

DOCUMENT RESUME

ED 317 754

CE 054 492

AUTHOR Askov, Eunice N.; Sherow, Sheila M.
 TITLE Workplace Technical Assistance Program (WorkTAP).
 Section 353 Special Project. (7/1/88-6/30/89).
 INSTITUTION Pennsylvania State Univ., University Park. Inst. for
 the Study of Adult Literacy.
 SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.
 Bureau of Vocational and Adult Education.
 PUB DATE 28 Aug 89
 CONTRACT 99-9007
 NOTE 97p.
 AVAILABLE FROM Institute for the Study of Adult Literacy,
 Pennsylvania State University, 204 Calder Way, Suite
 209, University Park, PA 16801.
 PUB TYPE Reports - Descriptive (141)
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Adult Basic Education; Adult Literacy; Basic Skills;
 *Cooperative Programs; *Education Work Relationship;
 Functional Literacy; *Literacy Education; *School
 Business Relationship
 IDENTIFIERS *Pennsylvania; *Workplace Literacy

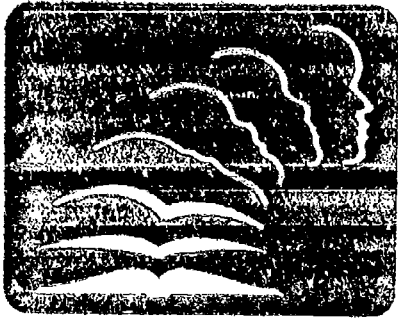
ABSTRACT

This document is the final report of the first year's operation of a project designed to train literacy and adult education providers and organizations in business, industry, and labor to develop and implement effective workplace literacy programs. The program, which operates in Pennsylvania on the state and regional levels, initiates the establishment of partnerships between providers and organizations for collaborative efforts in the assessment of workplace literacy needs, the design of job-specific basic skills instruction, and the implementation of appropriate workplace literacy programs. The first nine pages of the document consist of an abstract that reports the program's first-year accomplishments (including the training of four consultants to conduct regional workplace literacy workshops and to provide one-to-one mentoring upon request); an introduction; a statement of the workplace literacy problem; a list of first-year goals and objectives; a procedures section; and recommendations for future projects. The remainder of the document is an appendix containing a brochure; workplace literacy workshop materials; an 11-item resource list; logs and evaluation forms; and summaries of project workshop evaluations. (CML)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

BEST COPY AVAILABLE

ED317754



INSTITUTE
FOR THE STUDY
OF ADULT
LITERACY

Workplace Technical Assistance
Program (WorkTAP)
(7/1/88-6/30/89)

Section 353 Special Project: 99-9007

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Dr. Eunice N. Askov
Dr. Sheila M. Sherow
8/28/89

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

E. Askov

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Pennsylvania Department of Education
Bureau of Vocational and Adult Education
Division of Adult Basic Education
333 Market Street
Harrisburg, PA 17126-0333

Institute for the Study of Adult Literacy
Penn State University
248 Calder Way, Suite 307
University Park, PA 16801

This report will be available through Advance and is a result of a project supported in whole or part by the U.S. Department of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

PENNSSTATE



204 Calder Way, Suite 209
University Park, PA 16801
814-863-3777

CE054492

ABSTRACT

WorkTAP is a technical assistance service designed to train literacy/adult education and business/industry/labor organizations to develop and implement workplace literacy programs. Four WorkTAP Consultants were trained to conduct regional workplace literacy workshops and to provide one-to-one mentoring upon request.

INTRODUCTION

WorkTAP was funded in 1988-89 by the Pennsylvania Department of Education under a 310 Demonstration Project Grant. The following report is the project's first year Final Report. The 1988-89 WorkTAP project was designed to respond to a newly recognized need to strengthen and expand the capabilities of literacy service and adult education providers to include the development of workplace literacy programs.

WorkTAP is a technical assistance program designed to train literacy/adult education providers as well as business/industry/labor organizations to develop and implement effective workplace literacy programs. WorkTAP initiates the establishment of partnerships between literacy/adult education and business/industry/labor organizations for collaborative efforts in the assessment of workplace literacy needs, the design of job-specific basic skills instruction, and the implementation of appropriate workplace literacy programs. This final report defines WorkTAP's first year goals and objectives and describes the procedures followed to attain those goals.

STATEMENT OF THE PROBLEM

The need for a literate workforce is rapidly becoming a national concern as business/industry/labor organizations realize the cost of illiteracy in the marketplace. The workplace is changing. Entry-level jobs requiring low-level basic skills are quickly becoming obsolete and are being replaced by entry-level jobs with higher basic skill level requirements. Workers must be trained and retrained to remain employed in a changing workplace.

The development of effective workplace literacy programs is dependent upon collaboration among business/industry/labor organizations, job training programs and literacy/adult education programs. Workplace literacy requirements differ with job domain and job task. Literacy/adult education providers must collaborate with business/industry/labor organizations and job training programs to accurately assess the workplace literacy needs of specific communities and businesses and to, subsequently, develop appropriate workplace literacy interventions.

Literacy/adult education providers must be trained to expand their capabilities to include the development of job-specific basic skills instruction and workplace literacy programs. Business/industry/labor organizations and job training programs must become aware of the need for workplace literacy. A partnership between literacy/adult education and business/industry/labor organizations is imperative to the development of successful workplace literacy interventions. WorkTAP was designed to address this need for collaboration, to provide technical assistance to literacy/adult education providers and business/industry/labor organizations in 1) how to initiate and establish working partnerships, 2) how to assess workplace literacy needs, 3) how to develop job-specific basic skills instruction, and 4) how to implement effective workplace literacy programs.

GOALS AND OBJECTIVES

The first year of WorkTAP focused on three primary goals:

- 1) to strengthen existing adult basic education programs
- 2) to develop collaborate efforts for workplace literacy programming.
- 3) to provide a framework for the development of strong local coalitions

Seven objectives were defined:

- 1) to establish an Advisory Committee
- 2) to recruit and train WorkTAP Consultants
- 3) to prepare a WorkTAP program development package
- 4) to publicize WorkTAP
- 5) to develop a WorkTAP brochure
- 6) to implement and monitor WorkTAP
- 7) to summarize the project in a final report.

Goals

The first year of the WorkTAP project was successful in attaining all three of its primary goals. Adult basic education services across the state were strengthened with new capabilities in developing and implementing job-specific basic skills instruction and workplace literacy programs. The establishment of partnerships between literacy/adult education providers and business/industry/labor organizations is critical to the development of successful workplace literacy interventions. As a result of WorkTAP training and technical assistance in initiating and developing partnerships, strong local coalitions have been established throughout the state. Community-wide collaboration is necessary to a literate workforce, partnerships between literacy/adult education and business/industry/labor organizations is only the first step. Coalitions representing job training, welfare programs and other community agencies create a community-wide network of resources and services--a network to provide clients with a single point of contact and a local referral system.

Objectives

1) **Advisory Committee:** The Governing Board of the Pennsylvania State Coalition for Adult Literacy is the Advisory Committee for WorkTAP. The Governing Board is particularly appropriate in this role as it is comprised of representatives of various statewide agencies and groups including literacy service and programs, adult education, business/industry/labor organizations, job training, welfare, and local coalitions. The Advisory Committee was actively involved in decisions regarding the development and dissemination of WorkTAP technical assistance services as well as in publicizing WorkTAP throughout the state.

2) **WorkTAP Consultants:** Five regional WorkTAP Consultants were selected and trained to provide technical assistance in the development of job-specific workplace literacy programs to literacy/adult education providers and business/industry/labor organizations throughout Pennsylvania. Of the five Consultants, Edith Gordon, Joan Leopold, JoAnn Weinberger and Nancy Woods represented literacy/adult education; the fifth Consultant, Charles Kennedy, represented business/industry/labor organizations.

The four Consultants representing literacy/adult education services were responsible for conducting WorkTAP Workshops throughout the state. The WorkTAP Workshops were designed to train literacy/adult education providers and business/industry/labor organizations in the development of job-specific basic skills instruction techniques and methods, and in the design and implementation of effective workplace literacy programs. In addition, these four Consultants provided one-to-one mentoring to literacy providers or businesses requesting individualized technical assistance.

Charles Kennedy was responsible for publicizing WorkTAP services within business/industry/labor organizations across the state. His job included WorkTAP presentations to businesses and business associations as well as developing regional business/industry/labor organization networks. Charles Kennedy was unable to remain active in the WorkTAP project and as a result the remaining four Consultants also became involved in networking with local businesses.

3) Program Development Package: Two one-day workshops were held to train WorkTAP Consultants. The first workshop focused on the development of a statewide strategy to disseminate WorkTAP technical assistance services to literacy/adult education providers and business/industry/labor organizations. The second workshop was presented by Dr. Gary Geroy, a vocational education/job-training specialist from Penn State University. Geroy's workshop was designed to provide WorkTAP Consultants with a workplace literacy program development package. The package included a workplace literacy program development strategy to present to literacy/adult education providers. Supplemental print materials and overhead masters were included. (See Appendix.)

Geroy's workshop addressed eight sequential steps to understanding a partnership with business: 1) developing community awareness, 2) preparing business for literacy interventions, 3) negotiating intervention, 4) program planning, 5) program design, 6) program development, 7) implementation and 8) program evaluation. . (See Appendix.)

4). WorkTAP Brochure: A WorkTAP brochure was developed and distributed throughout the duration of the project. (See Appendix.) WorkTAP brochures have been included with all Pennsylvania State Coalition for Adult Literacy and Institute for the Study of Adult Literacy information packets. WorkTAP Consultants distributed WorkTAP brochures at workshops and throughout their regions. All persons requesting information about workplace literacy by mail or with phone calls are sent the brochure either as a part of an information packet or as follow-up information. The Institute has received calls from persons who attended a WorkTAP Workshop and received a brochure as a part of their Workshop packet as well as from persons who have no information about WorkTAP other than the brochure and wish to find out more. The brochure has proved to be of great value in disseminating information about WorkTAP.

A new brochure is being designed to reflect changes and to provide new information. The new brochure will include information regarding the the local coalition WorkTAP network.

