



## Turning Skills into Profit: Economic Benefits of Workplace Education Programs

To overcome the widening gap between current skill levels and those needed to maintain competitiveness, companies are finding that workplace education programs are leading to a host of improvements: 98 percent of employers report at least one employee skill and one economic benefit gained from these programs.

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## About This Report

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This report was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. The contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

More than 100 interviews were conducted with employers, employees, and union representatives from over 40 private- and public-sector workplaces representing a cross-section of economic sectors throughout the United States. The interviewees were selected from 45 national workplace education projects funded between 1995–1998 by the U.S. Department of Education as part of the National Workplace Literacy Program.



# Turning Skills Into Profit: Economic Benefits of Workplace Education Programs

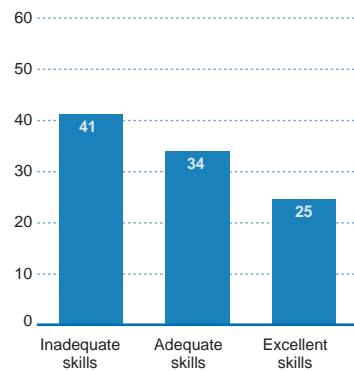
by Michael R. Bloom and Brenda Lafleur

**T**hroughout the United States, private- and public-sector companies are facing the problem of a workforce severely lacking in basic workplace skills: More than 40 percent of the U.S. workforce and more than 50 percent of high school graduates do not have the basic skills to do their job. Even college graduates suffer from the skills gap: 16 percent have inadequate basic skills (Chart 1).

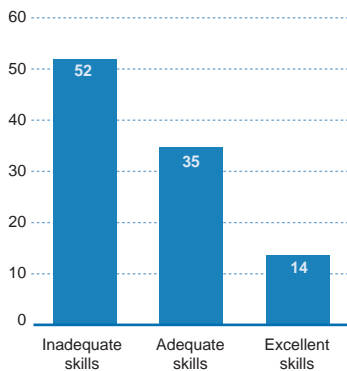
What makes these statistics even more disturbing is that employee skills are becoming increasingly important in the face of globalization, technological change, trade liberalization, deregulation, and other external pressures on organizations today. In a recent Conference Board study of 550 U.S. CEOs, 25 percent identified shortages of key skills as a top challenge. For many organizations, one solution to the problem of a grossly unprepared workforce is to utilize workplace education programs (WEPs)—programs to develop employees that are proving to be instrumental in turning skills into profit. Conference Board research shows that improving employee skills creates employees who work smarter and better and who cope well with change in the workplace, improves union/management relations, and increases output and profitability. James D’Agostino, chief executive officer of Mount San Raphael Hospital in Colorado, sums it up very simply: “We have invested in our employees. They have given back. That is profitable.”

Chart 1  
**A Nation Lacking Skills**

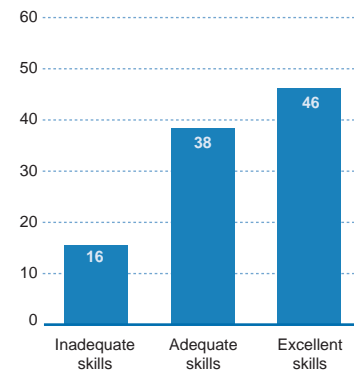
**More than 40 percent of American workers have inadequate literacy skills.**



**Even high school graduates lack the skills required to do their jobs adequately...**



**... and graduating from college is no guarantee.**



Source: International Adult Literacy Survey

## Defining Literacy

The concept and definition of literacy have changed considerably over the past 20 years, affecting how information about literacy and workplace basic skills are used to develop policies and practices. New and more complex definitions allow more sophisticated assessments of the impact of enhanced skills on economic performance and support the introduction of more sophisticated and effective interventions to improve literacy and other workplace basic skills.

The International Adult Literacy Survey (IALS), a seven-country

comparative study of adult literacy, views literacy as a skill-based proficiency continuum (i.e., literacy as a relative rather than absolute concept). The IALS defines literacy in terms of a mode of adult behavior: Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. The IALS's three distinct literacy types are:

*Prose literacy*—the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems, and fiction.

*Document literacy*—the knowledge and skills needed to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables, and graphs.

*Quantitative literacy*—the knowledge and skills needed to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest on a loan.

