities between his firm, and the Southern California Laborers' Training Fund, and the Los Angeles County Office of Education. Mr. Valverde is very actively involved in various contractor associations and community service organizations, and as such will help disseminate the project outcomes to other small businesses. It is estimated that Mr. Valverde will contribute 4% of his time to the project.

Also key to the success of this project will be the use of selected consultants to develop components, train instructors, and/or evaluate the overall project.

Dr. Eric Rice will assist and take the lead in the development of assessments, will develop specific instruction materials, will assist in the development and implementation of the evaluation plan, and will serve on the Technical Advisory Group. Dr. Rice has considerable expertise as a trainer of trainers, a trainer of adults in traditional and non-traditional settings, and an evaluation/performance testing specialist. As a faculty member at the University of Maryland, he teaches basic skills; has taught literacy, planning, decision making, and training skills to audiences such as masonry instructors and computer operators; and he has worked in industry advisory committees to create standards and proficiency examinations in the masonry, pharmaceutical and higher education industries. Further, he has served as the Principle Investigator, Curriculum Specialist, and Assessment Specialist on three National Workplace Literacy Projects in the U.S.; two Federal projects in Canada; and two special projects for OSHA. He counts five published workplace literacy products to his credit and has several more in preparation. He has worked extensively with blue-collar tradesmen and has a good understanding of their learning attitudes and testing characteristics. Further, he has conducted workplace audits and task audits for a variety of trades. Dr. Rice's formal training includes a Master's Degree in Educational Psychology, a Ph.D. in Educational Sociology, with a specialty in adult learning and training designs.

Dr. Robert Glover will serve as the Third Party Evaluator of the project. Dr. Glover is Senior Research Associate with the Lyndon B. Johnson School of Public Affairs and the Director of the Center for the Study of Human Resources at the University of Texas at Austin. In these capacities he has served as implementer and evaluator of a number of work education programs. He currently serves as a member of School to Work Transition Committee for the greater Austin area and has recently worked as consultant and member of the case study team for the report, "America's Choice: High Skills or Low Wages" for the National Commission on Skills in the American Workforce. He is the former chair of the Federal Committee on Apprenticeship, has been involved in several literacy training initiatives and has studied the linkages between work and education in the U.S. and abroad. He is a widely published author and will serve on the Technical Advisory Group.

Donald Elisburg, Esq., has provided legal support to L-AGC for the past 10 years and will serve on the Technical Advisory Group. He will provide technical guidance and legal assistance on the integration of the curriculum materials with requirements under the Occupational Safety and Health Act, Equal Employment Opportunity statutes and the Americans with Disabilities Act. Mr. Elisburg's experience includes civil rights enforcement with the Department of Labor (1963-70); General Counsel and Staff Director to the U.S. Senate Committee on Labor and Human Resources (1970-77); Assistant Secretary of Labor for Employment Standards (1977-81); Executive Director for the Occupational Health Foundation (1986-91); and, Principal Investigator and Project Director for the Center to Protect Workers' Rights (1990-92).

Curricula Vitae (CV) for the individuals referenced in the "Key Personnel" section are attached under Tab 7, Appendix I. In addition, we have provided CVs for other participants involved in the overall

implementation of the project. Moreover, each organization in the Partnership is an equal opportunity employer that abides by published policies stating that persons applying for positions, including key personnel positions within the organization, will be considered for employment without regard to age, sex, race, color, religion, creed, physical handicap, or national antecedence. L-AGCs efforts to hire employees on a non-discriminatory basis is best reflected in its current staffing. Currently, of the 20 employees who fill the administrators, project directors, department managers, and program specialists on staff, 8 are minorities and/or females. The enclosed issue of the "Training Update" and the L-AGC Organizational chart under Tab 7, Appendix H, further describes our staffing.

F. EVALUATION PLAN

The Evaluation Plan attends to process, product and impact evaluation so as to address comprehensively the concerns of the project. Process evaluation activities measure progress toward implementation objectives, the timeline, and the budget, and suggest adjustments to ongoing activities. Product assessment examines the quality of the instructional materials, activities, and support services. Impact evaluation assesses the effect of participation on the skill levels of participants.

