

THE RHODE ISLAND WORKFORCE LITERACY COLLABORATIVE

CLINTON LIBRARY PHOTOCOPY

*Providing
basic skills instruction
to Rhode Island workers*

CLINTON LIBRARY PHOTOCOPY

A Vision and Mission for the Collaborative

*To create a framework for an
ongoing, comprehensive, seamless system
for delivering adult workforce
literacy services in Rhode Island.*

RHODE ISLAND WORKFORCE LITERACY COLLABORATIVE

Meeting with HRIC Linkage and Systems Development Committee June 23, 1997

Recommendations

Collaborative members present at a meeting on June 18, 1997 were unanimous in putting forth the following recommendations for presentation to the HRIC Linkage and Systems Development Committee:

1. To request a ninety-day, no-cost extension (through September 30, 1997), to complete our 96/97 Plan of Work. Employer outreach efforts will be especially emphasized during this time.
2. To request of the HRIC additional dollars (no more than half of the 96/97 allocation, or \$20,000) for the remaining nine months of FY98, in order to:
 - a) establish the Rhode Island Workforce Literacy Referral Network
 - b) invite all Rhode Island workforce literacy providers to participate.
3. To encourage the HRIC to develop and issue a Request for Proposals that addresses the workforce literacy needs of the high performance workplace. Fund those proposals that clearly articulate new and innovative approaches to meeting the workforce literacy requirements of HPW organizations.

NOTE: Due to the fact that this discussion is being held so late in the year, we recommend that consideration be given to current Collaborative members who can clearly demonstrate a need for new monies to operate through the summer months, as long as their program moves in the direction of the above-mentioned RFP criteria.

4. To request that the HRIC use its influence and ability to leverage dollars to identify and involve procurement agencies responsible for funding operational costs of workforce literacy programs. Examples might be DHS, JTPA, RIDE - Adult Literacy, Library Services, etc. HRIC's help is also requested with regard to securing a funding source or mechanism that will maintain the services of the Rhode Island Workforce Literacy Referral Network.

RI Workforce Literacy Collaborative

1996 - 1997 PLAN OF WORK

In addition to continuing to refine initiatives already underway (common intake and referral form; directory of adult literacy service updates; data collection on program enrollments, outcomes, and referrals; etc.), the following action steps will be initiated in 1996-97 as a direct result of the Evaluation & Gap Analysis report:

1. Match current Collaborative members' resources to "service gaps" identified in the Gap Analysis report. Develop a recommendation to HRIC for a limited RFP (FY98), to address those gaps not currently filled by Collaborative members. This will entail further analysis of the report's findings, resource identification and individual program assessments, and discussions and brainstorming among Collaborative members.
2. Develop and conduct a substantial awareness campaign to emphasize the significance of workforce literacy as it relates to productivity. Outreach efforts will highlight resources available from Collaborative members and other literacy service providers that agree to fill in gaps and become part of the Collaborative, such as assistance with conducting needs assessments in order to select effective approaches and training programs, customization of programs, scheduling flexibility, etc. The campaign will also feature the range of continuous improvement opportunities available for employers who are interested in upgrading workers' literacy skills, e.g., a follow-up Workshop for those who attended the one in Fall 96, with strands for new employers who received, or applied for but did not receive, HRIC *Competitiveness Improvement* grants in Rounds since that Workshop, etc.
3. Develop a uniform model (instrument) to assess learners' need for workforce literacy services. Various models will be researched and presented to the Collaborative for review and comment before reaching consensus and adapting for use.
4. Develop a method to document gains in workforce literacy competencies as a result of participation in the Collaborative's workforce literacy system. Tools that are currently in use for pre and post-testing learners will be analyzed for commonalities and unique strengths. This information will provide the basis for developing standardized ways to measure literacy levels of new participants, program completers, and those who move from one program to another within the Collaborative.
5. Adapt or develop standards for basic literacy competencies needed for general employability and for specific employment clusters. A review of prominent initiatives will be conducted (National Alliance of Business, National Association of Manufacturers, New Standards Project, etc.) and presented to the Collaborative for discussion and adaptation for use.

