DOCUMENT RESUME

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ABSTRACT

This manual is designed for adult basic education programs to use as a resource for workplace education (WE). It begins with a section of introductory materials, including a WE definition, scope of work, and survey results. The next section contains a program profile; director/coordinator profile; instructor profiles; Ohio ABLE workplace site self-assessment; sample materials; Ohio WE model; and training model. The assessment section provides a list of assessment publishing companies and an assessment grid. A WE glossary presents acronyms and definitions. A section of WE resources lists 5 general (commercial) resources; 6 general workplace resources; 9 annotated National Center on Adult Literacy resources; 10 ERIC Digests on Workplace and Vocational English as a Second Language; 23 web sites for WE; 4 conference web sites; 36 web sites for organizations and associations; and fund raising and grant writing resources. The marketing tips section contains a cover letter for a training proposal; a Job Issues course syllabus; information on customized training costs; a letter of agreement; and sample billing materials. The next section provides articles on English for speakers of other languages and learning disabilities/difficulties. The four final sections are comprised of material on the Equipped for the Future initiative; National Skill Standards; Secretary's Commission on Achieving Necessary Skills; and Workforce Investment Act. (YLB)

OHIO

Workplace Education

Resource Guide

2001

CE084003

ABLE

Adult Basic and Literacy Education

Included in the Ohio Workplace Education Resource Guide:

Content **Page**

Introduction

Workplace Education Profiles and Models

Assessment

Special Populations in the Workplace

Committee members: Jody Angelone, Andrea Bell, Nancy Catron,
Janet French, Jeff Gove, Roxann Hutchison, Deena Kaufman,
Ann Kriegel, Cathy Mikula, Diane Ninke, Sue Sheehan, Linda Stacy,
Linda Weeks, and Cindy Zengler

Ohio Workplace Education Project

Summary

The Northwest ABLE Resource Center, located at Owens Community College in Toledo, Ohio, was assigned a workplace education project by the Ohio Department of Education. The Team's initial meeting was in November 1998, and we have met many times since then. (See Scope of Work—pages 2 e and 2 f.) Our biggest hurdle was the definition: "Education services offered in <u>collaboration</u> with business, industry, government, and/or labor." This definition has recently been revised. (See Definition—page 1.) The discussion around this definition was productive for the future of the project.

An initial in-state survey of adult basic education programs offering Workplace Education provided more information concerning the current structure and services of workplace education being offered in Ohio. Another survey was sent to state directors of adult education and made available through the Ohio Literacy Resource Center and other distribution lists. Again, the information received helped the team frame the next steps. (See Scope of Work—pages 2c and 2d.)

One of the products of the project was a review of the Indicators of Program Quality which Ohio had established and recommendations for changes in Indicators or language to better reflect the workplace perspective. The team made those recommendations which were then adopted in Ohio. (See Indicators of Program Quality—pages 16-35)

Another product was a manual for adult basic education programs to use as a resource for workplace education. Our first draft manual was brief and specific. We asked for, and received, suggestions from Ohio ABLE programs and others around the state and world. With that input and the questions from a new member of the team who was also new to workplace education, the team focused on those pieces of information most necessary for workplace education providers.

> The Resource Guide took shape over time with all suggestions being weighed and addressed. One of the key resources that the team felt necessary was the Assessment Grid and publishing information. (See Assessment Grid and Publishers—pages 11-15.) The team included the main assessment instruments that are currently being used by a majority of the workplace education programs responding to our surveys. While there are many more assessments available, those included in this Resource Guide are considered to be the most popular.

Another key ingredient in the Resource Guide is the series of Profiles and Self-Assessments. (See Program Profile—pages 3 & 4; Director/Coordinator Profile—pages 5 & 6; and Instructor Profile—pages 8 & 9.) The profiles are an indication of the attributes and competencies expected by the workplace education professionals on the team as well as others consulted throughout Ohio.

The Training Model (See page 10.) that is presented was developed by one of the team members for use in her program. She graciously shared the model as well as many of her Training Samples (See Appendix—pages S 1 – S 13.) which give programs samples of those documents that could be used in marketing workplace education.

As the team spent time discussing the various components of the Resource Guide, it became apparent that a Glossary (See Appendix—Workplace Education Glossary—G 1 – G 7.) was vital. Again, the team has included those terms and acronyms which are necessary for workplace education providers to know.

A recent addition of national importance is the Workplace Model. The Committee worked with a group of Workplace Education Providers to develop a model for use in the workplace that meets the requirements of the Ohio Accountability System (O-PAS) and the NRS Guidelines.

Another one of the products the project was to address was the program site review. Ohio had never had a program site review that specifically addressed workplace education programs. The Workplace Education Program Site Review (See Review—pages 36-41.) was designed to meet the need for the state consultants to have a uniform instrument to use throughout Ohio ABLE workplace education programs.

The Ohio Workplace Education Resource Guide produced can never be a final product. Changes in the economy, legislation, and work itself all are factors of the change that is inevitable. Please address all feedback to:

Northwest ABLE Resource Center
Owens Community College
P.O. Box 10000
Toledo, OH 43699-1947

ATTN: Diane Ninke	ATTN: Linda Weeks
Phone: 419-661-7355	Phone: 419-661-7162
Fax: 419-661-7662	Fax: 419-661-7662
e-mail: dninke@owens.cc.oh.us	e-mail: lweeks@owens.cc.oh.us

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Workplace Education

Education services offered in <u>collaboration</u> with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills.

Workplace Education Indicators Project

Scope of Work
Northwest ABLE Resource Center

The Ohio Department of Education, Adult Basic and Literacy Education, has given the Northwest ABLE Resource Center the Workplace Education Indicators Project. This manual is a product of the research and efforts of the project team listed below.

Goal: To establish workplace education indicators of program quality with specific measures and standards.

Objective: Provide more tools for workplace education programs, or those ABLE programs which also provide workplace education, with which to conduct formative and summative program evaluations.

Activities: The Northwest ABLE Resource Center established a team of ABLE directors, business and industry representatives, ODE, and RC representatives to address the goal and objective of the project. This team met several times throughout fiscal year 1998 and has produced the following DRAFT pieces for the Workplace Education Manual. Included in the Manual are the specific priorities set by the Ohio Department of Education ABLE office and others determined by the Team.

Products:

1. **A Workplace Education manual including the following components:**

- Indicators of Program Quality including the Workplace Education specific measures and standards.
    - The recommendations for the Indicators of Program Quality will be included in the manual after approval from the Ohio Department of Education-ABLE.
- List of recommended assessments.
    - This list will be produced following committee approval.
- A list and description of suggested workplace education teacher qualities and competencies.
    - This list is attached.
- The Workplace Education-specific program review packet supplement.
    - Attached.

Required Strategies:

- Utilize the E-Team-developed Workplace Taskforce.
    - All members of the former taskforce were invited to participate in this project.
- Communicate and collaborate with the Resource Center network and the OSU Team.
    - Progress, questions, and concerns are shared at the monthly meetings of the ABLE Network.

Workplace Education Indicators Project

Outcomes:

1. Research other states to determine their status in the development of workplace education-specific indicators, measures, and standards.

- See attached Survey results.

2. Develop and recommend specific workplace education measures and standards for each of Ohio's 8 Indicators of Program Quality as relevant.

- See attached Indicators of Program Quality.

3. Recommend a cadre of assessments from which workplace programs could choose.

- See attached Assessment Grid.

4. Recommend workplace education-specific instructor qualities and competencies.

- See attached list.

5. Develop a suggested program evaluation packet of supplemental workplace education review materials based on the state supervisors' general program review packet currently in use.

- See attached.

6. Recommend training activities to be implemented in FY 1999.

- Addressed in Resource Center Grant 99.

Workplace Education
Indicators Project
State Survey Results
April 1998

States Responding:

Kentucky, North Carolina (2), West Virginia, Virginia (2), Louisiana, Vermont, California, New York, Iowa, Rhode Island (2), Massachusetts, Washington, and Indiana

The Rationale:

The Northwest ABLE Resource Center, funded by the Ohio Department of Education, has been assigned a project designed to clarify the role of workplace education within adult basic education programs. A Workplace Board has been established to gather information and make recommendations to the Ohio Department of Education, Adult Basic and Literacy Education Division. One of the components of the project is to research what other states are doing in relation to Workplace Education, the Indicators of Program Quality, and the assessment instruments being used specifically for the workplace.

The Question:

Would you please respond to the e-mail address below with your answers to the following questions?

1. Do you offer Workplace Education within an ABE program? 13 yes
   2 no 1 not yet
2. Have you developed specific Indicators of Program Quality for the workplace?

   4 yes 12 no
3. Have you developed specific measures and standards with the Indicators?