The purposes of the Evaluation Plan, therefore, require both formative and summative evaluations. Formative evaluation will focus on the issues associated with process and product evaluation in order to generate ongoing suggestions to improve instructional products and ensure that the project is on time, within budget, and well publicized. Summative evaluation will concentrate on determining the impact of project participation on the skill levels, training success, and work histories of participants, both in terms of individual gain scores and comparisons to control groups of other laborers who do not participate in Workplace Literacy training opportunities.

The Evaluation Plan involves project staff and consultants; the Technical Advisory Group (TAG), including representatives of Partner organizations; and a Third Party Evaluator. The TAG has responsibility for processing Evaluation Activities. Through their frequent meetings and continuing contact with the Project staff, they will assess ongoing progress toward project objectives; suggest adjustments as needed; discuss problems and help generate solutions to the problems; and assist with promotional and demonstration activities. Further, through their discussions and structured interviews, their experiences in providing services with the various modules in the different locations will form the foundation of the Lessons Learned deliverable to be prepared late in the project.

Project staff and the curriculum consultants will bear responsibility for product evaluation. Product evaluation will involve collecting, reviewing, and using four types of data for each set of instructional materials. First, perceptions of product quality, usefulness, and suggestions will be solicited from instructors and participants, using a formal debriefing conversation and a brief questionnaire keyed to each set of materials.

Second, expert review of each set of materials will be conducted during the pilot period. The expert review will use at least two content/teaching experts for each set of materials. The experts will analyze the materials from the perspective of their expertise and in light of a set of questions prepared by staff and consultants. These questions focus on issues of particular concern, such as reading level, visuals, length, exercise length, relationship to underlying skill and practice activities. Reviewers will respond either in written or oral form (by audio tape) to the questions, both in terms of the critiques and their suggestions for improvement. Dr. Eric Rice has used this technique for volumes he has written on instructor training, apprentice training, and job search skills, and has found it to be extremely cost-effective and productive.

Third, the product evaluation will also use preliminary impact evaluation data to help determine the quality of instructional materials. Pre- and posttest scores of treatment groups are the surest way to verify that the materials work. Therefore, we will examine the assessment scores during the pilot to look for clues about exercises/units that need improvement, and to assure the Technical Advisory Group that other materials are working.

The Third Party Evaluator will be responsible for the impact evaluation, as well as compiling and presenting the findings from the process and product evaluation activities in the evaluation reports. To that end, the Third Party Evaluator will participate as a member of the Technical Advisory Group, will visit and observe the training modules at various locations, and will analyze the quantitative data from the project. Further, the Third Party Evaluator will work with the Curriculum/Assessment Specialist to devise the final evaluation plan, the assessment instruments that will be used in the different modules, and sampling designs used for selecting treatment and control groups.

The major questions that will be addressed through the impact evaluation are issues associated with quantitative aspects of the training -- how many members have been served and in what program, how much have their workplace literacy skills improved, and what has been the impact of participation on participant ability to succeed in additional training and to ensure/hold additional employment. Accurate counts of all trainees enrolling and completing training will be maintained. In addition, quantitative assessments of participant skills will be collected before and after training for each module except the module for instructors on Coaching and Helping Skills. Further, both to ensure that the findings are useful and to enable results to be summarized and submitted for Evaluation Plan consideration, assessments also will be collected from matched, random samples of members who do not participate in the workplace literacy training. Data on enrollment, success in additional training, and on work history also will be collected/maintained on both workplace literacy participants and on the match control sample.

The Third Party Evaluator will collect, analyze, and present data about the usefulness of the training, drawn from interviews with participants, instructors, and Training Fund Administrators. Thus, the evaluator will be able to present a thorough picture of training and its influence.

Early in the project period, the Third Party Evaluator and Curriculum/Assessment Specialist will meet and prepare a final evaluation plan for the project. The plan will specify, for each objective, the questions, data needs, data sources, collection activities, and analysis activities for the project.

A sample portion of the Evaluation Plan illustrates what the plan will look like and the kind of data that will be included. Please note that the authors will review and incorporate guidelines from the Evaluation Plan materials on innovation to ensure that the project data will be appropriate for Evaluation Plan review at the end of the project. Also, please note that most of the objectives will produce objective, quantifiable data that documents either skill acquisition or advance in training and work. Further, note that, in accordance with our proposed Task/Time Performance Plan, we will be collecting data beginning with the pilot and continuing throughout the three years of the project.

