



REQUEST FOR PROPOSALS

FOR

Work Readiness Curriculum and/or E-Courseware for Rhode Island's On-Ramps to Career Pathways Initiative

Funded Through

The United States Department of Labor's Workforce Innovation Fund

RFP Issued: May 21, 2013

Proposal Due Date: June 18, 2013

Lincoln D. Chafee, Governor

State of Rhode Island

Charles J. Fogarty, Director

Department of Labor and Training

RFP SUMMARY

Submit To: Mr. David Tremblay
Administrator
Re: WIF Grant – On-Ramps to Career Pathways Initiative
Department of Labor and Training
State Workforce Investment Office (Building 72-3)
1511 Pontiac Avenue, Cranston, RI 02920

Services: **Work Readiness Curriculum and/or E-courseware**

Contract Type: Cost Reimbursement

Contract Term: **Work Readiness Curriculum:** June 25, 2013 until December 31, 2013
E-Courseware: June 30, 2013 until June 30, 2015

RFP Contact: Mr. David Tremblay
dtremblay@dlt.ri.gov
(401) 462-8812

INTRODUCTION

The On Ramps to Career Pathways Initiative is a three-year project funded by the United States Department of Labor. The On Ramps to Career Pathways initiative is focused on creating and measuring two levels of change: 1) systems change at the state and local levels to align and braid funding more closely to support Rhode Island residents along career pathways; and 2) testing the effectiveness of incorporating career pathways at the local one-stop career centers and providing new support tools to enable residents to move along these pathways.

As part of this initiative, Rhode Island will be implementing a statewide work readiness credential. This credential will be one component of a suite of tools to support residents and employers in seeking employment and finding qualified workers. The On-Ramps program has selected ACT's National Career Readiness Certificate Plus (NCRC Plus) to provide the online assessed portion of its work readiness credential (as noted on pages 5 and 6 this will be one of two components that will work in tandem to create Rhode Island's Work Readiness Credential.) Additional information about the NCRC Plus can be found through the following link: <http://www.act.org/certificate/about.html> and the attached reference documents: WorkKeys Characteristics and WorkKeys Talent scales and behaviors v2.

Through this RFP, the Department of Labor and Training (DLT), who is serving as the grant administrator for the *On-Ramps to Career Pathways* grant funded by the Department of Labor through the Workforce Innovation Fund is also seeking qualified bidders to provide **one or both of** the following training resources aligned with the NCRC Plus to help job seekers prepare for the NCRC Plus assessment:

- 1) An online, self-paced, interactive training modules/e-courseware, and/or;
- 2) The development of 60 hours of direct instruction-based curriculum aligned with the chosen work readiness credential and 5 hours of curriculum for a 3-4 hour, stand alone, instructor led career exploration course.

The Department of Labor and Training along with its agency partners, believes that the work readiness credential and the training that supports it will help participants in the workforce development system achieve better and faster employment outcomes and increase the satisfaction of employers with the public workforce system. The work readiness credential will be piloted first in the On-Ramps pilot at two one-stop career centers with an estimated 1,000 participants, and later expanded statewide. The outcomes of this initiative will be tested by a third party independent evaluator for the grant.

The technical proposal, approved by the Department of Labor, and related documents can be viewed at the following website: <http://www.dlt.ri.gov/wio/>.

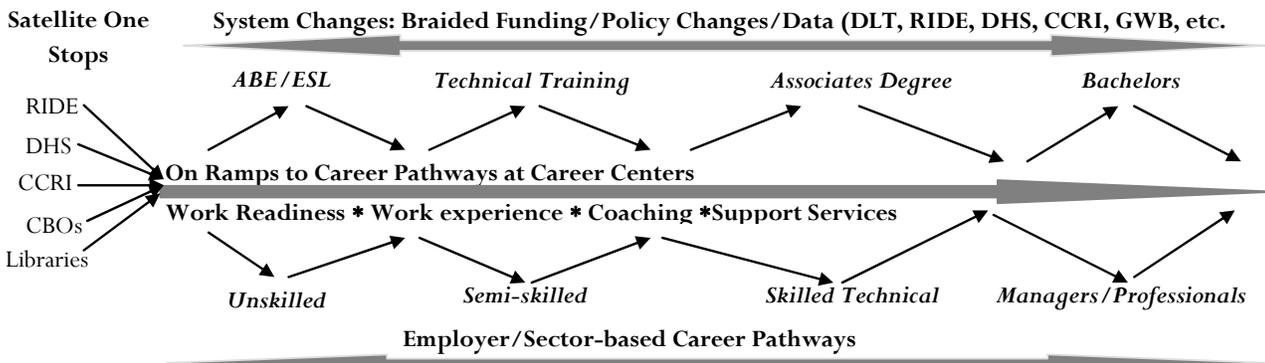
The work readiness curriculum project period will be from June 20, 2013 until December 31, 2013 and would include the development of 60 hours of curriculum aligned with the NCRC Plus and 5 hours of curriculum for a 3-4 hour, stand alone, instructor led career exploration course. The e-courseware project period will be from June 30, 2013 until June 30, 2015 and includes the provision of an online training tool and support for its implementation. Bidders may submit for one or both of these projects through this RFP.

ON RAMPS TO CAREER PATHWAYS BACKGROUND INFORMATION

Rather than creating a stand-alone career pathways program, the On Ramps to Career Pathways initiative seeks to identify existing programs and funding streams, align them along pathways, and create systems to knit them together for a sustainable career pathways system. RI's strategy is two-tiered:

- A. **Systems re-alignment along career pathways at the state level.** At the systems level, Rhode Island is working to foster increased state agency collaboration through integrated funding and developing common outcome measurements. As part of the On-Ramps to Career Pathways Initiative, it will organize a portion of the workforce system to support career pathways in four industries: health care, information technology, hospitality and manufacturing. It will also establish a common set of tools that will be tested in a pilot and later implemented statewide, including:
- Web-based career pathways maps
 - Supportive services maps and links
 - Work readiness certificate
 - Work experience certificate
 - New coaching tools
- B. **Creating on-ramps to career pathways in two of Rhode Island's netWORKri Career Centers:** The state will also pilot the systems changes through the development of on-ramps at two one-stop Career Centers. At Providence/Cranston and West Warwick, 1,000 customers will receive work readiness training and certification, work experience, career coaching, and/or links to supportive services. The state intends to learn from the pilot how to create further integration across state agencies and programs and how to sustain the changes.

Below is a graphic representation of the system Rhode Island is planning to create:



From this two-tiered systems change and program design, RI will be able to test whether a) using work readiness, work experiences, and career coaching as on-ramps tools to career pathways create better employment and retention outcomes than having no on-ramp services ; and b) organizing the system around career pathways produces better outcomes. Specifically, Rhode Island is interested in achieving the following outcomes and impacts:

Systems outcomes after three years include:

- Transparent career pathways maps published on the web, tested through the pilot, and later utilized by at least four state agencies in their programs and services:
 - One gap in each career pathway is identified and filled with new funding and/or programming
 - One new partnership or service coordination agreement created in each career pathway
- Braided funding for the one-stop pilot secured from at least four funding sources; interagency agreements that allow for integrated funding that meet policy and regulatory requirements for each funding stream and agency:
 - Needed waivers are obtained and related policy adjustments are instituted
 - Local and/or state policies adjusted to allow for braided funding
 - Re-alignment of a portion of RI workforce dollars to support career pathways
- Agency partners' efforts are aligned to remove duplication.
- Establishment of clear on-ramps within the career centers that equip workers with work readiness and the opportunity to demonstrate their work readiness.
- Implementation of a statewide work readiness credential.
- Employers accept work readiness credential and participate in work experience credentialing.
- Establishment of statewide work experience standards and processes that are used by at least four state agencies.
- Resource plan for improving social services and workforce linkages; change in at least 3 policies or programs to improve those connections.
- Data dashboard used across state by partners to evaluate system performance.

Operational outcomes after three years include:

- Technology is in place for client career planning and progress tracking.
- Customers have increased access to career coaching and have updatable career plans.
- A common intake sheet for workforce programs across the state.
- Increase in number of people participating in experiential work through one-stops.
- Increase in number of employers offering work experience through one-stops.
- Over 750 people with work readiness credential and with experiential work credential.
- Higher wage gains and employment outcomes for on-ramps customers.