## What Are Workplace Education Programs?

Workplace education programs (WEPs) develop basic skills. They may target workplace basic skills exclusively (e.g., the ability to read and apply documents, the ability to use numbers, English as a Second Language), or may incorporate technical and job-specific training within a broader training framework.

WEPs typically involve up to 25 organizations, including private- and public-sector employers, governments, education institutions, and unions. They are often customized and delivered by professional educators from community colleges and other public education institutions, or private trainers, to meet specific workplace needs.

## WEPs Improve the Bottom Line

The end product of WEPs, according to Barbara Edwards, coordinator, The Johns Hopkins Hospital Skills Enhancement Program, is “an empowered and better-skilled employee ready to not only bring excellence to the workplace but to dream realistic dreams regarding career and education goals as well as job advancement. This process then reflects a remarkable return on investment.”

Although the impact of basic skills training on profits varies according to the value and shortage of a given skill or group of skills within a particular business sector, employers overwhelmingly report increased profits and other bottom-line benefits when their employees gain basic skills that enable them to work more effectively.

Evidence shows that increased profits can be generated in many kinds of workplaces either by solely providing workplace basic skills training or combining training that improves employees' skills with other strategies. For example, at Chicago-based Juno Lighting, an equipment manufacturing company, profits increased 15 percent through a combination of new technology that brought the per-unit cost down and the increased capacity of WEP-trained employees to use the technology effectively. In another case, at Baker Enterprises, a sheet metal fabrication company in Michigan, WEP graduates' skills led to reduced overheads and a requirement for fewer supervisors, and contributed to a 5 percent sales increase that enhanced the bottom line.

## Defining Workplace Basic Skills

This study incorporates the IALS definition of literacy into a broader set of workplace basic skills that are essential to workplace success and high performance. This new definition demonstrates the full range of economic benefits gained by employers and employees who invest in skills development initiatives. It includes literacy skills along with other important skills, attitudes, and behaviors.

The basic skills include prose, document, and quantitative literacy; communicating effectively in English; learning, understanding, and applying information and analysis; thinking critically and acting logically to solve problems; using technology, tools, and information systems. To these are added a broader set of attitudes and behaviors, including working in teams, developing a positive attitude toward change, and a willingness and ability to learn for life.

## Achieving Economic Benefits Through Skills

WEPS help employees increase fundamental skills such as reading and math, and also engender positive attitudes such as taking pride in their work and embracing change. These skills have proven to be critical to the success of employees and their organizations.

When employees learn that high-quality work is crucial to the success of the organization and to their own job security, they are likely to become more conscientious. Once they become fully aware of what is expected of them and how their efforts fit into the big picture, and then receive the skills to meet those demands, the quality of their work generally rises.

This leads to a host of direct economic benefits for the employer, including increased output of products and services, reduced time per task, reduced error rate, a better health and safety record, reduced waste in production of goods and services, increased customer retention, and increased employee retention.

It also produces a variety of indirect economic benefits, such as improved quality of work, better team performance, improved capacity to cope with change in the workplace and improved capacity to use new technology. These indirect economic benefits, although less tangible and more difficult to measure precisely than the direct benefits, have an important impact on organizational performance. According to most employers interviewed, the indirect benefits of increasing organizational capacity and performance frequently result in tangible, direct economic benefits that they can measure.

## Skills Gained by Employees Through WEPs

N=55

*Percent of Employers  
Reporting Skill Gain*

Greater willingness and ability to learn for life . . . . .	85%
Improved ability to listen to understand, learn, and apply information and analysis . . . . .	84
Improved understanding and ability to use documents . . . . .	84
More positive attitude toward change . . . . .	84
Better ability to build and work in teams . . . . .	80
Increased understanding of and ability to use numbers by themselves or in charts and tables . . . . .	76
Improved capacity to think critically and act logically to evaluate situations, solve problems, and make decisions . . . . .	73
Better ability to communicate using English . . . . .	67
Improved ability to use computers and other technology, instruments, and tools and information systems effectively . . . . .	65
Heightened understanding and willingness to work within the group's culture . . . . .	65
Stronger understanding of and ability to use prose . . . . .	53
<b>Employers reporting at least one skill gained . . . . .</b>	<b>98</b>