   4 yes 12 no
4. If you have specific workplace indicators, measures, and standards, would you share those with the Board?
   5 yes 1 no 10 NA
5. What assessment instruments do you use for workplace education? Are grade-level equivalent correlations available?
   Assessment Correlation
   TABE, Workplace TABE, Customized (not for grade level; for competencies
   CASAS, TABE, TALS, AMES

Job Specific—not for grade level—no correlations
TABE
Taskforce established to make recommendations on assessments
Using EFF to establish Workplace Education broker skills
Nonstandardized—focus on individual competencies
CASAS—correlation not appropriate
Performance-based authentic assessment
CASAS
Work-related TABE (trade technical form)
TALS
CASAS
Portfolios, demonstrations, tests, self-assessments
CASAS, TALS, customized

6. Have you developed a set of instructor competencies and skills for those delivering workplace education?
   5_yes 10_no 1_working on

7. If you have developed instructor competencies and skills would you share those with the Board?
   5_yes __no 11_NA

Thank you for your time and assistance with this project. A final report with recommendations will be prepared by August 1998. If you would like a copy of that report when it is available, please provide mailing information below.

Name:________________________Title:____________
Address:____
City:______________________State:______Zip:________
Phone:__________Fax:____________E-mail______________

Please return to:
Northwest ABLE Resource Center
Owens Community College
P.O. Box 10000
Toledo, Ohio 43699-1947

FAX: 419-661-7662

E-mail: dninke@owens.cc.oh.us

Workplace Education Indicators Project

Northwest ABLE Resource Center

Name: ______________________________ Title: ____________________

Program: ____

Do you offer workplace literacy in partnership with business and industry?

45 yes   44 no   3 blank

If **no**, please answer questions #7 and #8 and then return the survey. Thank you for your assistance.
If **yes**, please complete the survey below. Thank you for your assistance.

1. Classes are offered: 20 at work site   4 off work site   20 both

2. My program is part of: 13 an LEA   9 an LEA/JVS   4 a CBO
3 a higher education institution
16 a vocational education full-service center

3. Please check all of the terms listed below which describe your workplace literacy services.
   - 41 customized to employer/employee needs
   - 45 ABLE/GED
   - 24 ESOL
   - 24 workforce readiness
   - 10 other (3 computer basics, 2 family literacy, 1 assessment, 1 information/orientation sessions, 1 lunch and learn sessions, 1 basic literacy, and 1 personal development)

4. Please check all of the following services which your ABLE workplace literacy program offers, or has offered, to business and industry, including those services offered to adults but not reported in your ABLE APR.
   - 7 advanced computers
   - 18 money management
   - **30 problem solving**
   - 18 business writing
   - 10 creative writing
   - 8 languages
   - 11 Internet training
   - **26 study skills**
   - **26 job skills**
   - 9 blueprint reading
   - **27 shop math**
   - 10 pre-apprenticeship
   - 20 resume writing
   - 19 telephone skills
   - 13 customer service
   - 18 time management
   - **26 computer basics**
   - **30 goal setting**
   - 13 other (3 communication, 2 job interviewing, 2 financial planning, 2 reading for comprehension, 2 personal skills, 1 for each of the following: health/nutrition, tips for buying a computer, calculator usage, employer's needs, filing job applications, conflict resolution, personal skills, math refresher, technical college classes, German language, metric system, career assessment, workplace vocabulary, data analysis and probability, learning styles, life skills, teamwork, ISO, SPC, LPN, CDL, remediation in basic skills, stress management, parenting

5. Please check all assessment instruments that you have used for workplace literacy. Also, check if the test is correlated to grade level equivalents (if known).

Use	Assessment	Correlated
44	TABE	30
2	DAT	
	GATB	
1	Bennett	
2	Wonderlic	1
5	ABLE	3
6	WorkKeys	3
2	OCAPS	
6	COPS	1
5	COPES	1
	SAGE	
1	AMES	
	PLATO	
1	APTICOM	
1	CCC	
1	Drake	
14	Other	

3 instructor-created tests, 3 computer training tests, 2 WRAT, 2 ESL Real Life Placement (Steck-Vaughn), 1 each of the following: customize to workplace needs, Flannigan Industrial Tests, BASE, customized writing samples for technical writing, San Diego Assessment, SORT, CASAS, practice GED, Temperament Factor Assessment--PESCO, AWA--Assessment of Work Attitudes, Enright Math Assessment

6. What other alternative, non-standardized assessments have you used?
9 teacher-designed assessments; 4 pretests/post-test/portfolio assessment; 4 math, English, Reading Inventories; 4 writing samples, 2 Ashtabula Math Assessment, 2 home-made ESL assessment of communication skills, 2 instructor-designed pre and post-tests for software, 1 each of the following: SCANS and Equipped for the Future, math SRA, Industrial Reading Test, Pesco Learning Styles Inventory, Skill Inventory, API, CAPS, student-centered goals, teacher interview, professor-produced to measure readiness for college programs, contact worksites to develop people (we do not believe employers care about grade equivalents)

7. In your opinion, what skills, abilities, and/or attributes do those delivering workplace literacy need to possess to effectively deliver workplace literacy services?

Personal Attributes:	18	flexibility	6	professional attitude or appearance
	5	genuine		
	5	empathetic	5	organized
	4	non threatening	4	listening skills
	3	resourceful	3	patience
	2	enthusiasm	1	prompt
Skills/Abilities:	27	understanding of workplace needs/operations		
	16	knowledge of needs of particular employers/employees that are job related		
	5	integration of skills to work		
	3	technical vocabulary of a particular workplace		
	1	union information regarding assessment		

Other:	13	people-to-people skills/communication skills
	12	general ABLE academic experience
	10	speaking their language (jargon)
	6	understanding personal needs that may affect person's ability to learn
	4	computer knowledge
	4	awareness of community as a whole
	4	recruitment and retention
	3	necessary knowledge
	3	more flexible, creative delivery than traditional teaching
	3	know how to motivate
	2	be customer oriented
	1	understanding of special education, dyslexia, mental illness
	1	critical thinking
	1	demanding
	1	experience with non readers
	1	SCANS curriculum

8. What professional development do you or your program personnel need in the area of workplace literacy?

Setting up Programs:	21	marketing to business and industry
	9	developing curriculum and designing a program
	7	how to do specific programs tailored to the individual
	6	how to relate/connect
	5	the basics--what workplace literacy is
	4	visiting workplace models
	4	PR--how to give general information that ABLE is not just literacy/GED
	4	negotiating a service contract
Specifics:	13	alternative assessment development
	7	anything that can be provided
	6	materials/resources that are not just repackaged GED
	3	how to prepare future workers for the workplace and how to keep a job
	3	how to incorporate workplace skills with GED preparation
	3	advanced computer basics
	3	need to have more human resource development rather than ABLE teacher/learner
	2	vocabulary
	2	problem solving
	2	WorkKeys
	1	teamwork, anger management, use of equipment on the job, current labor market trends, how to teach English literacy to people who are illiterate in their native language, hire new staff, how to teach reading, office and technology skills

Northwest ABLE Resource Center
Workplace Education Indicators Project
Committee Members FY 2001

Jeff Gove, ABLE Consultant
Ohio Department of Education, Center for Curriculum and Assessment
Office of Career-Technical and Adult Education
Adult Basic and Literacy Education
25 South Front Street, Mail Stop 614
Columbus, Ohio 43215-4104
Phone: 614-466-5015
Fax: 614-752-1640
Jeff.Gove@ode.state.oh.us

Diane Ninke, Coordinator, Northwest ABLE Resource Center
Owens Community College
P.O. Box 10000, Toledo, OH 43699-1947
Phone: 419-661-7355
Fax: 419-661-7662
dninke@owens.cc.oh.us

Jody Angelone, Director, Vanguard-Sentinel Career Center
1220 Cedar St., Suite B, Fremont, OH 43420
Phone: 419-334-6901
Fax: 419-334-5696
Angel-j@vanguard-sentinel-jvs.k12.oh.us

Andrea Bell, Director, Jefferson Community College, ABLE
4000 Sunset Blvd., Steubenville, OH 43592
Phone: 740-264-5591
Fax: 740-264-9504
abell@jefferson.cc.oh.us

Nancy Catron, Director, Warren City Schools' Professional Center
Warren City Schools' Professional Center, 202 Loveless SE, Warren, OH 44485
Phone: 330-841-2272 –258
Fax: 330-841-2228
NCS2439@aol.com

Deena Kaufman, Director, Read for Literacy
325 N. Michigan, Toledo, OH 43624
Phone: 419-242-7323
Fax: 419-242-7039
READFL@tlc.lib.oh.us

Ann Kriegel, Coordinator, Lima City Schools, ABLE
1936 JoJean Rd., Lima, OH 45806
Phone: 419-999-5924
Fax: 419-998-2038
lm_kriegel@noacsc.org

Traci Lepicki, Evaluation Design Project Specialist, OSU-CETE
1900 Kenny Road, Columbus, OH 43210
Phone: 614-688-3720
Fax: 614-688-3729
lepicki.1@osu.edu

Cathy Mikula, Manager of Career Development, Sauder Woodworking
502 Middle Street, Archbold, OH 43502
Phone: 419-446-3457
Fax: 419-446-3295
cmikula@sauder.com

Susan Sheehan, Coordinator, Parma City Schools ABLE/Workplace Literacy
6726 Ridge Road, Parma, OH 44129
Phone: 440-885-8339
Fax: 440-885-8307
Susanshee@parma.k12.oh.us

Linda Stacy, Division Director, Center For Development and Training
Owens Community College, P.O. Box 10000 Toledo, OH 43699-1947
Phone: 419-661-7425
Fax: 419-661-7662
lstacy@owens.cc.oh.us

Linda Weeks, Resource Specialist, Northwest ABLE Resource Center
Owens Community College, P.O. Box 10000, Toledo, OH 43699-1947
Phone: 419-661-7162
Fax: 419-661-7662
lweeks@owens.cc.oh.us

Emeritus Members:
Cindy Zengler, ABLE Consultant
Ohio Department of Education, Center for Curriculum and Assessment
Office of Career-Technical and Adult Education
Adult Basic and Literacy Education
25 South Front Street, Mail Stop 614
Columbus, OH 43215-4104

Lynn Reese, Evaluation Project Specialist, OSU-CETE
1900 Kenny Road, Columbus, OH 43210

Workplace Education Profiles & Model

Workplace Education Program Profile

The following ABLE Workplace Education Program Profile characteristics are meant to assist local ABLE programs in the self-assessment of their current capacity to offer Workplace Education services in their communities.