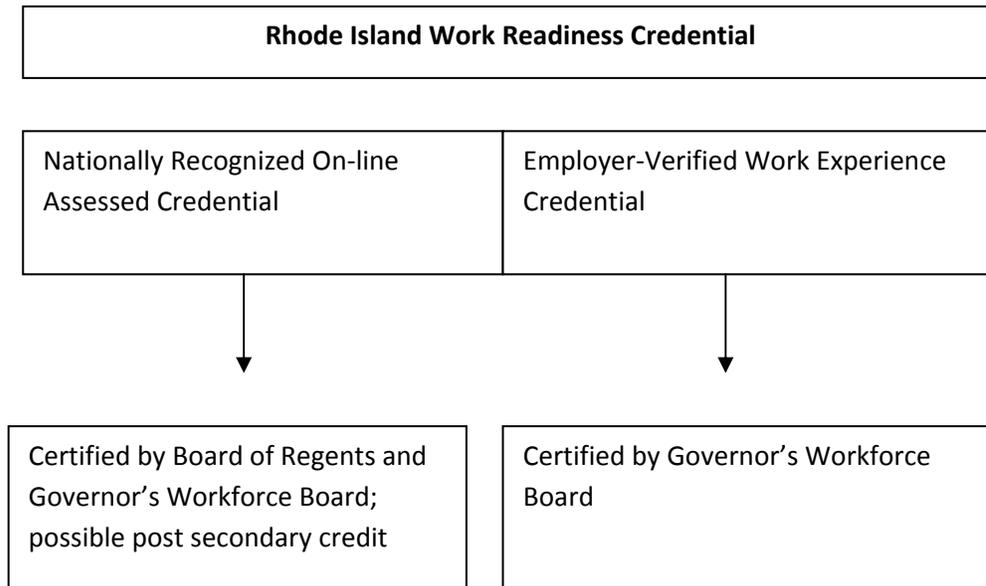
WORK READINESS CREDENTIAL OVERVIEW

We are seeking qualified bidders with experience developing direct instruction-based work readiness curriculum to help Rhode Island pilot and implement a statewide career readiness credential as part of the suite of tools to support residents and employers in seeking employment and finding qualified workers.

The credential is part of the state's overall work to create a workforce system with credentials that support employment and career advancement. The goal of the credential is to create a work readiness credential recognized and validated by Rhode Island employers that provides verification of work-related competencies for workers.

Rhode Island’s credential will have two components that work in tandem: 1) a credential achieved through an on-line assessment using a nationally recognized credentialing system; and 2) a credential achieved through employer verification of skills demonstrated in a workplace setting, whether through paid employment, internship, work experience, on the job training, or supported work experience.

Residents of Rhode Island will be able to achieve one or both segments of the work readiness credential. A basic representation of the structure is:



A core component of the pilot will be access to online, self-paced training as well as the provision of a 30-60 hour instructor-led work readiness training to help prepare participants for both the employer-verified work experience credential and/or the nationally recognized on-line assessed credential and a 3-4 hour stand alone career exploration course.

SCOPE OF WORK

The scope of the Successful Contractor’s efforts in the ***On Ramps to Career Pathways Work Readiness Curriculum Project*** includes the following:

- 1) The development of 60 hours of instructor-led work readiness curriculum and curriculum materials that meet the criteria on pages 8-9 to help prepare participants for both the employer-verified work experience credential and/or the nationally recognized on-line assessed credential.
- 2) Development of 5 hours of instructor-lead career exploration curriculum and curriculum materials that will support the delivery of a 3-4 hour career exploration course.
- 3) Providing an instructor’s guide to the curriculum.

- 4) Conducting 3 train the trainer sessions for career center staff and for community organizations interested in the training.
- 5) Attending at least 6 work readiness trainings before November 15, 2013 to observe training and provide feedback to instructors.
- 6) Meeting with the instructional team and make revisions to the curriculum as needed based on the experience of implementing it in the classroom.
- 7) Ensuring that the curriculum aligns with the work readiness credential provided by the national vendor selected for the assessment portion and helps to prepare participants for successful attainment of that credential.

The scope of the Successful Contractor’s efforts in the On **Ramps to Career Pathways Work Readiness E-Courseware Project** includes the following:

- 1) Provision of online, self-paced, interactive training that meets the criteria on pages 8-9.

Timeframe for deliverables

The Department anticipates the following timeline for the **work readiness curriculum development project**:

Delivery of curriculum related to credential	July 31, 2013
Training of staff in curriculum and credential	August 2013
Pilot launch of credential and training	September 2013
Observing training and provide feedback to instructors	November 15, 2013
Meet with the instructional team and make revisions to the curriculum	December 31, 2013

The Department anticipates the following timeline for the **work readiness e-courseware project**:

Delivery of e-courseware	July 15, 2013
Pilot launch of credential and training	September 2013

The Department and collaborating agencies recognize that external factors outside the contractor’s control could affect the contractor’s ability to deliver products on time. In that event, the timelines can be renegotiated with the state.

CRITERIA FOR SELECTING WORK READINESS CURRICULUM DEVELOPER AND/OR E-COURSEWARE PROVIDER

The Department of Labor and Training will assemble a team of reviewers who will read and score the proposals and make recommendations to the Director of the Department of Labor and Training, who has the final authority to select the Work Readiness Curriculum Developer and/or the e-courseware provider. Please see page 11 for a description of the process.

The following are the criteria that will be used by the Department of Labor and Training and its partners (Governor’s Workforce Board, Department of Education, Department of Human Services, and Community College of Rhode Island). Successful bidders will meet as many of the criteria as possible. While not every vendor will meet all of the desired criteria, the Department will use its full criteria to evaluate bidder’s responses.

- **Alignment of with the criteria detailed on pages 8-9.**
- **Experience and Technical Expertise:** The proposer must demonstrate that they have the experience to develop the curriculum solicited by this Request for Proposals.
- **Completeness and relevance of response:** Responses should address all areas addressed in the scope of work and requested in this RFP.
- **Cost:** Proposers will be evaluated on their pricing proposal as well as on the cost of their proposal in comparison to other Proposers.
- **References:** Proposers should provide a minimum of three (3) client references similar in scope as services being requested who can discuss their experiences working with the proposer's organization.

CRITERIA

The Department will evaluate proposals based on the following criteria. Successful bidders will meet as many of the criteria as possible. While not every vendor will meet all of the desired criteria, the Department will use the criteria below to evaluate bidders' responses.

Work Readiness/Career Exploration Curriculum Criteria

- The work readiness curriculum provides a minimum of 60 hours of curriculum for job seekers that is competency-based;
- The career exploration curriculum provides a minimum of 5 hours of career exploration curriculum.
- The curriculum is interactive and uses hands-on instructional approaches (small group, case studies, situational analysis, etc.);
- All curriculum can be used with students who have as low as a 4th grade literacy level (and therefore is not very reading-based);
- The work readiness curriculum is tiered or progressively based on literacy level and skill development;
- The work readiness curriculum is contextualized to the workplace;
- The work readiness curriculum integrate multiple competencies simultaneously while helping participants to understand the specific skills they are seeking to gain;
- The curriculum pulls from existing curriculum from the wealth of resources available nationally, including online curriculum from the chosen online assessment work readiness credential vendor, and uses or adapts them for interactive and lower literacy levels;
- The curriculum is paced well (meaning not too fast but also not too slow);
- The work readiness curriculum is aligned with the NCRC Plus Non-Cognitive Competencies (detailed in the attached reference document: WorkKeys Talent scales and behaviors v2) and address the following work readiness and soft skills:
 1. Timeliness, Appearance, and Attitude (motivation, work ethic) Communication, Interpersonal Skills, Customer Service, Situational Judgment and Teamwork
 2. Ability to work independently: self-sufficiency, time & stress management, proactive learning
 3. Innovation and Adaptability
 4. Critical Thinking and Problem Solving Skills
 5. Computer skills and digital literacy
 6. Leadership potential

- All curricula is ADA compliant or accessible for those with disabilities, specifically hearing or visual impairment e.g. videos open captioned, screen reader accessible.

E-Courseware Criteria

The e-courseware should:

- Be accessible online;
- Be able to be used with students who have as low as a 4th grade literacy level (and therefore is not very reading-based);
- Be tiered or progressively based on literacy level and skill development;
- Be contextualized to the workplace situations e.g. simulates work activities and provides possible responses to interpersonal challenges presented and explores the pros and cons of various responses;
- Be self-paced;
- Includes practice tests and assessments for regular measurement of progress;
- Includes reporting functionality at state, program and individual level;
- Be aligned with the NCRC Plus Cognitive and Non-Cognitive Competencies (detailed in the attached reference documents: WorkKeys Characteristics and WorkKeys Talent scales and behaviors v2.) and address the following work readiness and soft skills:
 1. Timeliness, Appearance, and Attitude (motivation, work ethic) Communication, Interpersonal Skills, Customer Service, Situational Judgment and Teamwork
 2. Ability to work independently: self-sufficiency, time & stress management, proactive learning
 3. Innovation and Adaptability
 4. Critical Thinking and Problem Solving Skills
 5. Computer skills and digital literacy
 6. Leadership potential
- Be ADA compliant or accessible for those with disabilities, specifically hearing or visual impairment e.g. videos open captioned, screen reader accessible; and
- Be accessible from a variety of operating systems and devices including tablets and smart phones.

PROJECT BUDGET AND NARRATIVE

The proposal must include a budget and narrative using the attached form. The budget should include a line item budget that includes costs for: Personnel, Fringe Benefits, Materials and Supplies, Communication, Travel, Postage, Copies, Meals/Incidentals, Subcontractors/Consultants and Indirect Charges (capped at 10%).

The proposal must detail the following in the budget narrative:

Work Readiness/Career Exploration Curriculum Budget Narrative Requirements

- 1) Pricing for the work readiness curriculum, staff training and supports to enable the successful utilization of the credential that details the following items:
- 2) The cost of developing 60 hours of instructor-led work readiness curriculum and curriculum materials to help prepare participants for both the employer-verified work experience credential and/or the nationally recognized on-line assessed credential.
- 3) The cost of developing 5 hours of instructor-led career exploration curriculum and curriculum materials.
- 4) The cost of an instructor's guide to implementing the curriculum.