6. Produce a list and description of best practices of Collaborators (and other state/regional/national models) that have incorporated effective strategies to address issues of accessibility and attendance, e.g., innovative child care and transportation solutions; collaborations with other community agencies, etc. Members will be surveyed, and other collaborating entities will be identified and contacted to learn how they may be creatively addressing these and related issues.
7. Continue to expand the Glossary of Terms presented in the Collaborative *Member Guide*, in order to define terms commonly used in workforce literacy assessment and training programs. This expanded Glossary will be incorporated into various printed materials besides the *Member Guide*. Members will be asked to record and share terms and definitions they routinely use with employers, learners, the media, and others with whom they regularly interact. As much as possible, Collaborative materials will use a standardized vocabulary, and will avoid the use of acronyms and jargon.
8. Conduct a feasibility study to determine whether there is a need to establish a long-range planning committee. A sub-committee of the Collaborative will be formed to develop the criteria needed to make this determination. Employers, past participants, non-Collaborative workforce literacy providers, and members of the Collaborative will be asked for input. Whether or not there is a need for a planning committee, Collaborative members will continue to pool expertise, contacts, and other resources to provide both short and long-range planning functions.
9. Produce a technology capabilities inventory of all Collaborative members, and integrate this information into the ongoing referral process between member agencies. Appropriate changes will be made to the Collaborative's Common Intake & Referral Form to capture information relating to specific technology usage and learner competencies. The role of technology will be further investigated for its ability to help promote more efficient cross-linking of programs to meet the needs of both employers and learners.
10. The Chamber Education Foundation will continue to serve as facilitator of Collaborative activities. Regular meetings will be held throughout the year, and sub-committees will be formed as needed for specific tasks. The Foundation will provide staff support to sub-committees, collect data on enrollments, referrals, and outcomes from members, prepare presentations based on quantitative and qualitative data for the HRIC, prepare and submit quarterly reports to the HRIC in a timely fashion, etc. As the Collaborative continues to refine processes to collect data, to track referral information and outcomes, and to implement a range of system improvements, the Foundation will continue to provide coordination services, research assistance, fiscal and administrative oversight, and other assistance needed to accomplish 1996-97 goals.

THE RHODE ISLAND WORKFORCE LITERACY COLLABORATIVE

Providing basic skills instruction to RI workers

**Call any Collaborative Member for a plan
to meet the basic skills needs of your workforce.**

Community College of RI, Community Services Office • (401) 333-7060

Cranston Adult Learning Center • (401) 785-8167

RI Dept. of Elementary & Secondary Education (Adult) • (401) 277-4600, ext. 2180

Institute for Labor Studies & Research • (401) 463-9900

International Institute of RI • (401) 461-5940

Literacy Volunteers of America-RI, Inc. • (401) 861-0815

RI Commerce Academy • (401) 732-7700

Urban League of RI • (401) 351-5000

Venize Street School (Providence, RI) • (401) 463-8601

**"A 10% increase in the average education
of workers, or about one year of schooling,
yields an average 8.6% gain in productivity"
(WorkAmerica, June 1995)**

COLLABORATIVE SUB-COMMITTEE ON ASSESSMENT & STANDARDS
(Workplan Action Steps 3, 4 & 5)
FINAL REPORT
Submitted by Jackie Anger & Sara Smith

The sub-committee on assessments and standards was charged with developing a uniform model (instrument) to assess student needs for workforce literacy services and to identify student gains in workforce competencies as the result of participation in the Collaborative's workforce literacy system. The committee began by obtaining from Collaborative members copies of assessment tools that were in use during the last grant cycle for pre and post-testing learners. Collaborative members were also asked to provide entry criteria to assist other members in referring students. The information obtained is as follows:

International Institute (IIRI)

- Intake interview -- Mattran-Ferguson
- BEST (ESL)
- TABE - Form 5 (GED)
- Writing sample

Entry: Must score 65 or over on the BEST literacy test; the writing sample must indicate an awareness of sentence formation; CASAS or TABE 5 for math level but no entry criteria.

Institute for Labor Studies (ILSR)

- Intake interview
- Graded readings
- Writing Sample
- GED predictor tests

Entry: Intake interview, graded readings, and writing sample used to determine entry level needs. Accept workers at all levels.

Literacy Volunteers of America (LVA)

- Intake
- ESLOA
- READ

Some affiliates experimenting with other instrument including TABE and NY State Test (based on CASAS).

