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ABSTRACT

This document presents the Project ALERT (Adult Literacy Enhanced & Redefined through Training) Workplace Literacy Project model. It describes each of the seven components of implementation: instructional delivery, staff development, recruitment, incentives, resources, organizational constraints, and union and management relations. Evaluation showed these components to be a strong approach to implementation. The implementation model used in the project describes the following components: orientation and site organization, site set-up procedures, staff set-up procedures, staff development session descriptions, educational resources, recruitment procedures, and delivery systems. (KC)

WORKPLACE EDUCATION

Implementation of Workplace Education Programs

Based on Work Completed during Project ALERT

Funded by the US Department of Education

National Workplace Literacy Program

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Introduction

The implementation of workplace education programs is very seldom a straightforward process. There are always unexpected conditions that may enhance or inhibit the work of the project team. One reason for us to document our process was that we were launching an extended program to transcend our US Department of Education funding. We wanted future team members to have the knowledge and the advantage of lessons learned. Another reason was that other programs might benefit from our documentation as well as our attempts to analyze and generalize our findings, especially in urban settings.

The implementation process documentation is the subject of one of the models identified in Goal 4 of our original project proposal. This process has had considerable variations across the sites with the one at the Wayne Center likely to be unique due to the target audience and focus on community-based outreach to smaller companies.

An employee of Detroit Public Schools-Adult Education Division led the implementation process. She was on loan to Project ALERT as Project Coordinator. Her responsibilities were considerable as she led the recruitment effort at all three sites, Davis Tool and Engineering Company; City Disposal Systems, a division of City Management Corp., and Chrysler Detroit Axle. She hired and trained the contract instructors, and monitored their progress at each site. She also participated in curriculum development and helped make the modifications necessary to achieve well-received and targeted instruction at each site.

This description of our generalized process is based on a diagram shown as Figure 1, *Implementation System Components Workplace Education.* The figure shows seven components that we believe are important overall considerations for the implementation process. Let us define implementation. If one considers the general Instructional Systems Design (ISD) model using the acronym ADDIE, the letters represent:

Analysis---**D**esign---**D**evelopment---**I**mplementation---**E**valuation.

We are using implementation in the same general sequence as the ADDIE model. We have assumed prior steps have occurred, namely that business needs have been identified, that an instructional solution has been designed, and that the development of course materials has occurred. We are now prepared to deploy the instruction.

