DOCUMENT RESUME

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SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1998-09-04
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IDENTIFIERS	*Lane Community College OR

ABSTRACT

The Workplace Training Project began as a partnership between Lane Community College in Eugene, Oregon, and four area businesses. Their primary objective was to develop worksite-specific, learner-centered, competency-based workplace curricula in topics such as the following: basic math, fractions and measurement in the workplace, survival math for work and home, interpersonal skills, business writing, problem solving in the workplace, and English as a second language. During the project's second year, two additional business partners joined the project. At all six worksites, training programs were based on individualized learning plans (ILPs) that were jointly developed by the program instructors and learners based on individual skills assessments and job task analyses. At all sites, site advisory teams participated in ongoing monthly meetings to help project staff deliver customized training. Of the 419 unduplicated participants served during the project, 100% completed ILPs and 82% met the competencies identified, as measured by pre and posttesting and/or self-assessments. Learners, business partners, and instructors alike expressed high levels of satisfaction with the project's training methods and outcomes. (An appendix constituting approximately 60% of this document contains the following: project timetable, project data sheet, and participant pre and posttest scores by worksite.) (MN)

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ED 424 443

WORKPLACE TRAINING PROJECT

Eugene, Oregon

FINAL REPORT
FOR THE
NATIONAL WORKPLACE LITERACY PROGRAM

SUBMITTED BY

Lane Community College

and

Newood Products Inc.
Pacific Western Extruded Pipe Co.
The Springfield Group
Staffing Services Inc.
HMT Technology
Gunderson Rail

September 4, 1998

CE 077 437

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Workplace Training Project
Project Objectives

The following performance objectives were identified in the grant proposal.

Objective 1. **A minimum of 225 workers (after rescission, 214) will participate in workplace basic skills training during the three-year program period.**

Objective 2. **100 percent of participants will complete an individualized learning plan (ILP) developed jointly by instructors and adult learners based on individual skills assessments and job task analyses.**

Objective 3. **70 percent or more of participants will attain 90 percent or more of the competencies identified in their individualized learning plans.**

Objective 4. **Measurable gains will be observed in key productivity indicators specific to each business partner, including such indicators as decrease in on-the-job accidents and injuries, decrease in job mistakes, increased diversity in skills, increased job satisfaction, job retention, and job promotion.**

Objective 5. **Workers participating in training will express satisfaction with the training methods and the skills they gained, as demonstrated by evaluations completed at the end of each training course.**

Objective 6. **Program partners will express satisfaction with program operations and the training outcomes, as demonstrated by annual surveys of key participants.**

Objective 7. **Program materials and outcomes will be disseminated locally, regionally and nationally through industry networks and education provider networks.**

Objective 8. **Program partners will demonstrate an increased capacity to provide basic skills training in the workplace.**

Objective 9. **The partnership will maintain accurate records of program activities, fiscal records, and evaluation data as required by the Department of Education and the fiscal agent, and will submit reports on time.**

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WORKPLACE TRAINING PROJECT

Lane Community College (Lane) and four business partners--Newood Products Inc., Pacific Western Extruded Pipe Co. (PW Pipe), The Springfield Group, and Staffing Services Inc. (formerly Staff Management Associates)--began work on the workplace literacy project in January 1995. During 1997, the grant added two more business sites: Gunderson Rail and HMT Technology. Project activities cited in this report reflect the time period from June, 1995 through June, 1998. The grant staff requested a no-cost extension from January through June 1998 to complete training requests of one of newest partners, HMT Technology. At grant end, the project served 419 unduplicated participants (almost twice the number originally anticipated after the rescission in 1996). This report serves to highlight program goals and objectives established in the grant proposal and to report progress.

The program set goals of developing, implementing, evaluating and disseminating a model workplace basic skills training program which improves the productivity of workers employed at small manufacturing plants. The project met the time line established for these goals and objectives (see appendix). The project hired a full time co-director, one ½ time instructor and ten part-time instructors. This staff remained the same throughout the lifetime of the project. The match requirement (non-federal expenditures) of 30% was exceeded by the project partners. For detailed financial information, please see the Financial Status Report submitted to the Department of Education by the College Finance Department of Lane Community College.

Program activities are grouped into five program functions: (A) curriculum development and training delivery; (B) program evaluation; (C) program demonstration and dissemination; (D) capacity building for workplace training; and, (E) program management. Program accomplishments for the grant period address the activities in these five program areas. For Annual Performance Report data, see appendix.

A) Curriculum development and training delivery
Related objectives: 1, 2, 3

- **Curriculum binders:** Project staff, with input from business partners and participants, developed two curriculum binders over the three years of training: 1) *Language and Communication Skills* - includes curriculum in the areas of interpersonal communication skills, English as a Second Language, Cultural Diversity, Document Reading, and Writing in the Workplace; 2) *Math Skills* - includes curriculum in the areas of basic math, fractions and measurement in the workplace, fractions, decimals, formulas, calculators, geometry and algebra. Binders include background information, lesson plans and worksheets used in these classes.
- **Project video:** A twenty-three minute video portrays project activities through personal interviews with project participants including employee participants, Site Advisory Team members from each company, and college and project staff.
- **Guide for Instructors and Staff:** A guide used for new instructors outlines expectations and

provides a means of sharing general information about the Workplace Training Project's history, purpose, and goals.