Entry: Low level readers; ESL learners lacking oral and/or basic literacy

Chamber Education Foundation

- Excerpts from MAT
- TABE-WF (Workforce)

Entry: 6th level in math and reading as evidenced on MAT excerpts

Cranston Adult Education

TABE-WF

Entry: Accept all levels - TABE used only to determine entry level and needs

Community College of Rhode Island

TABE-Form 5

Entry: 4th grade level on TABE; also used to develop i.e.p.

Urban League

TABE-Forms 7 & 8

Entry: 6th level on TABE

Veazie Street School

TABE-Forms 7 & 8

Entry: 5th level

sufficient to understand the written material. There is no time limit on the test.

Scoring and administration seem straight forward but training was required and provided free under the initial grant. Scoring is simple and indicates one of three categories: Limited ability, competent, and proficient.

RECOMMENDATIONS

When looking for a uniform model of assessment for Collaborative members, the sub-committee had to consider the diverse needs of the various members. We were looking for a standardized test that measures literacy skills in adult functional content; that requires little or no training to administer and score; that is affordable; that can be administered in a reasonable time-frame (especially important for non-intensive programs) and be scored on-site.

Work Keys, while measuring literacy skills in a functional content, met none of the other criteria. It is an extremely expensive system to implement and maintain, requires extensive training to administer, is very time consuming and must be sent to a licensed test center for scoring. It is also requires a fairly high level of literacy skills at the outset.

CASAS measures adult skills in an adult functional context. It can also be scored on-site. However, it must be administered and scored by someone who is trained in its use. That training, while far less than Work Keys, is still very expensive as are the test materials. It is also time consuming to administer. In addition, both the Chamber Education Foundation and the International Institute had worked with the CASAS system in the past (IIRI still uses it in a limited fashion) and neither was particularly impressed.

The sub-committee found North West Basics quite intriguing. It measures all of the SCANS competencies as they relate to finding and maintaining employment in that region of the country. However, since NWB was designed in cooperation with and specifically for business and industry in a two state area, as a whole it is not relevant to the needs of local employers. However, there may be some universals and the material presents an interesting model. The Collaborative, as a group of workforce educators, may want to explore the potential for funding a similar proposal in the North East to develop a common instrument for workforce education programs.

The TALS, ETS Tests of Applied Literacy, meets all of the sub-committees criteria for a common assessment instrument. Test items are authentic tasks, it is affordable, administration and scoring are straight-forward and require no training beyond an administrator's manual, time requirements are reasonable and scoring is done on-site. Beyond that it is appropriate for ABE, GED, and advanced level ESL students.

The one possible drawback to the use of the TALS is that fact that the tests measure

competencies rather than *grade levels*. Since the benchmark for success in HRIC literacy programs is the achievement of 10th level skills in math, reading and writing skills, using a test that assesses grade levels has its obvious advantages. However, although the TALS does not measure grade level per se, it can certainly validate 10th level skills. And since research indicates that the measure of competencies is a far more valid way of determining adult skill levels, the sub-committee is certain that the HRIC would approve its use.

THE SUB-COMMITTEE STRONGLY RECOMMENDS THAT THE ETS TESTS OF APPLIED LITERACY (TALS) BE ADOPTED FOR USE AS A COMMON ASSESSMENT BY HRIC COLLABORATIVE MEMBERS WORKING WITH ABE, GED, AND ADVANCED LEVEL ESL LEARNERS.

The sub-committee suggests that Collaborative members that are funded in the next cycle of HRIC grants field-test the TALS between January and June of 1998. After this six month trial period, Collaborative members would come back to the table to discuss their experiences.

Since the members of the Collaborative that reviewed the draft of this report (the Chamber Education Foundation, Institute for Labor Studies, International Institute, Literacy Volunteers and Urban League) are in agreement with this recommendation, sets of 25 pre and post-test booklets and an administrator manual, at a cost approximately \$265, will be purchased for each of these agencies. However, test booklets are not reusable (unless students are instructed to write their answers on a separate sheet of paper) so each program may choose to order additional copies at their own expense.

The other three Collaborative members (CCRI, Cranston Adult Education and Veazie Street School) and any new members that are added as a result of the HRIC's most recent RFP will also be encouraged to participate in the field testing of the TALS with the initial materials purchased at the Collaborative's expense as specified above.