- 5) The cost of conducting three train the trainer sessions including at least six sessions of direct observation of the instructors during the first two rounds of work readiness training before November 15, 2013 to give feedback to the instructor.
- 6) The cost of making revisions to the curriculum as needed based on the experience of implementing it in the classroom before.

E-courseware Budget Narrative Requirements

- 1) Set-up and ongoing costs for access to the e-courseware. Please provide a detailed explanation of the costs associated with this access, the scope of the access being proposed (e.g. specify any limits on access to this program) and be clear about which fees are one-time fees and which fees are ongoing. Also, please outline your thresholds for volume discounts and your pricing structure for a statewide license (in the event that the state expands the use of the e-courseware statewide).

The budget narrative must clearly specify the staff who will be dedicated to the project and the amount of time budgeted for each staff person. All costs included in the budget narrative must be reasonable and appropriate to the project timeline and deliverables. All budgets will be evaluated on the basis of cost-effectiveness in relation to the provision of consistent, high-quality services and a credentialing tool that meets the outcomes of the project.

REQUIREMENTS FOR SUBMISSION

Eligible Bidders and Subcontractors

Proposing organizations may be public or private entities.

Format Requirements

Each proposal must contain all of the required documents identified herein and adhere to the following format parameters:

- Must be printed on 8.5" x 11" plain white paper
- Must be single spaced in 12 point Times New Roman or Arial font
- Each page must have a one-inch margin
- Each page must be single sided
- Pages must be sequentially numbered
- Must submit one (1) original proposal marked "Original" and manually signed by officials authorized to represent and bind applicants
- Include ten (10) hard copies mailed to: Mr. David Tremblay, Administrator, Re: WIF Grant – On-Ramps to Career Pathways Initiative, Department of Labor and Training, State Workforce Investment Office (Building 72-3), 1511 Pontiac Avenue, Cranston, RI 02920
- (1) pdf of the entire proposal emailed to dtremblay@dlt.ri.gov. The files must be compatible with Microsoft Word and Excel.

Proposal Components

- Proposal Cover Form (Please see page 13)
- Table of contents
- Executive summary – Limited to two (2) pages*
- Proposal Narrative – Limited to fifteen (15) pages*
- Budget narrative - Limited to five (5) pages*

- Three references from entities that have implemented the vendor’s work readiness credential, with preferably one from a state. Please include at least 1 reference from a public sector client.
- Attachments
 - Project Team Organizational Chart
 - Resumes of Key Staff
 - Examples of previous curricula developed showcasing three different instructional strategies (if bidding for the work readiness curriculum project).
 - Screenshots of the e-courseware that demonstrate how the product meets the criteria specified on pages 8-9.
 - For non-profit organizations only:
 - List of board of directors, officers and their affiliations.
 - Most recent audited financial statement for your organization.
 - IRS Determination Letter indicating your tax-exempt status and tax identification number, if applicable.

**NOTE: Bidders should use as many pages as needed within the page limit to submit a comprehensive and complete response. However, we encourage concise proposals and it is not required that bidders utilize the maximum number of pages if it is not necessary.*

Submission

DLT must receive all sealed proposals no later than 12:00 p.m. EST, June 18, 2013. Regardless of postmark or arrival, (if hand delivered), proposals received after the due date and time will not be considered. Proposals may be submitted by U.S. mail, other mail carrier services, or hand delivered. Faxed or e-mailed proposals will NOT be accepted. Untimely proposals are not eligible for appeal. The applicant is solely responsible for assuring that everything sent to DLT arrives completely, legibly and on time.

Deliver proposals to:

David Tremblay
 Department of Labor and Training
 State Workforce Investment Office (Building 72-3)
 1511 Pontiac Avenue
 Cranston, RI 02920

Questions

Please note that procurement policies mandate that staff of the Department of Labor and Training will not be allowed to discuss the RFP, but questions are allowed and must be submitted via e-mail, no later than 12:00 p.m. Noon EST on May 28, 2013 . Please note “On-Ramps Work Readiness Curriculum/E-Courseware RFP Question” in the subject line of the e-mail and submit to dtremblay@dlt.ri.gov. All questions and answers will be posted to the following website: www.dlt.ri.gov/WIO by June 1, 2013.

RFP Timeline -

Request for Proposals Released	May 21, 2013
Questions due to DLT	May 28, 2013
Responses posted on DLT website	June 1, 2013
Responses due	12:00 noon June 18, 2013
Interviews	June 21, 2013

Decision Announced
Contract Start Date

June 24, 2013
June 25, 2013

Evaluation Process

The evaluation process will include the following steps:

1. Staff from agencies participating in the initiative will review each proposal to ensure that they meet the mandatory requirements.
2. Proposals that complete minimum proposal requirements will be distributed to the review team for scoring. The minimum proposal requirements consist of :
 - Submitted on time;
 - Signed by the signatory authority of the respondent organization;
 - Respondent is not debarred, suspended, or voluntarily excluded from receipt of federal funds;
 - Proposal is appropriately formatted as provided in this RFP.
3. All proposals will be read and scored by each review team member. The review team committee will meet to discuss and work to establish a recommendation for funding.
4. The selected proposal will be recommended to the Rhode Island Department of Labor and Training on June 24, 2013.

Proposal Cover Form and Summary

Please complete the Cover Form below and provide a brief summary of your proposed evaluation plan. The Cover form must be signed by an official authorized to submit the Proposal.

Lead Organization:	
FEIN:	
Address:	
Name of Authorized Official/Title:	
Telephone:	
Fax:	
E-mail Address:	
Proposal Contact Person/Title:	
Telephone:	
Fax:	
E-mail Address:	
Summary of Proposed Project Plan:	
Type of Proposal Submitted:	<input type="checkbox"/> Online training modules/e-courseware <input type="checkbox"/> Direct instructor led curriculum <input type="checkbox"/> Both

The authorized official from the lead fiscal agency must sign both the application and the contract. This person must also be listed as the "AUTHORIZED OFFICIAL" in the Contact Information section of the Cover Form. I certify that all information contained in this proposal is true and accurate and understand that falsification of information may be cause for non-review or award revocation. I certify that the applicant organization is in compliance with all contributions, payment in lieu of contributions, interest or penalty charges due under Rhode Island unemployment law, in good standing with Workforce Regulation and Safety and has not been debarred from contracting with any agency that administers Federal funds.

SIGNATURE OF AUTHORIZED OFFICIAL

Proposal Narrative Requirements

Proposals will be evaluated on the basis of the quality of the proposal and congruence with the goals and criteria of this Request for Proposals. The narrative portion of the proposal (not counting the budget narrative) must be **no more than 15 pages**, single-spaced, in 12-point font. Assemble your proposal narrative in the order in which each requirement is presented below.

PART ONE: PROJECT APPROACH AND PROPOSED DESIGN

1. Description of the curriculum and/or e-courseware (35 points)

- A) Please describe the proposed work readiness and career exploration curriculum (if applicable):
- The training theory underlying the curriculum.
 - The materials that will be developed or provided.
 - How the curriculum meets the criteria outlined on pages 8 - 9.
 - How the curriculum/training materials are ADA compliant or accessible for those with disabilities, specifically hearing or visual impairment e.g. videos open captioned, screen reader accessible.
 - How you will use the competencies within the credential to develop curriculum (work readiness curriculum only).
 - What curriculum sources you expect to draw upon and how much of the curriculum will be original (please note that all curriculum will become the property of Rhode Island and must be free of copyright constraints)
- B) Please design 2 short curricula for the following competency with each curricula using two different approaches: “Addressing a problem with a co-worker”.
- C) Please describe the proposed instructor’s guide, what would be addressed in the guide, and the supporting materials that would be provided to instructors.
- D) Please describe how you will ensure that the curriculum aligns with the work readiness credential provided by the national vendor selected for the assessment portion and helps to prepare participants for successful attainment of that credential.
- A) Please describe the proposed e-courseware (if applicable):
- The training theory underlying the e-courseware.
 - How the e-courseware meets the criteria outlined on pages 8 -9.
 - How the e-courseware is ADA compliant or accessible for those with disabilities, specifically hearing or visual impairment e.g. videos open captioned, screen reader accessible.
 - The computer specifications required for the e-courseware.
 - The reporting functionality of the program.

2. Process to implement the work readiness curriculum and/or e-courseware for the pilot (20 points)

Work Readiness Curriculum (if applicable)

- A. Please describe your proposed approach and plan for conducting 3 train the trainer sessions including some direct observation of the instructors during the first two rounds of work readiness training before November 15, 2013 to give feedback to the instructor.

- B. Please describe your proposed approach and plan for making revisions to the curriculum as needed based on the experience of implementing it in the classroom.
- C. Please articulate how you would measure the success of this project.

E-Courseware (if applicable)

- A. Please describe your proposed approach and plan for implementing the e-courseware for the pilot.
- B. Please articulate how you would measure the success of this project.

3. Analysis of challenges (5 points)

- A. Please identify at least three challenges that you anticipate with this initiative and explain how you would address them, and include a description of experience you have had with similar challenges and the outcome of that work.