- **Training delivery:** Site Advisory Teams (SAT) at each worksite participated in on-going monthly meetings to assist project staff in delivering customized trainings. Based on SAT recommendations, the project offered over seventy-two trainings under twenty-one course titles during the three years. Four hundred nineteen (unduplicated) employees participated in these trainings.
- An **Individual Learning Plan (ILP)** helped learners to identify their goals and objectives for each training, and to fill out a timeline for completing objectives. The instructor and class participants identified specific skill areas that would be covered, and learners chose from this list of competencies. One hundred percent of participants completed an ILP, and 82% met the competencies identified as measured by **pre/post testing** and/or **self-assessment** (see appendix).

B) Program Evaluation
Related objectives: 4, 5, 6

Formative evaluation:

- **Learners** completed **evaluations** for each of the trainings in which they participated. The learner evaluation form, developed by project staff with input from SATs, asked questions regarding instruction, feedback, tests, work related examples, relevance to job, and recommendations. Eighty-six percent rated trainings at 4 or 5 on a 5 point scale. Ninety-six percent recommended the class to other co-workers. In addition, the project video captures interviews of participants and their thoughts and feelings regarding participation in trainings. Project staff shared summaries of each training with the SAT members in order to provide information on each training as well as help plan future trainings.
- Project staff, along with SAT members at each company, collected **six month evaluations** on targeted trainings (ones thought to be most important for the company). The purpose was to see how participants transferred what they learned in training back to their jobs and to see how well participants remembered the information. Project staff and SAT members found it difficult to get surveys returned because participants were no longer in a class-like situation that met weekly. At one of the companies, project staff interviewed participants. This procedure required a significant amount of time for the amount of information obtained.
- The project co-director submitted **annual reports** to each business site. The reports included progress on each objective and a summary of trainings for that year. In addition, they reported accomplishments of each business, a company summary of trainings, the objectives of each of the

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trainings, the learner evaluation summary comments, and the annual match expenses.

- Project staff submitted **annual surveys** to each Site Advisory Team. Surveys asked SAT members information regarding project effectiveness in the areas of coordination, training, and evaluation. Project staff shared results with the SAT, noting commendations and identifying concerns and areas for improvement.
- The project co-director conducted a final **exit interview** with either the SAT or project contact person at each business site. The interview questions asked about the benefits of the project to employees and to the work environment, about the success of the project in meeting company needs, and about the need for continued training. Each company expressed positive benefits including: stronger relationships between management and employees, increased confidence in new learning situations, greater comfort with basic skills covered in trainings, and improved communications between different cultural groups.

Summative evaluation:

A training objective throughout the three years of the project has been to assist employees in developing skills that would lead to a measurable gain in key productivity indicators specific to each business partner. Two of the original four companies participated in the evaluation process over the three year time period. The other two companies were not able to participate in the summative evaluation process: one business was purchased by another company and consequently, participated in training less than originally anticipated; the other company closed twice and underwent lay-offs during the three year period and thus, did not have ample staff to collect necessary data. The two companies added in the last year of the project also participated only in the formative evaluation process. The summative evaluation results of the two companies who participated in the process are summarized below.

- **PW Pipe** expressed interest in training to increase proficiency in math and to reduce production error rates. Analysis led to the identification of three kinds of errors: calculation, omission, and transcription. Results show 1) a significant reduction in total errors occurred between 1996 and 1997, 2) the reduction in errors led to a substantial reduction in the cost of rework, 3) production volume varies from month to month. However, the results found no correlation between error rates and levels of monthly production.
- In the job task analysis, **Newood Products** identified communication as the most important training need. Classes conducted over two years taught "second language" and cultural issues in both English and Spanish in order to increase the work related communication between Spanish

and English speaking employees. The evaluator used network analysis to view the changing communication patterns before and after language/diversity classes. Results show 1) an increase in frequency of communication among the network participants, 2) the language classes do appear to bring more people into the network at least temporarily.

- For more detailed analysis of the evaluation, please see attached report submitted by Willamette Valley Resources, Inc.