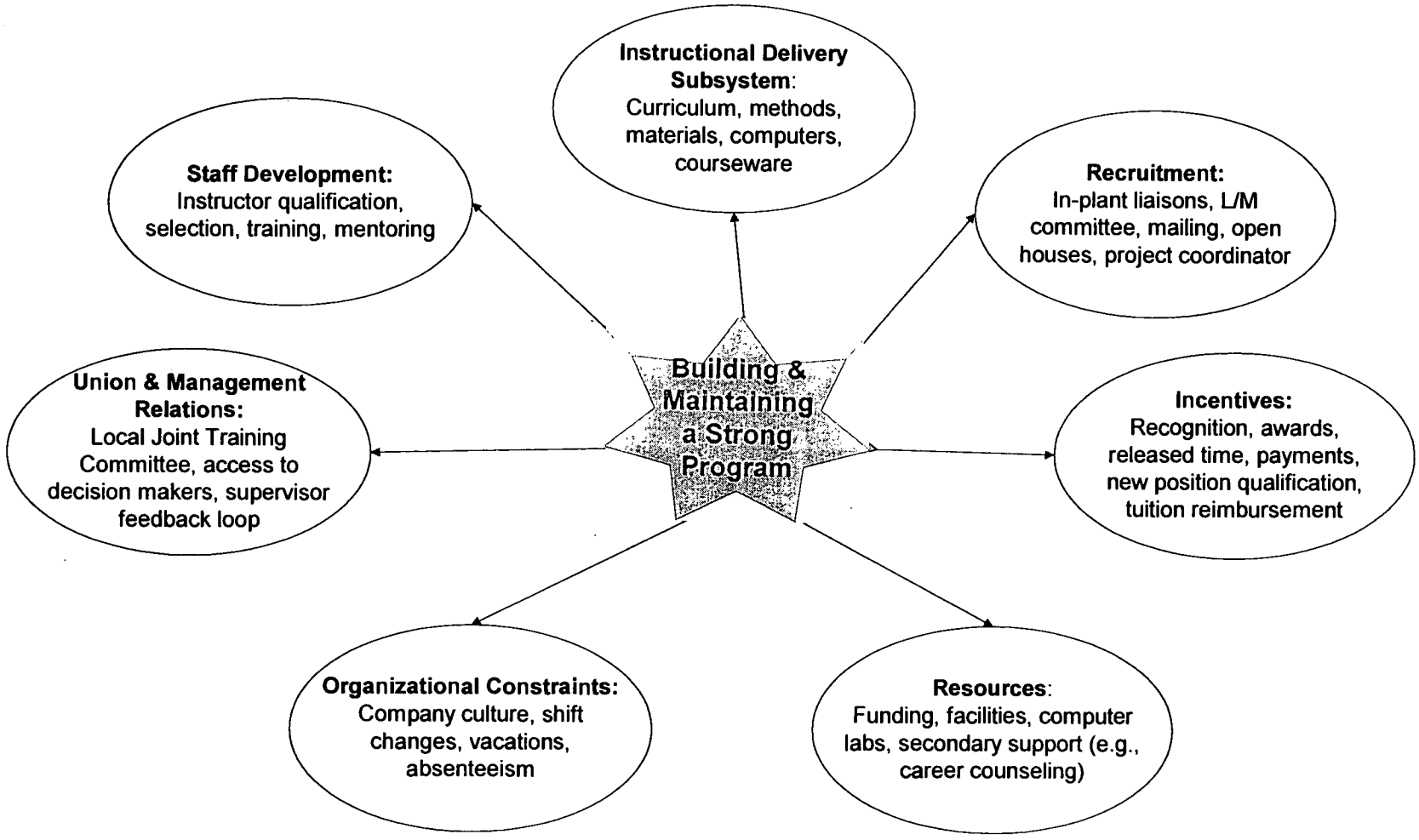
Major Components of Implementation

There are seven components of implementation. They are:

- Instructional Delivery
- Staff Development
- Recruitment
- Incentives
- Resources
- Organizational Constraints
- Union and Management Relations

The two major components most often recognized and considered in the definition of implementation are Instructional Delivery and Staff Development. The remaining portions of this diagram sometimes receive less attention than they deserve. Let us consider them in order.

Figure 1
Implementation System Components
Workplace Education



Instructional Delivery

Instructional Delivery consists of the curriculum and methods used to deliver the instruction, such as instructor's manuals or participant guides, and computer courseware. Curriculum methods included:

- Whole Language oriented instruction
- Multimedia instruction
- Computer based instruction/Traditional instruction
- Customized off-the-shelf computer based instruction

Whole Language oriented instruction: The Whole Language philosophy provides the best approach for developing the learner. It supports success in the classroom and on the job. The integration of the curriculum reinforces all of the skills required to improve job performance and opportunities. The key to success assuring that every learner will be recognized as a potentially successful student. The learners must be co-partners in this collaborative effort. Learners are an integral part of the learning situation. They are valued for the knowledge and skills they bring to the learning experience. The instructor is regarded as a facilitator of learning rather than the major source of knowledge and information.

Recognizing and building upon their unique past experience is crucial for integrating new learning. In this process, continual dialogue and interaction are key to the instructional process. The curriculum is built on the learners' strengths, not weaknesses, and accommodates the variety of learning styles and cultural orientations. It also encourages the learner to assume responsibility for his/her own learning. Recognition of success in the classroom enables learners to feel good about themselves. Learners become empowered workers by understanding the job process and how they contribute to the big picture.

Overall, raising the learners' level of self-awareness on the job, in the home, and in the community, will create a more satisfied and productive member of the work force. Courses using a Whole Language oriented approach included *Apprenticeship Prep, SPC (Statistical Process Control) Prep, Effective Communication, Technology in the Workplace,* and *Numbers at Work.* Instructor's guides consisted of sets of lessons with particular objectives to be accomplished. Suggestions on linking new concepts to prior knowledge were included as well as exercises and worksheets if applicable.

Multimedia instruction: This approach uses computers with interactive capabilities to allow students to work at their own pace to master the objectives of the course. Students could use calculators, take notes for future reference, get help, and listen to the text if reading was a problem. This very time-consuming design process produced one course, *Math for Machine Operators*. This course built the math skills necessary for training on CNC (Computer Numerical Control) machines.