## Organizational Benefits Gained Through WEPs

N=55

*Percent of Employers  
Reporting Benefit*

Improved employee morale/self-esteem . . . . .	87%
Increased quality of work . . . . .	82
Improved capacity to solve problems . . . . .	82
Better team performance . . . . .	82
Improved capacity to cope with change in the workplace . . . . .	75
Improved capacity to use new technology . . . . .	73
More employees participating in job-specific training . . . . .	73
Higher success rate in promoting employees within the organization . . . . .	71
Improved effectiveness of supervisors . . . . .	69
Increased capacity to handle on-the-job training . . . . .	67
Improved labor-management relations . . . . .	65
Increased output of products and services . . . . .	65
Higher success rate in transferring employees within the organization . . . . .	60
Improved results in job-specific training . . . . .	56
Increased profitability . . . . .	56
Reduced time per task . . . . .	56
Quicker results in job-specific training . . . . .	55
Reduced error rate . . . . .	53
Better health and safety record . . . . .	51
Reduced waste in production of products and services . . . . .	49
Increased customer retention . . . . .	42
Increased employee retention . . . . .	40
Reduced absenteeism . . . . .	33
<b>Employers reporting at least one benefit gained . . . . .</b>	<b>98</b>

**Improved quality of work.** One of the clearest signs that WEPs are having an impact is that employees improve the quality of their work. The fact that more than 80 percent of employers identified such improvements vividly demonstrates how improved basic skills enhance workplace performance. Quality improves for many reasons—employees take more pride and ownership in their jobs; improved attitudes make them more responsive to customers; better listening and language skills allow them to understand sophisticated instructions to work more accurately; and better communications skills breed more confident workers who are willing to get involved in continuous improvement. As William Fleet, director of human resources, Seattle Marriott Hotel, observes: “Before training, quality was a result of luck rather than intention.”

**Better team performance.** After WEP training, employees are more likely to see the value of investing time and energy in continuous or lifelong learning and in understanding their co-workers and supervisors so that they can cooperate more effectively in teams. Sometimes the course content is less important than the experience: the act of attending a class and meeting colleagues in itself improves an employee’s ability to work in a team. Mixing employees and managers in classroom training sessions may lead to improved team performance later in the workplace. The result is greater responsiveness, flexibility, and reduced requirements for close supervision. For instance, Ed Whitbred, Cast House director at the East Alco Aluminum Plant in Maryland, notes: “We wanted employees to understand procedures and instructions and to be able to think critically and logically. These were key elements in moving toward a team concept in our workplace. In a lot of cases now, the teams run themselves and don’t need supervisors.”

**Improved capacity to cope with change in the workplace.** Once employees have the basic skills to cope with change, they can respond more quickly and confidently to new conditions and take on leadership roles. One such skill is English as a Second Language (ESL)—essential for understanding what the changes will mean. It also reduces their fear that change will spell personal misfortune. For instance, William Fleet explains that before a program on ESL, the employees’ goal was their own survival. “Now, they are starting to have the same goals as managers.” For many, the effects are cyclical: The more they learn, the better they become at acquiring new information to handle more change.

**Improved capacity to use new technology.** Employees who receive basic skills training increase their technological proficiency. For many, WEPs provide their first exposure to technology and give them the skills to develop some comfort with new technology. Anita Arias, chief financial officer of Mount San Raphael Hospital, introduced many changes to work processes, including a new computer system. Even though the changes were a shock to employees, they accepted them and integrated them into their work—once Arias laid the groundwork with basic skills training. And WEPs do not necessarily target only complicated technology: Mount San Raphael Hospital also found that its employees were more comfortable using a digital copier because their newly learned literacy skills made them more eager to use (and less fearful of) new technology.

**Increased output of products and services.** Skills gained through WEP training often enable employees to work more efficiently and with greater accuracy. In the case of service delivery, improved skills combined with a more positive

attitude toward customers can lead to increased output. For example, sales at Baker Enterprises increased 5 percent, largely due to the dramatic increase in its workforce's skills, which allowed the company to produce more technical equipment and sell complete systems rather than only rudimentary parts.

**Reduced time per task.** Lack of basic skills inhibits employees from performing tasks quickly or learning new ones. Better reading, communications, language comprehension, and speaking skills are important sources of time gains. This was the case at the Chicago Family Health Center, which cut time per task by 30 percent by increasing employees' capacity to communicate directly with patients in Spanish and giving them a better knowledge of medical terminology that reduced filing and billing time.