C) Program demonstration and dissemination
Related objective: 7

- The project staff disseminated **curriculum binders** and the **project video** (see Curriculum Development and Training Delivery above) to each business partner participating in a series of trainings at their worksite. The project also disseminated curriculum binders to other Community Colleges requesting materials, the Northwest Regional Literacy Resource Center, Oregon Community College Services, ERIC, the National Network for Curriculum Coordination in Vocational-Technical Education, and the Department of Education.
- The **Project newsletter** established in the first six months of the project, and published three times a year thereafter, included information about trainings from the vantage point of participants, instructors, and business partners. It also included information regarding training issues and workforce legislation. The mailing list included other national workplace projects, state and regional educational institutions, and industries related to the business partners. One of our business partners served as editor of the newsletter.
- Project staff made **presentations** at national, regional and state conferences including: the League for Innovation in the Community College conference, Workplace Learning conference, Adult Numeracy Practitioners Network, Oregon Community College Services summer conference, Oregon Professional Development Series, Builders Trade Association, and the Literacy Education and Referral Network.
- **Articles** on project activities appeared in several newspapers including the Portland *Oregonian*, Lane County *Business News*, the Eugene *Register Guard*, and the Washington DC *Employment and Training*.

D) Capacity building for workplace training
Related objective: 8

- During the first year of the project, fifteen Adult Basic Education instructors and English as a Second Language instructors at Lane participated in 7 interactive teleconference sessions broadcast by the Massachusetts Workplace Literacy Consortium.
- In addition to the development of the above described products (curriculum binders, guide to staff

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(curriculum binders, guide to staff development, program overview video tape) the project, along with Portland State University, offered a year-long **Workforce Education Series** to all interested staff and business partners. Twenty Lane Community College instructors participated in the ten credit series. The series included workplace culture, communications, business/education partnerships, and culminated with a capstone integrating course work with field experience.

- As one of our last trainings, the project offered a **Train the Trainer** class to all of our business partners. This training, taught by four different instructors, gave supervisors and lead employees an opportunity to sharpen their own skills in training other employees. The training included information on adult learning theory and practice, critical thinking skills, learning styles, and training plans.
- **Continued training needs** of business partners will be met by the Business and Industry Services department at Lane Community College.

E) Program management
Related objective: 9

- Records of program activities and fiscal reports have been submitted to the Department of Education throughout the three year grant period.

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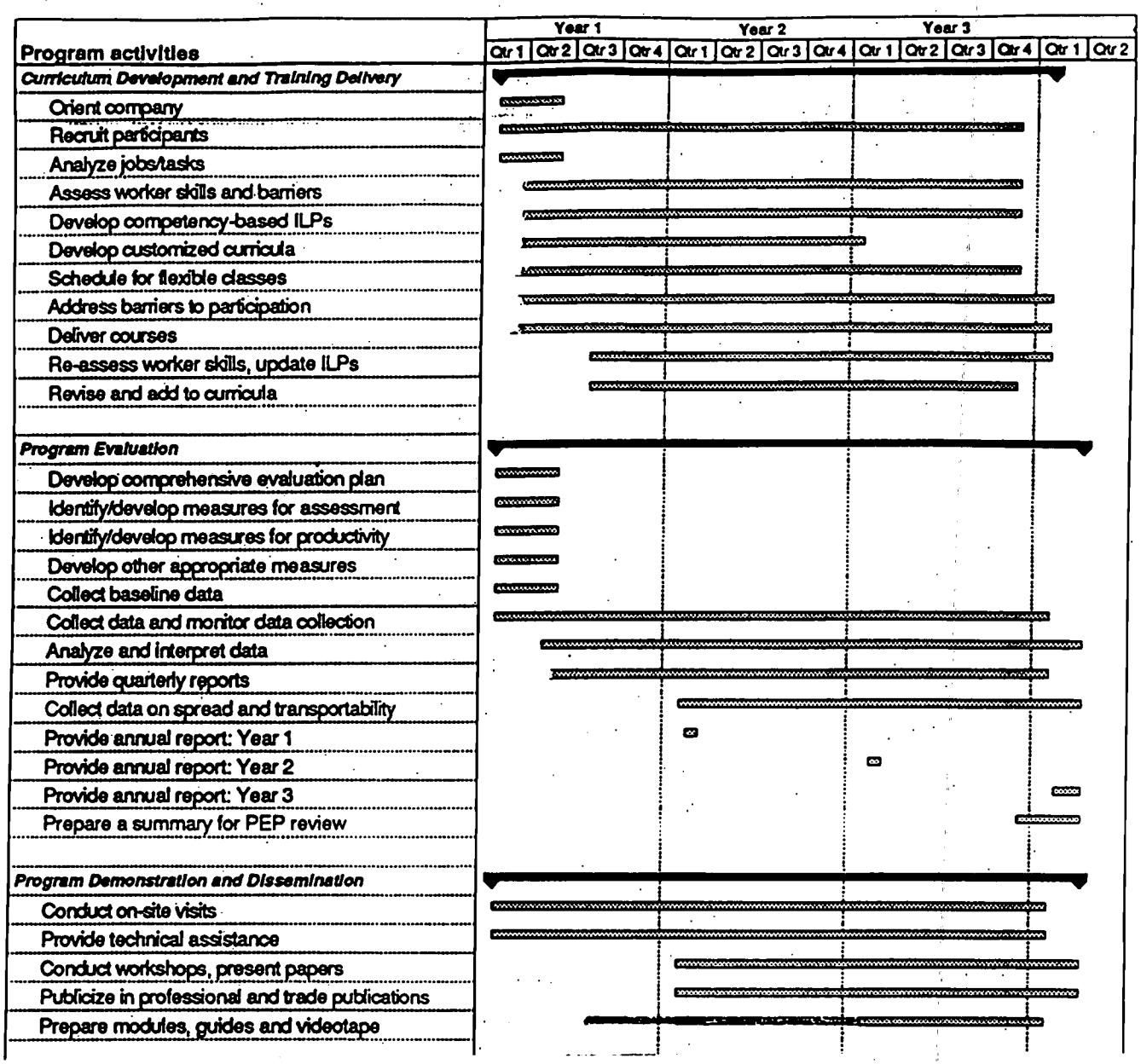
APPENDIX