While these characteristics could be applied to all ABLE programs, they are targeted specifically at programs that are seeking to establish, maintain, or enhance collaborative partnerships with local business and industry workplace education programs.

These Workplace Education Program Profile characteristics should be considered in context, along with this manual's profiles for Directors/ Coordinators and Instructors. When all profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

The new federal legislation, the Workforce Investment Act of 1998, and specifically Title II of this Act, the Adult Education and Family Literacy Act of 1998, which governs ABLE, places increased emphasis on ABLE services being targeted to workforce development. The Workplace Education Program Profile, and the others, can help local ABLE programs better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Workplace Education Program Profile

- Acts as broker of workplace education:
  - Broker
    - Someone who acts as an agent to negotiate contracts with others
    - Someone who can convey to potential partners the concept of basic skills enhancement as a tool for progress within the workplace
    - COMMUNICATION is key.
- Has support for the time and money investment required:
  - Support
    - Upper management understands that substantial up-front money (personnel and other resources) is necessary to cover the cost of the program until reimbursement is received
- Has a credible reputation/presence in the community:
  - Credible reputation/presence
    - Has built a reputation for honesty, integrity, and quality
    - Has established solid educational credentials in the community
  - Community
    - Employers, government, unions, and agencies
- Has highly skilled, well-trained staff:
- Has staff members who have educational credentials necessary
- Has staff members who have workplace experience
- Has staff members who have workplace knowledge
- Has a formalized system including:
  - Marketing component
    - Has plan that takes into account local needs and concerns
  - Initial assessment/needs analysis
    - Uses standardized or employer-designated assessment
    - Conducts needs or job analysis as necessary
  - Customization of educational offerings
    - Has the ability to develop curriculum that is based upon specific needs identified through a task analysis or reported by the employer
    - Uses initial assessment/needs analysis and/or collaborative partner input to design customized offering
  - Outcomes mutually agreed upon by collaborative partners
    - Objectives based upon assessment and/or needs analysis
    - Outcomes form basis of evaluation and report
  - Reporting system in the style and format agreeable to partners
    - Reports to collaborative partners in the style and at the time designated within the legal parameters of all partners

Workplace Education Readiness
Self-Assessment--Program

Based upon the above descriptions and definitions, complete the following questions to determine whether you and your program are workplace education ready.

Your Program:

1. Do you (can you) act as a broker? Yes No ?
    - Negotiate contracts? Yes No ?
    - Clearly define/describe basic skills? Yes No ?
    - Communicate well? Yes No ?

2. Do you have support to develop workplace education programs? Yes No ?
    - Superiors understand the time, money, and other resource commitment necessary? Yes No ?

3. Do you have a credible reputation/presence in your community? Yes No ?
    - Reputation for honesty? Yes No ?
    - Reputation for integrity? Yes No ?
    - Reputation for quality? Yes No ?
    - Established solid educational credentials? Yes No ?

4. Do you have highly skilled and well-trained staff? Yes No ?
    - Necessary credentials? Yes No ?
    - Workplace experience? Yes No ?
    - Workplace knowledge? Yes No ?

5. Do you have a formalized system that includes:
    a. a marketing plan Yes No ?
    b. use of initial assessment/needs analysis Yes No ?
    c. customized educational offerings Yes No ?
    d. mutually agreed upon outcomes Yes No ?
    e. mutually agreed upon reporting system Yes No ?

Clearly, to be offering workplace education, you should be able to respond in the affirmative for all of the above questions.

If you answered "no" to any of the above questions, you should review your workplace education commitment or interest.

Workplace Education Director/Coordinator Profile

The following ABLE Workplace Education Director/Coordinator Profile attributes and competencies are meant to assist local ABLE programs in assessing their current capacity to offer Workplace Education services.

While these attributes and competencies could be applied to all ABLE programs, these are targeted specifically at programs seeking to establish, maintain, or enhance collaborative partnerships with local business, industry, government, and/or labor.

These Workplace Education Director/Coordinator attributes and competencies should be considered in context along with the other profiles in this manual. When all of these profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

Title II of the Workforce Investment Act of 1998 (the Adult Education and Family Literacy Act of 1998) governs ABLE and places increased emphasis on ABLE services focusing on workforce development. The Workplace Education Director/Coordinator Profile, and others, can help local ABLE programs to better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Director/Coordinator Profile
Workplace Competencies

- Broker between education and partners:
  - Broker
    - Someone who acts as an agent to negotiate contracts with others
    - Someone who can convey to potential partners the concept of basic skills enhancement as a tool for progress within the workplace
    - COMMUNICATION is key.
- Politically aware—savvy:
  - Someone who understands the local "politics"
  - Someone who knows the potential partners and their concerns and issues
  - Someone who is known and respected in the community
- Credible within the community:
  - Someone who has a reputation for honesty, integrity, and quality
  - Someone who has established educational credentials in the community
- Collaborative relationships developed and nurtured with partners
  - Someone who has established, developed, and sustained relationships with collaborative partners over time
- Awareness of the diversity of interpersonal styles:
  - Someone who understands differences and diversity
  - Someone who communicates within the differences and diversity
  - Someone who encourages and supports differences and diversity without forgetting the common elements

Workplace Education Readiness
Self-Assessment--**Director/Coordinator**

Based upon the above descriptions and definitions, complete the following questions to determine whether you and your program are workplace education ready.

The Director/Coordinator:

1. Do you act as a broker with collaborative partners?	Yes	No	?
Negotiate contracts?	Yes	No	?
Clearly define/describe basic skills?	Yes	No	?
Communicate well?	Yes	No	?
2. Are you politically aware—savvy?	Yes	No	?
Understand local politics?	Yes	No	?
Know potential partners?	Yes	No	?
Known and respected in community?	Yes	No	?
3. Are you credible in your community?	Yes	No	?
Reputation for honesty?	Yes	No	?
Reputation for integrity?	Yes	No	?
Reputation for quality?	Yes	No	?
Established educational credentials?	Yes	No	?
4. Have you developed collaborative relationships with partners?	Yes	No	?
Established collaborative relationships?	Yes	No	?
Developed collaborative relationships?	Yes	No	?
Sustained collaborative relationships?	Yes	No	?
5. Are you aware of the diversity of interpersonal styles?	Yes	No	?
Understand differences and diversity?	Yes	No	?
Communicate within differences and diversity?	Yes	No	?
Encourage and support differences and diversity while not forgetting the commonalities?	Yes	No	?

Clearly, to be offering workplace education, you should be able to respond in the affirmative for all of the above questions.

If you answered "no" to any of the above questions, you should review your workplace education commitment or interest.

Workplace Education Instructor Profile

The following ABLE Workplace Education Instructor Profile attributes and competencies are meant to assist local ABLE programs in assessing their capacity to offer Workplace Education services.

A critical component of any Workplace Education program is its instructors. The best curriculum is only as good as the instructor who delivers it. The attributes and competencies listed apply to all ABLE programs with specific Workplace attributes and competencies listed which can be used as a selection tool in assigning workplace education positions. To assist in developing these attributes and competencies, pre-service and on-going support may be necessary. This support is best provided by the local programs, the Resource Center, and other professional development activities.