Computer-based/Traditional Instruction: This approach was used to provide the skills necessary to obtain Commercial Drivers License, CDL. A complete course was purchased that prepared students to pass a Secretary of State test to obtain a

Temporary Instructional Permit (TIP). Once a TIP was obtained, the company could provide the needed hands-on training to obtain a CDL. The course materials include a set of paper-based materials and tests to monitor the student's progress. CDL-Prep was very successful in that the instructor and every student who completed the materials and took the test, obtained a TIP.

Customized off-the-shelf computer-based instruction: The *New Reading Disk* software was customized for employees so they could improve reading and writing skills in the context of their plant as well as learn computer skills. *Effective Communication on Computer* was the only course in this category.

Staff Development

This is the process of establishing standards or criteria for instructors, the selection, hiring and training of these instructors, and then some continuing staff development activities. A detailed report on staff development can be found on page 10.

Recruitment

There must be a strong recruitment process to notify employees of upcoming educational opportunities, most efficiently using internal plant employees to assist in the process. This means that the process of recruitment begins long before the first course is ready to be delivered. Components include:

- Developing relationships with internal organization personnel.
- Identifying people who might be willing to be advocates for the program.
- In unionized firms, developing relationships with a labor/management committee which would assist in this process.

Other components of the recruitment include communicating through a newsletter or mailings to people in the plant; holding open houses in order to show what's possible or available; and having an in-house project advocate who is going to be the point person available for other employees to answer questions. A detailed discussion of recruitment follows on page 15.

Incentives

The reason for incentives is so the company and/or union can show their support for a program with something tangible. We have found it extremely important to obtain this kind of commitment up-front so there is some tangible benefit to employees who participate. Incentives can be varied. In our project they have included:

- Release time
- Cash incentives
- Recognition
- Personal Motivation for Self improvement
- Tuition Assistance Programs

Release time: There is the possibility of having the employer release workers for attending class, which means loss of production time for the facility, but it is certainly

a positive incentive for employees. This can be quite costly and may not be possible in all situations. The message sent to employees is that this training/education program is valuable enough to take employees off the job.

Cash incentives: We had one location in which payments were made to employees upon completion of their first class. It was hoped that the cash reward would entice resistant employees to take a course, but once they experienced success in the classroom, they would continue to take classes. The incentive was tied to attendance and only a few absences were allowed in order to receive the incentive.

Recognition: Incentives do not have to be monetary. For example, simple recognition that a person has successfully completed a training session is sometimes sufficient. It was interesting to note that in a few cases we encountered participants who had never received a certificate of completion for a training class beyond high school. This is typical for many hourly employees. Certificates were made congratulating those who completed courses. A different certificate was made thanking those who participated, even though they did not complete. Certificates were signed by union and management representatives as well as the project coordinator and the instructor. They were distributed during a "last class celebration." Also appropriate is public recognition or a write up in a company newsletter. In many cases, taking a class may permit them to apply for a new position, or qualify for skill trades or for some special certification or license.

Personal motivation for self-improvement: Some employees participated in programs because they wanted to learn new skills or refresh old ones. A few employees understood the vulnerability of job security in today's workplace and wanted to learn as many skills as possible. One employee whose employment history included a plant shutdown realized that by improving his skills he was making himself more marketable. There seemed to be a core group of employees at each site who wanted to take every course that was offered because of personal motivation.

Tuition Assistance Programs: It is also possible to use the company's tuition reimbursement plan to motivate employees. However, this did not occur at the sites included in our project.

Resources

Resources are the physical (tangible) components that complement implementation. They can include:

- the funding for the program
- facilities
- computer labs
- secondary support available in the form of career counseling, materials, or resources provided by vendors to the organization.

In one case, we had to have a classroom built for our computer lab. We were able to help in the design of this lab to make it much easier to conduct instruction in a

computer-based format. The resources also include formal mechanisms that may be established in the facility for which workplace education may be linked such as the use of a newsletter, bulletin board with announcements and so forth. These physical resources are then harnessed to play a supportive role in implementation.

Organizational Constraints

Organizational constraints include both planned and unplanned events that occur during the implementation process. One can not underestimate the value of understanding what the organizational culture is and then delivering a workplace education program that is consistent with that culture. There are many issues beyond the workplace educator's control and these need to be anticipated and prepared for so that adjustments are made and the credibility of the program is maintained.