WORKPLACE TRAINING PROJECT TIME TABLE



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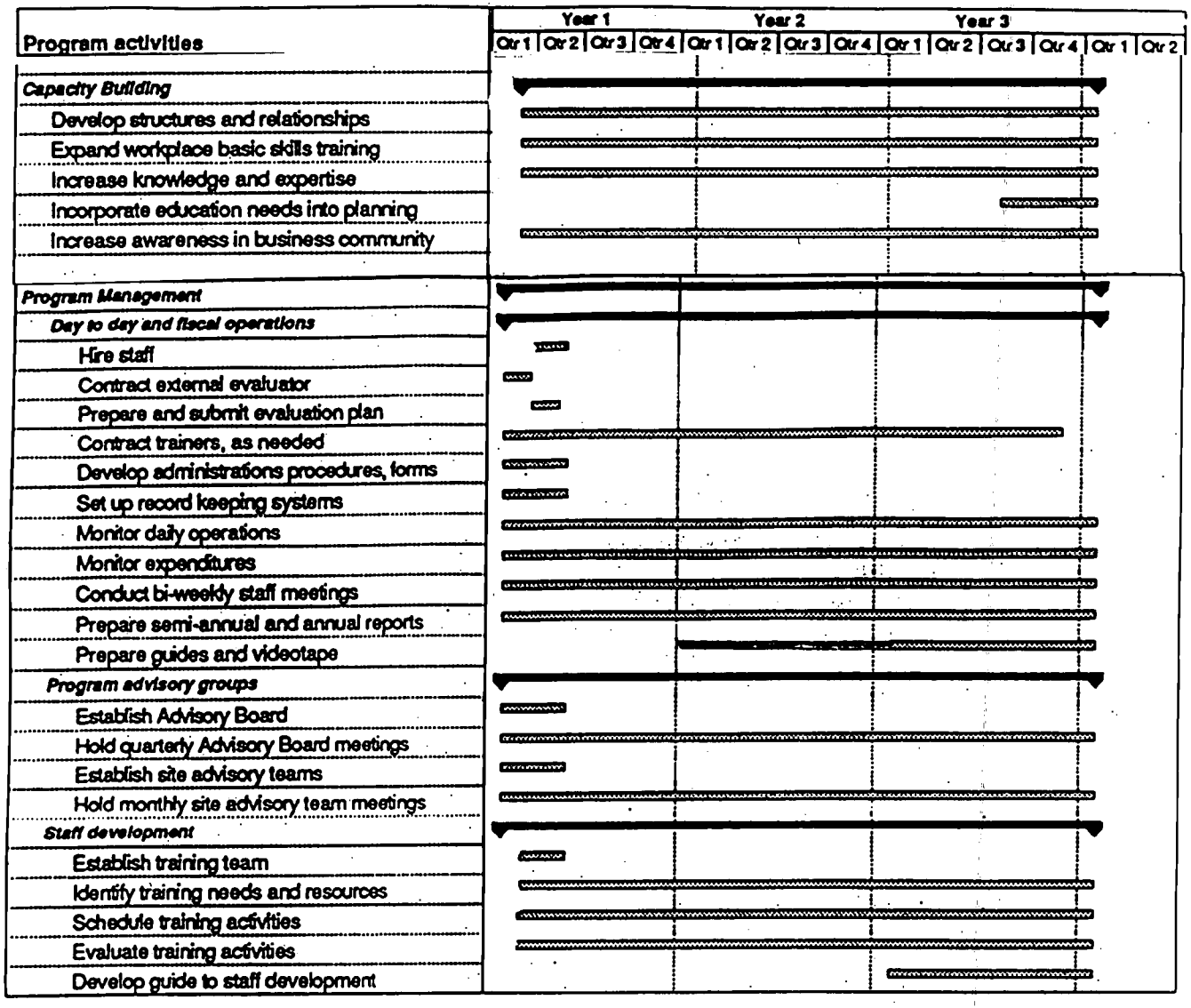
WORKPLACE TRAINING PROJECT TIME TABLE



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Title of Project: Workplace Training Project