These Workplace Education Instructor attributes and competencies should be considered in context along with the other profiles in this manual. When all of these profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

Title II of the Workforce Investment Act of 1998 (the Adult Education and Family Literacy Act of 1998) governs ABLE and places increased emphasis on ABLE services focusing on workforce development. The Workplace Education Instructor Profile, and others, can help local ABLE programs to better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Instructor Profile
Workplace Competencies

- Understanding of workplace needs and operations:
  - Someone who understands the workplace
  - Someone who understand the needs of the employer, the employee, and other interested groups (unions, supervisors, etc)
  - Someone who understands how the business runs—union or not, team-based, etc.
- Ability to develop and implement specific curriculum to meet employer/employee needs:
  - Someone who can translate assessment scores and/or needs analysis into customized plans for the employer
  - Someone who can translate assessment scores and/or needs analysis into customized, individual education/development plans for the employee
  - Someone who is familiar with resources to support the curriculum designed for the employer/employee

Workplace Attribute

- Fit into the workplace culture:
  - Someone who feels comfortable in the workplace culture/environment
  - Someone who understands the worker's role in the workplace, as well as in the classroom
  - Someone who understands the employer's role in relation to the employees as learners
  - Someone who understands the dynamics of the workplace culture
  - Changing economic factors
  - Changing demographics
  - Changing work responsibilities
  - Changing personnel
  - All other changes that could happen

Workplace Education Readiness
Self-Assessment--Instructor

Based upon the above descriptions and definitions, complete the following questions to determine whether you and your program are workplace education ready.

Instructors:

1. Do you understand the needs and operations of the workplace? Yes No ?
    - Understand the workplace? Yes No ?
    - Understand the needs of employer? Yes No ?
    - Understand the needs of employee? Yes No ?
    - Understand the needs of other interested groups? Yes No ?
    - Understand how the business is run? Yes No ?
2. Do you have the ability to develop and implement specific curriculum to meet employer/employee needs? Yes No ?
    - Translate assessment to curriculum? Yes No ?
    - Translate assessment to individual education/ development plan? Yes No ?
    - Know the resources necessary to develop curriculum/plan? Yes No ?
3. Do you fit into the workplace culture? Yes No ?
    - Comfortable in the workplace? Yes No ?
    - Understand worker's role? Yes No ?
    - Understand employer's role? Yes No ?
    - Understand dynamics of workplace? Yes No ?

Clearly, to be offering workplace education, you should be able to respond in the affirmative for all of the above questions.

If you answered "no" to any of the above questions, you should review your workplace education commitment or interest.

Ohio ABLE Workplace Site Self-Assessment

Program____

Site____

1.1 Learner Achievement

	Comments
1. Are goals and projected results for the company clearly stated? Yes No NA	
2. Are goals and projected results for the participating employees clearly stated? Yes No NA	
3. Are the services offered for the purpose of improving the productivity of the workplace through the improvement of skills? Yes No NA	

2.0 Physical Environment

	Comments
1. Is the environment of the site appropriate for adult learners? Yes No NA	

3.0 Program Planning

	Comments
1. Does the program have active support of top-level management and/or union? Yes No NA	
2. Does the program have an active workplace advisory team? Yes No NA	
3. Who participates in the planning of the program? List in next column.	
4. Who participates in the on-going operation of the program? List in the next column.	
5. Are the program's objectives achievable? Yes No NA	
6. Are the program's objectives consistent with the overall company objectives? Yes No NA	
7. Are the program's objectives tied to practical business outcomes? Yes No NA	
8. Are the evaluation data used to improve program effectiveness? Yes No NA	

4.0 Curriculum and Instruction

	Comments
1. Does the training program encompass basic and higher-order skills needed to meet company goals and customer needs? Yes No NA	
2. Does the training program encompass basic and higher-order skills need to carry out company work processes and job tasks? Yes No NA	
3. Are programs developed with input from management, supervisors, and employees? Yes No NA	
4. Are programs maintained with input from management, supervisors, and employees? Yes No NA	
5. Are assessments valid for training purposes and reliable indicators of the skill required in the workplace? Yes No NA	
6. Are performance outcomes and assessment methods clearly communicated to participants? Yes No NA	
7. Are participants provided regular, ongoing feedback concerning their progress? Yes No NA	
8. Are participants' needs, interests, and abilities assessed prior to training? Yes No NA	
9. Are participants assessed during training so that needed changes can be made in their training plans? Yes No NA	
10. Are participants assessed at the completion of training to ascertain learning gains and overall program performance? Yes No NA	

5.0 Professional Development

	Comments
1. Do instructors know the basic skills needed to perform job tasks in the specific department or division for which the personnel will be trained? Yes No NA	

Sample letter to potential workplace instructors

April 2, 2001

Carol _____________
____
____

Dear Carol:

A company's ability to succeed often depends on its employees' mastering new skills. Increased productivity and the ability to remain competitive in today's market stem from educated and satisfied employees. Our global economy demands workers who possess reading, writing, computing, and problem-solving skills. The ________________School District's Office of Workplace Education Programs provides a means for smooth transitions as companies meet the needs of the changing workforce.

We are in the process of drafting a database of retired and on-leave teachers of the __________ Schools who might be interested in working part time in our Workplace Education Programs. We offer customized job-specific basic skill training that meets the needs of individual community employers. This team-centered approach to learning is the foundation used to implement our programs. We provide the staff and curricula needed to assist the employees in successfully improving their basic skills.

This is an on-going partnering process. We are looking for qualified, dedicated teachers we can call when there is a community need. Some community employers may require a long-term commitment, while others may require a short-term commitment of six to eight weeks.

Please take a moment to complete and return the enclosed response sheet to me as soon as possible. Your time and cooperation are greatly appreciated.

Sincerely,

____
Coordinator ABLE/Workplace Education/Title I Parent Involvement
440-_______________

Enclosure

SAMPLE JOB DESCRIPTION

Workplace Literacy Education Instructor

Work Schedule: Part-time

Job Classification: Certified

Salary: Dependent upon the terms of the contract set up with the business.

Responsible To: Coordinator of ABLE/Workplace Literacy Education/ Title I Parent Involvement Programs

Qualifications:

1. Holds a valid Ohio Teaching Certificate.
2. Preferably holds a Bachelors degree in Education.
3. Shows a commitment to lifelong learning.
4. Has experience in teaching adults.
5. Has coursework in adult education.
6. Possesses ability to fit into the workplace culture.
7. Has ability to use computers effectively.
8. Can work flexible hours.
9. Has the ability to communicate effectively.

Major Functions:

Implement a workplace literacy program under the direction of the ________ School District's Workplace Literacy Education Coordinator.

Duties and Responsibilities:

- Implement the program in accordance with the policies, procedures, and contractual guidelines set forth by the ______ School District and individual businesses.
- Maintain an accurate inventory of supplies and equipment.
- Maintain accurate, adequate, confidential, and organized student and program records.
- Serve as an ombudsman between education and partners.
- Ensure safety and security of the environment for all staff and students by following all procedures. Document accidents and incidents and report to Coordinator and appropriate business connection.
- Display a sense of business savvy, by reading and reviewing current literature in the fields of education and business.
- Demonstrate the ability to work in a business/industry environment.
- Work as a team and be sensitive and responsive to requests for assistance from others.
- Submit correct and thorough records, assignments, payroll, etc. on time.
- Prepare, continuously update, and implement all pertinent curriculum.
- Counsel and assess students with appropriate testing materials such as TABE, BEST, CAPS, etc.
- Maintain confidentiality in regard to students, other staff members, and overall programming.

- Create and maintain an interesting environment.
- Maintain open and clear communication with Coordinator and other team members.
- Assist with the selection and evaluation of instructional materials and equipment related to the programs.
- Demonstrate flexibility and initiative in working with students and team members.
- Prepare and teach classes, integrating material into adults' role of family member, citizen and worker.
- Demonstrate respect for the individual needs and backgrounds of students and staff.
- Attend regular staff meetings.
- Demonstrate a positive attitude toward lifelong learning by regularly attending in-service programs.
- Demonstrate responsibility in securing own substitute when needed.
- Work as a team to facilitate effective student marketing and retention programs.
- Prepare and file required reports.
- Motivate adult students by effectively marketing and promoting programs.
- Conduct needs assessments and set priorities.
- Demonstrate good communication skills and strong human relation skills.
- Demonstrate knowledge of community resources.
- Demonstrate professionalism in: regular attendance, punctuality, appropriate dress.
- Perform such other duties that may be assigned.

Physical Demands and Work Environment:

The physical demand and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is required to stand, walk, sit, see, talk or hear. The employee is occasionally required to reach with hands and arms. The employee is required to interact with the public and staff, meet deadlines with severe time constraints, and frequently work irregular work hours throughout the week. The employee is responsible for the safety and well-being of staff and students participating in programs listed above. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, the employee will be required to drive to the various sites. The noise level in the office work environment is low to moderate.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are currently being performed by the individual holding this position and additional duties may be assigned.

SAMPLE WORKPLACE LITERACY EDUCATION INSTRUCTOR
SELF-APPRAISAL EVALUATION FORM

INSTRUCTOR'S NAME: ______________________ **DATE:** ______________

JOB TITLE: __________________________ **CLASS/SITE:** ____________

The following checklist will enable you to evaluate your job performance in each specific area of responsibility. Please detail the methods and techniques used to ensure that all duties and job expectations are being met. Please attach additional sheet, if necessary.

DUTY/RESPONSIBILITY OF INSTRUCTOR:	**DESCRIBE PROCEDURES USED:**
1. Implement the program in accordance with the policies, procedures, and contractual guidelines set forth by the __________ School District and individual businesses.	
2. Maintain an accurate inventory of supplies and equipment.	
3. Maintain accurate, adequate, confidential, and organized student and program records.	