5. Publicity: Informally, WorkTAP continues to be publicized by word of mouth, through local coalitions, and through newsletter inserts and articles

written by or about the Pennsylvania State Coalition for Adult Literacy and the Institute for the Study of Adult Literacy. In addition, WorkTAP has become an integral part of the Institute's workplace literacy projects and , as such, is a key component of many workplace literacy programs.

The Advisory Committee publicized WorkTAP through its members' statewide networks. WorkTAP Consultants disseminated information about WorkTAP through their regional networks as well as through workshops and presentations. The Project Administrator and Project Coordinator made WorkTAP presentations at state and national conferences, to local business groups, task forces and regional economic development councils. Newsletter inserts about WorkTAP have been printed in What's the Buzz as well as in local literacy newsletters. An article about the Institute's workplace literacy projects, including a description of WorkTAP, was submitted to the BCEL Newsletter.

On May 31, 1989, a WorkTAP Workshop was held for members of twenty local coalitions in Pennsylvania. The purpose of the workshop was to acquaint local coalitions with WorkTAP technical assistance services. WorkTAP is a key component in training local coalitions to develop effective community strategies to promote and support adult literacy. The participants' reaction to the workshop and WorkTAP as a technical assistance service was very positive

6. Program Implementation and Monitoring: WorkTAP was coordinated by the Institute for the Study of Adult Literacy. Informal and formal meetings were held by the Institute for Consultants throughout the project year to evaluate the effectiveness of WorkTAP technical assistance services. (See Appendix.) WorkTAP Consultants implemented the program in each of their regions. WorkTAP Consultants held WorkTAP Workshops within their regions using the program development package provided during their WorkTAP training. The Project Administrator and Project Coordinator were responsible for the project's statewide implementation.

WorkTAP technical assistance services were monitored by the Institute through meetings and telephone interviews with WorkTAP Consultants. WorkTAP Consultants kept logs of their activities including mentoring and Workshop follow-up. In addition, Participant Evaluation Forms were administered at WorkTAP Workshops. A summary of Workshop participants' comments was presented to the Advisory Board as well as to WorkTAP Consultants. (See Appendix.)

PROCEDURES

WorkTAP operates on statewide and regional levels. Statewide, WorkTAP's technical assistance service was presented at conferences and to organizations and agencies interested in developing strategies to promote economic development. On a regional level, WorkTAP Consultants conducted WorkTAP Workshops to train literacy/adult education/job-training providers in the development of workplace literacy programs.

WorkTAP Workshops were evaluated by participant surveys during the first and second phases of the project year. Evaluations were summarized to determine 1) the benefits/value of WorkTAP Workshops and 2) areas/issues of concern to literacy/adult education providers regarding the development and implementation of workplace literacy programs. (See Appendix.)

Similarities and difference between the two summaries indicate an expanding interest in workplace literacy. Participants during the first phase were primarily literacy/adult education providers. During the second phase, participants included representatives from job-training programs, JTPA, Private Industry Councils and job development programs. A slight increase in the number of workshops participants with some experience in workplace literacy was also noted during the second phase. All workshop participants reported a clear understanding of WorkTAP as a technical assistance service and the vast majority felt that they understood their role in workplace literacy interventions. Areas of concern to literacy/adult education providers remained consistent and included 1) approaching and negotiating with business, 2) identifying and assessing business literacy needs, 3) procuring sources of funding, 4) designing workplace programs, 5) developing job-specific curriculum, 6) providing workplace literacy services with a volunteer staff, and 7) finding time to develop and implement workplace literacy programs. Additional training would be helpful in the following areas

- 1) marketing, 2) resource-sharing, 3) program design, 4) computer-aided instruction,
- 5) specialized assessments, and 6) development of job-specific curriculum.

RECOMMENDATIONS FOR FUTURE PROJECTS

All objectives and goals were attained as defined in the project proposal, but the first year of WorkTAP focused primarily on training Pennsylvania's literacy/adult education providers to work with business/industry/labor organizations to develop workplace literacy programs. A stronger, more comprehensive approach is needed to effectively interface with local businesses. In retrospect, however, it was necessary to first prepare literacy providers for the new and somewhat different dynamics of workplace literacy before forming partnerships with business/industry/labor organizations.

The 1989-90 Developing a Statewide Workplace Literacy Technical Assistance System Within Local Literacy Coalitions project will focus on the development of strong literacy/business partnerships with the technical assistance of local WorkTAP Consultants. A more individualized approach to developing job-specific workplace literacy programs will be possible with trained WorkTAP Consultants within local coalitions.

WorkTAP will continue to broaden its technical assistance services with new computer and print-based workplace literacy materials developed by the Institute for the Study of Adult Literacy. WorkTAP is providing the technical assistance needed to train site personnel for several workplace literacy dissemination projects. A two-year Appalachian Regional Commission project will pilot test workplace literacy materials within local coalitions throughout the state. WorkTAP technical assistance services will be a key component in training site personnel.

Currently, the Institute is involved in research designed to identify gaps in literacy service existing in rural regions of northern Pennsylvania. Funded by the Center for Rural Pennsylvania, the anticipated outcome of this project is to provide recommendations for improving and expanding literacy services in rural regions. WorkTAP technical assistance services will provide the rural literacy providers with information regarding assessment of workplace literacy needs in rural areas and the development of appropriate workplace literacy programs.

Funded by a State Library of Pennsylvania, LSCA, Title VI, Grant during 1990, the Institute will provide twelve county library administrators with WorkTAP technical assistance as part of their training as coordinators of local coalitions.

APPENDIX

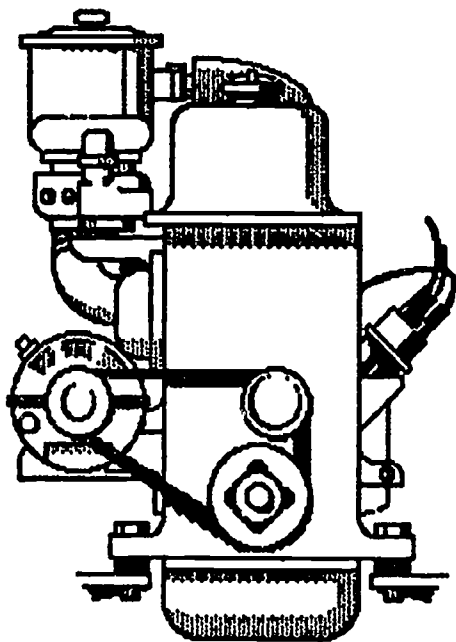
WorkTAP Brochure

Pennsylvania State Coalition for Adult Literacy

Pennsylvania was one of 13 states to be awarded a grant from the Gannett Foundation for the purpose of developing state leadership in adult literacy. The State Coalition has three goals:

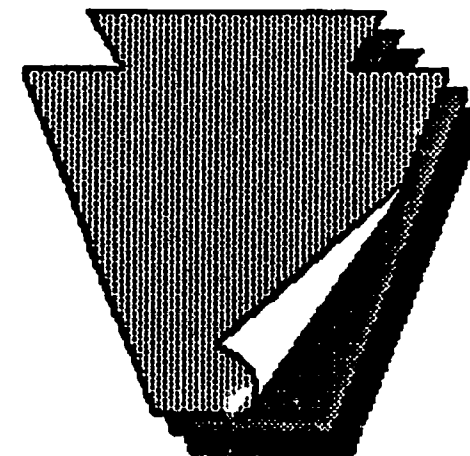
1. To foster the development of coalitions, both at state and local levels of business, industry, labor, government and educational organizations;
2. To expand and improve literacy services;
3. To provide leadership in gaining greater support for adult literacy from public and private sector agencies and organizations.

Do not put hands on belt.



14

Institute for the Study of Adult Literacy
College of Education
Penn State University
248 Calder Way, Suite 307
University Park, PA 16801



**Pennsylvania State Coalition
for Adult Literacy**

WorkTAP Workplace Technical Assistance Program

WorkTAP is coordinated by the:

INSTITUTE FOR THE STUDY
OF ADULT LITERACY
Dr. Eunice N. Askov, Director
Penn State University
248 Calder Way, Suite 307
University Park, PA 16801
(814) 863-3777

15

The Supply Side: Our New Labor Force

- 82% of the new entrants to the labor force in the next twelve years will be women and minorities.
- 1 million youth drop out of school each year.
- Dropout rates of many urban schools are 50% or more.
- More than 50% of all Hispanic youth will drop out of school.
- One out of every eight 17-year-olds is functionally illiterate.
- 1 child in 5 lives in poverty. Children in poverty are one-third less likely to graduate from high school.
- More than one million teenage girls become pregnant each year.
- Nearly half of all black females are pregnant by age 20.
- More than 50% of all teenage mothers end up on welfare.

The Demand Side: Our Changing Needs

- By 1990, more than 50% of all jobs will require education or technical training beyond high school.
- By the year 2000, an estimated 5 to 15 million manufacturing jobs will require different skills, while an equal number of service jobs will be obsolete.
- By the year 2000, the major contributor to new job opportunities will be small companies with less than 100 employees, yet small employers are the least able to provide remediation and training.
- Workers will change jobs five to six times during their normal work lives.

The Cost of the Gap

- Employers already spend an estimated \$210 billion annually on formal and informal training.
- \$41 billion is spent each year on welfare programs.
- Teenage pregnancies cost the U.S. over \$16 billion each year in welfare costs alone.
- Remediation and low productivity cost U.S. businesses \$25 billion a year.
- Each year's dropouts cost America \$240 billion in lost earnings and foregone taxes over their lifetimes.
- Every \$1 spent on early prevention and intervention can save \$4.75 in the costs of remedial education, welfare, and crime further down the road.

(from BusinessWeek, May 2, 1988)

- What are YOU doing to meet the changing and shrinking labor market?
- Is YOUR workplace changing due to new technology?
- Are YOUR workers capable of being retrained as workplace demands change?
- Do YOUR workers make preventable mistakes that result in waste?
- Are YOUR workers unwilling to admit basic skills deficiencies?
- Do YOU recognize a need for workplace education but don't know where to get help?

Call WorkTAP...

WorkTAP will:

- Help you define your needs and explore your options.
- Identify appropriate adult educators to work with you.
- Help adult educators conduct a basic skills needs assessment.
- Train adult educators to deliver job specific basic skills instruction.
- Assist in program design and implementation.
- Link you to other needed resources for training.