**Reduced error rate.** Employees with better basic skills make fewer errors, which means less repetition of tasks, thus cutting costs and improving the quality of products and services. After sending its employees through a WEP, Parker Chomerics, a high-tech manufacturing company, experienced a 10 percent decrease in the rate of product returns by customers due to defects.

**Better health and safety record.** Training gives employees a better grasp of workplace dangers and safety issues and a better understanding of safety processes, and helps them to make fewer errors in following safety instructions. The results are fewer accidents, less lost work time due to injuries, reduced workers' compensation payments, and better compliance with Occupational Safety and Health Administration (OSHA) requirements. After delivering WEPs on health and safety, Fisher Hamilton Inc.'s safety record improved by more than 50 percent and its workers' compensation payments were slashed by half.

**Reduced waste in production of goods and services.** As employees gain skills they can often spot ways to cut waste in production processes and work tasks. Half the employers experienced output gains of 10 percent to 25 percent, stemming from improvements such as using the right parts in manufacturing assembly and cutting wear and tear on production equipment by using it correctly.

**Increased customer retention.** WEP-trained employees with improved communications and problem-solving skills often interact better with their customers. As relationships improve, customer retention tends to rise. Improved quality of work is another important factor in upping retention rates. For example, after sending its employees through WEP training, Delphi Automotive, a large manufacturer of automotive systems, measured a 7 percent increase in the quality of work, which was reflected in fewer customer complaints about missing parts or inferior quality and increased customer retention.

**Increased employee retention.** In 40 percent of workplaces, retention rates increased for both long-standing employees and new recruits. A follow-up study at Excel Corporation, a subsidiary of Cargill, found that 77 percent of long-standing employees who participated in WEPs remained at the company for at least another year, versus only 58 percent of non-participants; 70 percent of

"Employees are taking more initiative to read the job-related materials. Communications have improved, and there is a major improvement in filling orders, so output has increased. As a company we are better able to meet increased demand."

—Karen Ramberg

Human Resources Coordinator  
Kenall Manufacturing Company



new hires who took WEP classes stayed with the company at least one year, compared with only 23 percent of those who did not. Greater employee retention translates into lower recruiting and training costs and a heightened reputation as an employer of choice. Basic skills training at Fisher Hamilton Inc., a manufacturing company in a region with 2 percent unemployment, is so appealing that it is used as a recruitment tool and is featured in recruiting materials, according to Charles Rohlmeier, vice president of human resources and administration.

### Improving Labor-Management Relations

Providing workplace basic skills training can vastly improve labor-management relations as employees gain the confidence to speak more often and more clearly to their managers and supervisors. As a result, tensions between the union and the company can be reduced.

One reason for improved relations is that WEPs are often joint labor-management initiatives, which helps dispel the mindset that companies only do things that are good for the company and do not consider their employees. Management participation in the courses demonstrates to employees that they share a mutual interest in skills development and are prepared to invest their time and energy accordingly. Relations are doubly improved when, during training, supervisors assist employees who ask for help with difficult course content. This improves communications between employees and supervisors, enhances the quality of their relationship, and establishes lines of communication that can continue after the training.

Many employers find that after WEPs their employees are more likely to start a conversation with a manager and, with their better communications skills, the conversation is more likely to be a useful exchange of ideas or a means for managers to understand their concerns better and vice versa. Employees are better able to provide feedback and accept information from supervisors. New-found links between workers and managers are further strengthened when management demonstrates pride in their employee's achievement in WEPs and organizes graduation celebrations and other forms of recognition.

Management and unions can agree on shared goals for training employees or work together as equal partners in designing a common project and devising a budget for upper management or federal or state governments to continue funding WEP training. By establishing a common goal, management and unions can work toward ending a traditionally adversarial relationship.

Effective WEPs often engender better workplace labor-management relations that can create an environment that is much more responsive to change than before. In the long run, this may be one of the most important benefits of WEPs and one of the most powerful inducements to get involved.

## Options for Action

### *Raise Awareness*

Employers who run WEPs or who know their value can spread the message, especially to their fellow employers. A call to action from one or more employers to others would build support and encourage more businesses to get involved in basic skills training.

Employees can spread the word among their coworkers if they have personally benefited from workplace basic skills training, encouraging more employees to get involved. They can tell others that they can benefit financially from improving their skills.