If, after field testing, Collaborative members are not satisfied with the TALS as a common assessment instrument for ABE and GED level assessment, the alternative to the adoption of a single instrument would be a portfolio of accepted instruments. This is the less desirable of the two options as it would require that programs be familiar with several instruments and how their scores equate. The sub-committee recognizes, however, that several Collaborative programs use a grade level cutoff for entry criteria. In addition, the majority of the programs use some form of TABE and are comfortable with it. In deference to those programs, the two other assessment instruments that would be included in a portfolio are TABE-WF and TABE Forms 7 & 8.

For those Collaborative members who work primarily with ESL learners or native speakers with little or no literacy skills, the sub-committee recommends the continued use of in-house assessment and/or selected assessment instruments specifically designed for those populations. To facilitate the movement of those students to other Collaborative programs, the sub-committee recommends that the collaborative adopted as a common definition of ESL levels those establish

by the Rhode Island Department of Education:

Beginning Literacy

- ◆ *Functional skills.* The individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. The individual may lack literacy in the native language and has had little or no formal schooling.
- ◆ *Reading and writing.* The individual cannot read or write or can read or write only isolated words. There may be little or no alphabet recognition.
- ◆ *Speaking and listening.* The individual cannot speak or understand English, or understands only isolated words and phrases.
- ◆ *Test benchmark.* 165-180 CASAS; SPL 0-1.

Beginning ESL

- ◆ *Functional skills.* The individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and often repeated phrases.
- ◆ *Reading and writing.* The individual has a limited understanding of print only through frequent re-reading; can copy words and phrases and write short sentences.
- ◆ *Speaking and listening.* The individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; survival needs can be communicated simply, and there is some understanding of simple questions.
- ◆ *Test benchmark.* 181-200 CASAS; SPL 2-4.

Intermediate ESL

- ◆ *Functional skills.* The individual can meet basic survival and social needs, can follow some simple oral and written instructions and has some ability to understand on the telephone.
- ◆ *Reading and writing.* The individual can read simple material on familiar subjects, but has difficulty with authentic materials; can write simple paragraphs on survival topics and personal issues with some error.
- ◆ *Speaking and listening.* The individual can understand simple learned phrases and new phrases containing familiar vocabulary; can converse on familiar topics beyond survival needs; can clarify speech by rewording and asking questions. There is use and understanding of basic grammar.
- ◆ *Test benchmark.* 201-220 CASAS. SPL 5-6.

Advanced ESL

- ◆ *Functional Skills.* The individual can understand general conversations, participate effectively in familiar situations, satisfy routine survival and social needs and follow oral

and written instructions. Individuals also can understand conversation containing some unfamiliar vocabulary on many everyday subjects, but may need repetition, rewording or slower speech.

- ◆ *Reading and writing.* The individual can read materials on abstract topics and descriptions and narrations of factual material. The individual can write descriptions and short essays and can complete complex forms and applications. There is a general ability to use English effectively to meet most routine social and work situations.
- ◆ *Speaking and listening.* The individual can converse with no or minimal difficulty in conversation, can communicate over the telephone on familiar subjects and has basic control of grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.
- ◆ *Test benchmark.* 221 and above CASAS. SPL 7-10

Each member of the Collaborative is asked to review these levels and to identify for all other members the level at which students would be appropriate for their programs. If Collaborative members feel that these levels need further refinement, the Student Performance Levels (SPL) developed in conjunction with the BEST test could be used for further clarification.

The sub-committee on Assessment and Standards was further charged with adapting or developing standards for the basic literacy competencies needed for general employability and for specific employment clusters. To date, the most comprehensive standards that have been set for basic literacy skills needed for general employment are the SCANS competencies. Although there has been much discussion about employment clusters, and several local and federal initiatives (i.e. School to Career) are at various stage in the development of such standards, this sub-committee was unable to locate a project that had completed its work.

"BEST PRACTICES"

Summary Report on

Attendance and Accessibility Issues

Task: *Collect information on accessibility and attendance strategies used by other collaborative efforts, and survey Collaborative members to learn what they are doing to minimize these issues. Summarize and report on unique cooperative arrangements that encourage learners to take advantage of workforce literacy training opportunities.*

As pointed out by consultants from Roger Williams University Center for Professional Development, who produced an "Evaluation and Gap Analysis" report for the RI Workforce Literacy Collaborative in 1996, "symptoms of issues relating to accessibility and attendance were present at several agencies" (p. 10). They went on to say, "There is sufficient evidence to support the need for investigation of what might be gained by universally collaborating more closely with local providers on accessibility and attendance issues. We learned that transportation and child care difficulties can and often do interrupt the learning process frequently at some agencies where no provisions are made for transportation to and from classes or for caring for young children while parents attend classes."