WORKPLACE TECHNICAL ASSISTANCE PROGRAM (WorkTAP)

Workplace Literacy Technical Assistance Program (WorkTAP) focuses on developing general and job-specific basic skills training programs in business, industry, and labor organizations throughout the state of Pennsylvania. WorkTAP is funded by the Pennsylvania Department of Education on behalf of the Pennsylvania State Coalition for Adult Literacy.

WorkTAP consultants train literacy providers and offer technical assistance to employers and labor organizations offering or planning to offer basic skills programs. WorkTAP consultants are listed below:

Edith A. Gordon
Central Intermediate Unit
Centre County

Charles Kennedy
Manufacturers' Association
of Tri-County (MATCO)
Beaver

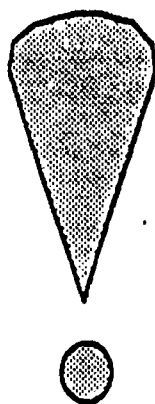
Joan Y. Leopold
Harrisburg St. Hospital
Harrisburg

JoAnn Weinberger
Center for Literacy, Inc.
Philadelphia

Nancy Woods
Penn State Beaver Campus
Beaver County

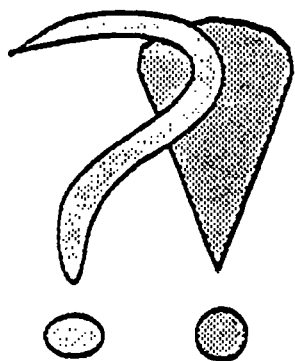
To tap these consultants, call Sheila Sherow
at 814-863-3777.

WORKTAP Workplace Literacy Workshops

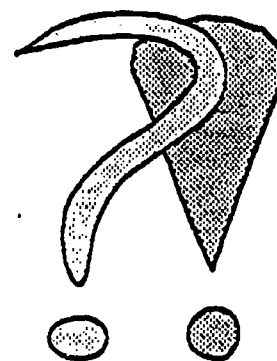


Understanding Your Business Partner The Imperative for a Successful Literacy Intervention

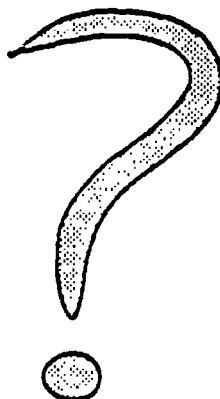
A Literacy Provider Training Program
Developed and Presented
by



Dr. Gary D. Geroy
Director
Institute for Research
in Training and Development
The Pennsylvania State University



for
WorkTAP
Institute for the Study of Adult Literacy
The Pennsylvania State University



Understanding Your Business Partner The Imperative for a Successful Literacy Intervention

Training Flow Design

- I. Introduction
 - a. Overview of day
 - b. Objectives of session
 - c. Dichotomous role of participants
- II. Model Presentation and Review
- III. Philosophical Baselines
 - a. Bottom line vs. social good
 - b. Performance issues - Symptoms or problems
 - c. The lost 95%
- IV. Community Based Awareness
 - a. Why crawl before you run
 - b. Getting started in creating the partnerships
- V. Organizational Readiness
 - a. Ascertaining organizational readiness for an intervention
 - b. Perceived performance issues
 - c. Potential role(s) of provider
- VI. Negotiate Intervention
 - a. Determine proactive/reactive issues
 - b. Determine Role (if any) in needs assessment
 - c. Determine benefit vs. strategic intervention
 - d. Negotiate intervention
- VII. Program Planning
 - a. Establish linkages
 - b. Goals and objectives
- VIII. Situational Analysis
 - a. Assessment
 - b. Climate
 - c. Resources

IX. Program Design: Constraints Analysis

- . Content
- o. Materials
- c. Participation
- d. Program structure
- e. Program schedule
- f. Resource commitment

X. Program Design: Development

- a. Learning objectives
- b. Methods
- c. Materials
- d. Evaluation

XI. Implementation

- a. Course management
- b. Course scheduling
- c. Course promotion

XII. Evaluation

- a. Merit/Worth
- b. Acquisition of knowledge
- c. Application of knowledge

Understanding Your Business Partner The Imperative for a Successful Literacy Intervention

Training Content Design:

Codes: ACT = Activity
OH = Overhead
HQ = Handout

I. Introduction

a. Overview of day

HQ #1

- Review training syllabus

b. The dichotomous role of the participants

Experience will be not unlike a form of cross-culture training

- Need for examination of norms and roles different than our own
- Examination of expected and acceptable behaviors
- Need for introspection about our ability to make adjustments necessary for success as defined by the client host

Expertise Development

- Trainees developing content expertise
- Trainers developing delivery expertise

Supporting Activities

- Structured with discussion and presentation format
- Ad Hoc as needed to support clarification

c. Objectives of session (trainer's desires)

OH #2

- Provide literacy provider with a view of industry and business
- Develop awareness of areas of inter-relationships between literacy providers, literacy organizations, literacy programs, and business and industry
- Provide training strategies and supporting materials to enable participants to deliver a similar program to other literacy providers

Objectives of session (participant's desired)

ACT

- Develop a realistic and manageable list of participant desired outcomes which can be addressed during the session

II. Model Presentation and Review

- Discuss the various elements in overview fashion

OH #3 - Provider Market Strategy Model

OH #4 - PBL Partnership Process Model

III. Philosophic baselines

a. Bottom line vs. Social good

- Missionary Strategy

-major reorientation has to be

⇒from enhancing the individual for individual's sake . . . to
. . . enhancing the individual for the organization's sake

- Economic return vs. Need to know
Ought to know
Nice to Know

b. Performance issues - Symptoms or problems

- Not all performance issues have lack of skill or knowledge as their cause

c. The lost 95% - Playing to the successes and committed

- Tendency to focus on successes and market to organizations with current positive attitudes (current estimates - Institute for Adult Literacy - less than 5% needing help are involved)
- Literacy supported economic development initiatives need to be focused on non-participants

IV. Community Based Awareness

a. Why crawl before you run?

- Need for credibility

ACT

(Discuss what you think makes you credible
-individuals put three things on a 3 x 5 card

- Need to hear the silence not your echo

b. Getting started in creating the partnerships

- First step to the organization is establishing the effort at the geo-political level

OH#5

ACT

(discuss strategies)

ACT

(group adds to the current list - show and tell)

V. Organizational Readiness

a. . Ascertaining organizational readiness for an intervention

- Your initial role is that of a guest
- What are the influencing factors which prompted the invitation
- What is the general culture of the organization

- open vs. closed to change
- task or worker group focused

- What has been done before

- What were the outcomes and how are they viewed
(Success does not equal positive review)

b. Making an inventory of organization's perceived performance issues

- Can you distinguish between symptoms and problems
- Do the problems have a defined skill/knowledge solution

- What is the evidence if any

- Clues to performance issues with skill/knowledge component

- New system, same job
- New procedure, old system
- New responsibilities, same job and system
- New responsibilities, new job and system

c. Discuss potential role(s) of provider's ongoing services in relationship to perceived issues

QH#6

- Clearinghouse and linkage services
- In-house customized delivery
- Role of provider in business strategies

- Reactive and proactive needs assessment
- Specific trainee preparation for technology transfer and implementation training
- Assessment for support of work force deployment and redeployment strategies

VI. Negotiate Intervention

QH#7a. Determine proactive/reactive issues

- Types of needs assessments literacy intervention may be part of or react to:

1. Currently a perceived problem - Reactive

- performance problem currently exists and *is an issue* to organization
- a now situation . . . required response must be timely, efficient, and effective

2. Planned change is about to occur - proactive

- a now situation . . . required response must be timely, efficient, and effective

3. Change is planned as part of long term strategy

- proactive
- focus is future performance needs and identification of what preparation must be made to insure successful implementation

QH#7b. Determine role (if any) in needs assessment

- Roles areas include: planning, implementation, analysis

QH#7c Determine benefit vs. strategic intervention

QH#8 • Benefit:

- Participant initiated
- Internal/External delivery
- Fiscal responsibility

- ∞Capital vs. non-capital investments
- ∞Politics of HRD funds

- Negotiated vs. non-negotiated benefit
- Participant accountability outcome

OH#8

•Strategic:

-is it a result of a formal needs assessment?

∞Yes . . . define literacy component form
skills/knowledge profile

∞No . . . determine:

•Organizations definition of work place
literacy and literacy

(participants analyze shape)

•Views of literacy

- a. Term is focused on individual
basic reading and writing skills
- b. Functional approach: Views
reading and writing as
mechanisms that workers use to
develop necessary occupational
skills and knowledge
- c. Global approach: Views
literacy as a package of basic
skills, knowledge, attitudes

-Enables individual to
perform job related tasks

-View summarizes basic
skills to include: reading,
math, writing, computer
literacy, technical skills,
job related general and
specific knowledge

•Short and long term role of literacy provider
in HRD interventions

- a. Integrate and ongoing
- b. Ad Hoc
- c. Terminal after this intervention

ACT

OH#7d. Negotiate Intervention

- What are the deliverables
- When are things done (time line)
- Who gets what information
- How much does it cost

-Need to understand role of training in organization and its resource base

OH #7A ∞ T & D Functions

OH #7B ∞ Money Decision Hierarchy

OH#7C ∞ Politics of T & D Money

OH #7D ∞ Cost Questions are Killers

OH #7E ∞ Level of Competence and Cost Views

VII. Program Planning

OH#9a. Establish linkages

- The joint planning committee (stakeholder group)
 1. Labor leaders (formal)
 2. Participant (target population) representatives
 3. Supervisors
 4. Management (decision makers)
 5. Sponsoring funding agency

OH#9b. Goals and objectives

- Clarify purpose, process, and limits of goal-setting authority (stakeholder group, provider)
- Balance short term and long term training goals

Short = productivity for organizational development
Long = career development

- Set short term and long term training and educational goals
- Set standards for program accountability

VIII. Situational Analysis

OH#10a. Assessment

- Determine current and future job skill and knowledge requirements and compare with current skill levels of work force

OH#11

1. Expert work behavior
 - Expert is someone who cannot tell all that they know without some stimuli in the environment
 - systematic inquiry
 - Possess distinct categories of knowledge and skill