Partners: Newood Products, Gunderson Rail, Staffing Services, PW Pipe, HMT Technology, Springfield Forest Products

Location: Eugene/Springfield, OR

Report Period: From: January '97 To: June '98

Date Submitted: September 4, 1998

Year 3 + no-cost extension

Part 1: Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 419

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): 419

3. Target number that were intended to be served during this ~~6-month~~ year period: 75

4. Number served at each site during this ~~six-month~~ year period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	HMT Technology(inc. 6month ext.)	129	74
2	Newood Products	58	91
3	PW Pipe	52	138
4	Springfield Forest Products	15	28
5	Staffing Services	9	16
6	Gunderson Rail	18	24
7			
8			
9			
Total		281	371

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 211,939

2. Matching Funds or In-Kind Matching Obligated this Period: $ 90,831

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Part 3. PARTICIPATION DATA --

1. Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative).

PROGRAMS	WHITE, NOT OF HISPANIC ORIGIN	BLACK, NOT OF HISPANIC ORIGIN	HISPANIC	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	TOTAL
A. Adult Basic Education (Basic Skills)	298	3	58	20	15	394
B. Adult Secondary Education (GED)	8		2			10
C. English as a Second Language			15			15
TOTAL	306	3	75	20	15	419

2. Indicate the average age of all learners participating in the project to date (cumulative). 32

3. Indicate the number of all learners participating in the project to date by gender (cumulative). Females: 125 Males: 294

PART 4. EVALUATION DATA -- Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

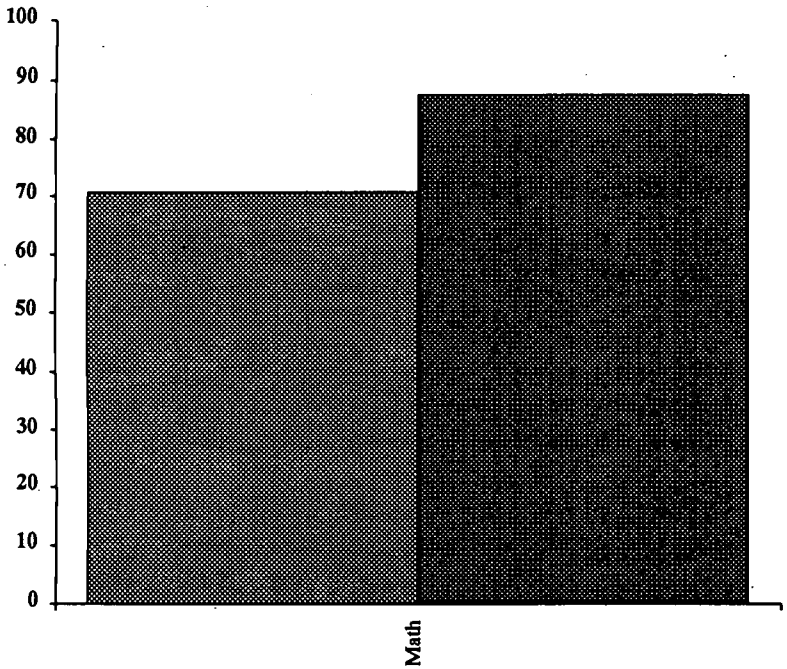
OUTCOME MEASURES*	Number of Participants Who Have Shown Improvements
A. Basic Skills Customized pre/post; Individual Learning Plan	133
B. Communications Skills " ; "	326
C. Problem Solving Skills " ; "	61
D. Work Productivity	
E. Work Attendance	
F. Self Esteem	
G. Obtained GED BASIS/CASAS; GED tests	5
H. Other (designate) ESL - Cusomized pre/post; Self-assessment	43

* For each outcome for which improvements have been indicated, append a description of the outcome and of the tests or other instruments used to measure the outcome.

NOTES: In addition to scheduled performance reports, EDGAR, 34 CFR 74.84 and 34 CFR 80.40, require that significant developments be reported as soon as they become known.

Post Scores by Employer

Gunderson Rail



Math				
	06G	70.9	85.1	14.3
	11F	70.6	89.7	19.1
	Total Course Avg:	**70.8**	**87.4**	**16.7**