In response to this observation, members of the Collaborative decided to research how other collaborating entities may be dealing with these issues, and to share creative strategies that they themselves may have developed to strengthen attendance rates and the overall accessibility of their own programs. Findings are summarized below:

1. A national search for examples of collaboration that have proven effective in supporting adult learners' regular attendance at literacy programs produced some interesting models, but integral to each is the fact that they exist in major metropolitan areas (Chicago, Detroit, Los Angeles, etc.). Common elements are huge, self-contained housing projects and massive, accessible public transportation systems, neither of which exist in Rhode Island. National research did not yield "best practice" models with any degree of replicability to help resolve issues affecting members of the RI Workforce Literacy Collaborative.
2. Investigation of local collaborating entities revealed that innovative arrangements can indeed be made between community action programs, public transportation initiatives for low-income residents, day care centers, and other local provider agencies whose clients tend to be involved in adult literacy programs. We learned that just about anything is possible when organizations that consider themselves stakeholders in community development come together to solve common problems. Our conclusion: "we hadn't thought to ask." As a result, for example, the Chamber Education Foundation will explore the possibility of creating special transportation arrangements with Warwick Senior Services and various West Bay ride-sharing programs, to help learners from West Warwick and Coventry access services in Warwick. (RIPTA does not have an east-west bus route; people west of Warwick must travel to Providence, then switch to a Warwick-bound bus).

3. By conducting an "Accessibility and Attendance Issues Survey" of Collaborative members, we learned the following about strategies members employ to assist clients with transportation and child care needs:

- a) provide assistance in coordinating car pools for learners
(International Institute of RI)
- b) maintaining flexible schedules and offering locations on bus routes whenever possible
(LVA-RI)
- c) encouraging employers to pay workers for the first hour of a two-hour session, provided employees attend the second hour on their own time
(Cranston Adult Learning Center)
- d) holding classes at locations within walking distance of learners' homes or places of employment; promoting carpooling and ridesharing; providing support for babysitting services while parents attend classes
(RI Department of Education, Project Opportunity)
- e) offering on-site child care; providing space for a girl scout troop to meet while many of their parents attend class
(Veazie Street School).

CONCLUSIONS: Attendance and accessibility issues can be resolved through creative approaches and collaborations with local day care and transportation service providers. The Chamber Education Foundation, as the administrative agent for this project, will encourage Collaborative members to initiate conversations with providers in their areas. Similarly, employers may need more information on overcoming these common barriers to employee participation in workforce literacy programs. As we develop additional employer outreach strategies this summer, we will incorporate messages on how to make programs accessible to workers with child care and transportation needs.

FEASIBILITY STUDY:
Whether to establish a
Long-Range Planning Team

***Task:** Determine whether there is a need to establish a long-range planning committee that can integrate and respond to constantly-changing information on workforce literacy requirements and optimal/actual skill proficiencies of the workforce.*

In their report to the RI Workforce Literacy Collaborative, consultants from Roger Williams University Center for Professional Development recommended consideration of a long-range planning team, charged with maximizing the outcome of workforce literacy programs. A separate committee with this as its focus could strengthen the effectiveness of the Collaborative, it was thought, by providing a perspective that was broader and more visionary than the "day-to-day" view.

After lengthy discussions with stakeholders, members of the Collaborative decided that the Collaborative as a whole should continue to function as the group's planning entity. These discussions yielded the following short and long-term planning recommendations:

1. Establish the RI Workforce Literacy Referral Network, and ask the HRIC to help secure a source of "maintenance" funding.
2. The RI Workforce Literacy Collaborative should expand to include other literacy provider agencies, either as a separate entity, or as the RI Workforce Literacy Referral Network.
3. Sources of funding other than the HRIC should be sought for the Collaborative as an entity distinct from the RI Workforce Literacy Referral Network -- provided that the majority of Collaborative members agree to remain intact once the Referral Network becomes operational.
4. Ask the Human Resource Investment Council for help in finding operational funding sources for workforce literacy programs, other than HRIC.
5. Continue to "standardize," as much as possible, intake and referral processes that will enable a seamless workforce literacy delivery system to further develop and grow.