PART TWO: ORGANIZATIONAL EXPERIENCE

4. Organizational Description and Qualifications (5 points)

- A. Provide a concise description of your organization, its areas of expertise, and history.

5. Technical Capacity (20 points)

- A. Please demonstrate that your organization has ample expertise and experience as well as operational best practice knowledge related to one or both of these projects.
- B. Describe at least two other localities in which you have done similar work. Include information on the stakeholders involved, the scope of work, the timeline for implementation, lessons learned, and the results.

6. Staffing (10 points)

Using the table below, provide a description of all staff that will be responsible for implementing the business process redesign and the responsibilities they will have. Add more rows as needed. Please attach resumes of key staff along with an organizational chart that depicts the team you would assign to this project.

Staff Person Name and Title	Role/Responsibilities	Past Experience with Work Readiness Curriculum

9. Budget: (5 points): Please submit a budget and budget narrative using the guidelines on pages 8 and 18.

TECHNICAL REQUIREMENTS

Governing Authority

Acceptable proposals must meet the specifications contained in SGA/DFA PY-11-05 – Catalog of Federal Domestic Assistance (CFDA) Number: 17.283 and all applicable statutes, regulations, policies and procedures. It is the applicant’s responsibility to familiarize themselves with these and other relevant documents and any subsequent changes.

Type of Contract

The contract(s) awarded through this RFP will be cost reimbursement only. For the purpose of this RFP, applicants must develop a budget defining anticipated costs associated with the delivery of the proposed service plan.

Funding

DLT will make funding available from the Department of Labor Workforce Innovation Fund as authorized under Department of Labor ETA - SGA/DFA PY-11-05 – Catalog of Federal Domestic Assistance (CFDA) Applicant responses must include a reasonable total cost for delivering the services described in this RFP.

Funding Period

The funding period for contract(s) awarded under this RFP is from June 30, 2013 through December 31, 2013 for the work readiness/career exploration curriculum and June 30, 2013 through June 30, 2015 for the e-courseware provided service provider performance remains acceptable during this period.

Financial Capability

Applicants must:

- Maintain fiscal controls, accounting procedures and financial reporting in accordance with generally accepted accounting principles,
- Demonstrate sound financial practices, and
- Provide evidence of continued financial stability.

Applicants must keep separate accounting records to ensure accurate and appropriate reporting of contract expenditures. Costs must be tracked in sufficient detail to determine compliance with contract requirements and ensure funds are being and have been lawfully spent. Successful applicants will be required to submit all appropriate documents to identify their policies and procedures to assure compliance.

THE FOLLOWING ADDITIONAL INFORMATION CAN BE LOCATED ON THE DLT WEBSITE:

1. Rhode Island Response to the Workforce Innovation Fund Solicitation

Abstract

Technical Proposal

Logic Model

Memorandum of Understanding

Evaluation Proposal

2. Evaluation Plan Improvement Guide from the US Department of Labor for RIDLT

3. Sample Confidentiality Agreement

4. Workforce Innovation Fund Solicitation # SGA/DFA PY-11-05

INSTRUCTIONS AND NOTIFICATIONS TO OFFERORS:

- Potential offerors are advised to review all sections of this Request carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.
- All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content shall be borne by the offeror. The State assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the Department of Labor and Training.
- All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.
- Proposals misdirected to other State locations or which are otherwise not present in the Department of Labor and Training at the time of opening for any cause will be determined to be late and may not be considered. The "Official" time clock is in the reception area of the Department of Labor and Training.
- In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). This will be a requirement only of the successful bidder(s).
- Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public record, as defined in Title 38 Chapter 2 of the Rhode Island General Laws, without exception, and will be released for inspection immediately upon request, once an award has been made.
- It is intended that an award pursuant to this Request will be made to a prime contractor, who will assume responsibility for all aspects of the work. Joint venture and cooperative proposals will not be considered, but

subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

- Selection of a bidder for this award does not constitute approval of the application as submitted. Before the actual contract is executed, we may enter into negotiations about such items as staffing and funding levels, etc.
- The State reserves the right to accept or reject any or all proposals received as a result of this request or to cancel in part or its entirety this RFP, if it is in the best interest of the State to do so. In addition, the State reserves the right to waive any and all requirements of the RFP.
- The State reserves the right not to fund any proposal solely due to the submission of the lowest cost or receipt of the highest ranking. All contract awards are subject to the availability of Federal funds and the execution of a contract that is acceptable to both the selected respondent and the State.
- The State of Rhode Island has a goal of ten percent (10%) participation by Minority Business Enterprise's (MBE) in all State procurements. For further information, visit the website www.rimbe.org. To speak with an M.B.E. Officer, call (401) 458-9253.
- Any respondent who has submitted a response to this RFP may appeal an award announcement. The process for appealing an award is as follows:

All protests, appeals or complaints must be submitted in writing to the Department of Labor and Training within five (5) working days of the award announcement addressed to the Administrator of the State Workforce Investment Office for review and to determine merit. In order for an appeal to be found to have merit it must show that a substantial portion of the RFP process or Federal procurement guidelines was violated. Only appeals that cite the specific section(s) of the RFP that have been violated will be considered.

If protests, appeals or complaints are found to have merit, the appeal will be evaluated by the Director of the Department of Labor and Training. The decision made by the Director of DLT will be final.

Appeals received after the established deadline will not be accepted. Appeals may not dispute a particular score received by the petitioning agency, or the scores assigned to a competing agency. The scores awarded are final and are not subject to question by an appealing agency.

- Interested parties are instructed to peruse the Department of Labor and Training web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.
- Equal Employment Opportunity (RIGL 28-5.1)
§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions,

boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090.

BUDGET WORKSHEET - WORK READINESS/CAREER EXPLORATION CURRICULUM

- 1) The proposed cost of developing of a 60 hour instructor-led work readiness curriculum and curriculum materials to help prepare participants for both the employer-verified work experience credential and/or the nationally recognized on-line assessed credential and the 5 hours of career exploration curriculum:

Item	Proposed Budget
Personnel	
A. Personnel	
B. Fringe	
C. Total Personnel (A+B)	
Non-Personnel	
D. Communications	
E. Copies	
F. Materials and Supplies	
G. Postage	
H. Travel	
I. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
K. Total Direct Costs (C+J)	
L. Indirect Costs	
M. Total Direct and Indirect Costs (K+L)	
Subcontracts/Consultants (list below by subcontract/consultant)	
Subcontract 1	
Etc.	
N. Total Subcontracts/Consultants	
Grant Total (M+N)	

- 2) The cost of an instructor’s guide to implementing the curriculum:

Item	Proposed Budget
Personnel	
N. Personnel	
O. Fringe	
P. Total Personnel (A+B)	
Non-Personnel	
Q. Communications	
R. Copies	
S. Materials and Supplies	
T. Postage	
U. Travel	
V. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
X. Total Direct Costs (C+J)	
Y. Indirect Costs	
Z. Total Direct and Indirect Costs (K+L)	
Subcontracts/Consultants (list below by subcontract/consultant)	
Subcontract 1	
Etc.	
O. Total Subcontracts/Consultants	
Grant Total (M+N)	

- 3) The cost of conducting 3 train the trainer sessions including some direct observation of the instructors during the first two rounds of work readiness training to give feedback to the instructor.

Item	Proposed Budget
Personnel	
A. Personnel	
B. Fringe	
C. Total Personnel (A+B)	
Non-Personnel	
D. Communications	
E. Copies	
F. Materials and Supplies	
G. Postage	
H. Travel	
I. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
K. Total Direct Costs (C+J)	
L. Indirect Costs	
M. Total Direct and Indirect Costs (K+L)	
Subcontracts/Consultants (list below by subcontract/consultant)	
Subcontract 1	
Etc.	
P. Total Subcontracts/Consultants	
Grant Total (M+N)	

- 4) The cost of making revisions to the curriculum as needed based on the experience of implementing it in the classroom.

Item	Proposed Budget
Personnel	
A. Personnel	
B. Fringe	
C. Total Personnel (A+B)	
Non-Personnel	
D. Communications	
E. Copies	
F. Materials and Supplies	
G. Postage	
H. Travel	
I. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
K. Total Direct Costs (C+J)	
L. Indirect Costs	
M. Total Direct and Indirect Costs (K+L)	
Subcontracts/Consultants (list below by subcontract/consultant)	
Subcontract 1	
Etc.	

Q. Total Subcontracts/Consultants	
Grant Total (M+N)	

5) The total proposed cost of the work readiness curriculum project:

Item	TOTAL Proposed Budget (Sum of Items 1-4)
<i>Personnel</i>	
A. Personnel	
B. Fringe	
C. Total Personnel (A+B)	
<i>Non-Personnel</i>	
D. Communications	
E. Copies	
F. Materials and Supplies	
G. Postage	
H. Travel	
I. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
K. Total Direct Costs (C+J)	
L. Indirect Costs	
M. Total Direct and Indirect Costs (K+L)	
<i>Subcontracts/Consultants (list below by subcontract/consultant)</i>	
<i>Subcontract 1</i>	
<i>Etc.</i>	
R. Total Subcontracts/Consultants	
Grant Total (M+N)	

BUDGET WORKSHEET - E-COURSEWARE

1) The proposed cost for providing access to e-courseware aligned with the NCRC Plus for the pilot (1000 job seekers).