OH#12

2. Categories of knowledge and skill
 - Procedural knowledge and skills
 - Process and troubleshooting knowledge and skills
 - Subject matter knowledge
 - General
 - Technical
 - Basic skills

OH#13,14,15 ACT

3. Mirco view of knowledge and skill categories
(Discuss hand out analysis)

OH#16

OH#17

4. Literacy intensity across knowledge skill categories
 - General tendency
 - Knowledge mountain range

OH#10

5. Literacy assessment across knowledge skill categories
 - Scope limited by negotiation or dictated by client
 - host eg:
 - Oral communication
 - Reading and writing for training and job performance
 - Math, statistics
 - Readability assessment

QH#10b. Climate:

• Determine support and constraints on program development

1. Decision-making structure
 - Leadership style
 - Decision process
 - Organization structure
 - Formal vs. informal power and decision making
2. Management and labor leaders
3. Role of training, education, and social programs
4. Stressors on the organization
 - Economic
 - Political
 - Contractual/legal

QH#10c. Resources:

• Determine availability of resources

1. Money decision making hierarchy
 - Capital vs. non-capital
 - Human resource vs. non-human resource
2. Politics of training and development money
 - Independent profit centers
 - Independent costs centers
 - Department based
 - Ad Hoc
3. Level of funds
4. Employee contributions
5. Allocations of staff, materials, space, equipment

IX. Program Design: Constraints Analysis

OH#18•Content

1. Generic skills
2. GED
3. Domain specific (psychomotor, cognitive, affective)
4. Job-specific

OH#18•Materials

1. Modified
2. Developed

OH#18•Participation

1. Voluntary
2. Mandatory

OH#18•Program structure

1. Workshop
2. Classroom
3. Learning center
4. Tutoring

OH#18•Program schedule

1. Open-entry, Open-exit
2. Set admission, completion
3. Flexible hours
4. Set schedule

OH#18•Resource commitment

1. On-clock, off-clock
2. Tuition payment
3. On-site, off-site
4. Staff, material, equipment

X. Program Design: Development

OH#19 • Learning Objectives (create in terms of the actual performance requirements of worker on the job)

1. Performance (what does worker need to be able to do)
2. Condition (what environmental will the worker use and/or apply the knowledge or skill to be acquired conditions)
3. Standard (what standards denote acceptable performance for the worker on the job)

OH#19 • Methods (developed to meet constraints) - political, economic, social, normative, and time - of the organization and work groups

1. Experiential
2. Individualized
3. Team learning

OH#19 • Materials (selected and developed with need of organization and group in mind)

1. Published (as economically and content appropriate)
2. Customized (from scratch or modified)
3. Print (non-published but someone else's successful custom material^a)
4. Computer-based
5. Video (with or without human tutorial elements)

OH#19 • Evaluation

1. Standard (tendency for use when intervention is benefit based or non-organization or job specific)
2. Customized (used frequently when organization or job specific)

XI. Implementation

OH#20a. Course management

- People
- Information
- Facilities
- Budget

OH#20A -Tasks in a time frame

OH#21b. Course scheduling

- Time
- Length
- Frequency
- Location
- Group size (if applicable)
- Accommodations (as needed)
- Facilities
- Notice

OH#22c. Course Promotion

-Communication channels

(have group discuss strategies for communicating to workers who cannot read, and/or are closet illiterates)

1. Memo
2. Bulletin boards
3. Brochures and flyers
4. Procedures

-Notification

(who in the client host needs to be notified and/or provide approval)

1. Clearances
2. Authorizations
3. Work plans (i.e. production or work/shift assignments)

-Audiences

(inputs)

- | | | |
|----|---|-------------------------------|
| 1. | Trainees | Introspective |
| 2. | Trainees' bosses | Top down career |
| 3. | Trainees' work group | development |
| 4. | Management | Peer valuation/
validation |
| 5. | Staff (the powerful
informal
administrative
professional network | Top down authoritative |

-Content

1. Benefits and results (formal - monetary etc.)
(informal - personal choice issue)
2. Requirements (approval and/or evidences)
3. Prerequisites
4. Contact person
5. Location

XII. Evaluation

OH#23

- a. Merit/work - subjective (participant and organization)
-easiest to obtain . . . least valuable for evaluation
- b. Merit/worth - economic
-hardest to obtain . . . most valuable for evaluation
- c. Acquisition of knowledge - participant
-easiest to obtain . . least useful for organization
- d. Application of knowledge on job
-more difficult to obtain . . . most useful for organization

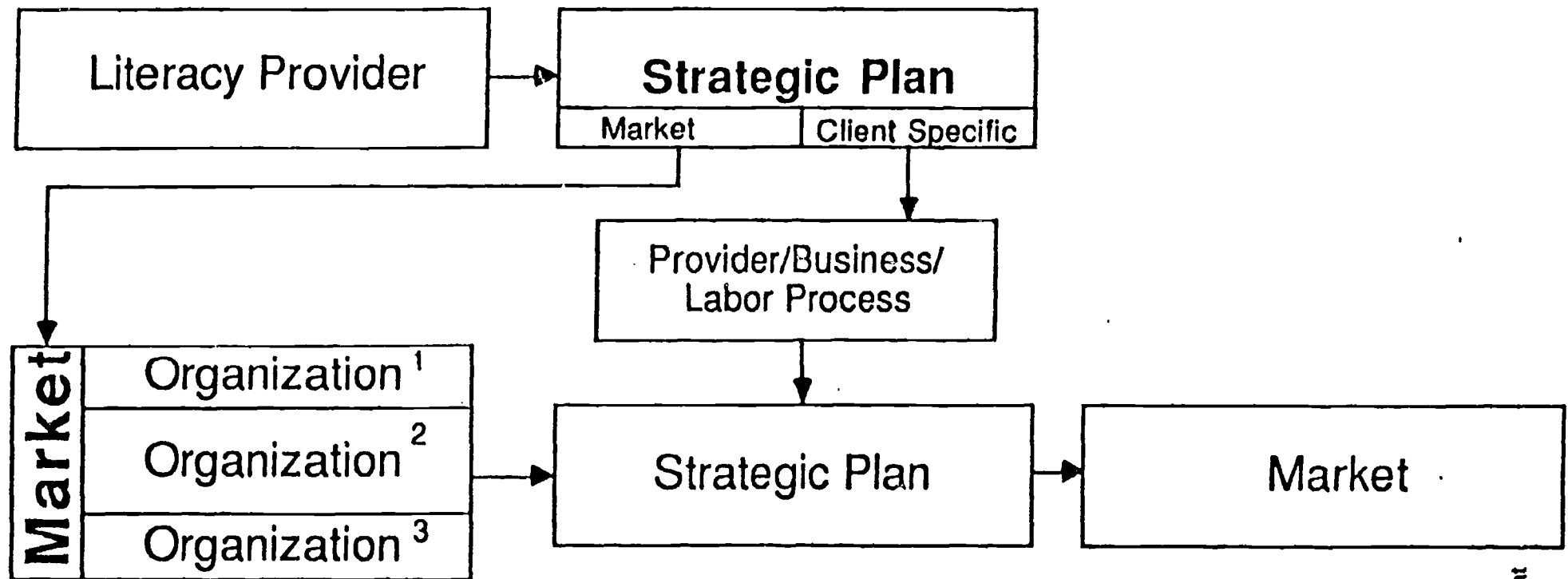
XIII. Wrap Up

- a. Discussion of outstanding question
- b. Hand out reading other miscellaneous materials

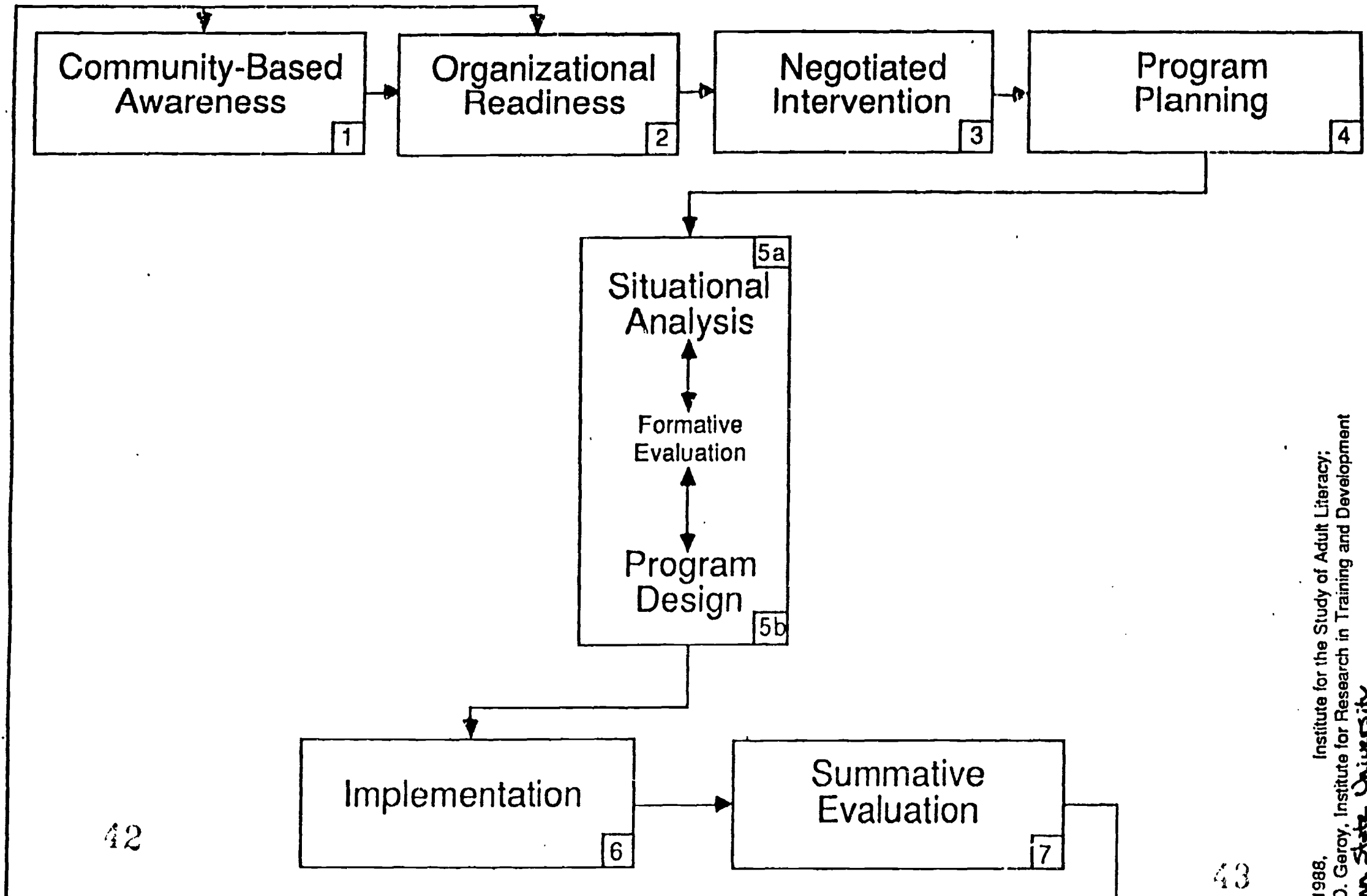
Objectives of Session (Trainer's Desires)