Governments can disseminate research findings about the economic benefits of workplace education programs to employers, employees, and unions, helping to raise awareness and build buy-in from individuals and organizations.

### *Establish More Programs*

Employers, sometimes with government assistance, can invest in their current workforce by establishing more WEPs to develop the broad range of workplace basic skills that their employees need, expanding the capacity of employees to deliver higher performances.

Employers can also expand existing programs to provide more places for employees who wish to take part. Employers can work with their employees—and, if applicable, with unions—to determine what type of training is most needed, and to create programs to meet the need.

State and local governments, in particular through adult education programs, can increase their support for WEPs to achieve skill gains and economic benefits, and to enhance the capacity of state labor forces to support economic growth by developing the basic skills of the current workforce.

### *Create Partnerships*

Employers can create partnerships with unions and local, state, and federal governments as an optimal means to leverage resources to invest in basic skills development. Unions may want to create partnerships to develop basic skills themselves or join in those that are being created, as a way to add value for their members.

### *Make Personal Commitments*

Employees can make a personal commitment to themselves to develop their own workplace basic skills as a route to higher earnings, better working conditions, and improved job security.

### *Build Skills Into Jobs*

Employers can work with employees, adult educators, and others to identify and enhance the skill component of jobs and create more value-added products and services using the skills gained through WEPs.

### *Develop Public Policies*

Public education and training programs already support and encourage literacy and other basic skills development. Governments can develop public policies that support workplace basic skills development.

Governments can also help to build broad support for workplace basic skills by implementing labor market policies aimed at improving the ability of workers to acquire, enhance, and employ their skills.

### *Create a Learning Culture*

These options are components of a larger effort to help employers, employees, and unions work with government to increase skills and create a culture of learning in the workplace that, in the long run, is essential in order for the United States to remain competitive in global markets.

## Results for the Greater Community

The impact of WEPs on employees spills over into family and community life. Participants say that employees gain skills that enable them to undertake activities that range from helping with their children’s homework and participating in school functions to accepting voluntary community roles.

“Nobody ever looks at the fact that at least 50 percent of the gains from WEPs are not seen by the employer—the gains that lie outside the firm,” says Glen Traverse, human resources representative, GE Aircraft Engines. “Employees are now more involved in their community, on PTAs, and so on. They are more involved with their families. It all stems from the overall impact that training has had on their self esteem.”

These links are beneficial because they build a sense of relationship between the employee, the employer, and the community that creates a more positive operating environment. And the links run both ways—people who are happy in their personal lives make better employees, according to interviewees.

## Why Should Employees Care?

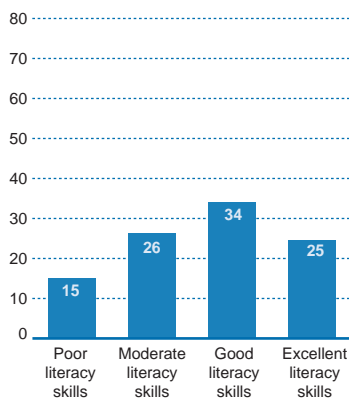
Employees should care about workplace basic skills because higher skills mean they will earn more, have better opportunities for promotions and transfers, and be more satisfied in their jobs. Yet the reality is that most U.S. workers with inadequate skills are unaware of it (Chart 2).

One reason for the disconnect is that many workers are in jobs that have not required them to use these skills. But this situation is changing. The number of available low-skill jobs is decreasing as the economy becomes more knowledge- and information-intense. At the same time, the demand for ‘enabling’ skills—skills that foster new ways of doing things and the ability to adapt to an ever-changing workplace—is increasing.

Chart 2  
**Reality vs. Perception**

### Many American workers have low literacy skills...

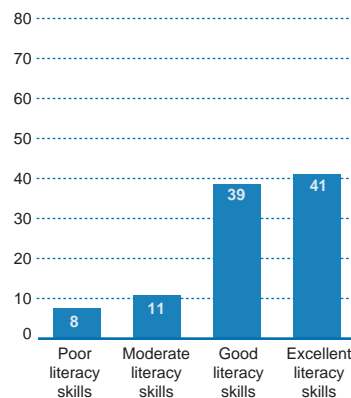
(distribution of document literacy skills of employed persons)



Source: International Adult Literacy Survey

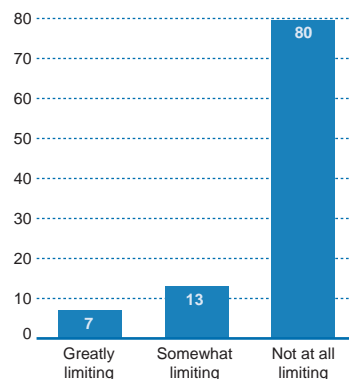
### ... but few believe it is their problem...