Item	Proposed Budget
Personnel	
A. Personnel	
B. Fringe	
C. Total Personnel (A+B)	
Non-Personnel	
D. Set-Up	
E. Licensing	
F. Data and Reporting	
G. Communications	
H. Copies	
I. Materials and Supplies	
J. Postage	
K. Travel	
L. Meals and Incidentals	
J. Total Non-Personnel (D-I)	
N. Total Direct Costs (C+J)	
O. Indirect Costs	
P. Total Direct and Indirect Costs (K+L)	
Subcontracts/Consultants (list below by subcontract/consultant)	
Subcontract 1	
Etc.	
S. Total Subcontracts/Consultants	
Grant Total (M+N)	

WorkKeys[®]



Characteristics of the WorkKeys[®] Assessments

Applied Mathematics

Applied Technology

Business Writing

Listening

Locating Information

Observation

Readiness

Reading for Information

Teamwork

Writing

ACT[®]

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

Introduction

This booklet provides a quick reference showing the characteristics of the WorkKeys® skill levels and the skills required at each level. The following information is supplied for each assessment:

- Administration (e.g., computer, paper-and-pencil)
- Format (e.g., multiple-choice, constructed response)
- Testing time for paper-and-pencil administration
(times may differ for computer-based administration)
- Number of items, prompts, or messages
- Skill level
- Characteristics of items or responses at each skill level
- Skills required at each level

This booklet is useful not only for identifying workplace skills required at each level, but also for helping teachers and trainers plan workplace skills instruction where skill gaps have occurred.

WorkKeys Targets for Instruction booklets are available to provide teachers, trainers, curriculum developers, and others involved in skills development with assistance in helping individuals improve their workplace skills, whether by integrating these skills into existing courses and programs or by developing additional curricula.

For a more extensive overview of WorkKeys, visit the WorkKeys section of the ACT website at www.act.org or call 1-800/WORKKEY (967-5539).

Applied Mathematics

Computer or Paper-and-Pencil/Multiple-Choice Response

33 Items

55 Minutes (Computer)

45 Minutes (Paper-and-Pencil)

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> ■ Translate easily from a word problem to a math equation ■ All needed information is presented in logical order ■ No extra information 	<ul style="list-style-type: none"> ■ Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers ■ Add or subtract negative numbers ■ Change numbers from one form to another using whole numbers, fractions, decimals, or percentages ■ Convert simple money and time units (e.g., hours to minutes)
4	<ul style="list-style-type: none"> ■ Information may be presented out of order ■ May include extra, unnecessary information ■ May include simple charts, diagrams, or graphs 	<ul style="list-style-type: none"> ■ Solve problems that require one or two operations ■ Multiply negative numbers ■ Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals ■ Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .75, 25%) ■ Add three fractions that share a common denominator ■ Multiply a mixed number by a whole number or decimal ■ Put the information in the right order before performing calculations
5	<ul style="list-style-type: none"> ■ Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax) 	<ul style="list-style-type: none"> ■ Decide what information, calculations, or unit conversions to use to solve the problem ■ Look up a formula and perform single-step conversions within or between systems of measurement ■ Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) ■ Divide negative numbers ■ Find the best deal using one- and two-step calculations and then comparing results ■ Calculate perimeters and areas of basic shapes (rectangles and circles) ■ Calculate percentage discounts or markups

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> ■ May require considerable translation from verbal form to mathematical expression ■ Generally require considerable setup and involve multiple-step calculations 	<ul style="list-style-type: none"> ■ Use fractions, negative numbers, ratios, percentages, or mixed numbers ■ Rearrange a formula before solving a problem ■ Use two formulas to change from one unit to another within the same system of measurement ■ Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement ■ Find mistakes in items that belong at Levels 3, 4, and 5 ■ Find the best deal and use the result for another calculation ■ Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations ■ Find the volume of rectangular solids ■ Calculate multiple rates
7	<ul style="list-style-type: none"> ■ Content or format may be unusual ■ Information may be incomplete or implicit ■ Problems often involve multiple steps of logic and calculation 	<ul style="list-style-type: none"> ■ Solve problems that include nonlinear functions and/or that involve more than one unknown ■ Find mistakes in Level 6 items ■ Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages ■ Calculate multiple areas and volumes of spheres, cylinders, or cones ■ Set up and manipulate complex ratios or proportions ■ Find the best deal when there are several choices ■ Apply basic statistical concepts

Applied Technology

Computer or Paper-and-Pencil/Multiple-Choice Response

32 Items

55 Minutes (Computer)

45 Minutes (Paper-and-Pencil)

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> ■ Straightforward ■ One simple system that generally has two to five components ■ Situation exhibits clear physical symptoms ■ Situation usually has only one variable ■ All needed information is present ■ Only elementary technical terms are used 	<ul style="list-style-type: none"> ■ Identify how basic tools work ■ Identify how simple machine parts work ■ Apply basic principles to solve problems involving a simple system ■ Solve basic problems ■ Identify the clear physical symptom that points to the potential source of a problem ■ Identify the best solution after eliminating clearly unsuitable possibilities
4	<ul style="list-style-type: none"> ■ Moderately complex because they can involve two or more simple systems that work together or one moderately complex system ■ Systems may have up to ten components ■ Situation can have one or two variables ■ All needed information is present ■ Extraneous information may be included ■ Less common technical terms are defined 	<ul style="list-style-type: none"> ■ Understand the operation of moderately complex tools and diagnostic equipment ■ Understand the operation of moderately complex machines and systems ■ Apply less obvious basic principles to solve problems within physical systems ■ Solve moderate problems ■ Eliminate physical symptoms that do not point to the source of a problem, disregarding extraneous information ■ Identify the best solution after eliminating other unsuitable possibilities
5	<ul style="list-style-type: none"> ■ Moderately complex or advanced, involving two or more simple tools or systems that affect each other or a complex system that includes several components ■ Systems perform somewhat complex operations and generally have more than ten components ■ May involve two or three variables and may require use of technical knowledge ■ Extraneous information is often included ■ Technical terms may be explicitly defined or their meaning can be implicit in context and illustrations 	<ul style="list-style-type: none"> ■ Understand the operation of moderately complex tools and diagnostic equipment, choosing the best tool for the task ■ Understand the operation of complex machines and systems ■ Apply two or more principles of technology as they interact in moderately complex systems ■ Solve moderate and advanced problems ■ Eliminate physical symptoms that do not lead to the source of a problem by disregarding extraneous information; use clues to find the source of a problem ■ Identify the best solution after eliminating other unsuitable possibilities

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> ■ Advanced, involving complex tools or systems with more than ten components ■ Include large amounts of information and present a variety of possible problem sources that are subtle and difficult to diagnose ■ Require the use of technical knowledge ■ Contain considerable extraneous information ■ Technical terms may be explicitly defined or their meaning may be implicit in complex context and illustrations 	<ul style="list-style-type: none"> ■ Understand the operation of complex tools and diagnostic equipment, choosing the best tool for the task ■ Understand the operation of complex machines and their components ■ Apply two or more principles of technology as they interact in complex systems ■ Solve advanced problems where a variety of mechanical, electrical, thermal, or fluid faults could be the reason for the problem ■ Eliminate physical symptoms that do not lead to the source of a problem by disregarding extraneous information; use less obvious clues to find the source of a problem ■ Test possible hypotheses to ensure the problem is diagnosed correctly and the best solution is found

Business Writing

Computer/Constructed Response

1 Prompt

30 Minutes

Level	Characteristics of Responses
1	<p data-bbox="261 436 1546 541">In all cases, examinees read a written prompt and then write their response. Examinees with extremely limited reading skills may be unable to produce a response that is sufficiently on topic to receive a valid <i>Business Writing</i> score.</p> <ul data-bbox="261 552 1546 942" style="list-style-type: none"><li data-bbox="261 552 1546 615">■ The writing is in English, but is difficult to understand because of a large number of errors<li data-bbox="261 625 1546 657">■ The majority of the sentence structures are incorrect<li data-bbox="261 667 1546 730">■ A large number of major grammatical, mechanical, and word usage errors interfere with communication<li data-bbox="261 741 1546 804">■ Rude or overly casual language, tone, and style may be inconsistent with standard business English<li data-bbox="261 814 1546 846">■ No organization is evident<li data-bbox="261 856 1546 919">■ An attempt is made to communicate ideas, but there is little or no development or support
2	<ul data-bbox="261 961 1546 1323" style="list-style-type: none"><li data-bbox="261 961 1546 993">■ The writing is generally understandable<li data-bbox="261 1003 1546 1066">■ Some correct sentence structures are used, although sentences may be simple or repetitive<li data-bbox="261 1077 1546 1140">■ Enough correct mechanics, word usage, and grammar are used to convey an idea, although many errors may somewhat interfere with comprehension<li data-bbox="261 1150 1546 1213">■ Rude or overly casual language, tone, and style may be inconsistent with standard business English<li data-bbox="261 1224 1546 1287">■ Some organization is evident but with an unclear focus and few or no transitions<li data-bbox="261 1297 1546 1323">■ The ideas presented are generally understandable but are not expanded
3	<ul data-bbox="261 1360 1546 1854" style="list-style-type: none"><li data-bbox="261 1360 1546 1392">■ The writing is clear with some errors<li data-bbox="261 1402 1546 1465">■ Most of the sentences are complete, and some variety and complexity are attempted<li data-bbox="261 1476 1546 1570">■ Few mechanical, grammatical, and word usage errors occur so that the response is adequately conveyed but may be repetitive; the spelling is generally correct<li data-bbox="261 1581 1546 1675">■ Style and tone are generally consistent with standard business English; the writing may have somewhat casual language but does not contain slang or rude language<li data-bbox="261 1686 1546 1749">■ Some organization is evident, but the writing may lose focus at some points; transitions are simple<li data-bbox="261 1759 1546 1854">■ Ideas are adequately developed, but they may be limited in depth and thoroughness; supporting examples tend to be general and details are relevant, but they may be repetitive