Examples of organizational constraints include:

- swing shifts
- summer work schedules
- strikes

Swing Shifts: In the delivery of instruction, we have had to adjust to be more flexible on times and timing of classes. If a person was moved from first shift to second shift, we needed to make sure that that person did not miss class time. This so called "swing shift" delivery method keeps the employees interested and because they know they will not miss too many classes. The use of swing shift operations also built credibility for the program. Obviously, keeping track of where people are concerning shift changes, vacations and absenteeism can cause considerable record keeping headaches.

Summer work schedules: In the manufacturing plants, many employees were on lay off due to summer work slow downs and retooling needs. At the other site, summer was a particularly busy time for truck drivers and classes were affected because of mandatory overtime.

Strikes: In one case, we had to work around a strike at the time we were beginning our needs assessment process. In another situation, a strike at another plant caused major layoffs, suspended classes during the final weeks of instruction, and delayed recruitment for the next session of classes by five weeks.

Union and Management Relations

All of the plants, except for one pilot plant at the Wayne Center, were unionized facilities. We have found working with joint union-management committees to be extremely beneficial in putting a workplace education program in place that truly meets the needs of both Union and Management. One of the most cooperative sites was Chrysler Detroit Axle. Through their Local Joint Training Committee came the development of the instructional plan. Because of our presence, there was considerable commitment to release employees over the period of grant, and the importance of working together was recognized. Also our existence promoted the initiation of more Local Joint Training Committee activities that would assist them in continuing efforts after the project ended.

This was an extremely valuable and important forum for us to present ideas on how instruction was going to be delivered and permitted them, in cooperation with us, to work around such concerns as seniority, down-time, recruitment, identification and training of liaisons, and approval of data collection instruments.

Another important activity was developing a method for the reinforcement of learning. We wanted to assure employees that their attendance was recognized and that a supportive feedback loop was in place to encourage further learning. For this reason, we developed a model for Supervisor Orientation and Supervisor Follow-up to make sure front-line supervisors understood what employees would learn in the classes and how they could support the new learning behavior. Supervisors were asked to support the educational programs and also given suggestions on how to do that. After the initial meeting, a follow-up was scheduled to get feedback and suggestions from the supervisors. All of these actions were greatly facilitated by having one group representing labor and management leadership such that each meeting resulted in decisions that allowed the project to move forward in positive directions.

If a company is not unionized, there still needs to be a strong commitment or access to employees who are impacted by programs. This means that the cooperation of supervisors and the recognition of production hourly "leaders" who emerge as a result of the needs assessment process are required. Both groups are needed in developing an advisory committee that assists in understanding the issues and how to work around the constraints in the facility.

Summary of Components

Taken together these seven components represent what we think is a strong approach to implementation. The reason we ended up with a circle diagram rather than a sequential model for the implementation process is the fact that as we mapped out implementation on a site-by-site basis we realized that certain events and interactions occurred at one sequence at one facility but not in another. However, these seven common issues needed to be addressed at various times. Some of them have longer lead times than the others. For example, recruitment begins long before the first class is offered and continues through the entire process. Staff development must be planned and conducted throughout. Labor-management relations begin with the process of needs assessment. Although needs assessment occurs earlier, the results are useful in implementation. When we were trying to picture what tasks needed to be done in sequential order, we found that a sequential process of mapping this out did not portray what actually occurred. Thus this configural diagram, Figure 2, represents our current thinking on the major areas that must be considered and developed throughout the process.

Implementation Model

It may be instructive to show the result of our earlier thinking as a sequential model. This sequence for implementation is depicted in Figure 2, *Implementation Model*. This was an attempt to sequence some of the activities occurring throughout the process of implementation.

Role of Project Coordinator

This work was directed by a Project Coordinator whom we later gave the title of Assistant Director for Instruction to more closely portray her responsibilities. A short description of the Program Coordinator responsibilities follows:

- Day-to-day management of the workplace sites including hiring and supervising instructors
- Recruiting and gathering information about students
- Maintaining all student records for the grant
- Evaluating the instructors, tutors, and all instructional programming
- Selecting and ordering instructional materials
- Developing orientations and training sessions for all instructional staff
- Coaching and modeling instructional delivery techniques

As the grant progressed additional duties and responsibilities were added. These included:

- Assist in developing a model for external implementation
- Maintain high quality customer service contact with all of the companies
- Provide on-site orientations for supervisors
- Maintain written and verbal contact with sites
- Develop interviewing and recruiting procedures with UAW liaisons
- Create IEP(Individual Education Plan) for students
- Coordinate planning with UAW National Training Center representatives
- Edit, submit, and report payroll
- Prepare presentations for local and outreach dissemination of the program
- Substitute for instructors
- Maintain ongoing log of instructional process