Sample of Evaluation Plan

Objective #4 Train adequate numbers of skilled laborers through and following the program.

Question One: How many laborers were trained through the program?
Data Needs: Number of participants in each course grouped by skill module.
Sources: Enrollment and completion forms/records from participating program providers.
Collection: Records submitted quarterly to the Evaluator by Project Director.
Analysis: Descriptive statistics on participants and participation.

Question Two: How does the number of laborers trained compare to labor pool needs in the regions served by the programs?
Data Needs: Number of participants in the program's labor market demand statistics.
Sources: Enrollment/completion forms, employer projections of need, Department of Labor needs projections.
Collection: Records submitted by funds, Bureau of Labor Statistics projections, L-AGC Needs Assessment Survey submitted to Evaluator during last project quarter.
Analysis: Either gap analysis or analytic statistics.

Objective #6 Improve the skill levels of participants as a definition for success within each training component.

Question One: What was the skill level gain for each laborer who participated in the Workplace Literacy Program and was it significant?
Data Needs: Pre- and posttest scores of participants, compiled by the specific modules(s) they undertook.
Sources: Pre- and posttest scores collected at beginning and end of each training session.
Collection: Submitted by instructor/training fund administrator to L-AGC project coordinator at the conclusion of each training session.
Analysis: Descriptive and parametric statistics.

Question Two: How did the scores differ across modules?

Data Needs: Pre- and posttest scores of participants, compiled by the specific modules(s) they undertook.

Sources: Pre- and posttest scores collected at beginning and end of each training session.

Collection: Submitted by instructor/training fund administrator to L-AGC project coordinator at the conclusion of each training session.

Analysis: Descriptive and parametric statistics.

Question Three: Was the gain significant when compared to scores of a matched control group?

Data Needs: Assessment scores for matched control group of laborers who did not participate in workplace literacy training.

Sources: Assessment scores collected at other training sites at least once per year.

Collection: Submitted by instructor/training fund administrator to L-AGC project coordinator.

Analysis: Parametric statistics comparing control and treatment groups for each module.

Objective #8 Expand the annual hours worked by the membership.

Question One: How many hours do training program participants work and how does that number compare to samples of other laborers?

Data Needs: Records of work hours by skill and type of training for sample of trainees and control sample.

Sources: L-AGC's Automated Tracking System pilot, Health and Pension Fund records.

Collection: Starting in October of 1994, collected quarterly from pilot sites and submitted by L-AGC to Third Party Evaluator.

Analysis: Analytical statistics between treatment and control groups.

Tracking System

Trainee tracking will be conducted both at the regional training facility and at L-AGC headquarters in Pomfret Center, CT. Each participant contacted by the designated instructor/counselor at each facility will complete an individual profile that collects information, such as social security number, educational history, reason for participation, training history, and so forth. Usually the data will be collected in written form; however, sometimes it may be collected orally--and perhaps in Spanish. The designated instructor or counselor will be responsible for logging all program activities and periodically uploading the data file to L-AGC headquarters. L-AGC staff will maintain and report on the database status at each reporting period.

In addition to general information, the instructor or counselor will input specific skill scores for both pre- and posttests in any of the workplace literacy and other laborer's training the participants undertake. Data on date of training, location, and specific modules also will be maintained. Similar data also will be maintained on control group members. Thus, throughout the project, we can track any participant or control group member through social security numbers. Further, we will be able to match both training records and health and pension records to examine work histories through the individual's social security number.

G. BUDGET AND COST-EFFECTIVENESS

A detailed outline of costs associated with the project has been included in Part III-Budget Information, with additional specific budget information in the Budget Narrative. While we anticipate a total project cost of \$924,724. Laborers-AGC and its Partners will provide matching funds of \$280,724 leaving a balance of \$644,000 requested under this grant program.

While our proposed plan is ambitious, we believe the request is sufficient, given the experience level of all the partners, and the matching resources the Partners are contributing. Further, we believe that given the number of participants we propose to serve (over 1,500 in three years), this project will represent an important investment in the life-long learning process.

Laborers-AGC has drawn upon its twenty years of experience in the development and implementation of cost-effective training programs in order to prepare an adequate and reasonable budget for this project. Experience over the last decade with nearly \$22 million of federal funding from NIEHS, EPA, the Department of Education, the Department of Energy, and OSHA has given Laborers-AGC valuable experience in forecasting program costs, as well as in program administration. These programs have been referred to by the agencies involved as model examples of effective and efficient use of government funds.