- Provide literacy worker with a view of industry and business
- Develop awareness of areas of inter-relationships between literacy providers, literacy organizations, literacy programs, and business and industry
- Develop an understanding of the issues at these points of intersection
- Provide training strategies and supporting materials to enable participants to deliver a similar program to other literacy providers

Provider Market Strategy Model



Provider/Business/Labor Partnership Process



42

43

1. Community-based Awareness

- * recruit coalition or Task-force membership
- * solicit event/program sponsorship
- * present at business/union association events
- * survey needs and information
- * solicit informal input and expertise
- * acknowledge and reward community role of business and labor

2. Organizational Readiness

* Discuss role of provider's ongoing services

1. clearinghouse and linkage services
2. in-house customized delivery
3. role of provider in business strategies

3. Negotiate Intervention

1. Determine Proactive/Reactive Issue
2. Determine Role (if any) in Needs Assessment
3. Determine Benefit or Strategic Intervention
4. Negotiate Intervention

What are the deliverables?

who does what

when are things done (time line)

who gets what information

how much does it cost

TRAINING AND DEVELOPMENT FUNCTIONS

STRATEGIC vs NON-STRATEGIC

- CONTRACT & LEGAL REQUIREMENTS
- CRITICAL CHOICES (THREE)

47

MONEY DECISION MAKING HIERARCHY

CAPITAL VS NON CAPITAL

HUMAN RESOURCE VS NON HUMAN RESOURCE

POLITICS OF TRAINING & DEVELOPMENT MONEY

INDEPENDENT PROFIT CENTER

INDEPENDENT COST CENTER

DEPARTMENT BASED

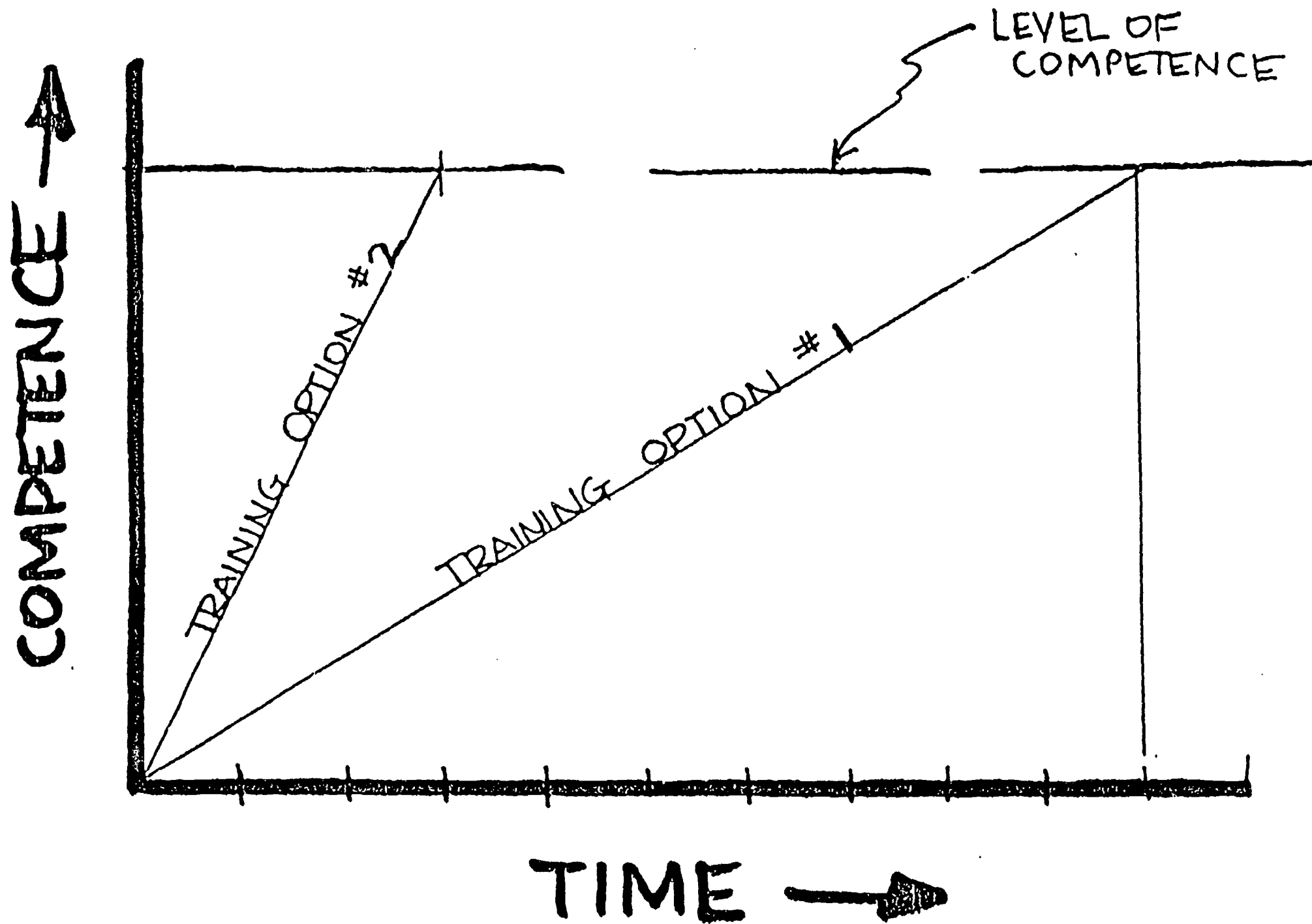
Ad Hoc

Cost questions alone
are killers!!!

HOW MUCH DOES IT COST?

HOW MUCH DID WE
SPEND LAST YEAR?

HOW MUCH DO WE
WANT TO SPEND?



3. Determine Intervention--Benefit or Strategic

A. Benefit

- * participant initiated
- * internal/external delivery
- * fiscal responsibility
- * negotiated/non-negotiated benefit
- * participant accountability outcome

B. Strategic

- * result of formal needs assessment ?

--yes, define literacy component
from Knowledge/Skills Profile

-- no, determine:

1. organization's definition of workplace literacy and literacy
2. short and long term role of literacy provider in HRD interventions

4. Program Planning

* Establish Linkages

joint-planning committee (stakeholder group)

1. labor

2. trainers

3. supervisors

4. management

5. sponsoring funding agency

* Goals and Objectives

1. clarify purpose, process, and limits of goal-setting authority (stakeholder group, provider)

2. balance short term and long term training goals

-- productivity for organizational development

-- career development

3. set-short term and long-term training and education goals

4. set standards for program accountability

5a. Situational Analysis

5a.1. Assessment

- * determine current and future job skill and knowledge requirements and compare with current skill level of work force
- oral communication
- reading and writing for training and job performance
- math, statistics
- readability assessment

5a.2. Climate

- * determine support and constraints on program development
- decision-making structure
 - leadership style
 - decision process
 - organizational structure
 - formal vs informal power and decision making
- management and labor leaders
- role of training, education, and social programs
- stressors on the organization
 - economic
 - political
 - contractual/legal

5a.3. Resources

- * determine availability of resources
- types of budgets
 - costs and profit center
- level of funds
- employee contributions
- allocations of staff, materials, space, equipment

Expert Work Behavior

- * Distinct Categories of Knowledge

Expert cannot tell you what they are without stimuli in the environment or systematic inquiry.

Categories of Skills/Knowledge

1. Procedural Knowledge/Skills
2. Process/Troubleshooting Knowledge
3. Subject Matter Knowledge
 - * General
 - * Technical
 - * Basic Skills

1. Procedural Knowledge/Skills

- * When interacting with a thing
- * Defined by Step #1 to Step "n"
and sequence between
- * May have dominance of
 - psycho-motor
 - cognitive
 - affective (attitudinal)

2. Process/Troubleshooting

- * Expert interacts with a system
 - Abstract (postal, paying bills, etc.)
 - Hardware (electric, hydraulic, etc.)
- * System used to diagnose malfunctions and to complete adjustment to system.
- * Frequently knowledge is supported by manual and diagrams.

3. Subject Matter Knowledge

- * Expert interacts with another person and or abstract ideas.

Three Categories

Technical

abstract knowledge which has limited generalizability and which may be proprietary or specific to a process or organization.