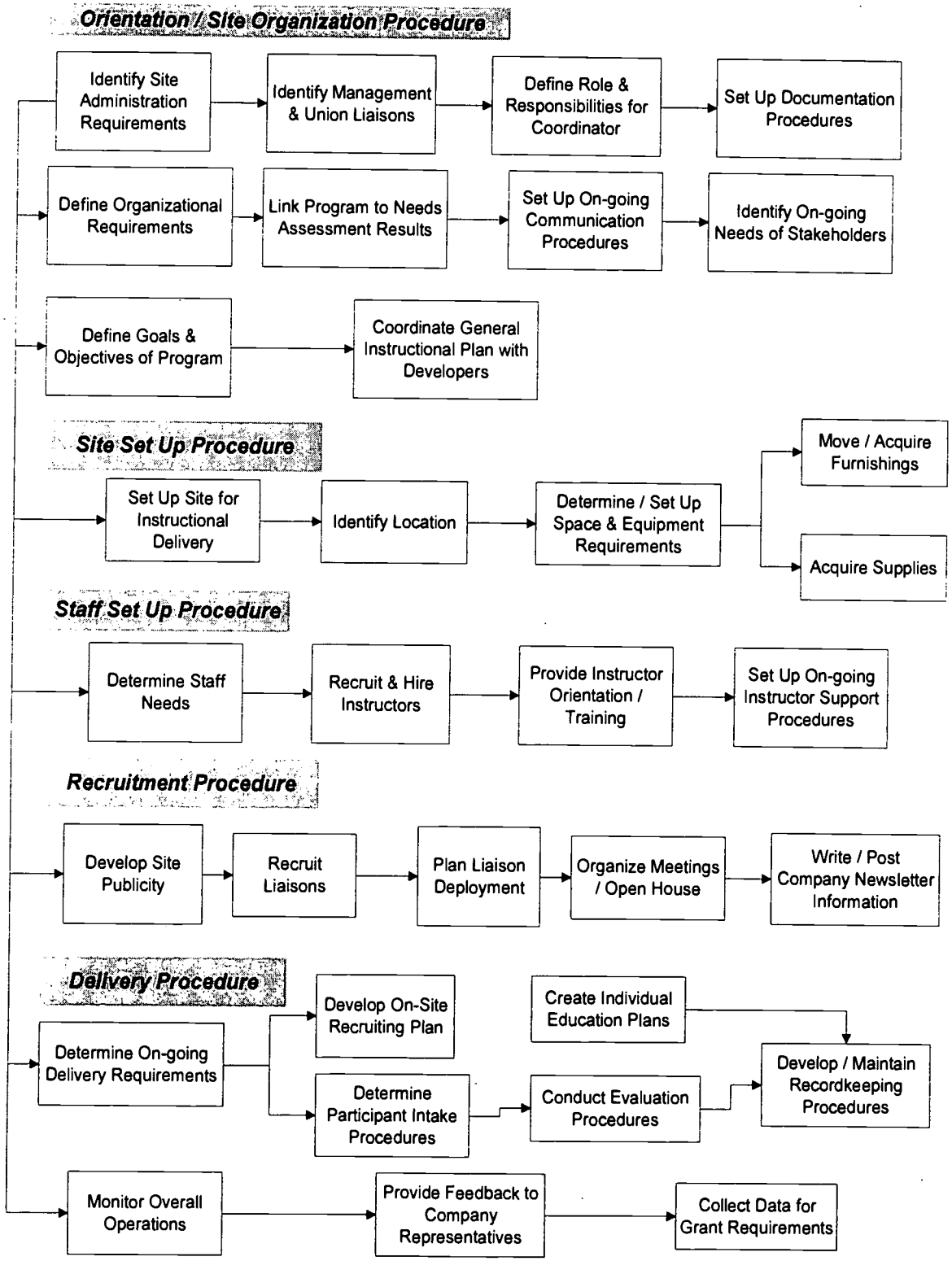
Orientation and Site Organization

In Figure 2, the most important stage is *Orientation and Site Organization*. This process began early on in the needs assessment process and continues throughout all of the implementation. What is presented in the different process boxes to the right is a number of subtasks that need to occur in this orientation procedure. It should *not* be assumed that all of these actions happen in sequential order. That is why we went to the circle diagram (Figure 1) to explain the overall process.