CONCLUSION: The need for a long-range planning team as a sub-committee of the Collaborative has not been substantiated. The Collaborative as a whole will serve as the planning entity that will strive to create an ongoing, comprehensive, seamless system for delivering adult workforce literacy services in Rhode Island (mission of the RI Workforce Literacy Collaborative). Members have committed that they will continue to pool their expertise, contacts, and other resources that are necessary to conduct short and long-term planning functions.

RI WORKFORCE LITERACY COLLABORATIVE

Summary Report on Technology Capabilities: 12/31/97

Task: Collect information on technology capabilities and strategies used by Collaborative members in program implementation, and develop a plan to maximize technology usage while maintaining learner confidentiality. Summarize and report on members' technological resources and the potential for enhanced technological communication within the Collaborative.

In the Gap Analysis study prepared for the RI Workforce Literacy Collaborative, consultants from Roger Williams University Center for Professional Development recommended that members examine present usage and the possibly untapped potential of technology as a means of increasing program effectiveness and member-to-member communication. Their recommendation stated:

"Produce a technology capabilities inventory of all Collaborative members, and integrate this information into the ongoing referral process between member agencies. Appropriate changes will be made to the Collaborative's Common Intake and Referral Form to capture information relating to specific technology usage and learner competencies. The role of technology will be further investigated for its ability to help promote more efficient cross-linking of programs to meet the needs of both employers and learners."

Collaborative members explored this recommendation during 1996-97. In addition to production of a Technology Inventory (see page 3), members reached consensus on the following questions posed by the Task noted above:

1. For purposes of agency referral networking, how does existing software enhance or inhibit sharing data in "soft form?"

Member agencies do share means for referral, in that they have PC commonality and are able to share data in the soft version. Members could send records in disk form, once the software version is upgraded to be consistent. It was noted that though most were using the administrative vehicle Microsoft, the actual application varied among members, some of whom were able to convert files for their reading, others were not. Though all members have E-Mail capability, it was determined that since most staff did not have exclusive access to this E-mail, confidentiality would be at extreme risk if student data was transferred in this way.

At this time, no action will be taken to link technology for purposes of referral.

2. Should any changes be made to the existing Intake/Referral Form to evidence student computer literacy proficiency?

Information gathered during this process did lead the group to determine that our current process of evaluation does not include any reference to computer literacy, nor does our intake form evidence any such information. The Collaborative believes that computer literacy is a high priority for our programs, and in most cases programs provide opportunities to develop this skill. However, since most programs are focused on basic reading, writing and math skills, the documentation of computer literacy levels had not been a focus.

In nearly every program learners are trained in PC use, either directly or indirectly. In some cases, PC competency is a learning objective; in others, skills are assumed via computer-assisted instruction, for example, GED and ESL. As Collaborative members looked at the impact of these computer-assisted programs, it became clear that nearly every learner had completed an additional training component that had neither been assessed or evaluated. Therefore, members decided to assess learners' competency levels in a range of basic computer applications, and to change the Common Intake and Referral Form to reflect this action.

CONCLUSIONS:

1. Most (seven of eight) Collaborative members are well equipped to provide training in Basic Skills and Computer Literacy using modern methods. Since the sharing of learner information among agencies via telecommunications poses confidentiality issues, and since each agency differs in its level of proficiency and usage, member agencies will continue to use technology primarily for instructional and administrative (internal) purposes.
2. Most (seven of eight) have easily accessible fax and e-mail capabilities for member-to-member communication other than the sharing of learner information.
3. A total of 118 PC stations are in use among member agencies.
4. Instructional software covers the entire scope of Adult Basic Education needs.
5. Computer literacy is an integral part of our service provision, and should be documented, along with other evidence of learner progress. Appropriate action will be taken to include this element as part of the workforce literacy referral process used by Collaborative members.