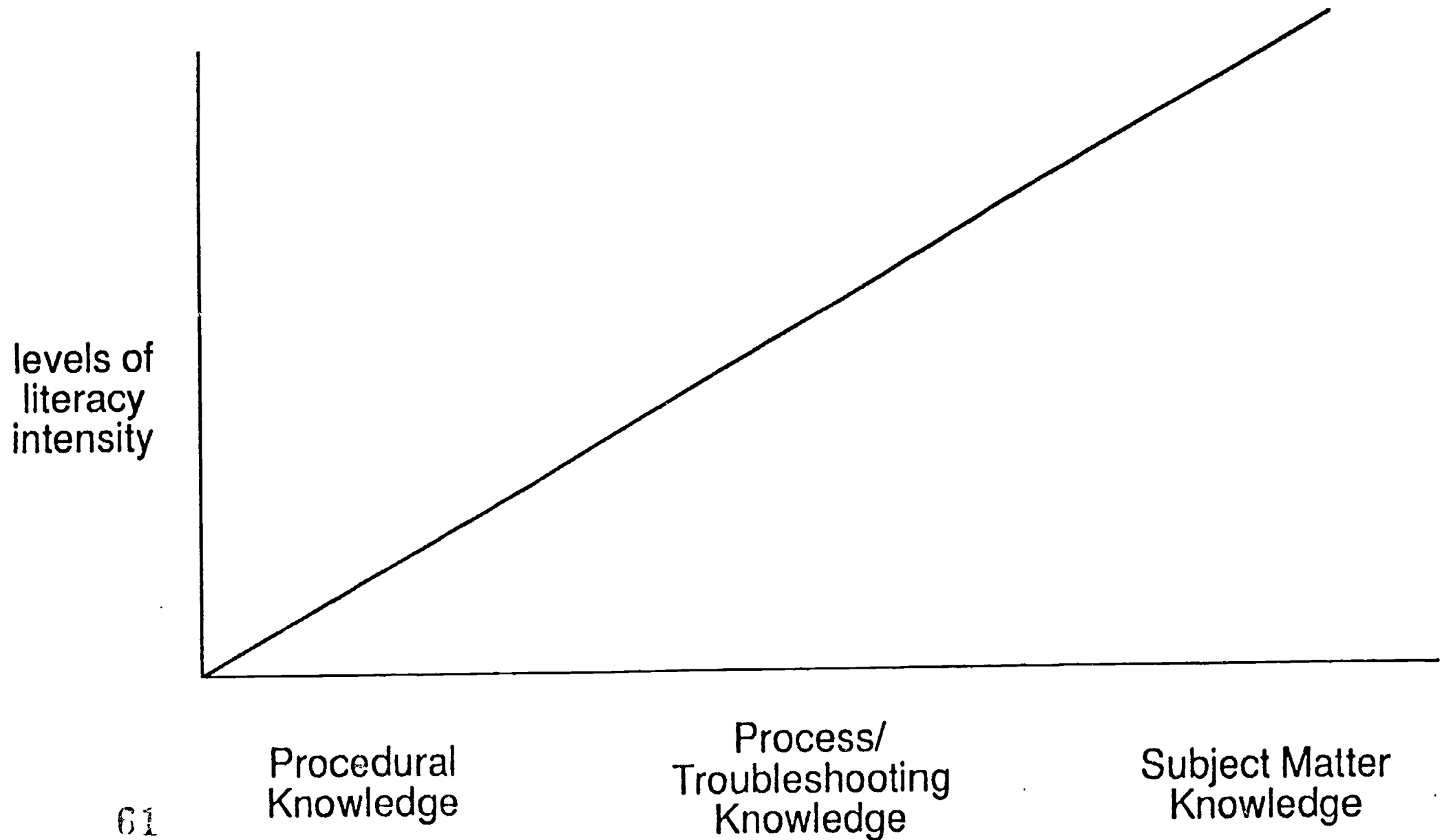
General

abstract knowledge which has high degree of generalizability.

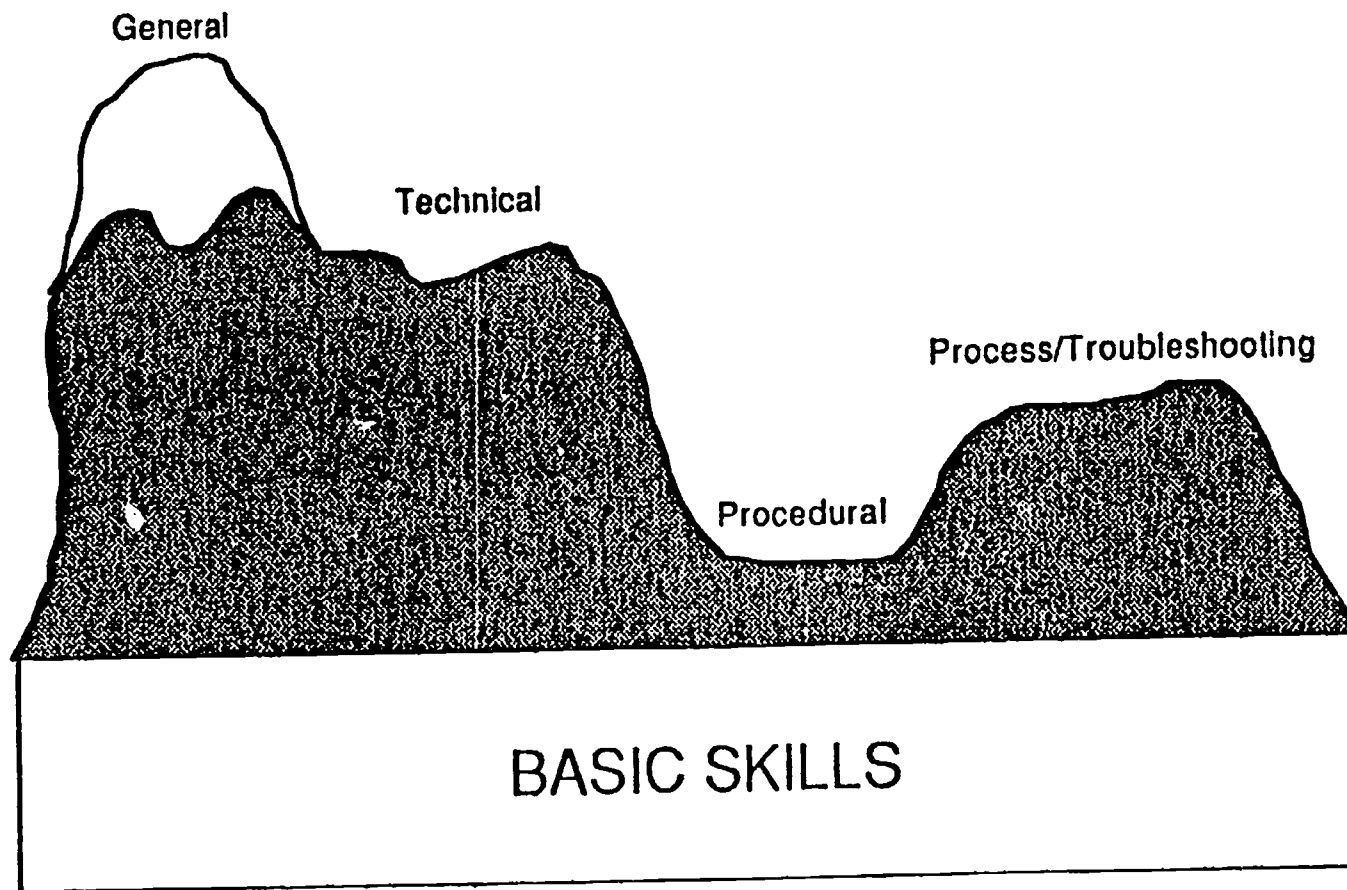
Basic Skills

reading, writing, and computation

Levels of Literacy Intensity Within Categories of Skills/Knowledge



Knowledge Mountain Range



5b.1. Program Design: Constraints Analysis

- * Content
 - Generic skills
 - GED
 - Domain-specific (psychomotor, cognitive, affective)
 - Job-specific

- * Materials
 - Modified
 - Developed

- * Participation
 - Voluntary
 - Mandatory

- * Program Structure
 - Workshop
 - Classroom
 - Learning center
 - Tutoring

- * Program Schedule
 - Open-entry, open-exit
 - Set admission, completion
 - Flexible hours
 - Set schedule

- * Resource commitment
 - On-clock, off-clock
 - Tuition payment
 - On-site, off-site
 - Staff, material, equipment

5b. 2. Program Design: Development

Program Development

- * Learning Objectives

- Performance
- Condition
- Standard

- * Methods

- Experiential
- Individualized
- Team Learning

- * Materials

- Published (as appropriate)
- Customized
- Print (as appropriate)
- Computer-based
- Video

- * Evaluation

- Standard
- Customized

6. Implementation

- * Management
- * Promotion
- * Delivery

COURSE MANAGEMENT

PEOPLE

INFORMATION

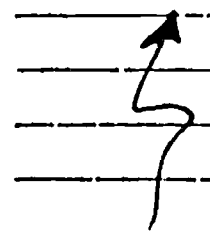
FACILITIES

BUDGET

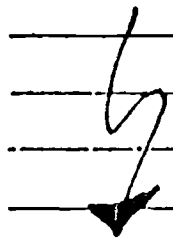
Tasks in Time Frames

2-AXIS MATRIX WORKSHEET

Subject: PROG. MGMT PLAN.
Analyst: _____
Date: _____



TASKS



COURSE SCHEDULING

Time	DAY WEEK MONTH YEAR
Length	HOURS DAYS ?
Frequency	MASSED SEGMENTED
Location	ON-SITE OFF-SITE
Group Size	LARGE SMALL INDIVIDUALS
Accommodations	REFRESHMENTS LUNCH RESTROOMS COMMUNICATIONS
Facilities	MEDIA FURNITURE LIGHTING & VENTILATION
Notice	LEAD TIMES SIGN-UPS

COURSE PROMOTION

Communication Channels

MEMOS
BULLETIN BOARDS
BROCHURES & FLYERS
PROCEDURES

Notifications

CLEARANCES
AUTHORIZATIONS
WORK PLANNING

Audiences

TRAINEES
TRAINEES' BOSS
TRAINEES' WORK GROUP
MANAGEMENT
STAFF

Content

BENEFITS & RESULTS
REQUIREMENTS
PREREQUISITES
CONTACT PERSON
LOCATION

7. Evaluation

- * Merit/worth - - Subjective
- * Merit/worth - - Economic
- * Acquisition of Knowledge - - Participant
- * Application of Knowledge on Job

HOW TO PERFORM A LITERACY AUDIT

1. Observe employee(s) to determine the basic skills they must use in order to perform their jobs effectively.

- Watch the employee(s) throughout a workday to be sure all tasks are observed. Continue this observation over a period of time if tasks change periodically rather than daily.
- Record each time the worker reads, writes, or does an arithmetic calculation.
- Note the setting in which these basic skills activities take place.
- Note the materials used by the employee to perform the tasks involving basic skills activities.
- Determine the purpose of those tasks.
- Be aware of whether the tasks are performed individually or in groups.

2. Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

- Include memoranda, telephone messages, manuals, bills of sale, and forms such as inventory lists, balance sheets, and requisition slips.
- Examine the materials to determine reading levels, necessary vocabulary, and style.
- Analyze the content of these materials to determine their function.

3. Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

- Note the skills that the top-performing employees say are most important. Then ask them which skills they use most and how they use them.
- Ask the supervisors which skills are needed for job performance, identifying those deemed critical.

- Examine discrepancies, if they exist, between the employees' and the supervisors' perceptions of skills needed. One particularly good technique suggested by Mikulecky (1987) is to ask both supervisors and top-performing employees how they would break in a new employee, step by step. Questions such as "How do you decide what to do first? How do you decide what to do next?" clarify the mental processes underlying good job performance and present a fuller picture than a simple listing of tasks.

4. Determine whether the employees have the basic skills needed to do their jobs well.

- Combine the information gathered from observing the employees, collecting the materials they use, and the interviews. Then, write up a description of each of the audited jobs in terms of the reading, writing, and computation skills needed to perform them well.
- Return to the work setting to observe how or whether the tasks requiring these basic skills are performed.
- Discuss observations informally with employees and supervisors when problems are observed, to pinpoint specific areas of difficulty and concern.

5. Build tests that ask questions relating specifically to the employees' job or job group.

- Use job-related language and style.
- Use situations and formats in which the basic skills being tested will actually occur.
- Ask employees to perform the tasks that simulate what they encounter on the job.

By comparing the results of the test with the writeup of the basic skills tasks embedded in the job(s), the literacy auditor can determine whether there is a basic skills problem in the workplace and what that problem is

This chart provides information for four different types of evaluation

WORKPLACE LITERACY PROGRAM EVALUATION

Type/Level	Purpose	Strengths	Weaknesses	Examples	Guidelines for Development
Student Reaction	Measure student feelings about a program/course	<ul style="list-style-type: none"> • Easy to administer • Provides immediate feedback on instructors, facilities, and program design 	<ul style="list-style-type: none"> • Subjective • Provides no measurement of learning, transfer of skills or benefit to the organization 	<ul style="list-style-type: none"> • "Happiness" reports • Informal student/instructor interview • Group discussion 	<ul style="list-style-type: none"> • Design a form which can be easily tabulated • Ask questions which provide information about what you need to know: instructor effectiveness, facility quality, relevance of program content, etc. • Allow for anonymity and opportunity to provide additional comments
Student Learning	Measure the amount of learning that has occurred in a program/course	<ul style="list-style-type: none"> • Provides objective data on the effectiveness of training • Data can be collected before students leave the training program 	<ul style="list-style-type: none"> • Requires skill in test construction • Provides no measurement of transfer of skills or benefit to the organization 	<ul style="list-style-type: none"> • Written pre/post tests • Skills laboratories • Role plays • Simulations • Projects or presentations • Oral examinations 	<ul style="list-style-type: none"> • Design an instrument which will provide quantitative data • Include pre and post level of skill/knowledge in design • Tie evaluation items directly to program learning objectives
Student Performance	Measure the transfer of training	<ul style="list-style-type: none"> • Provides objective data on impact to job situation 	<ul style="list-style-type: none"> • Requires task analysis skills to construct and is time consuming to administer • Can be a "politically" sensitive issue 	<ul style="list-style-type: none"> • Performance checklists • Performance appraisals • Critical incident analysis • Self-appraisal • Observation 	<ul style="list-style-type: none"> • Base measurement instrument on systematic task analysis of job • Consider the use of a variety of persons to conduct the evaluation • Inform participants of evaluation process
Organization Results	Measure impact of training on organization	<ul style="list-style-type: none"> • Provides objective data for cost/benefit analysis and organizational support 	<ul style="list-style-type: none"> • Requires high level of evaluation design skills; requires collection of data over a period of time • Requires knowledge of organization needs and goals 	<ul style="list-style-type: none"> • Employee suggestions • Manufacturing indexes <ul style="list-style-type: none"> – Cost – Scrap – Schedule compliance – Quality – Equipment donations • QWL surveys • Union grievances • Absenteeism rates • Accident rates • Customer complaints 	<ul style="list-style-type: none"> • Involve all necessary levels of organization • Gain commitment to allow access to organization indexes and records • Use organization business plans and mission statements to identify organizational needs

RESOURCE LIST: WorkTAP*

Developing Instruction:

Adult Literacy: Skills for the American Work Force- Hull, W.L., Sechler, J. A., 1987, National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH, 43210-1090

Contains a number of basic skills lists obtained in employer surveys and detailed lists of objectives for basic skills instruction. also contains the list of General Educational Development Levels that are noted in the DOT (Dictionary of Occupational Titles) produced by the Department of Labor.

Job-related Basic Skills: Cases and Conclusions (1984) Sticht, T.G. & Mikulecky, L. ERIC, Information Series No. 285 National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH, 43210-1090

This monograph begins with an explanation of the nature and extent of the need for workplace literacy programming and includes descriptions of job-related programs developed by the authors. Tom Sticht's functional context approach to assessment and instruction is described.

Module M 1-5 Assisting Students in Improving Their Skills-Professional Teacher Education Module Series. 1987, American Association for Vocational Instructional Materials, University of Georgia, 120 Driftmier Engineering Center, Athens, GA

Intended for vocational educators, these provide an excellent framework for combining basic skills and job-related content. The five books are: 1-Basic skills, 2-technical reading skills, 3-writing skills, 4-oral communication, and 5-math skills. Books 2 and 5 are especially useful.

Occupational Literacy Education- Rush, R.T., Moe, A. J., Storie, R. L. 1986 , International Reading Association, Newark, DE

This small paperback book promotes development of objectives and instructional techniques related to workplace reading, writing, and oral communication tasks. An appendix contains technical vocabulary lists for: account clerk, auto mechanic, draftsman, electrician, heating/air conditioning mechanic, licensed practical nurse, machine tool operator, secretary, and welder.

Communicating with the Employer:

BCEL Newsletters

BCEL Bulletin No. 2- June, 1987- Job-Related Basic Skills: A Guide for Planners of Employee Programs

Business Council for Effective Literacy (BCEL)
1221 Avenue of the Americas- 35th Floor
New York, N.Y. 10020

Contact BCEL to become a subscriber and receive free newsletters that report on current programs and issues related to workplace literacy. BCEL has published a number of low-cost monographs on literacy-issues. Bulletin No. 2 provides a low-cost, detailed, forward-looking overview of steps and criteria for employers to consider in developing and implementing a program. BCEL also will send you flyers to distribute to employers.

Bottom Line: Basic Skills in the Workplace- 1988

Office of Public Information
Employment and Training Administration
U.S. Department of Labor
200 Constitution Ave. NW
Washington, D.C. 20210

This pamphlet is an abbreviated version of material covered in the BCEL bulletin.

"Can your workers read?"- Berney, K. (1988, October) Nation's Business, Chamber of Commerce.

Reprints of this cover story are available at a small charge. The magazine is available from your local Chamber of Commerce.

Project PLUS (Project Literacy United States)

In 1987 Project PLUS programming was focused on workplace literacy. Project PLUS developed packets for literacy providers to use for business breakfasts. In addition, Project PLUS produced a video, "A Job to be Done" in a full-length and abbreviated version. These materials are available by contacting:

Project PLUS
National Outreach Director,
Ricki Wertz/WQED
4802 Fifth Ave.,/Pittsburgh, PA 15213
(412) 622-1491

The Neglected Majority -Parnell, D. (1985). The Community College Press, Washington, D.C.

Parnell adds incite into issues related to vocational training for upcoming jobs. His main point is that we need to redirect education to meet the needs of the "neglected majority" of Americans who find "wide technical" jobs for which traditional education is inadequate.

Workforce 2000: Work and Workers for the 21st Century- 1988 Hudson Institute, Indianapolis, IN

This is the publication that alerts employers to the changing demographics of the labor pool and potential discrepancies between skills and job-requirements.

Workplace Basics: The Skills Employers Want- (1988)-

American Society for Training and Development (ASTD)
1630 Duke St., Box 1443
Alexandria, VA 22313

This free publication precedes a four volume series to be published in 1989. It contains general information describing a background of need for skills training and focuses on planning for and implementing a job-related skills program.

*Coordinated by the Institute for the Study of Adult Literacy, Penn State University, 248 Calder Way, Suite 307, University Park, PA 16801 (814-863-3777) and supported by the Pennsylvania Department of Education.

**WorkTAP Consultant Training
Workshop/Meetings**

WorkTAP Local Literacy Coalition Workshop

Pennsylvania Department of Education

Heritage Room B

Wednesday, May 31, 1989

9:30 AM - 4:00 PM

A WorkTAP Workshop will be held for members of local literacy coalitions throughout Pennsylvania. Three members from each coalition (one representing business, industry or labor; one member representing welfare or JTPA job training; and one representing a literacy program or council) are invited to attend. The WorkTAP Workshop will focus on the development of local workplace literacy strategies. We urge every coalition to have representatives from each of the three community sectors participate in the workshop.

Each of the twelve local coalitions that received Start-up Grants last year from the Pennsylvania State Coalition for Adult Literacy will be asked to present a five minute description of their local projects and activities. The workshop program will include group brainstorming and discussion regarding strategies for workplace literacy program development.

A travel allowance for one car from each coalition will be available. Travel reimbursement forms will be provided at the workshop. If it is not possible to make the trip in one day, please contact Sheila Sherow at the Institute for the Study of Adult Literacy.

We hope that members of your local coalition will be able to attend the WorkTAP Workshop. It will provide us with an opportunity to get to know each other and to share our experiences and concerns.

WORKTAP Forms and Evaluations

WorkTAP Consultants' Log

Consultant's name: _____

Date(s): _____

Client name and organization: _____

Is client educational service provider or business/industry: _____

Number of people serviced: _____

Description of technical assistance requested by client: _____

Description of technical assistance provided to client: _____

How did client learn about WorkTAP? _____

How much time was spent in preparation and delivery of technical assistance? (Please itemize) _____

Was there travel involved? _____

Other WorkTAP Activities (Not client-specific: articles, speaking engagements, etc).

Date: _____

Description of work: _____

Origin of work request. (Who requested or received work): _____

Time spent in preparation or delivery. (Please itemize if necessary).