4. Serve as an ombudsman between education and partners.	
5. Ensure safety and security of the environment for all staff and students by following all procedures. Document accidents and incidents and report to Coordinator and appropriate business connection.	
6. Display a sense of business savvy, by reading and reviewing current literature in the fields of education and business.	
7. Demonstrate the ability to work in a business/industry environment.	
8. Work as a team and be sensitive and responsive to requests for assistance from others.	

9. Submit correct and thorough records, assignments, payroll, etc. on time.	
10. Prepare, continuously update, and implement all pertinent curriculum.	
11. Counsel and assess students with appropriate testing materials such as TABE, BEST, CAPS, etc.	
12. Maintain confidentiality in regard to students, other staff members, and overall programming.	
13. Create and maintain an interesting environment.	

14. Maintain open and clear communication with Coordinator and other team members.	
15. Assist with the selection and evaluation of instructional materials and equipment related to the programs.	
16. Demonstrate flexibility and initiative in working with students and team members.	
17. Prepare and teach classes, integrating material into adults' role of family member, citizen and worker.	
18. Demonstrate respect for the individual needs and backgrounds of students and staff.	

19. Attend regular staff meetings.	
20. Demonstrate a positive attitude toward lifelong learning by regularly attending in-service programs.	
21. Demonstrate responsibility in securing own substitute when needed.	
22. Work as a team to facilitate effective student marketing and retention programs.	
23. Prepare and file required reports.	

24. Motivate adult students by effectively marketing and promoting programs.	
25. Conduct needs assessments and set priorities.	
26. Demonstrate good communication skills and strong human relation skills.	
27. Demonstrate knowledge of community resources.	
28. Demonstrate professionalism in: regular attendance, punctuality, appropriate dress.	

29. Perform such other duties that may be assigned/or any additional information you would like to include specific to your responsibilities.	

______________________ Date: ______________________

Instructor

The above Self-Appraisal Evaluation was reviewed by:

______________________ Date: ______________________

Director/Coordinator

OHIO

Workplace Education

Resource Guide

2001

Workplace Education Model
February, 2001

- **The Workplace Education Providers and members of the Workplace Education Indicators Project recommend the adoption of the Workplace Education Model to be used to support those ABLE Workplace Education component services offered by local ABLE programs.**

  ### Rationale for Recommendation:
  ### Basic Premises:

  - Workplace Education is defined in the Workplace Education Resource Guide as, "Education Services offered in collaboration with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills."
  - Education Services include those activities designed to improve the work-related basic education and literacy skill levels of workers that are offered to business, industry, government, and/or labor by an Ohio Department of Education-funded ABLE service provider. Such services seek to increase an individual's ability to "read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job..." (Adult Education and Family Literacy Act: Section 203 (12).) These services would parallel similar services provided by any ABLE program to individuals seeking assistance with basic skills, ESOL, family literacy, or the GED preparation. The workplace education services have the added feature of being conducted within the context of the workplace.

  Considerations:

  - Without the adoption of this alternative model, many ABLE workplace programs will be unable to count people for whom they provide basic skills instruction.
  - These ABLE programs will continue to provide basic skills instruction whether or not the Workplace Education Model is approved; however, these students can not be enrolled through the ABLE delivery system.
    - Since the Workforce Investment Act focuses its attention on workforce development, it would appear vital to have these people counted as ABLE students.
    - Since students enrolled through workplace education programs can be more readily tracked, the follow-up for retaining a job or getting a promotion would be much easier to accomplish.

- Since students enrolled through workplace education programs are likely to be retained throughout the course, a standardized pre- and post-assessment **will be** administered. Therefore, the use of the Uniform Portfolio System for individual students would not be a requirement for this group. However, a **CLASS UNIFORM PORTFOLIO** is required using the following components of the Workplace Education Model:
  - ☑ Standardized Assessments,
  - ☑ Course Learning Plan, and
  - ☑ Monitoring Class Progress.
  - (Those few who would not complete, would be marked as "progressing" within a level.)
- Since the workplace programs using this model have specific time limitations and the collaborative partner may be assisting with the costs of the course, the use of all components of the Student Experience Model hinder the time and efficiency which is essential with workplace education, e.g. UPS management.
- Since workplace education programs are designed to meet specific, defined educational needs of employees, the Workplace Education Model serves them better than the current ABLE Student Experience Model. (Those individuals requiring more special assistance will be monitored and referred to a regular ABLE program. At this point, the student's participation in ABLE would be fully documented through the Student Experience Model.)

Benefits to ABLE

- Ohio ABLE Workplace Programs would be carrying out the mandate and intent of the WIA, Title II, AEFL.
- There would be a heightened degree of professionalism and cooperation among ABLE workplace programs and the collaborative business, industry, government, and/or labor partners.
- ABLE workplace programs would be more visible outside the ABLE delivery system because of the collaborative nature of workplace education offered through ABLE.
- Workplace Education providers would be able to count more of the students for whom they provide basic skills instruction for a minimum of twelve (12) contact hours.
- The Career-Technical and Adult Education Office of the Ohio Department of Education would realize increased numbers of students receiving ABLE services.
- The increased number of students would contribute to the ability of Ohio ABLE to meet its Core Indicators of Performance Goals as listed in the FY 2000-2004 State Plan.

Workplace Education Model

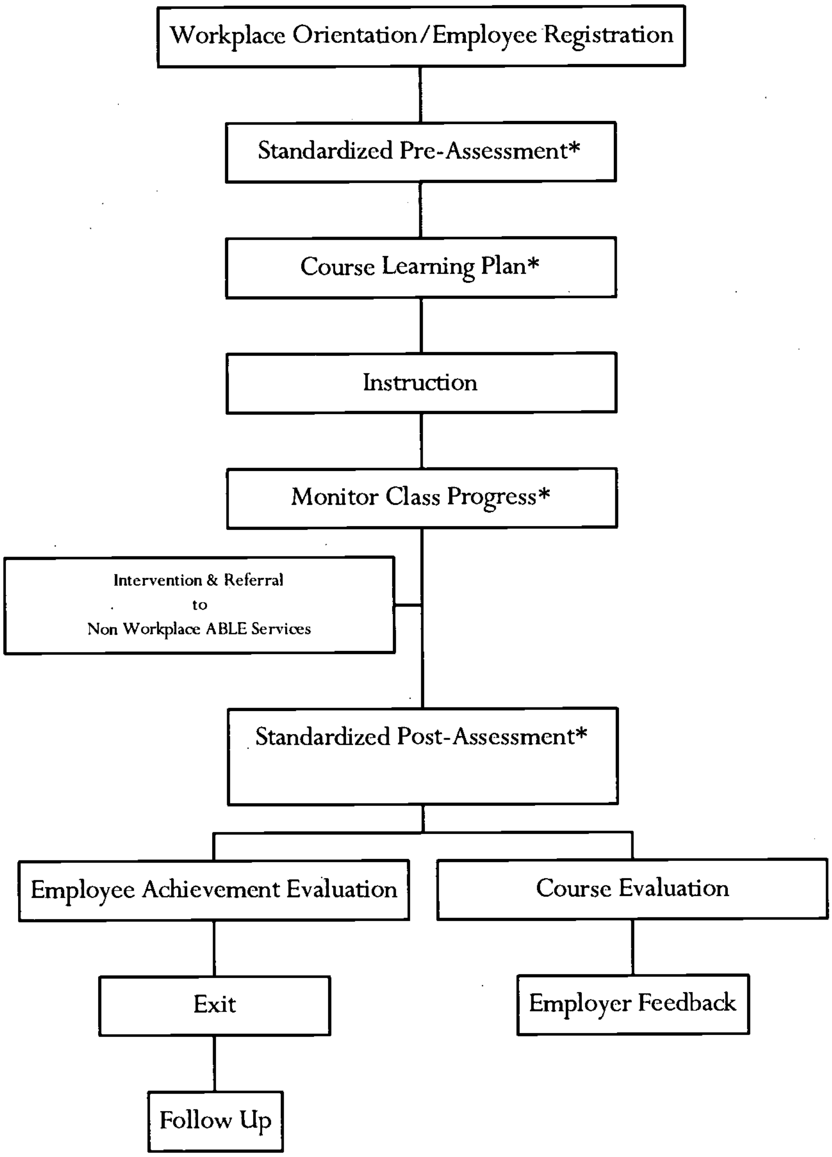
Workplace Education:	Educational Services offered in <u>collaboration</u> with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills.

The goal of the Workplace Education Model is to provide a model for ABLE workplace education programs which will build the capacity of these programs to work with workplaces in a timely and efficient manner. The following explanations are given to provide guidance for workplace programs using this model.