Organization to support the Wayne Center implementation must be categorized separately. This work can be viewed as an experiment in community outreach to a group of smaller industrial firms. One portion of this experiment is to use the Wayne Center as a *transfer point*

Figure 2 -- Implementation Model

Version: 8/22/96



for existing courses. Thus, the curricular materials developed for Davis, City, and Detroit Axle would be transferred to the Wayne Center for use in other companies (realizing that these courses were based on some customized needs assessment not to be performed at the *transfer* companies). The second was the cooperation of two vendors, TRO Learning (PLATO) and The Learning Tree (JSEP and Star 2010), gave us the vast capability to deliver substantial curricula that could be used for experimentation. Over 7000 hours of potential instruction is possible through these two sources.

The specifics of implementation and outreach will be documented as part of Goal 4 in future operations. Figure 2 includes specific tasks that need to be taken up for the various stages. Note that one of the components of the process has to do with linking needs assessment process to program needs and that this is an on-going process. By linking needs to business requirements, workplace education can have a more integral role in the business. In one instance, where we did not depend on a thorough needs assessment process, we found that the implementation failed because it did not quite meet the needs of the organization. While it may seem trivial that the definition of goals and objectives of the program may be one of the first things considered, it is actually not a comfortable discussion until relationships have been set up with the various stakeholders in the organization. Only then can a forthright discussion take place on goals and objectives within the context of the organization.

Site set-up Procedures The second area of site set-up requires an examination of the physical facilities that need to be taken into account during site set-up. Determining space, identifying location, modifying space as needed and acquiring the various resources are common tasks in this subprocess.

Staff set-up procedures

The third area of staff set-up includes the process of identifying the requirements and then selecting instructors that best fit the needs of the organization.

Staff Development

Each of the eight instructors employed by Project ALERT is limited to 20 hours per week due to contract constraints on the University. The instructors in addition to teaching the classes according to the lesson plans developed must also collect the relevant data for project documentation.

We have also determined that some instructor time needs to be devoted to instructional development in order to further customize the instruction delivered at each site. This process of continuous improvement has been applied to each of the courses developed. Each course has been modified for its second delivery through this assistance.

One need that became apparent through the second year is that the Project Coordinator could not supply all of the needed staff development needed on-site for the instructors. Thus, beginning in August 1996, the Project Coordinator implemented a "staff development seminar" for all instructors. This consisted of monthly sessions to convey needed information as well as to keep instructors apprised of the overall project and

their roles in maintaining high quality standards for interaction with participants and partner organizations. The following describes this staff development effort.

The Project Coordinator had extensive contact with the instructional staff. She spent 75 percent of her work time on site during the delivery of instruction. Frequently she was able to co-facilitate the instructional process by becoming a teacher member of the group. This proved to be the best way to model instructional strategies in the various learning environments.

The Interpersonal Communication & Problem Solving class required the most support, especially at the beginning of the classes. A number of workers expressed frustration and low morale issues at the beginning of the classes and having two facilitators was an effective approach to launching a group that initially seemed to disbelieve the company's willingness to provide release time for personal growth. During the first two classes, participants usually raised these kinds of issues. All classes had participants who insisted that without supervisors, our efforts would be wasted.

The Whole Language philosophy also required considerable demonstration of strategies that reach the objectives of a Whole Language curriculum. Another significant aspect of the need for staff development was that the majority of the instructors was not certified teachers and had never been observed or assessed for their instructional styles. Several components of instructional delivery needed development. Establishing prior knowledge, pacing instruction, individualizing instruction and general classroom management were the main parts of the instructor's needs. Most of the instructors were eager to understand principles of learning. Twelve formal staff development sessions that started in August 1996 and ended in April 1997 included a variety of practices that work well with adult learners. The sessions were held approximately every 2-3 weeks. All instructional staff was invited to attend and paid their regular hourly rate for the 2 hours of each session. The curriculum team usually attended and participated in the sessions.

The Project Coordinator continued to attend the instructional sessions on site and maintained a close relationship with the instructors. After or before the sessions, the Project Coordinator and the instructor reviewed lessons and the effect on the learners or dealt with other concerns about the classes. Every effort was made by the Project Coordinator to become a part of the instructional process, which built rapport with the students and the instructors. This reduced the instructors' fear of being evaluated and the team concept was maintained throughout. Discussions with the curriculum team and the Project ALERT director also supported the process. He was always available to answer questions or to provide updates on the project. He demonstrated to the staff that open discussions about concerns are important to all of the project members.