Level	Characteristics of Responses
4	<ul style="list-style-type: none"> ■ The writing is clear with almost no errors ■ All sentences are complete and they are generally varied in length and complexity ■ The few mechanical, grammatical, and/or word usage errors that occur do not interfere with communication; word usage is precise and varied ■ Style, tone, and language are consistent with standard business English; the writing contains no rude or overly casual language ■ The writing is organized and maintains consistent focus, but may lack clarity; transitions are effective, if not especially varied ■ Most of the ideas are well developed with relevant supporting examples and details
5	<ul style="list-style-type: none"> ■ The writing is clear, precise, and generally free of errors ■ The writing communicates in a professional, courteous manner ■ Correct, complete sentences are used and are varied in length and complexity ■ Few or no errors in grammar and/or mechanics occur, and any present do not interfere with communication; word usage shows considerable precision and variety ■ Style, tone, and language are consistent with standard business English; the writing contains no rude or overly casual language ■ The organization is smooth and maintains clear and consistent focus from beginning to end; transitions are varied and effective, creating a seamless flow of ideas ■ The ideas are well developed and elaborated on with relevant supporting examples and specific details; the writing shows insight, perception, and depth

Listening

Audio Presentation/Paper-and-Pencil/Constructed Response

6 Messages

40 Minutes

Level	Characteristics of Responses
	In all cases, examinees listen to audio messages and then write down the information they have heard in order to convey it to someone else. While writing style and mechanics do not affect the <i>Listening</i> score, examinees with limited writing skills may be unable to express themselves well enough in writing to receive a valid <i>Listening</i> score.
1	<ul style="list-style-type: none">■ At least one piece of primary information is given that is correct■ The gist of the situation (a minimal grasp of the message) or clues to sources of further information are given
2	<ul style="list-style-type: none">■ One or more pieces of primary information are given and are correct, but the message may also include primary information that is incorrect■ A correct sketch of the situation is given, including both the gist of the situation and clues to sources of further information
3	<ul style="list-style-type: none">■ Most of the primary information is given and it is correct, but the message may be missing one or two pieces of primary information■ Correctly show the relationships among the pieces of primary information so that the reader can take appropriate action without getting more information
4	<ul style="list-style-type: none">■ All primary information is given and it is correct■ Supporting information is included that is either correct or, if incorrect, does not interfere with the central message■ Correctly show the relationships among the pieces of primary information
5	<ul style="list-style-type: none">■ All primary information is given and is correct■ Accurate supporting information is given to convey insight into the particular situation that the message represents, which may include information regarding the speaker's tone or attitude■ Accurately convey the relationships among the pieces of information in the message

Locating Information

Computer or Paper-and-Pencil/Multiple-Choice Response

38 Items

55 Minutes (Computer)

45 Minutes (Paper-and-Pencil)

Level	Characteristics of Graphics	Skills
3	<ul style="list-style-type: none"> ■ Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans ■ One graphic used at a time 	<ul style="list-style-type: none"> ■ Find one or two pieces of information in a graphic ■ Fill in one or two pieces of information that are missing from a graphic
4	<ul style="list-style-type: none"> ■ Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps ■ One or more graphics are used at a time 	<ul style="list-style-type: none"> ■ Find several pieces of information in one or more graphics ■ Understand how graphics are related to each other ■ Summarize information from one or more straightforward graphics ■ Identify trends shown in one or more straightforward graphics ■ Compare information and trends shown in one or more straightforward graphics
5	<ul style="list-style-type: none"> ■ Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges ■ Graphics may have less common formats ■ One or more graphics are used at a time 	<ul style="list-style-type: none"> ■ Sort through distracting information ■ Summarize information from one or more detailed graphics ■ Identify trends shown in one or more detailed or complicated graphics ■ Compare information and trends from one or more complicated graphics
6	<ul style="list-style-type: none"> ■ Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams ■ Graphics contain large amounts of information and may have challenging formats ■ One or more graphics are used at a time ■ Connections between graphics may be subtle 	<ul style="list-style-type: none"> ■ Draw conclusions based on one complicated graphic or several related graphics ■ Apply information from one or more complicated graphics to specific situations ■ Use the information to make decisions

Observation

Video Presentation/Paper-and-Pencil/Multiple-Choice Response

36 Items

60 Minutes

Level	Characteristics of Situations	Skills
3	<ul style="list-style-type: none"> ■ Straightforward procedure with a few simple components ■ Task performed in a routine, predictable, and deliberate manner ■ No extra details or distractions ■ Obvious hints or reminders prompt what task needs to be done, how and when it should be completed, and whether it is done correctly 	<ul style="list-style-type: none"> ■ Remember a few strongly prompted details ■ Pay attention to the basic parts of a straightforward procedure ■ Remain aware of instructions and reminders that give strong cues ■ Concentrate on the important elements of a procedure
4	<ul style="list-style-type: none"> ■ Straightforward procedure involving more than one component ■ A few extra details and distractions are present ■ Procedure is direct, clearly explained, and easy to follow ■ Attention is directed toward important details 	<ul style="list-style-type: none"> ■ Select and pay attention to the components of a straightforward procedure with some details that are hard to notice ■ Remember a few important details that are reinforced ■ Remain focused on relevant details when there are some extra details or distractions
5	<ul style="list-style-type: none"> ■ Work procedures include several tasks that may occur more quickly and at the same time ■ Tasks often interact with each other and may change from one situation to another ■ Several important details are presented, most of which are not explicitly cued ■ Several extra details or distractions may make it difficult to pay attention to the important points 	<ul style="list-style-type: none"> ■ Focus attention on and remember several important details from a complex set of events that may occur at the same time ■ Maintain attention to significant details with little prompting ■ Remember relevant aspects of the information presented ■ Remember several important details about unique material ■ Ignore irrelevant background information or distractions and pay attention only to important points
6	<ul style="list-style-type: none"> ■ Complicated work procedures ■ Tasks contain a number of extra details and often involve unusual elements ■ Tasks are performed quickly and have a number of steps, but none are highlighted and only some are discussed directly or explained ■ There are strong distractions that must be ignored 	<ul style="list-style-type: none"> ■ Recognize a number of steps that are presented at the same time ■ Notice and remember several details that are relevant to the procedure ■ Visualize how a step fits into the procedure even if there are not many hints or reminders ■ Disregard irrelevant information ■ Interpret if-then and cause-and-effect relationships that affect tasks ■ Make predictions, comparisons, and evaluations, and visualize how a detail fits into a procedure

Readiness

Paper-and-Pencil/Multiple-Choice Response

20 Reading Items
and 15 Math Items

40 Minutes

Level	Characteristics of Items
	<p><i>Readiness</i> is a self-scored screening instrument for the two most often used WorkKeys assessments: <i>Applied Mathematics</i> and <i>Reading for Information</i>. <i>Readiness</i> is designed to help determine whether examinees are ready to take operational WorkKeys tests or should be advised to pursue further training first. Since most WorkKeys tests require basic reading skills, <i>Readiness</i> can be used as a screening tool for all WorkKeys assessments.</p>
Pre3	<ul style="list-style-type: none">■ (See <i>Reading for Information</i> and <i>Applied Mathematics</i> for more information on levels.)
3	<ul style="list-style-type: none">■ (See <i>Reading for Information</i> and <i>Applied Mathematics</i> for more information on levels.)
4	<ul style="list-style-type: none">■ (See <i>Reading for Information</i> and <i>Applied Mathematics</i> for more information on levels.)