Workplace Orientation:	Goals and projected results of the collaborative partner and for the individual are clearly stated. See ABLE Workplace Education Training Model, Workplace Education Resource Guide p.10.
Employee Registration:	Complete Registration Form and gather other data, as needed.
Standardized Pre-Assessment:	See ABLE Assessment Policy.
Course Learning Plan:	Objectives, goals, and curriculum negotiated between collaborative partner and educational provider. (Includes the syllabus and outline) See Workplace Education Resource Guide Program Profile and Self-Assessment pp. 3-4b.
Instruction:	Strategies and activities used to implement the Course Learning Plan.
Monitor Class Progress:	Use established processes and procedures. Teacher–created, formal and informal, workplace-specific materials may be used; for example, class logs and anecdotal information recorded by instructor. Complete Progress Form, as applicable.

Intervention & Referral:	Review progress, adjust instruction, and refer student to appropriate and/or additional non-workplace ABLE services, as needed.
Standardized Post-Assessment:	See Assessment Policy.
Employee Achievement Evaluation:	Complete Exit Form Receive Certificate of Completion, if appropriate
Exit:	Course completion.
Follow Up:	See O-PAS Follow-up Policy
Course Evaluation:	Use established processes and procedures.
Employer Feedback:	Report required data.

Workplace Education Model



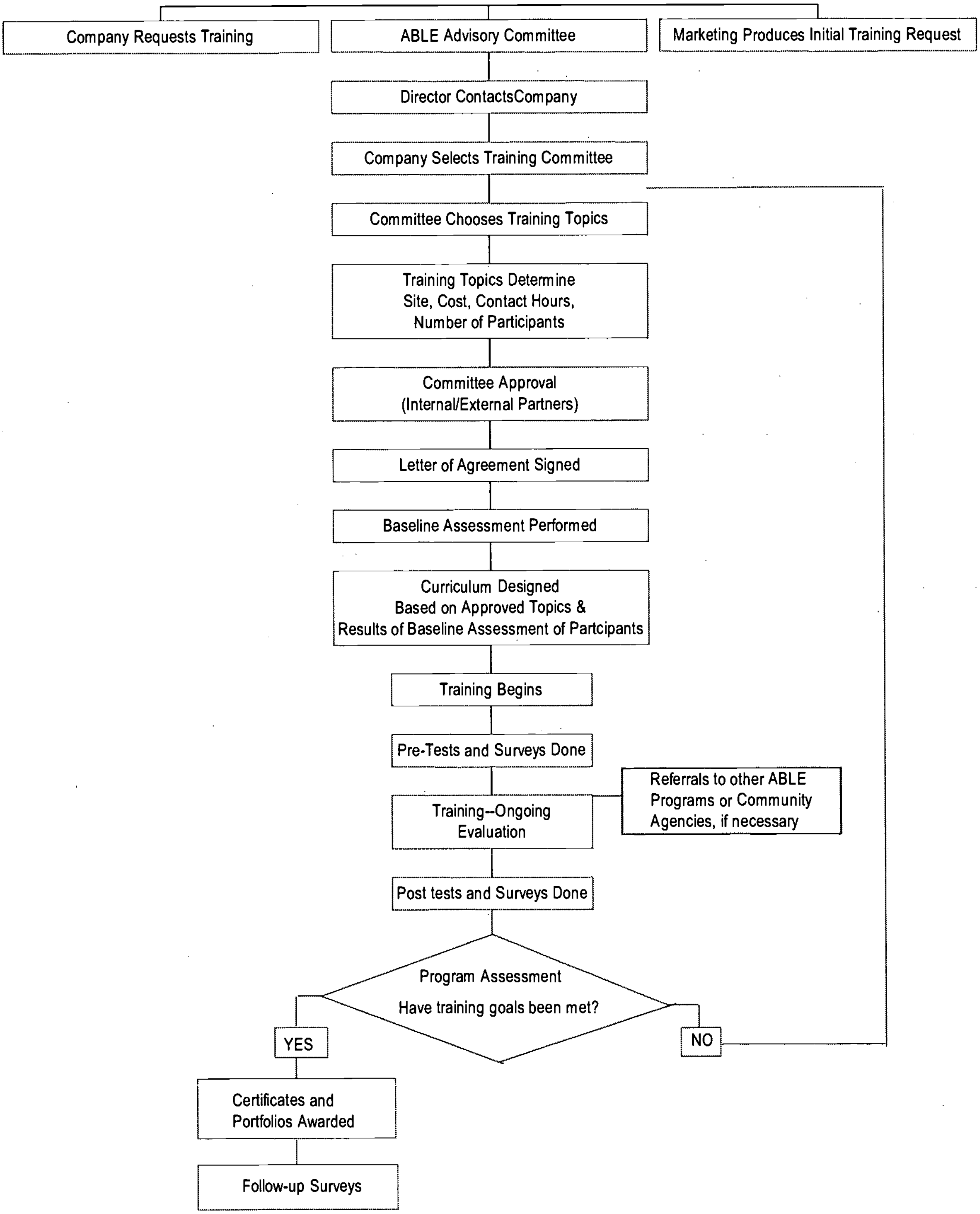
*Components of Class Uniform Portfolio System

The preceding **Workplace Education Model** was designed to meet both the needs and requirements of the collaborative partner and the education provider. In Ohio, ABLE programs must meet the requirements of the Ohio Performance Accountability System (O-PAS) which was designed to give ABLE programs the structure necessary to fully implement the National Reporting System (NRS). With the adoption of the Workplace Education Model, Ohio ABLE has empowered its Workplace Education Programs to be creative and flexible in designing, delivering, and reporting workplace education services.

The **Training Model** that follows is a generic structure that shows the complete picture of ABLE Workplace Education from preliminary marketing to completion. This Training Model is not meant to be used as **the** model that a program must use to offer workplace education. Nor is it intended to be followed step-by-step; however, it should serve as a guide to programs that have not previously offered workplace education or those seeking more information from experienced Workplace Education providers.

The **Training Model** was designed as a guide for one program as it implemented workplace education. That program uses the model to help track each of the steps it takes as it progresses from the initial contact with the collaborative partner through the training and the follow-up to that training. The model presented is NOT intended to be followed lock-step by every workplace education program, but it is a model that any program can adapt, modify, and use as it sees fit.

Training Model



Assessments

Assessment Publishing Companies

AMES

Adult Measure of Essential Skills
Developed for Steck-Vaughn by the Riverside Publishing Company (Publisher of the Iowa Tests of Basic Skills)
Steck-Vaughn   800-531-5015
P.O. Box 690789   www.steck-vaughn.com
Orlando, FL 32819-0789
Measures— adult basic skills, workplace competencies, and literacy levels

Bennett

Bennett Mechanical Comprehension Test
Psychological Testing Corporation   800-211-8378
Order Service Center   www.hbem.com
P.O. Box 839954
San Antonio, TX 78283-3954
Measures--mechanical aptitude

BEST

Center for Applied Linguistics
1118 22nd Street NW   http://www.cal.org/
Washington, DC 20037

CASAS

Comprehensive Adult Student Assessment System
CASAS   800-255-1036
8910 Clairemont Mesa Blvd.   www.casas.org
San Diego, CA 92123-1104
Measures— life skill competencies and SCANS competencies

COPS/CAPS/COPES

EdiTS   800-416-1666
P.O. Box 7234   http://career-lifeskills.com/products-services/atpr/copsys/
San Diego, CA 92167

COPS	Career Occupational Preference System--**Measures** interests
CAPS	Career Ability Placement Survey--**Measures** abilities
COPES	Career Orientation Placement and Evaluation Survey--**Measures** values

COMPASS

Computerized Assessment – job analysis and classification
VALPAR International Corporation   800-528-7070
P.O. Box 5767   www.valparint.com
Tucson, AZ 85703-5767
Correlations— Eleven Department of Labor aptitudes
Measures— Department of Labor system of job analysis and classification and measures an individual's skills, knowledge, and abilities as they relate to job and training programs.

DAT

Differential Aptitude Tests
Psychological Testing Corporation   800-211-8378
Order Service Center   www.hbem.com
P.O. Box 839954
San Antonio, TX 78283-3954
Measures— verbal reasoning, numerical reasoning, abstract reasoning, perceptual speed and accuracy, mechanical reasoning, space relations, and spelling and language usage

FACT Flanagan Aptitude Classification Test
London House Publisher
NCS 800-627-7271
Workforce Development Group htttp://assessments.ncs.com
Marketing Department
9701 W. Higgins Road
Rosemont, IL 60018-4720
Correlations--SRA
Measures— occupational aptitude— precision, assembly, coordination, judgment and comprehension, arithmetic, patterns

FIT Flannagan Industrial Test
See Above

IRT Industrial Reading Test
Psychological Testing Corporation 800-211-8378
Order Service Center www.hbem.com
P.O. Box 839954
San Antonio, TX 78283-3954
Measures— achievement and aptitude— reading on work-relevant topics

PTI Personnel Tests for Industry
Psychological Testing Corporation 800-211-8378
Order Service Center www.hbem.com
P.O. Box 839954
San Antonio, TX 78283-3954
Measures— aptitude— wide-range assessment of mental abilities and an individual's comprehension of oral directions

SAGE System for Assessment and Group Evaluation
Train-Ease Corporation 800-431-2016
PESCO
21 Paulding St.
Pleasantville, NY 10570
Correlations— Eleven US Department of Labor Aptitudes
Measures— Vocational aptitudes— general, verbal, numerical, motor, eye-hand-foot coordination, finger and manual dexterity, and color discrimination
    Abilities— GED components of reasoning, math, and language
    Interests— occupational exploration

SRA/Mech. Science Research Associates/Mechanical Concepts
London House Publisher
NCS 800-627-7271
Workforce Development Group http://assessments.ncs.com
Marketing Department
9701 W. Higgins Road
Rosemont, IL 60018-4720
Measures— basic mechanical aptitude, ability to learn mechanical skills in mechanical knowledge, space relations, and shop arithmetic

TABE Tests of Adult Basic Education

CTB McGraw Hill
CTB Order Service Center
P.O. Box 150
Monterey, CA 93942-0150

800-538-9547
www.ctb.com

Measures— achievement in reading vocabulary and comprehension; math computation, concepts, and applications; and language mechanics, expression, and spelling

TABE Work F Work-Related Foundation Skills

Measures— assessment of adults' reading, mathematics, and language skills within the context of occupational categories.