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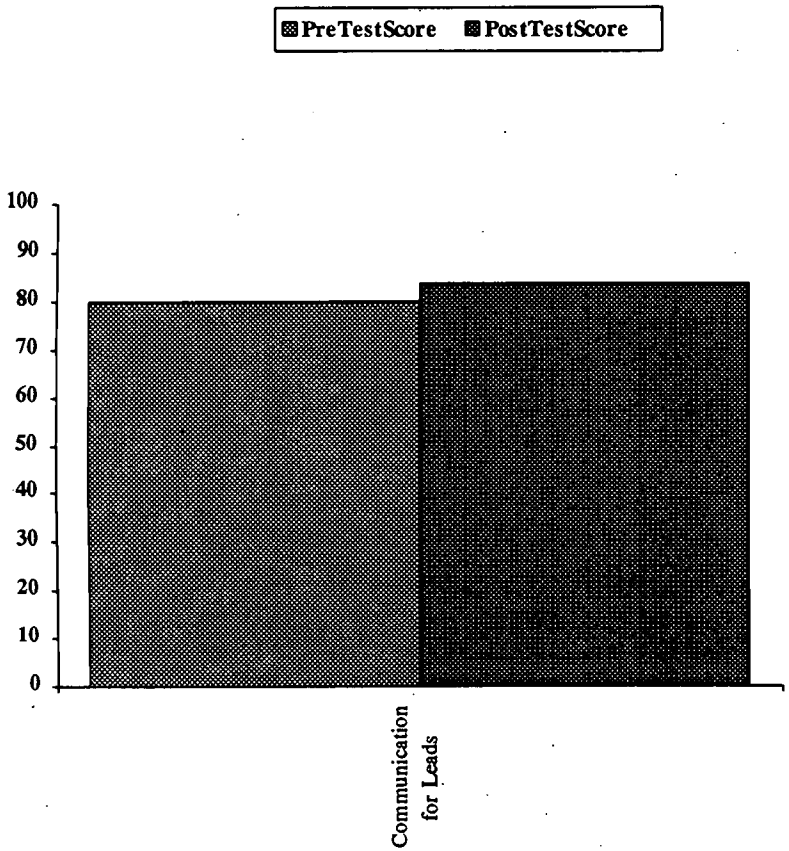
Pre Post Scores by Employer

HMT Technology



Communication for Leads			
05I	79.9	83.9	3.9
Total Course Avg:	**79.9**	**83.9**	**3.9**

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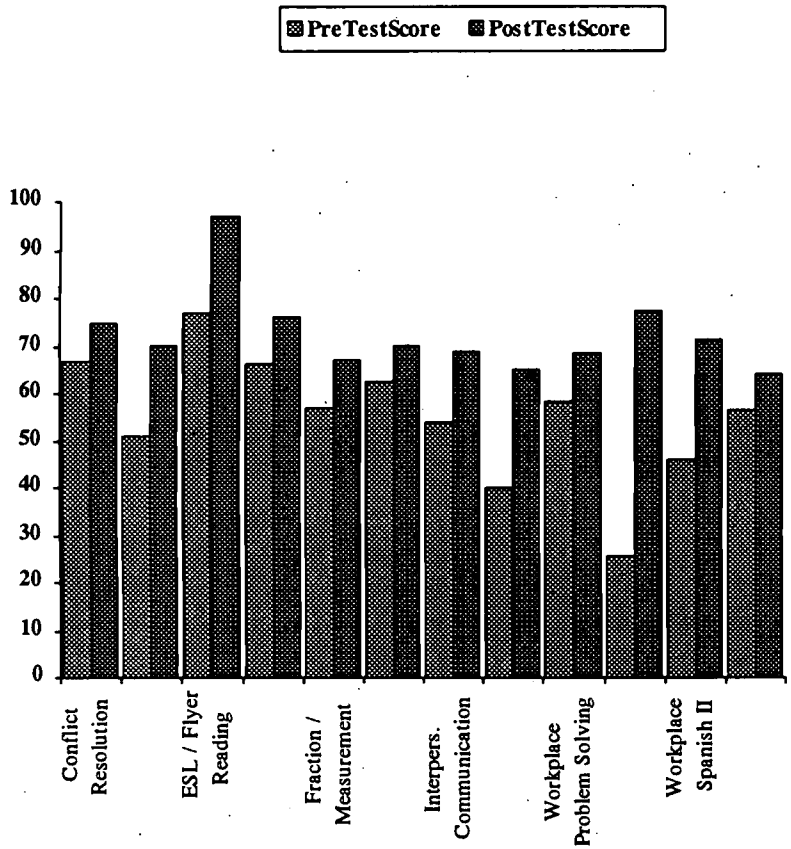
Post Scores by Employer