Staff Development Session Descriptions The following is a summary of each session:

1) An overview of Project ALERT, the institutionalization of programs, the role of instructors and the other project team members, and challenges we face as we try to deliver instruction were the main parts of the first session. The instructors had an opportunity to ask questions and deal with some of their concerns. A survey of what is meant by the following: organizational support, the need for support, role instructors play in an organization, and the issues surrounding curriculum expectations was also completed.

2) Forming a team, developing a mission statement, setting ground rules for the team, establishing the essential parts of record keeping, and planning for the next session on the use of the computer were the main parts of the session. The group was surveyed to determine its needs for training on the computer.

3) One of the instructors presented an overview of keyboard shortcuts for operating Windows 3.1, the use of application icons and the many uses of the Toolbar. The handouts were discussed and instructors took turns discussing the other areas that they wanted in the next session.

4) The group looked for common threads in their mission statements from session 2, and did some revisions. An update of the current budget and the connection of ALERT to the Empowerment Zone were also given by the project director. The main focus of the meeting was to look back at the initial survey of what makes a good team. Discussion followed about the changes in their opinions. The staff felt that they were becoming a stronger team. Barriers to learning were also listed for further discussion. Concepts provided by Bob Powers in his book, *Instructor Excellence,* were introduced as a basis for the following sessions.

5) This session was devoted to instruction on using on EXCEL and the FILE MANAGER. The members worked on making files and discussed the instructor's effective style of working with a group of computer students.

6) Discussion about the reasons for keeping a clear vision of our mission and additional thoughts about our success in building a team dominated the first half of the session. The rest of the session continued the process of how to perform with excellence. The members related their classroom experiences that fit the standards in Bob Powers approach to reaching excellence. The last part of this session was used to review and add to a list of barriers to learning. Examples from the classes helped to develop a better understanding of the problems the instructors' experience with the delivery of instruction.

7) The session started with a discussion about concerns, questions, and team building. The project director gave an update on possible changes in the plants, and an update on the Empowerment Zone project. The requirements for records and the importance of self-monitoring during the delivery of instruction was also discussed. It was determined that instructors make assumptions about their

learners without checking for understanding of the lesson. A self-evaluation sheet was completed and discussed.

8) A *Staff Conference Questionnaire* was completed in small groups. The questionnaire was used to look back and ahead in the delivery of instruction. A sharing session followed with a summary of what each group said about highlights of their instruction, such as: greatest sense of achievement; major concerns; difficulties; goals; plans for change. Discussion followed about how the project coordinator could assist with their needs. The need for linking new learning to old learning was discussed and examples were shared. The learning process was briefly reviewed, along with some of the principles of learning.

9) A video, *Workplace Literacy - Why? What? How?,* raised issues about the difficulty of providing an effective educational program without a clear understanding of what the stakeholders expect you to achieve. The concepts that surround workplace education versus education as we know it, customer service (the learners), and the layers of politics in business and industry were also discussed. Emphasis was placed on self-monitoring during the delivery of instruction and the notion of the instructor's intentions versus the students' reactions. How do you know that they got ***it*** ?

10) This session was built around the Bob Powers' standards for Preparing for Instruction. The instructors discussed each standard and agreed upon those that fit with the work they do for Project ALERT. The standards were used for self-rating and some discussion about areas they need to develop further. The remainder of the session was used to start an exploration of what they know about learning differences (disabilities).

11) Four staff members attended PROBES (Practicing Retention of Best Educational Strategies), a state of Michigan grant that provided five four-hour sessions for adult educators to learn and practice established best practices for adult learners. The four instructors shared their experiences with the rest of the group. The discussion raised an important guideline for teaching adult students; they need to know the purpose of the lessons and how they can use the learning. The staff made comments about how they could incorporate some of the PROBES strategies, which would help learners, connect the lessons to their lives.

12) Learning disabilities, reading problems, strategies for pacing instruction, metacogniton, and increasing student participation were just some of the standards for instruction discussed. This session largely emphasized strategies for multi-level learners. The principles of learning that were presented in the previous sessions were reviewed. The Empowerment Zone will continue staff development sessions.