(self rating of job-related reading skills, low document-literacy-skilled workers)



### ... and even fewer believe that it matters.

(perceived impact of reading skills on job opportunities of low document-literacy-skilled workers)



Another reason why workers may not feel that their literacy skills are inadequate is that they are unaware of what they are losing by not improving them. Data from the International Adult Literacy Survey (IALS) show that U.S. workers receive huge financial rewards when they improve workplace basic skills. Over their lifetime, men with high document literacy skills earn a total of \$2.2 million, while men with low document literacy skills earn only \$800,000. Women with high document literacy skills earn \$1.25 million over their lifetime, while those with low document literacy skills earn \$350,000.

#### *More Than Just Money*

A variety of factors other than income contribute to employees' sense of workplace satisfaction. For example, many workers feel vulnerable in the new global economy. Even individuals with highly developed job-specific skills are not immune to this uncertainty. Participating in WEPs can help allay some of their fears because they provide employees with more opportunities to get and keep the kinds of jobs they want. IALS data show that only 2.9 percent of men with high literacy skills are unemployed, compared with 6.7 percent of those with low literacy skills. And the duration of unemployment is shorter for those with high literacy skills: Of all men who had been out of work for longer than one year, 42 percent of them had low literacy skills while only 8 percent had high literacy skills. Similar patterns hold for women.

Because WEP training broadens employee skill sets, their adaptability and flexibility is enhanced. This often leads to employees being given increased responsibilities within the organization. Scott Showalter, a sawyer with Baker Enterprises, notes that the training allowed him to increase his responsibilities from simply sawing and cutting material to include receiving materials, placing orders, and controlling inventory. Training also opens up opportunities for employees to participate in organizational tasks that were previously closed to them, including interdepartmental teams and reviews. Even when employees do not immediately receive a promotion or a sought-after transfer, taking part in training often changes the way they are perceived by their supervisors and others within the organization. Dennis Walton, a housekeeper at St. Thomas Hospital in Nashville, Tennessee, says that "participating in the training has made other people look at me in a different light—it has improved my image and status."

#### *Examining the Intangibles*

When employees improve their self-esteem and morale, they gain a more positive attitude toward their work and the workplace. Jorge Guerrero, an educational trainer with Excel Corporation in Colorado, agrees: "Before, I would just go to work and do my eight hours and get paid. Now I come to work with the attitude that I will do my job, do it right, and do it to 110 percent of my abilities. I don't just click in and click out. I try to make things better every day." Employees are more motivated and committed to doing a good job. With this change in attitude comes an increased sense of commitment to the company. Employees appreciate that the company is willing to invest in them and value the opportunities given to them by WEPs. For some, training made the difference between staying with the company and quitting.

Feeling increased or renewed confidence in their abilities, many employees gain a new outlook on learning and participating in new activities, which leads to an increased willingness to take responsibility for their own personal development. Skills and confidence gained in WEPs enable employees to be better team players by empowering them to contribute as equals to the team rather than having to rely on others for help. While most colleagues are willing to help low-skilled individuals, it places these individuals in tenuous positions of dependence on others rather than as full team members.

WEPs also help improve the working and personal relationships among employees from different linguistic or cultural groups. Being able to communicate in a common language often builds bridges between them. In addition, employees who participated in programs with an intercultural component remarked on their increased understanding and appreciation of the viewpoints of others. All of these factors lead to more effective teamwork and more satisfying work relationships.

“People who don’t have the skills will be left behind as jobs take on more responsibility. Everything you do depends on reading, and you can’t always rely on others to tell you what things say. Everyone has to take responsibility for themselves and their own education.”

—**Jean Scott**  
Housekeeper  
University of Maryland  
Medical Center

### Securing Prosperity

Global competition, the diffusion of technology, and the emergence of knowledge-based industries have created the workplace skills gap that threatens the United States’s capacity to grow and compete on the world stage. Addressing the skills gap by focusing on current workers is a key strategy. Failure to act will limit businesses’ capacity to grow and compete, because human capital will be limited.