TABE Work P Work-Related Problem Solving

Measures— scaled performance assessment which measures problem-solving abilities within a workplace context

TIA

Technology and Internet Assessment
H&H Publishing Company, Inc.
1231 Kapp Drive
Clearwater, FL 33765

800-366-4079
Fax: 727-442-2195
hhservice@hhpublishing.com
www.hhpublishing.com

Measures--use of technology, specific computer skills, acquisition of technical knowledge, basic internet knowledge, internet information skills, adapting to technological change, impact of technology, and ethics in technology.

Wonderlic WBST and P

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, CA 90025-1251

800-648-8857
www.wonderlic.com

Wonderlic WBST Wonderlic Basic Skills Test

Measures— work-related math and verbal skills

Wonderlic P Wonderlic Personnel Test

Measures— aptitude— predicts job applicant's ability to learn on the job, understand directions, innovations, and routine tolerance— assessment of general mental ability.

Working

H & H Publishing, Inc.
1231 Kapp Drive
Clearwater, FL 34625

800-366-4079
www.HHPublishing.com

Measures— assess SCANS competencies

WorkKeys

American College Testing (ACT)
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243

888-399-9675
www.act.org/workkeys/

Measures— achievement--reading for information, applied mathematics, listening, writing, locating information, applied technology, and teamwork

WRAT

Wide Range Achievement Test
Jastak Associates, Inc.
P.O. Box 3410
Wilmington, Delaware 19804-0205

800-200-WRAT
www.widerange.comwrat3.html

Measures—achievement—reading, spelling, and arithmetic

Workplace Education Indicators Project
Assessment Grid

					Scoring				Type				Administer			Consumable				Measure					
Assessments	Functional Level	Grade Equivalent	Pre/Post Tests	Multi-Level	Test time survey/complete	Paper/pencil	Hand-scored	Electronic	Send to score	Adult appropriate	Standardized	Norm-referenced	Criterion-referenced	Certified tester	Standard Introduction	Computerized	Test	Answer sheet	Test	Answer sheet	Basic Skills	Interest	Aptitude	Mechanical	Abilities	Problem Solving
AMES	y	y	y	y	c 2hr	y	y	y	y	y	y	y	n	N	y	y	n	y	$25.20/10	$33.60/ 50	y	n	n	n	n	n
Bennett	n	n	y	n	30m	y	y	y	n	y	y	y	n	N	y	n	n	y	$149/25	$79/50	n	n	n	y	n	n
BEST	y	n	y	n	Oral--15 m. Literacy--1 hr	y	y	n	n	y	y	n	y	N	y	n	y	y	$1.50-5.00ea.	Included	NA	NA	NA	NA	N A	NA
COPSystem	y	n	n	n	50m	y	Y	y	n	y	y	y	n	N	y	n	y	n	$121.75/25	Included	y	y	y	y	y	y
CASAS	y	n	y	y	Untimed	y	y	y	n	y	y	n	y	Y	y	y	n	y	$55/25	$35/100	y	n	n	n	y	y
COMPASS	y	y	n	n	70m	n	n	y	n	y	y	n	y	N	n	y	n	n	$3,875	Included	y	y	y	n	y	y
DAT	n	n	n	n	2hr 20m	y	y	y	y	y	y	n	y	N	y	n	n	y	$69.50/25	$36/50	y	n	y	y	n	n
FACT	y	n	y	n	2-40 min	y	y	n	n	y	y	y	n	N	y	n	y	y	$66/25	Included	y	n	y	y	y	y
FIT	y	n	n	n	5-15 min. (18 tests)	y	y	n	n	y	y	y	n	N	y	n	y	n	$49/25	N/A	y	n	y	n	y	y
IRT	y	n	n	n	40m	y	y	y	n	y	y	y	n	N	y	n	n	y	$64/25	$44/25	y	n	n	n	y	n
PTI	y	n	y	n	25m	y	y	n	n	y	y	n	y	N	y	n	y	-	$70/25	Included	y	n	y	y	y	n
SAGE	y	n	n	n	4-5hr	y	y	y	n	y	n	y	n	N	y	y	y	y	$7,995	Included	y	y	y	n	y	y
SRA/Mech.	y	n	y	n	40m	y	y	n	n	y	y	n	y	N	y	n	y	-	$77/25	Included	n	n	y	y	y	n
TABE	y	y	y	y	s 2hr c 4 1/2	y	y	y	n	y	y	y	n	N	y	y	n	y	$79/25	$27.85/ 25	y	n	n	n	n	n
TABE Work F	y	y	y	n	c 2hr	y	y	y	n	y	y	y	n	N	y	y	n	y	$78.65/25	$27.45/ 25	y	n	n	n	n	n
TABE Work P	y	y	y	n	c 1hr	y	y	y	n	y	y	y	n	N	y	n	n	y	$47.80/25	$12.15/25	n	n	n	n	n	y
TIA	y	n	y	n	20-30 min.	n	n	y	y	y	y	y	n	N	y	y	-	-	$3.00ea./100	Included	y	n	n	n	n	n
Wonderlic WBST	y	y	n	n	20m each	y	y	y	n	y	y	y	n	N	y	n	y	y	$97.50/25	Included	y	y	y	y	n	n
Wonderlic P	y	n	n	n	12m each	y	y	y	n	y	y	y	n	N	n	n	y	y	$124/25	Included	n	n	n	n	y	n
Working	y	n	n	y	30 min.	y	y	n	n	y	y	n	y	N	y	n	y	y	$3.50ea./100	Included	y	n	n	n	y	y
WorkKeys	y	n	y	y	40-45 min.	y	n	n	y	y	y	n	y	N	y	n	y	y	$3.25 + each	Included	y	n	y	y	y	y
WRAT-3	n	y	y	y	15-30m	y	y	y	n	y	y	y	n	N	y	n	y	y	$26/25	Included	y	n	n	n	n	n

Workplace Education

Glossary

Acronyms and Definitions
Some definitions are taken from the
Workforce Investment Act
as cited following the term.

ASE	Automotive Service Excellence
Ability	Natural talent or acquired proficiency to perform a task.
Ability Tests	Tests that yield a sample of what the individual knows and has learned at the time he or she is being tested. They measure the level of development attained.
Adult Education WIA Title II	Services or instruction below the postsecondary level for individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school; who lack sufficient mastery of basic educational skills to enable them to function effectively in society; who do not have a secondary diploma, its recognized equivalent, and have not achieved an equivalent level of education; or who are unable to speak, read, or write in the English language.
Adult Learning Theory	Theory developed by Malcolm Knowles that identified the following characteristics of adult learners: ☐ They are self-directed. ☐ They have a base of life experiences and knowledge. ☐ They are goal-oriented. ☐ They want to learn what is meaningful to them in work and life. ☐ They want education that is practical. ☐ They want to be treated with respect.
Andragogy	The art and science of helping adults learn.
Aptitude	Capacity to acquire proficiency with training or education.
Aptitude Tests	Tests designed and used to predict future performance following a specified learning experience. These tests are used to forecast success in some future assignment. They are used as predictors of success in apprenticeship training programs, pre-employment situations, and other job training and educational programs. *Intelligence* General learning ability is required: the ability to understand instructions and underlying principles; the ability to reason and make judgments. *Verbal* Ability to understand the meaning of words and use them effectively; ability to comprehend language, understand relationships between words, and understand the meanings of sentences.

Numerical
Ability to perform arithmetic operations quickly and accurately.

Spatial
Ability to think visually concerning geometric forms, comprehend two-dimensional representations of objects, and recognize relationships resulting from the movement of objects in space.

Form Perception
Ability to perceive pertinent detail in objects, pictorial, or graphic materials. Ability to make visual comparisons and discriminations, see differences in shapes and shading of figures and widths and lengths of lines.

Clerical Perception
Ability to perceive pertinent detail in verbal and tabular material. Ability to observe differences in copy, proofread words and numbers, and avoid perceptual errors.