In addition to the project costs outlined in this proposal, additional support for the program will be provided through the national training network of Laborers-AGC. All related training and support infrastructures, representing hundreds of millions of dollars in facilities, equipment, staff, and technical expertise, will be available to this project in order to ensure its successful implementation and outcome.

All costs in the proposed budget have been researched, with the aim of keeping them reasonable in relation to the objectives of the project. All costs in the budget are directly related to the development and implementation of instructional programs.

While no equipment purchases have been included in the request for Federal funds, a considerable investment in physical plant, and especially in computer technology and systems, at each of the Partners' headquarters will be utilized for the project. A veritable "information highway" will be at the disposal of the partnership, and will facilitate coordination and oversight of the project. Supplies have been kept to a minimum, involving only EDP trainee supplies to be purchased with Federal funds. Instead, the funds are concentrating on developing training materials and offering instruction to several sites with those materials.

The other Partners' costs are, likewise, based on extensive experience in working with cost-effective Federal and state grant programs. Each of the Partners will provide substantial resources outside of the requested budget and cost sharing requirement.

Administrative costs will be kept to a minimum, reflected only by the 8% indirect cost rate, and a small percentage of the Partner's staff costs. A few other overhead costs have been included in the budget, but for the most part, will be provided as a matching contribution by the Partners. A substantial amount of additional overhead will be provided by the Partners, as all can document a rate much higher than the

8% allowed. These additional overhead costs which will be contributed by Laborers-AGC and its Partners have not been calculated for purposes of this application, but would amount to substantial expense should they have to be borne fully by the grant.

While there are a number of Partners involved in this project, care has been taken to avoid overlap and duplication in project activities. Where Partners are jointly undertaking tasks in development, implementation, or evaluation, it is because each brings a unique experience or function to the task. Similarly, travel costs have been kept to the minimum level needed to perform the tasks required for a national and multi-site program.

H. DEMONSTRATION

L-AGC views the entire Workplace Literacy Program as an opportunity to demonstrate exemplary educational partnerships and exemplary training practices to other training funds, businesses, labor organizations, industries, and community organizations. To that end we intend that our demonstration activities promote at least three different outcomes. First, we expect our demonstration activities to stimulate interest in and provide information about the literacy products, delivery system and outcomes of our Partnership endeavors within the broader community, the industry, the union, and with education officials. Second, we intend that the demonstration activity help make products developed through the project available to interested organizations throughout the U.S. And third, we intend that the demonstration activities help build a constituency for the U.S. Department of Education initiatives such as the workplace literacy initiative.

We view the demonstration aspects of the project very seriously, since each component of our project is designed to begin in a single local or regional training fund and over the course of time to spread throughout the entire system. Therefore, in the first year, as we move to implementation of literacy training, we will aggressively promote the project within our training funds in order to invite other training fund directors from other locales to see and participate in the literacy training. We expect our demonstration activities within our training fund system to result in great interest in replicating and expanding the activities in the second and third project years. Among the techniques we will use to encourage training fund administrators and labor management and educational trustees to witness and participate in the instruction are personal letters of invitation to attend certain training sessions, workshops at semi-annual conferences, news clips and releases within organizational information, phone calls to provide personal invitations, and more broadly read news releases within information organs such as the magazine entitled *Laborer*.

And yet, these are only the techniques that would be used within our own broad training system. Within the larger community the following kind of process will be used to help build interest in further demonstration. First, in each region or local area where a module is being developed, the training fund director and the L-AGC project director will work together to identify possible audiences who may be

interested in the project. Moreover, they will identify ways and means through which to reach those audiences for each identified audience. Among the techniques we expect to be most useful are personal letters of invitation, news releases in local newspapers, and recruiting posters that can be used to attract the membership to participate in the activities. In addition, some modules will receive considerably more publicity than others. For example, we expect the module dealing with ESL to be very broadly promoted within the larger community, including not only the union hall but also churches, community centers, schools, and other places where we may attract both members and educational and community officials who may be interested in the project. Likewise, the high school degree program should receive considerable attention through publicity of graduates, including publicity provided through press releases to local newspapers and word of mouth advertising that the individual participants will undoubtedly provide.