RI WORKFORCE LITERACY COLLABORATIVE

Technology Matrix

	RI COMM ACAD	CALC	LVA RI	URBAN	VEAZIE	CCRI	IIRI	ILSR
E-MAIL	yes	yes	yes	yes	yes	yes	yes	yes
COMPUTER	IBM	IBM	IBM/MAC	IBM/MAC	MAC	IBM	IBM	IBM
TYPE	PC	PC/LAP	PC	PC	PC	PC	PC	PC
NUMBER	30	23	2	11	26	28		
#LAB USE	20	18	12		26	28	24	
#NETWORKED	20	0	0	11	26		20	
INSTRUCTIONAL	JSEP GED ABE ENTREPRENEUR EMPLOYMENT OFFICE	JSEP GED ABE ESL	VARIES BY LOCAL AFFILIATE	PLATO	ABE	GED ABE	TYPING	
ADMINISTRATIVE	MS OFFICE	MS OFFICE WP 6.1 LOTUS123	WP5.1 MS WORKS LOTUS123	MS OFFICE			WP5.1 WORD 6.0	WP5.1 WORD 2.0 LOTUS123
DESKTOP PUBLISHING	POWERPOINT	PAGEMAKER	PARADOX	MS/PRINTSHOP	SUPERPRINT			
PRINT CAPACITY	5, b&w, HP/OKI 5 HPColorjet	3, b&w, HP	1, b&w, HP	5, b&w, HP/IBM	6, b&w, HP/App	2	4	3, HP/NEC
TV	3	1						
VCR	3	1		1	1			
CAMCORDER	1				1			
AUDIO	1	5						
LASERVIDEO	1	1						
APTICOM	1	2						
CDROM	1	6	1		1			

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\$5,000

RI Jobs Training Tax Credit

**Up to \$5,000 per
employee over 3 years!**

**Encourage all RI businesses to
upgrade the skills of their
workforce**

\$5,000

Adult Education Tax Credit

**Up to \$5,000 per
employer**

**Allows for worksite &
nonworksite vocational
training or basic education**

\$4,800

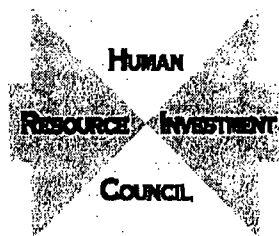
Employer's Apprenticeship Tax Credit

**Machine Tool
& Metal Trade/
Plastics Process
Technician**

\$2,400

New Employment Tax Credit

**One time credit
Applies to new hires who
have been unemployed
or on welfare**



Governor Lincoln Almond
Dr. Lee H. Arnold, Executive Director
Human Resource Investment Council

"We are conducting extensive training, and I don't know if we could have done it without the Rhode Island Jobs Training Tax Credit - it is the best thing that has happened in Rhode Island. The credit has been a wonderful asset in helping to develop our workforce and has been a very helpful blessing to help us remain and grow in Rhode Island."

Pete Fornal, Vice President
Original Bradford Soap Works

CHAPTER 112

98-S 3143
Enacted 7/3/98

A N A C T

RELATING TO TAXATION -- BUSINESS CORPORATION TAX

Introduced By: Senators O'Leary and Fogarty

Date Introduced : May 13, 1998

It is enacted by the General Assembly as follows:

SECTION 1. Chapter 44-11 of the General Laws entitled "Business Corporation Tax" is hereby amended by adding thereto the following section:

{ADD 44-11-42. Tax credit for Quality Certification. -- ADD} {ADD (a) Any taxpayer which receives a quality standard certificate from the International Standard Organization shall be entitled to a tax credit equal to the cost incurred to obtain the quality standard certificate. ADD}

{ADD (b) The tax administrator is hereby authorized and empowered to make such rules and regulations as the administrator shall deem necessary to carry out the purpose of this section. ADD}

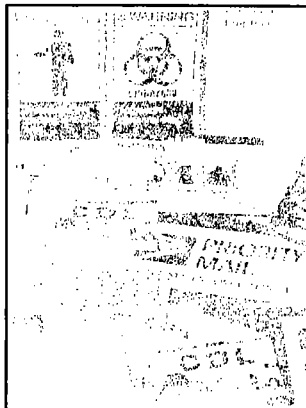
SECTION 2. This act shall take effect upon passage.

As always, your comments concerning this page are welcomed and appreciated.

Thank you for stopping by!

CLINTON LIBRARY PHOTOCOPY

**Call any Collaborative Member
for a plan to meet the
basic skills needs of your workforce.**



THE RHODE ISLAND WORKFORCE LITERACY COLLABORATIVE

Funded by the Human Resource Investment Council