The following books were very useful in planning staff development activities:

- Bob Powers is president of Bob Powers & Associates Inc., a consulting firm dedicated to improving human performance in the workplace. He served as president of the National Society for Performance and Instruction from 1984-1985. Powers has developed a comprehensive set of performance standards that facilitate excellent instructor performance. His book *Instructor Excellence* provides valuable information about how adults learn and suggestions on how to deliver instruction with standards of excellence. (Powers, Bob. *Instructor Excellence*. Jossey-Bass Publishers, San Francisco, 1992.)

- Stephen L. Yelon's book, *Powerful Principles of Instruction,* is organized into 10 principles of instruction that are applied by effective instructors and trainers and are the basis for most practical procedures. He derived the principles from extensive observation of teachers and from reviews of research. He clearly states that the book is not to be viewed as a set of teaching methods, rather, it is a craft based on many sets of powerful principles. (Yelon Stephen L. *Powerful Principles of Instruction*, Longman Publishers, White Plains, NY, 1996.)

Recruitment Procedure

The recruitment procedure is another stage referenced earlier. Here five tasks are listed for the various parts of the recruitment process. Again, while this process begins with the first class, it really continues throughout the process. Part of what's needed in the recruitment process is to make an integral part of what the organization does. Thus when funding is cut or the process loses its grant support, there is an internal mechanism set up so that it is part of the ongoing activity and can be executed to consistently recruit employees and inform employees of the available instruction.

The recruitment process has varied considerably by site. At Davis, a plan was developed using a general plant-wide announcement meeting, a volunteer shop floor member and personal interaction with employees on the shop floor. At City Disposal, recruitment was somewhat hampered by the lack of regular work schedule and no central location where employees gathered. At that site, announcement and flyers were distributed with paychecks, bulletin boards displayed flyers, and project personnel walked around the yard and talked with employees.

At Axle, two UAW *liaisons* were selected and trained for their role. Training was completed over a two-day period in August 1995. The liaisons assisted in composing course flyers and talking to employees on the shop floor during breaks and at other times. Their work was made difficult because of the large size of the facility and the large number of employees (1,300). Additional cooperation and commitment was required from the local union leadership, plant management and staff from the UAW-Chrysler National Training Center in order to coordinate release time for the liaisons as well as the employees who became program participants. Additional and continuing work on the part of the liaisons was needed to foster attendance at the class sessions.

Recruitment at the Wayne Center has been considerably different. Although classes have just begun, considerable community contact activities began in January 1996 with attendance at regular meetings with two organizations:

- Eastside Industrial Corridor--a group of 60 companies in Detroit representing a large variety of industrial and service firms
- Northeast Manufacturers Association--a group of 35 small to midsize companies in the same Detroit region

Using these meetings as a forum to discuss the program and promote Project ALERT, credibility was established with organizational leadership and company representatives. Additional assistance was gained through the support of one additional organization, the Detroit Economic Growth Corporation, whose staff attended many of these meetings. Through this process, a mailing list of potential companies was obtained for use in promoting the opening of the center with an Open House on June 18, 1996.

Delivery

Delivery is also an ongoing process. Notice that in this area is a feedback loop to not only individual employees but also to the organization so that a continual loop of needs assessment and feedback into developing ongoing activities is maintained. There is also a strong component to record the history and learning of what's happening in the organization through record keeping procedures. For example, in one case our attendance records became very important as a component for QS 9000 certification for an auto supplier. Having those records readily available assisted the organization in meeting that particular need quite easily. Also, because courses are likely to change over time, it is necessary that ongoing delivery requirements be established. One of the areas that was not sufficiently planned for in our project was standard feedback (evaluation data) to company and union representatives to inform them of program status including test results, attendance records, attitudinal changes, all of which are important for company and labor representatives.

At Davis Tool and City Disposal, instructors scheduled extra sessions to help employees with specific needs. The *tutorial* session gave employees a chance to address issues that would not be suitable in a class room situation. At City Disposal, one long-term employee was a virtual non-reader who needed extra time and help to work on emerging reading skills. At Davis, the instructor provided individualized math tutoring to help those employees who were not able to move through the materials as easily as the majority of the class.

The instructor at City Disposal also worked through the CDL materials with the pilot group. At the end of the course, she arranged for the students to take the test for the Temporary Instructional Permit (TIP). She accompanied the group to the Secretary of State office to take the test and actually took the test with them. Everyone, including the instructor, obtained a Temporary Instructional Permit (TIP).

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