We also expect to attract considerable interest through inviting signatory contractors, community officials, and local politicians to our training sites to witness the training activity, view the training site, and come to understand how important workplace literacy is for all members of the community.

On a broader national scale, we will undertake a series of activities to promote the project and bring notoriety and interest to the demonstrations. These activities will include writing and submitting articles that discuss project activities and findings to popular magazines within our industry and within the educational community. Further, we will write and distribute a number of news articles and news releases within our own broad house news organs that reach over three-quarters of a million members as well as national, regional, and local media to publicize the specific program. Further, we will develop and distribute a brochure or pamphlet for general dissemination among the general public as well as interested educators and business leaders. The brochure or pamphlet will discuss our particular projects and indicate contact names and numbers to invite demonstration participation. Equally important, we will create and use a booth or presentation at national and regional meetings such as our own training fund meetings, the American Vocational Association meeting, the Conference of Vocational Education Directors, the Association of Chief State School Officers, the American Educational Research Association, the Chamber of Commerce, the Concrete Association, the Masonry Contractors of America Association, the Associated General Contractors of America, and other similar meetings. Based on previous experience we have found that trade shows and professional meeting presentations attract a great deal of interest to our project and result in educators and other program directors inquiring and visiting to learn more about the activities.

Two additional techniques that will be used to attract attention and interest to the demonstration projects deserve note. First, we will develop a promotional video for use with schools, with community organizations such as Chambers of Commerce or Kiwanas Clubs, and with training funds in our broader system to describe the various workplace literacy modules, and the regional training sites in which those

modules are being developed and demonstrated. This video, using our own in-house capabilities, should result in a fairly dramatic increase in use of the materials.

In addition to the promotion video, we also propose to develop a Lessons Learned About Workplace Literacy Instruction document which will be useful not only to our own training fund directors, but also to a larger audience of educators who are concerned with workplace literacy. We feel that our experience, given the number of different kinds of modules we will be developing, may be useful in a number of other situations, particularly construction situations, which are very different from the typical location in which workplace literacy training has occurred.

L-AGC pledges to make the products developed through the project available on a cost basis to those who are interested. L-AGC brings to this task its expertise in providing materials previously developed for well over three dozen courses to training funds and schools throughout North America. In addition, we will take the materials to trade shows and exhibit them in our booths as a presentation and make them available to people on a cost recovery basis. Further, one of our Partners, the Los Angeles County Office of Education, intends to make materials developed through the ESL module more widely available through its own dissemination activities throughout the world.

Exhibit 3 : Demonstration Activities (on the following page) illustrates a number of various activities that L-AGC will undertake in an effort to promote and develop interest in the project.

I. COMMITMENT

The Partners are proposing an extremely ambitious program to focus on a variety of laborer's literacy problems. But, it should be noted that the Partners in this venture all have outstanding track records in their particular fields such as improving worker labor standards (LIUNA), worker training (L-AGC), basic education (LACOE), external and literacy based programs (Thomas Edison), external diploma program (American Council on Education) and successful business entrepreneurship (Valverde).

L-AGC training programs have been accepted by the National Institute for Environmental Health Sciences (NIEHS), EPA and the U.S. Department of Energy as the model for environmental worker training. The training mechanism that L-AGC uses for program dissemination, local labor-management training funds, have been designated by the U.S. Department of Labor as an example of successful School-to-Work training promulgating its new national initiative in worker training. In addition, the U.S. Department of Education has recognized the LIUNA membership as an important target population for workplace literacy assistance in its prior funding of L-AGC to undertake basic literacy activities upon which the current proposal is based.

The Partners, having identified workplace literacy as a major component of these innovative programs, are determined to confront the issue head-on and to seek assistance in dealing with workplace literacy needs in a most complete and comprehensive fashion. The history of L-AGC and LIUNA is to extend successful

pilot and demonstration projects to its network of local training funds using substantial resources generated by collective bargaining contributions as the device for institutionalizing the activities.