Newood



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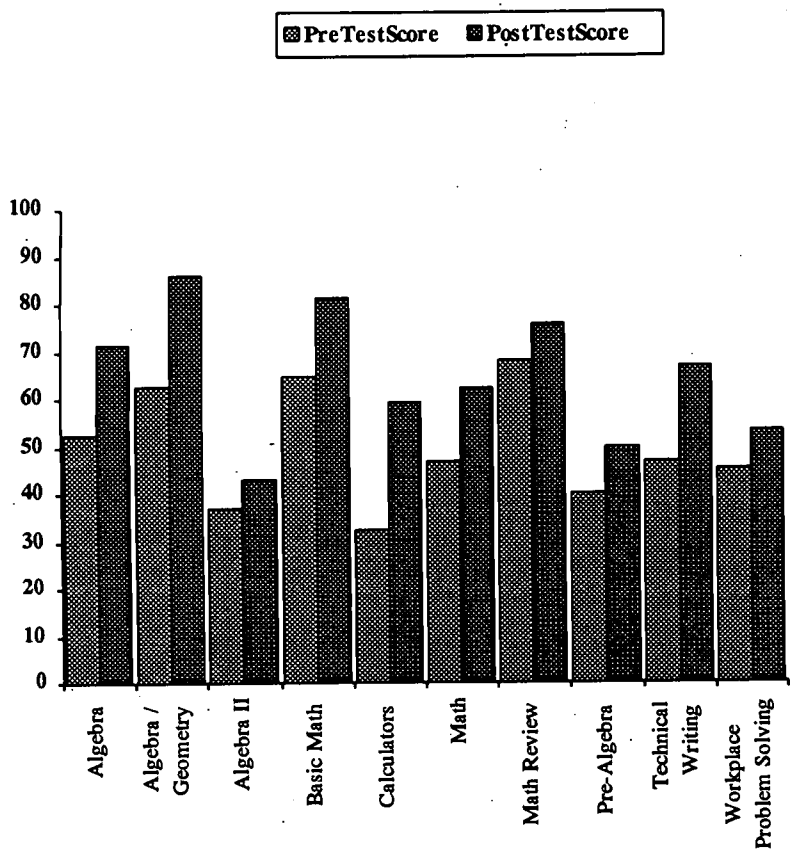
Conflict Resolution			
04B	66.7	75.0	8.3
Total Course Avg:	**66.7**	**75.0**	**8.3**
Diversity / Bilingual			
02I	51.1	70.2	19.1
Total Course Avg:	**51.1**	**70.2**	**19.1**
ESL / Flyer Reading			
02D	77.0	97.0	20.0
Total Course Avg:	**77.0**	**97.0**	**20.0**
Flyer Reading			
01H	55.8	69.5	13.8
02B	69.5	78.2	8.8
Total Course Avg:	**66.2**	**76.2**	**9.9**
Fraction / Measurement			
01A	57.2	67.3	10.0
Total Course Avg:	**57.2**	**67.3**	**10.0**
Getting Your Point Across			
01J	60.8	67.0	6.2
04I	65.0	73.5	8.5
Total Course Avg:	**62.7**	**70.3**	**7.6**
Interpers. Communication			
05A	54.2	68.8	14.6
Total Course Avg:	**54.2**	**68.8**	**14.6**
Listening to Understand			
05B	40.0	65.0	25.0
Total Course Avg:	**40.0**	**65.0**	**25.0**
Workplace Problem Solving			
04D	58.3	68.7	10.3
Total Course Avg:	**58.3**	**68.7**	**10.3**
Workplace Spanish I			

01E	33.1	71.4	38.3
01F	7.8	80.3	72.5
05E	26.1	82.9	56.7
Total Course Avg:	**25.6**	**77.5**	**51.9**
Workplace Spanish II			
02F	46.0	71.4	25.4
Total Course Avg:	**46.0**	**71.4**	**25.4**
ZM Communication			
02G	57.5	62.8	5.3
03F	55.1	67.3	12.2
Total Course Avg:	**56.8**	**64.2**	**7.4**

Post Scores by Employer

PW Pipe



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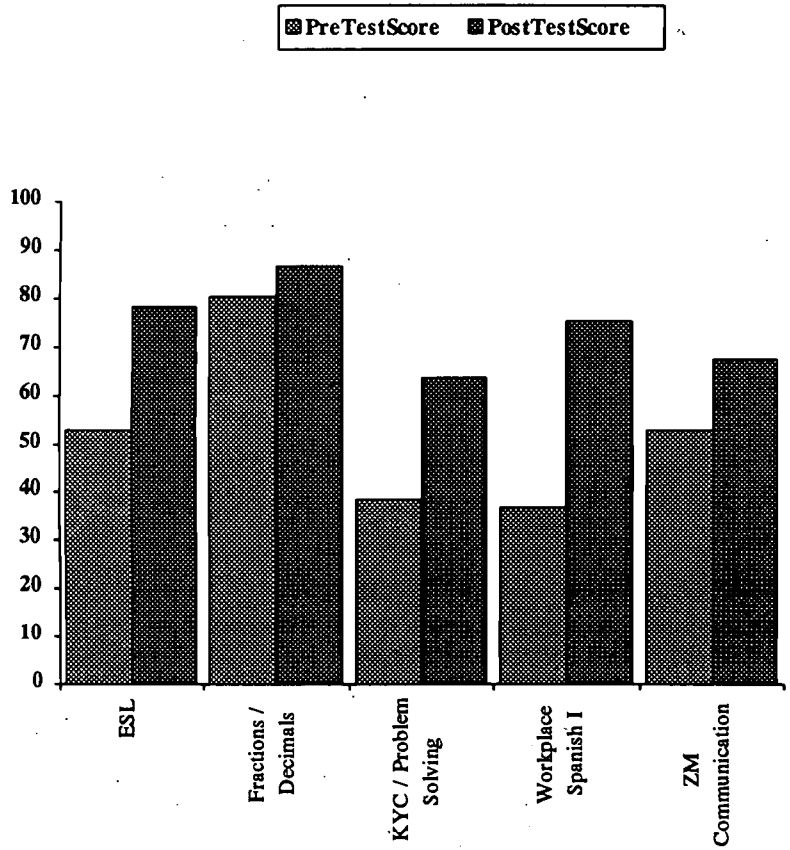
Algebra			
05F	52.1	71.4	19.3
Total Course Avg:	**52.1**	**71.4**	**19.3**
Algebra / Geometry			
09C	62.7	86.0	23.3
Total Course Avg:	**62.7**	**86.0**	**23.3**
Algebra II			
04G	37.2	43.0	5.8
Total Course Avg:	**37.2**	**43.0**	**5.8**
Basic Math			
03A	64.5	81.3	16.8
Total Course Avg:	**64.5**	**81.3**	**16.8**
Calculators			
07F	32.5	59.2	26.7
Total Course Avg:	**32.5**	**59.2**	**26.7**
Math			
04F	46.7	62.1	15.4
Total Course Avg:	**46.7**	**62.1**	**15.4**
Math Review			
02H	55.7	71.0	15.3
06I	87.0	82.5	-4.5
Total Course Avg:	**68.2**	**75.6**	**7.4**
Pre-Algebra			
03H	40.0	50.0	10.0
Total Course Avg:	**40.0**	**50.0**	**10.0**
Technical Writing			
06F	46.7	66.7	20.0
Total Course Avg:	**46.7**	**66.7**	**20.0**
Workplace Problem Solving			
01I	27.7	32.7	5.0
06J	52.3	63.7	11.4
Total Course Avg:	**44.9**	**53.3**	**8.4**