As companies increase employees’ skills and their capacity to apply them at work, they can directly improve their bottom line. Companies gain even more because these basic skills enhance employees’ capacity to acquire higher technical and job-specific skills that make them high performers. In other words, workplace basic skills are the firm platform on which employees can build more advanced skills for success and greater profits.

All of these factors and benefits result in employees being given opportunities to do the kinds of jobs they want and to succeed in them. The assumption that individuals complete their formal schooling early in life and then carry this learning throughout their lives no longer holds. It has been replaced by the concept of lifelong learning—the idea that workers need to continue to protect and expand their skill sets. This new way of thinking about learning expands the focus from a narrow one—producing job-specific knowledge—to include learning that enables new ways of thinking and doing.

Ultimately, investing in workplace basic skills development can benefit everyone involved. The time and resources committed open the door to huge returns for individuals and organizations alike. Employees gain job satisfaction, security, and better pay. Employers improve performance and strengthen their bottom-line. Unions strengthen their members and increase commitment to union membership. And governments support strategic economic development at local, state, and national levels. Working separately or in partnership, all their initiatives help to build a stronger, more prosperous America for the 21st century.

## Appendix:

# Employer Organizations and Unions Providing Interviews

**The Alabama Partnership for Training** (Alabama): Michelin Tire Company; Southern Ductile Corporation; UAW Chrysler Training Center

**Alpena Workplace Partnership Project** (Michigan): Baker Enterprises; Schultz Farm; Triple S Farms; United Steelworkers

**Best** (Vermont): GE Aircraft Engines, Rutland; Rutland Regional Medical Center

**Best** (Washington): Boston Scientific; Korry Electronics; Seattle Marriott Hotel

**College of Lake County National Workplace Literacy Program** (Illinois): Allegiance Healthcare Corporation; Kenall Manufacturing Company; Squire Cogswell Aeros Corp.

**Continuous Education for Continuous Improvement** (New York): Delphi Corp.; EG&G Wright Components; United Automobile Workers

**Educational Partnerships in Colorado** (Colorado): Excel Corporation; Mount San Raphael Hospital

**Global 2000** (Massachusetts): Fire Control Instruments; Parker Chomerics

**Joblink** (California): Deft Incorporated; 3M Dental Products; 3M Health Care; CDI Products

**Maryland Hospital Skills Enhancement Program** (Maryland): Mercy Medical Center; Johns Hopkins Hospital; University of Maryland Medical Center

**Massachusetts Workplace Literacy Consortium** (Massachusetts): Beth-Israel Deaconess Hospital; C&K Components; Massachusetts General Hospital; Services Employees International Union

**Nashville Read-Work Smart** (Tennessee): Health Care Management; Nortel; Nashville Repair and Distribution Center; St. Thomas Hospital

**National Workplace Literacy Program** (Massachusetts): Geriatric Authority of Holyoke; United Food and Commercial Workers

**National Workplace Literacy Program** (Pennsylvania): Williamsport Wire Rope

**The Northeast Texas Adult Education Rural Workplace Literacy Program** (Texas): A&E Machine Shop Inc.; Pilgrim's Pride Corporation

**Project Alert: Adult Literacy Enhanced and Refined Through Training** (Michigan): Chrysler—Detroit Plant; City Disposal; Davis Tool & Engineering; United Automobile Workers

**Project Leap** (Labor Education Achievement Program) (Maryland): ALCOA—East Alco Aluminum Plant; Johns Hopkins; Service Employees International Union; United Steelworkers of America

**Wisconsin Workplace Partnership Training Program** (Wisconsin): Fisher Hamilton Scientific Incorporated; Oscar-Mayer; Woodbridge Corporation; United Brotherhood of Carpenters and Joiners; United Food and Commercial Workers Union; Union of Needletrades, Industrial and Textile Employees (UNITE!)

**Workplace Education Program** (Colorado): Dobbs International Services; University of Colorado Health Science Center

**Workplace Literacy Partnership Program** (Illinois): Chicago Family Health Center; Juno Lighting; Union of Needletrades, Industrial and Textile Employees

**Workshops in the Workplace** (New York): Bronx Lebanon Hospital; Cox and Company; Kruysman Corporation