Reading for Information

Computer or Paper-and-Pencil/Multiple-Choice Response

33 Items

55 Minutes (Computer)

45 Minutes (Paper-and-Pencil)

Level	Characteristics of Reading Materials and Items	Skills
3	<ul style="list-style-type: none"> ■ Reading materials include basic company policies, procedures, and announcements ■ Reading materials are short and simple, with no extra information ■ Reading materials tell readers what they should do ■ All needed information is stated clearly and directly ■ Items focus on the main points of the passages ■ Wording of the questions and answers is similar or identical to the wording used in the reading materials 	<ul style="list-style-type: none"> ■ Identify main ideas and clearly stated details ■ Choose the correct meaning of a word that is clearly defined in the reading ■ Choose the correct meaning of common, everyday and workplace words ■ Choose when to perform each step in a short series of steps ■ Apply instructions to a situation that is the same as the one in the reading materials
4	<ul style="list-style-type: none"> ■ Reading materials include company policies, procedures, and notices ■ Reading materials are straightforward, but have longer sentences and contain a number of details ■ Reading materials use common words, but do have some harder words, too ■ Reading materials describe procedures that include several steps ■ When following the procedures, individuals must think about changing conditions that affect what they should do ■ Questions and answers are often paraphrased from the passage 	<ul style="list-style-type: none"> ■ Identify important details that may not be clearly stated ■ Use the reading material to figure out the meaning of words that are not defined ■ Apply instructions with several steps to a situation that is the same as the situation in the reading materials ■ Choose what to do when changing conditions call for a different action (follow directions that include “if-then” statements)
5	<ul style="list-style-type: none"> ■ Policies, procedures, and announcements include all of the information needed to finish a task ■ Information is stated clearly and directly, but the materials have many details ■ Materials also include jargon, technical terms, acronyms, or words that have several meanings ■ Application of information given in the passage to a situation that is not specifically described in the passage ■ There are several considerations to be taken into account in order to choose the correct actions 	<ul style="list-style-type: none"> ■ Figure out the correct meaning of a word based on how the word is used ■ Identify the correct meaning of an acronym that is defined in the document ■ Identify the paraphrased definition of a technical term or jargon that is defined in the document ■ Apply technical terms and jargon and relate them to stated situations ■ Apply straightforward instructions to a new situation that is similar to the one described in the material ■ Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Reading Materials and Items	Skills
6	<ul style="list-style-type: none"> ■ Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents ■ Complicated sentences with difficult words, jargon, and technical terms ■ Most of the information needed to answer the items is not clearly stated 	<ul style="list-style-type: none"> ■ Identify implied details ■ Use technical terms and jargon in new situations ■ Figure out the less common meaning of a word based on the context ■ Apply complicated instructions to new situations ■ Figure out the principles behind policies, rules, and procedures ■ Apply general principles from the materials to similar and new situations ■ Explain the rationale behind a procedure, policy, or communication
7	<ul style="list-style-type: none"> ■ Very complex reading materials ■ Information includes a lot of details ■ Complicated concepts ■ Difficult vocabulary ■ Unusual jargon and technical terms are used, but not defined ■ Writing often lacks clarity and direction ■ Readers must draw conclusions from some parts of the reading and apply them to other parts 	<ul style="list-style-type: none"> ■ Figure out the definitions of difficult, uncommon words based on how they are used ■ Figure out the meaning of jargon or technical terms based on how they are used ■ Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

Teamwork

Video Presentation/Paper-and-Pencil/Multiple-Choice Response

36 Items

2 Parts, 32 Minutes Each

Level	Characteristics of Situations	Skills
3	<ul style="list-style-type: none"> ■ Simple work situations involve a single, recognizable problem ■ Team goals and consequences are clear ■ Resources needed are readily available ■ Team members get along well 	<ul style="list-style-type: none"> ■ Recognize team goals ■ Show acceptance of team goals by working cooperatively with other team members ■ Identify problems and their causes ■ Persevere in solving problems ■ Accept membership in the team ■ Demonstrate a positive attitude, respond appropriately to praise, and give positive feedback ■ Display trust in other team members ■ Be dependable in completing tasks correctly and on time
4	<ul style="list-style-type: none"> ■ Work situations involve several problems or sources of difficulty ■ Team goals and consequences are not altogether clear ■ Resources may be limited ■ Team members have competing concerns 	<ul style="list-style-type: none"> ■ Use prioritization and time management skills to effectively and efficiently accomplish tasks ■ Exhibit creative thinking when solving problems or accomplishing tasks ■ Show a commitment to quality ■ Show sensitivity to customer needs ■ Practice followership by taking direction and responding appropriately to negative feedback ■ Demonstrate respect for other team members ■ Show an appreciation for diversity among team members
5	<ul style="list-style-type: none"> ■ Work situations involve many subtle and competing problems ■ Team goals and consequences are unclear ■ Resources are limited ■ Team relationships are ambiguous 	<ul style="list-style-type: none"> ■ Exhibit good decision-making and analyzing skills ■ Delegate responsibility ■ Show leadership by both assuming the directive role and giving that role to others ■ Empower other team members ■ Display initiative ■ Be properly assertive in explaining personal convictions honestly and with sincerity

Level	Characteristics of Situations	Skills
6	<ul style="list-style-type: none"> ■ Work situations involve complex problems and sources of difficulty ■ Team goals and/or consequences conflict ■ Resources are limited or unavailable ■ Team relationships are unpredictable 	<ul style="list-style-type: none"> ■ Perform structuring and process planning by organizing the various parts of a problem or task, sequencing them, and determining who will be responsible for them ■ Create and revise team goals by shifting from one objective to another, depending on circumstances ■ Integrate or synthesize multiple task components into a coherent whole ■ Be flexible in the roles they play on the team using active listening, questioning, and directive behaviors ■ Resolve conflict among team members and give negative feedback in a constructive manner ■ Build team cohesiveness by helping to create a feeling of unity within the team

Writing

Audio Presentation/Paper-and-Pencil/Constructed Response

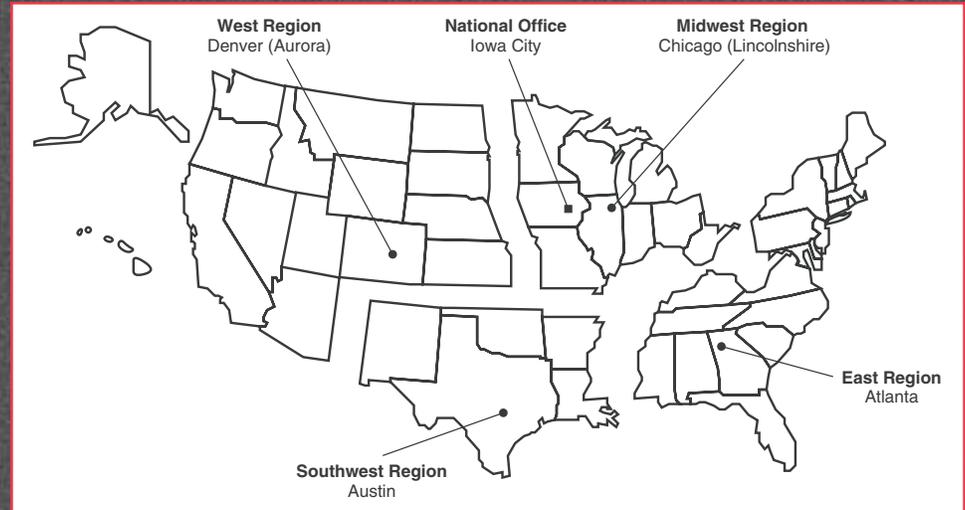
6 Messages

40 Minutes

Level	Characteristics of Responses
1	<p>In all cases, examinees listen to audio messages and then write down the information they have heard in order to convey it to someone else. Examinees with extremely limited listening skills may be unable to produce a response that is sufficiently on topic to receive a valid <i>Writing</i> score.</p> <ul style="list-style-type: none">■ Messages are very difficult to understand because of numerous errors■ The majority of the sentence structures are incorrect■ Major mechanical, grammatical, and word usage errors are numerous■ Rude or overly casual language not consistent with standard business English is used■ No organization is evident
2	<ul style="list-style-type: none">■ Messages are generally understandable■ Some correct sentence structures are used, although some sentences may require further clarification■ Writing has enough correct mechanics, word usage, and grammar to convey an idea, although many errors may interfere with comprehension■ Casual language or slang may be used rather than standard business English■ Although topical information is used, writing lacks connections that would make it flow easily
3	<ul style="list-style-type: none">■ Messages are clear■ The majority of the sentences are complete■ Writing has few mechanical, grammatical, and word usage errors so the message is adequately conveyed■ The language may be more casual than standard business English but never contains slang or is rude■ Some organization is evident, but the writing may have inappropriate transitions and/or some information out of logical order

Level	Characteristics of Responses
4	<ul style="list-style-type: none"> ■ Messages are clear, with almost no errors ■ All sentences are complete ■ There are very few mechanical, grammatical, and/or word usage errors ■ The tone is professional and consistent with standard business English most of the time ■ The writing style is adequate but may be somewhat choppy ■ Good organization is demonstrated with only minor transition or logical order problems
5	<ul style="list-style-type: none"> ■ Messages are clear, precise, and free of errors ■ Correct, complete sentences are used and are varied, smooth, and polished ■ There are no mechanical, grammatical, or word usage errors ■ A businesslike, courteous, and professional tone is maintained with language that is highly consistent with standard business English ■ The writing style flows smoothly ■ The information is presented in a logical order; e.g., the writer may rearrange the information so that the important part comes first

To learn more about WorkKeys
contact the ACT Regional Field Office
nearest you.



Regional Offices for Education Customers

West Region

3131 S. Vaughn Way, Suite 218
Aurora, CO 80014-3507
Telephone: 303/337-3273
Fax: 303/337-2613

Southwest Region

8303 MoPac Expressway N.
Suite A-110
Austin, TX 78759-8369
Telephone: 512/345-1949
Fax: 512/345-2997

Midwest Region

300 Knightsbridge Parkway
Suite 300
Lincolnshire, IL 60069-9498
Telephone: 847/634-2560
Fax: 847/634-1074

East Region

3355 Lenox Rd. N.E., Suite 320
Atlanta, GA 30326-1332
Telephone: 404/231-1952
Fax: 404/231-5945

Education or Business Customers

ACT National Office

500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Telephone: 1-800/WORKKEY
(967-5539)
Fax: 319/337-1790



Table 17 provides a brief list of behavioral competencies for each of the 12 Talent scales. Each of these competencies contains one or more sets of skills that can be developed through training. To maximize the usefulness of this assessment, it is suggested that examinees receive feedback and that desired training outcomes are formulated based on needed skill acquisition.