Pre/Post Scores by Employer

Springfield Forest Products



ESL			
04J	50.0	76.1	26.1
07D	59.0	83.3	24.3
Total Course Avg:	**52.6**	**78.3**	**25.7**
Fractions / Decimals			
01C	80.3	86.7	6.3
Total Course Avg:	**80.3**	**86.7**	**6.3**
KYC / Problem Solving			
04A	37.0	61.0	24.0
05C	40.0	66.7	26.7
Total Course Avg:	**38.3**	**63.4**	**25.1**
Workplace Spanish I			
03E	36.8	75.5	38.7
Total Course Avg:	**36.8**	**75.5**	**38.7**
ZM Communication			
10F	52.9	67.5	14.6
Total Course Avg:	**52.9**	**67.5**	**14.6**

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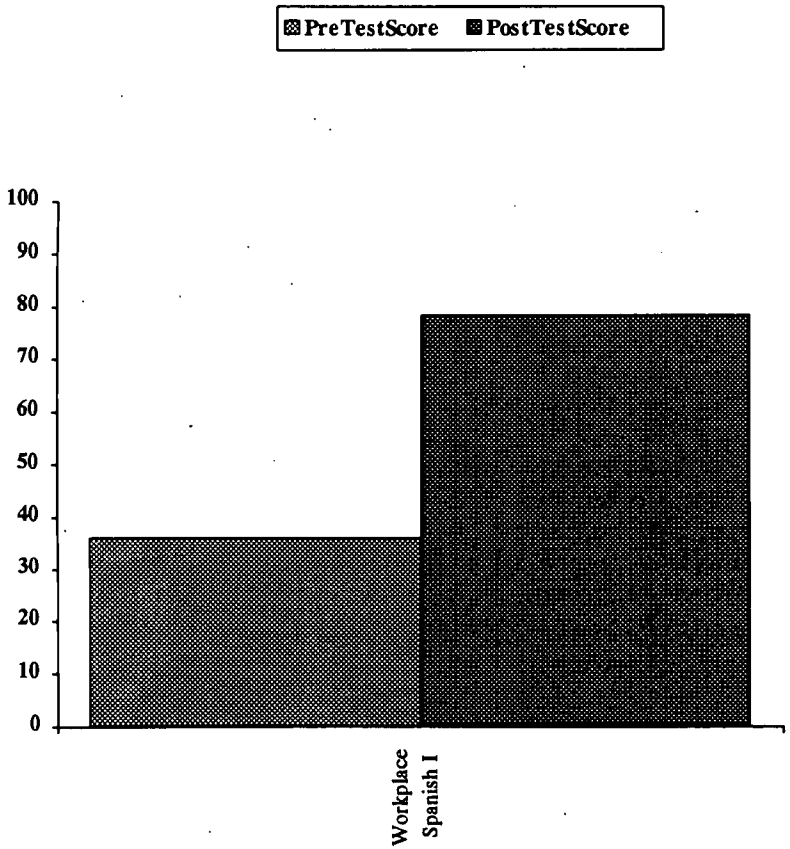
Post Scores by Employer

Staffing Services



Workplace Spanish I			
02J	36.2	78.5	42.3
Total Course Avg:	**36.2**	**78.5**	**42.3**

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