EXHIBIT 3: DEMONSTRATION ACTIVITIES

<u>Materials</u>	<u>Sample Information In Document</u>	<u>Intended Audience</u>	<u>Timing For Preparation</u>
Report on Lessons	Provisional Activities	Program Administrators	Months 12-24
Lessons Learned About Workplace Literacy Training	Support Systems Delivery Systems Working With Schools Working With Employers Costs/Resources Marketing the Program The Planning Process Project Activities	School Officials Industry Officials Community Leaders	
News Articles/ Releases		General Public Members (Contractors/Union)	Continually
Brochures	Project Description	General Public/ Constituencies	Months 3-4
Public Relations Video	Project Description, Activities, Operation, Outcome	General Public, Business, Education Community Officials	Months 1-14
Trade Show and Professional Mark- eting Booth	Description of Program/ Activities	General Public Educators, Business/Union And Community Leaders	Several Times Per Year
Journal Articles	Information on Program Findings	Educators	Continually
Personal Letters	Invitations to Visit and Observe Training	Educators, Community Participants Union and Contractors	Several Times Per Year
Materials Distribution Center	Copies of Various Training Materials	Program Administrator and Union Members	Continuously

During LIUNA's last convention, General Executive Board Resolution #15 was adopted and mandated that L-AGC expand its effort to provide literacy support to the membership. The next LIUNA convention will be held in the summer of 1996, during the second year of the project. To assure dissemination of the project components throughout LIUNA, the General Executive Board will submit

resolutions of support to the Education, Training and Safety Committee. Once these resolutions are embraced by the Committee they should be adopted by the Convention resulting in a mandate for all local unions and district councils to implement the components in their respective joint labor-management training funds. That should escalate the implementation of each component during the third year of the grant. Once all 66 affiliate training funds have adopted the components, the vast majority of the membership will have direct access to the programs that were pilot tested in this grant.

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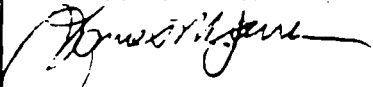
ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director	
APPLICANT ORGANIZATION Laborers-AGC Education and Training Fund		DATE SUBMITTED March 11, 1994

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

I. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the execution, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principal:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.603 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibitions;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, CSA Regional Office Building No. 3),

Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

8. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

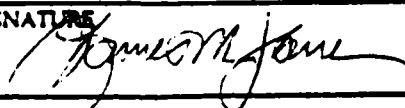
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Laborers-AGC Education and Training Fund	PR/AWARD NUMBER AND/OR PROJECT NAME Workplace Literacy Program CFDA # 84.198
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE James M. Warren, Director	
SIGNATURE 	DATE March 11, 1994

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

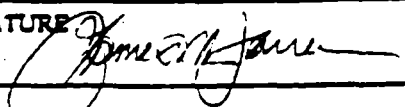
This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT Laborers-Agt. Education and Training Fund	PR/AWARD NUMBER AND/OR PROJECT NAME Workplace Literacy Program CFDA # 84.198
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE James M. Warren, Director	
SIGNATURE 	DATE March 11, 1994

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A

Divider Title: _____

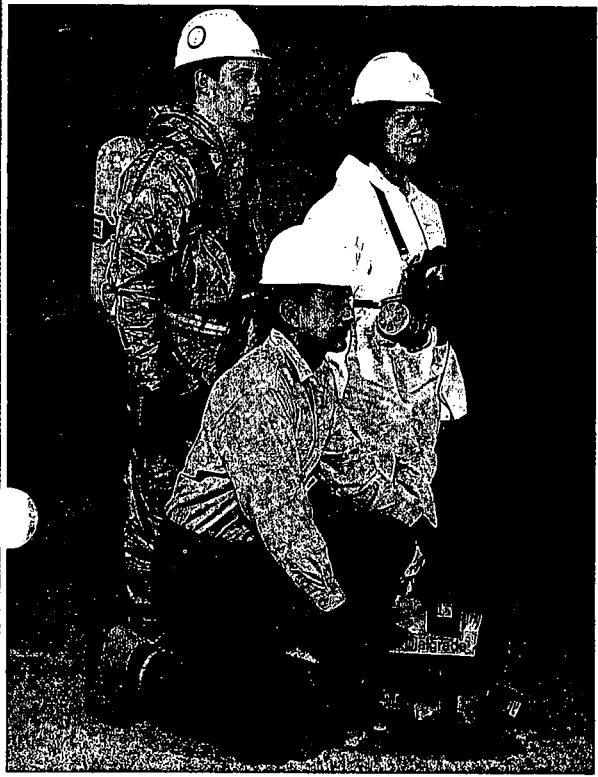
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