Table 17
Behavioral Scales, Targets, and Representative Behaviors

Scale & Definition	Behavioral Competence Target	Representative Behavior(s)
Carefulness		
Tendency to think and plan carefully before acting or speaking.	Planning	<u>Time management</u> – Shows up to work on time – Makes a daily “to do” list
		<u>Self-management</u> – Sets goals for performing new tasks – Keeps track of task performance
	Thinking before acting	<u>Self-monitoring</u> – Alters behavior in response to social situations – Acts differently among different groups of people
		<u>Awareness of consequences</u> – Considers the potential consequences of his or her actions before acting – Identifies how his or her actions might impact others on multiple levels
Cooperation		
Tendency to be likable and cordial in interpersonal situations.	Interpersonal Relations	<u>Give and take</u> – Effectively negotiates solutions to problems – Is able to compromise in order to facilitate task completion
		<u>Distinguish people from tasks (distancing)</u> – Effectively works with other persons with differing opinions – Does not let interpersonal differences interfere with task performance
	Communication	<u>Listening skills</u> – Focuses on the person communicating – Asks questions to build understanding – Restates or paraphrases to demonstrate understanding
		<u>Disagree without being critical</u> – Directs differing opinions toward the task, product, or process rather than the person – Voices opinions or viewpoints that contrast with the majority opinion – Voices opinion or provides feedback to others in a respectful manner

Table 17 (continued)

Scale & Definition	Behavioral Competence Target	Representative Behavior(s)
Creativity		
Tendency to be imaginative and to think “outside the box”.	Divergent thinking	<u>Brainstorming</u> – Proposes multiple solutions to problems – Encourages others to share ideas
		<u>Consider other perspectives</u> – Considers other viewpoints before making a decision – Gathers information from multiple sources with diverse perspectives
	Information seeking	<u>Information gathering</u> – Gathers background information prior to task-specific information – Identifies appropriate sources of information
		<u>Feedback from others</u> – Seeks suggestions from others on how to improve performance or solve a problem – Solicits feedback from diverse sources
Discipline		
Tendency to be responsible, dependable, and follow through with tasks without becoming distracted or bored.	Planning	<u>Time management</u> – Shows up to work on time – Makes a daily “to do” list
		<u>Self-management</u> – Sets goals for performing a new task – Keeps track of task performance
	Goal Setting	<u>Establishing goals</u> – Has a written set of goals – Sets goals which are clear – Sets goals which are specific – Sets goals which are achievable – Sets goals which are challenging
		<u>Working toward goals</u> – Reviews goals on a regular basis – Monitors progress in goal achievement – Effectively deals with setbacks and challenges
	Resource Management	<u>Self-discipline and motivation</u> – Consistently completes tasks or projects which have been started – Displays confidence in his or her own abilities – Avoids distraction and remains focused on work tasks
		<u>Asking for assistance</u> – Is not afraid to ask for clarification if something is unclear – Identifies and utilizes appropriate support resources

Excerpted from the WorkKeys Talent User and Technical Guide. Copyright 2013 by ACT, Inc. Reprinted with permission. No publication, reproduction, or distribution is authorized without the express written consent of ACT, Inc. WorkKeys is a registered trademark of ACT, Inc. in the USA and other countries.

Table 17 (continued)

Scale & Definition	Behavioral Competence Target	Representative Behavior(s)
Goodwill		
Tendency to be forgiving and to believe that others are well-intentioned.	Interpersonal Relations	<u>Trusting and vulnerability</u> – Demonstrates an ability to listen and speak frankly – Delegates tasks when appropriate
		<u>Positive thinking regarding others</u> – Overall, speaks about coworkers or classmates in a positive manner – Refrains from making critical or negative comments about others – Regularly highlights the good aspects of a person or situation
Influence		
Tendency to impact and dominate social situations by speaking without hesitation and often becoming a group leader.	Assertiveness	<u>Relational appropriateness</u> – Is confident when interacting with others – Uses language/style of speech that is appropriate for communicating with a particular person or group
	Communication	<u>Public speaking</u> – Is comfortable speaking before a large group of people – Maintains audience interest when making presentations – Speaks clearly during presentations – Maintains adequate eye contact when addressing the audience
		<u>Persuasion skills/Influence tactics</u> – Is able to show others the value of his or her position on an issue – Uses evidence and logic to influence others
		<u>Negotiation skills</u> – Proactively resolves conflict among individuals or groups – Effectively negotiates solutions to problems – Conducts negotiations in a professional and respectful manner
<u>Provides feedback</u> – Provides positive feedback when warranted – Delivers constructive feedback in a respectful manner – Providing feedback that is consistent – Provides feedback that is useful		

Excerpted from the WorkKeys Talent User and Technical Guide. Copyright 2013 by ACT, Inc. Reprinted with permission. No publication, reproduction, or distribution is authorized without the express written consent of ACT, Inc. WorkKeys is a registered trademark of ACT, Inc. in the USA and other countries.

Table 17 (continued)

Scale & Definition	Behavioral Competence Target	Representative Behavior(s)
Optimism		
Tendency toward having a positive outlook and confidence in successful outcomes.	Positive thinking	<u>Manage expectations</u> – Sets realistic personal goals – Completes tasks with confidence <u>Avoids negative thinking</u> – Displays a positive attitude at work or school – Identifies the “bright side” of seemingly negative events – Accepts constructive criticism
	Attribution training	<u>Locus of control</u> – Takes responsibility for mistakes or errors – Uses setbacks as opportunities to improve processes or procedures
	Order	
Tendency to be neat and well organized.	Organization	<u>Organization skills</u> – Maintains a neat work environment – Searches for information in a systematic manner – Keeps “to do” lists – Maintains material organized using a logical system
Savvy		
Tendency to read other people’s motives, understand office politics, and anticipate the needs and intentions of others.	Interpersonal Relations	<u>Sensitivity and appropriateness</u> – Uses language/style of speech that is appropriate for communicating with particular persons or groups – Demonstrates sensitivity to the needs and feelings of diverse individuals and groups <u>Self-monitoring</u> – Alters behavior in social situations when necessary – Acts differently among different groups of people
	Communication	<u>Assimilation of verbal content</u> – Effectively interprets verbal content from multiple sources – Possesses superior written communication skills
		<u>Interpretation of non-verbal cues</u> – Maintains appropriate eye contact during interpersonal communication – Interprets others’ body language appropriately
	Sociability	
Tendency to enjoy being in other people’s company and to work with others.	Self-monitoring	<u>Self-monitoring</u> – Alters behavior in response to social situations – Acts differently among different groups of people <u>Awareness of situational demands</u> – Appropriately gauges social situations
	Interactions	<u>Social skills</u> – Is confident in social interactions – Appropriately gauges social situations

Excerpted from the WorkKeys Talent User and Technical Guide. Copyright 2013 by ACT, Inc. Reprinted with permission. No publication, reproduction, or distribution is authorized without the express written consent of ACT, Inc. WorkKeys is a registered trademark of ACT, Inc. in the USA and other countries.

Table 17 (continued)

Scale & Definition	Behavioral Competence Target	Representative Behavior(s)
Stability		
Tendency to maintain composure and rationality in situations of actual or perceived stress.	Self-monitoring	<u>Self-monitoring</u> – Alters behavior in social situations when necessary – Acts differently among different groups of people
		<u>Emotional control</u> – Thinks before speaking – Maintains emotional composure in stressful situations
		<u>Relational consequences of emotionality</u> – Maintains composure when communicating with others – Considers the consequences of speaking/acting before doing so
	Stress management	<u>Relaxation skills</u> – Balances work activities with leisure activities – Engages in healthy activities to reduce stress
<u>Reduction in negative thinking</u> – Presents a positive self-image to others – When faced with emotional situations, delays action rather than reacting out of emotion		
Striving		
Tendency to have high aspiration levels and to work hard to achieve goals.	Achievement orientation	<u>Goal-setting</u> – Has a written set of goals – Sets goals which are clear – Sets goals which are specific – Sets goals which are achievable
		<u>Self-motivation</u> – Sets challenging goals – Completes tasks without direct supervision
	Resource Management	<u>Pacing</u> – Maintains an appropriate work pace – Successfully manages multiple tasks or assignments
		<u>Acquiring necessary resources</u> – Identifies appropriate external resources – Uses networking techniques to expand access to resources
	Self-confidence	<u>Positive expectations</u> – Presents a positive self-image – Rewards self for successfully accomplishing goals

Excerpted from the WorkKeys Talent User and Technical Guide. Copyright 2013 by ACT, Inc. Reprinted with permission. No publication, reproduction, or distribution is authorized without the express written consent of ACT, Inc. WorkKeys is a registered trademark of ACT, Inc. in the USA and other countries.