Travel involved: _____

WorkTAP Mentoring Log

Consultant: _____

Date(s): _____

Client: _____

Description of technical assistance:

Please submit log to Sheila Sherow at the Institute for the Study of Adult Literacy.

WorkTAP Presentation Follow-Up

NAME: Marcant Wachow
 AGENCY: State College Area Schol. District
 PHONE: 814 231-1063 4/11/89
 PRESENTATION SITE/DATE: Pleasant Gap 12/8/88 Jordan

1. Are you currently operating a Workforce Literacy Program?

YES NO

Where? Glenn D. Hawbaker, Inc. Building Construction

When did it start? Jan. 1989 thru March (12 wks.)

How many students? 8

Kinds of services? GED Prep On-site + math/grammar

Funding source? ABE 321 / Hawbaker

paid for GED tests plus kicked in \$10 per person for books

Comments:

on site
for
states
work.
blue
print.
Relax
worksp.
down

2. Do you have plans to operate a Workforce Literacy Program for PY 1989-90?

YES NO

Where? Glenn D. Hawbaker, Inc. & ^① Relo Foods - ^②

Kinds of services? ① see above ② support resources for

Funding source? Relo employees who participate in TV/mass ABE prog.

Comments: Will provide same program at Hawbaker next Jan - March 1990.

WorkTAP Workshop Participants Evaluation Form

A. What is your background as a literacy provider?

B. Has your program been involved with business/labor before? Yes
No If yes, please explain:

1. Do you feel you have a clear understanding of the purpose of WorkTAP?

Yes.....No
if no, please explain:

2. Do you feel you understand your role in the WorkTAP program?

Yes.....No
if no, please explain:

3. Was the workshop helpful to you in better understanding the business/labor perspective of literacy in the workplace?

Yes.....No
if no, please explain:

4. Do you feel better prepared to meet with representatives from business/labor based on the information you received during the workshop?

Yes.....No

if no, please explain:

5. Please list any areas that might concern you in regard to approaching and negotiating with business/labor:

6. Do you feel you are able to recognize your own resources in terms of what you have to offer, and can successfully deliver, to business/labor?

Yes.....No

if no, please explain:

7. Do you feel you have a basic understanding of the negotiation process required to fit into a business/labor strategic plan?

Yes.....No

if no, please explain:

8. Do you feel the workshop's goals were clear? Yes No
if no, please explain:

9. In general, do you feel the information you received during the workshop will be helpful to you in working with business/labor?
Yes No
if no, please explain:

10. Do you feel additional training would be helpful to you in marketing your program for business/labor? Yes No
if yes, please list topics that might be beneficial to you:

11. What do you feel was the most valuable aspect/information of the workshop?

What was the least valuable?

Summary of WorkTAP Workshop Participants' Evaluations Second Phase

Following the same format as the Summary of WorkTAP Participants Evaluations from the first phase of the program, the results of the second phase are summarized below.

A. *What is your background as a literacy provider?*

During the second phase, backgrounds of workshop participants were much more diversified. In addition to the adult basic education backgrounds listed during the first phase, JTPA counselor and coordinator, PIC Job Development Specialist, psychologist to PASS Adult Literacy Program, vocational counselor, and director of employment program were included in the second group.

B. *Has your program been involved with business/labor before?*

A little over half of the programs had been involved, just slightly more than programs represented during the first phase.

1. *Do you feel you have a clear understanding of WorkTAP?*

Like the first group, the vast majority reported a clear understanding.

2. *Do you feel you understand your role in WorkTAP?*

Only one participant answered no, and added "but the linkage appears necessary."

3. *Was the workshop helpful to you in better understanding the business/labor perspective of literacy in the workplace?*

Like the first group, all replied yes.

"workshop greatly affirmed the Literacy Council's efforts along similar lines."

"very well done"

"very helpful"

4. *Do you feel better prepared to meet with representatives from business/labor based on the information you received during the workshop?*

Only one participant replied no, "still feel unsure in dealing with them and lack how to communicate."

"Handouts will be helpful."

5. *Please list any areas that might concern you in regard to approaching and negotiating with business/labor.*

- a. identifying business needs, literacy audit
- b. time to do it well
- c. assuring confidentiality
- d. clear definitions of literacy in business
- e. assessments and evaluations
- f. procuring sources of funding
- g. dependency on volunteers
- h. working with unions
- i. establishing credibility
- j. presenting information in a way business can "hear"

6. *Do you feel you are able to recognize your own resources in terms of what you have to offer, and can successfully deliver, to business/labor?*

Only three responded no.

"We will try to deliver, we need to deliver."

"We need to look at ourselves honestly to see what we can and will do--I'm not sure we can do this."

"We are a volunteer organization."

7. *Do you feel you have a basic understanding of the negotiation process required to fit into a business/labor strategic plan?*

Only one no was reported, "I have met with management, but would appreciate information on dealing with unions."

8. *Do you feel the workshop's goals were clear?*

All replied yes.

9. *In general, do you feel the information you received during the workshop will be helpful to you in working with business/labor?*

All replied yes.

"Excellent job!"

"Very informative."

"Very beneficial."

10. *Do you feel additional training would be helpful to you in marketing your program for business/labor?*

Like the first group, the majority of participants replied yes.

Additional areas for training included:

- a. resource sharing
- b. materials.

- c. networking
- d. marketing
- e. possibilities of computer-aided instruction
- f. professional conduct
- g. training in special assessments
- h. how to develop job-specific basic skills curriculum
- i. program design
- j. recruiting and training teachers for workplace literacy

11. *What do you feel was the most valuable aspect/information of the workshop?*

- a. open discussion
- b. meeting with others in this area
- c. learning that WorkTAP exists
- d. informal give and take with other participants and WorkTAP

Consultant

- e. how to tap into resources in the community
- f. sharing ideas
- g. specific examples

2. *Do you feel you understand your role in the WorkTAP program?*
Yes.....No
if no, please explain:

The vast majority of participants understood their role in the WorkTAP program, although two participants were unsure.

"Sort of."

3. *Was the workshop helpful to you in better understanding the business/labor perspective of literacy in the workplace?*
Yes.....No
if no, please explain:

All participants felt that they better understood the business/industry/labor perspective of literacy in the workplace following the WorkTAP workshop.

"Absolutely."

"Quite comprehensive."

"Definitely, yes."

4. *Do you feel better prepared to meet with representatives from business/labor based on the information you received during the workshop?*
Yes.....No
if no, please explain:

Most participants felt that they were better prepared to meet with representatives from business/industry/labor based on the information they received during the workshops, although there was some concern expressed.

"I would now have the resources to know where to go for help."

"Thank you for contact information."

"Its too much."

"Maybe."

"Yes, I'm going to TAP the Rotary."

5. *Please list any areas that might concern you in regard to approaching and negotiating with business/labor:*

Partnership concerns listed in regard to approaching, negotiating, and working with business/industry/labor (number of participants listing concern follows):

A. Costs/staff/time resources required for program implementation. --12

"Where do I get the person(s) to teach class, etc.?"

B. Testing and assessment at all levels -- 8

C. Creating awareness and understanding of education/literacy in the workplace. -- 8

"approaching and convincing business of value of your service"

D. Ability to provide needed services using volunteer tutors. -- 7

"don't know how to provide service"

"A ton of preparation and planning would be necessary before this aspect of literacy could even be attempted by our program."

"don't feel I have anything to offer"

"Logistically and practically I don't feel our current program is equipped properly to handle this."

"I'm not sure I feel confident enough to approach business and industry with volunteer tutors."

E. Negotiation process, especially in terms of the role of unions.- 6

"what to say & not to say"

F. Making initial contacts with business/industry/labor. -- 5

G. Money negotiations with business/industry/labor. -- 5

H. Modifying workplace material to fit skills levels of employees.- 1

I. Customizing instruction. -- 1

J. Working with temporary placement agencies.-- 1

K. Lack of appropriate facilities. -- 1

L. Employees' personal goals being overlooked by company. -- 1

6. *Do you feel you are able to recognize your own resources in terms of what you have to offer, and can successfully deliver, to business/labor?*

Yes.....No

if no, please explain:

Most participants felt that they were able to recognize their own resources in terms of workplace literacy program planning, but a few expressed concerns that their resources were inadequate for workplace literacy needs.

"I would give this a qualified 'yes' - a ton of preparation and planning would be necessary before this aspect of literacy could even be attempted by our program."

"I don't really feel I have anything to offer."

7. Do you feel you have a basic understanding of the negotiation process required to fit into a business/labor strategic plan?

Yes.....No

if no, please explain:

Most participants felt that they had a basic understanding of the negotiation process between literacy service provider and business/industry/labor following the workshop, although several indicated a need for additional information.

"I would need more input."

"This was covered very quickly and perhaps too quickly."

8. Do you feel the workshop's goals were clear? Yes No

if no, please explain:

The vast majority of the participants indicated that the goals of WorkTAP workshops were clear.

"clear and concise"

"good strategic outline...start to finish"

"very clear and well presented"

9. In general, do you feel the information you received during the workshop will be helpful to you in working with business/labor? Yes No

if no, please explain:

All participants felt that the information they had received during the workshop would be helpful to them in working with business/industry/labor.

"Thank you! This was excellent."

"worthwhile and valuable information"

"I'm glad to know that WorkTAP is available to help and one may call on you...many thanks."

"Your outline in the WorkTAP brochure of ways in which you can help says it all."

"Many areas which might have been overlooked in program design were brought to my attention."

10. *Do you feel additional training would be helpful to you in marketing your program for business/labor? Yes No*

if yes, please list topics that might be beneficial to you:

The majority of participants indicated that additional training, especially in specialized areas, would be useful to them. Two participants felt that they had received enough information to proceed.

"At this point the resources provided are adequate for our needs."

11. *What do you feel was the most valuable aspect/information of the workshop?*

Explanation of WorkTAP program and services

WorkTAP partnership model, chart, and process

WorkTAP workshop program development package

Sharing of experiences

Possible pitfalls

The "How-to" and "these are things that may happen"

Knowing that this resource is available and what it can provide us

Participants listed the following as topics or areas where they feel they need more information:

Testing and assessment instruments

Role-playing on negotiating process

Pre-employment issues

ESL training in the workplace and problems facing ESL students in the workplace

Mechanics of successful program implementation