Motor Coordination
Ability to coordinate eyes and hands or fingers rapidly and accurately while making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity
Ability to move fingers and manipulate small objects rapidly and accurately.

Manual Dexterity
Ability to move hands easily and skillfully and work with hands in placing and turning motions.

Eye-Hand-Foot
Coordination Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination
Ability to match or discriminate between colors in terms of hue, saturation, and brilliance. To identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Assessment	Method of evaluating an individual in real or simulated life situations.
Attribute	Natural trait that cannot be taught
Baseline Assessment	Initial assessment from which changes are determined.
Basic Skills Deficient WIA Title I	Individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

Broker	Individual or group acting as an agent to negotiate contracts with other individuals or agencies.
CAD	Computer-aided Design
CAM	Computer-aided Manufacturing
CBO	Community-Based Organization
CDL	Commercial Drivers' License
CNA	Certified Nurse Assistant
CNC	Computer Numerical Control
Characteristic	Distinguishing trait, quality, or mannerism of an individual.
Collaboration	Partnership relationship in which all parties work together for the common good.
Competency	Set of broad-based skills which can be taught Knowledge or skill required for task performance.
Consultative Selling	Selling a product or service that has been developed through consultation with partners.
Corporate Culture	Unique culture or climate of a business or industry. The culture includes the stated and hidden rules, guidelines, customs, and other unique aspects.
Criterion	Judgment or evaluation standard: set of scores, ratings, or standards used to measure, predicate, or correlate.
Customization	The concept of developing specifically designed products for the customer.
Customized Training WIA Title I	Training that is designed to meet the special requirements of the employer, that is conducted with a commitment by the employer to employ an individual on successful completion of the training, and for which the employer pays for not less than 50 percent of the cost of the training.
DM	Dietary Manager
Dexterity	Ability to move fingers and/or hands easily and skillfully
ESL	English as-a-Second Language

ESOL	English for Speakers of Other of Languages
Economic Development Agencies WIA Title I	Includes local planning and zoning commissions or boards community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.
Eleven Department of Labor Aptitudes	General learning, verbal, numerical, form perception, clerical, color discrimination, motor coordination, eye-hand-foot coordination, spatial, finger dexterity, manual dexterity
Feasibility	For workplace education, feasibility is concerned with the basic factors which affect a worker's acceptability to an employer. (The factors include productivity, safety, and interpersonal behavior.
ISO	International Standards Organization
ISO 9000	International Standards Organization guides for specific industry--automotive
ISO 14000	International Standards Organization guides for specific industry--(web site)—embedded skills
ITA	Individual Training Account
Interest	The tendency to engage in an activity Expressed Interest—self-reported Tested Interest—reported based upon testing Manifest Interest—reported based upon performance
Internal/External Customer	The person who receives or uses your services, or depends upon you or your services whether inside or outside your organization.
JCAHO	Joint Commission on Accreditation for Health Care
Job Analysis	Procedure used to analyze what is required to perform a specific job
Job Sample	Work samples which are used to evaluate potential for specific jobs
LEA	Local Education Agency

Labor Market Area **WIA Title I**	An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence.
Lifelong Learning	The concept of learning as a continuous process, not a goal.
Literacy **WIA Title II**	Individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
Loss-leader	The product or service offered for a lower or no fee that leads to the purchase of more lucrative products or services.
MCSE	Microsoft Certified Systems Engineer
	A+ Certification Special certification for those who build or troubleshoot computers. MOUS Certification Microsoft Office User Specialist Certification tests individuals at multiple levels of proficiency.
MOU	Memorandum of Understanding
MSDS	Manufacturers' Safety Data Sheets
Marketing	The various functions involved in moving goods or services from the source or provider to the consumer or customer.
NIFL	National Institute for Literacy
NRS	National Reporting System
National Skill Standards	A set of standards devised by business and industry defining minimum entry-level skills needed to be successful in a field. The standards are recognized on a national basis for employment anywhere in the country in that field.
Norms	Group of people on whom an assessment has been standardized and from whom the scores on a particular test have been obtained to determine levels of performance.
OBROI	Objective-Based Return on Investment—Measure only those objectives agreed upon prior to training or activity.

Occupation	Grouping of jobs having similar or related knowledge and skill requirements.
On-the-Job Training WIA Title I	Training by an employer that is provided to a paid participant while engaged in productive work in a job site that provides knowledge or skills essential to the full and adequate performance of the job; provides reimbursement to the employer of up to 50 percent of the wage rate of the participant; and is limited in duration as appropriate to the occupation.
One-Stop WIA Title I	A service delivery system providing comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include diagnostic testing and use of other assessment tools; and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals; development of an individual employment plan; group counseling; case management for those seeking training; and short-term prevocational services—including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training.
PLC	Programmable Logic Controllers
Percentile Rank	The expression of an obtained test score in terms of its position within a group of 100 scores. (The percentile rank of a score is the percent of scores equal to or lower than the given score.)
Performance Test	Tests which require the manipulation of tools or objects
Personality Tests	Test which measure characteristics such as emotional adjustment, interpersonal relations, motivation, interests, and aptitudes. These tests are concerned with the affective or non-intellectual aspects of behavior.
Portfolio	A compilation of representative sample work products in a structured format.
Public Relations	The developed perception of your services, products, or business based upon past performance, publicity, and media awareness.
ROI	Return on Investment
Referral	Process of sending individuals to some other resource for service
Reliability	Consistency of a score—similar results will be obtained when the test is re-administered

SDA	Service Delivery Area
SPC	Statistical Process Control
STNA	State-Tested Nurse Assistant
Screening	Preliminary process of evaluation to determine appropriateness of services
Skill	Situational-specific behavior
Standardized Tests	*Norm-Referenced Tests* Tests designed to provide information concerning the ability of students in relation with those of a standardized, representative group.
	Criterion-Referenced Tests Tests designed to provide information on the specific knowledge or skill possessed by a student. (Usually the tests cover relatively small units of content and are closely aligned with instruction.) Scores relate to student's ability—not relative to the scores of any reference group.)
Task Analysis	Process of identifying the unit of work which makes up a job—also involves determining the percentage of time a worker spends performing the task and its relative importance to the total performance
Title I	Authorizes the new workforce investment system
Title II = AEFL	Authorizes the Adult Education and Family Literacy programs
Title III	Amends the Wagner-Peyser Act to require employment and job service activities to become part of the One-Stop system and establishes a national employment statistics initiative
Title IV	Rehabilitation Act Amendments of 1998
Title V	General provisions for state plans
Training Provider	The individual, program, agency, or group contracted to provide customized training to business, industry, government, and/or labor.
Validity	Degree to which a test actually measures what it is intended to measure.
WIA	Workforce Investment Act

WIB	Workforce Investment Board
Work Sample	A simulated or abbreviated work activity which closely resembles the actual work situation.
Work Task	Component of a total job
Workplace Literacy WIA Title II	Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

Workplace

Education

Resources

General (Commercial) Resources

Angel, Debra L. and Harney, Elizabeth E. (1997) *No one is unemployable: Creative solutions for overcoming barriers to employment.* Hacienda Heights, CA: WorkNet Publications.

ISBN: 0-9657057-0-6
$29.95
Toll Free #: 888-9-WORKNET
www.worknettraining.com

Manly, Donna (ed.) (1994). *Curriculum materials: A review for workplace education programs.* Madison, WI: University on Education.

Center on Education and Work
Telephone: 1-800-446-0399

O-Neil, Harold F. (ed.) (1997) *Workforce readiness: Competencies and assessment.* Mahwah, N J: Lawrence Erblaum Associates, Publishers.

ISBN: 0-8058-2150-3

PBS Essential Workplace Skills. Tape series from PBS.
http://www.pbs.org/literacy/wes/order_wes.html

Whitfield, Randy, Floyd Hinshaw, and Angela Moore. Workplace Job-Specific Skills Program: The How-To-Do-It Manual. Steck-Vaughn Company, 1997 (P.O. Box 26015, Austin, TX 78755). $130

General Workplace Resources

California Board of Regents. *Maximizing Your Impact in Contract Education.* California Community College Chancellor's Office. (ISBN 0-938-075-59-A $40)

Mikulecky, Larry, Denise Henard, and Paul Lloyd. *A Guidebook for Developing Workplace Literacy Programs.* 1992. Indiana Workplace Literacy Training Program (Office of Workforce Development, Indiana Government Center, Indianapolis, IN 317-233-3354).

National Alliance of Business. *Workplace Literacy Publications: An Annotated Bibliography of Print Resources.* 1995 (National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20701—1-800-787-7788).

Office of Research, U.S. Department of Education. *Choosing the Right Training Program: A guidebook for Small Businesses.* 1994 (American Institutes for Research, 3333 K. Street NW, Washington DC 20007).

Proper, Len. *Models of Excellence: A Review of Ohio's Award-Winning Workplace Literacy Programs,* Office of Workforce Development, Ohio Bureau of Employment Services, 1994 (145 South Front Street, Room 678, Columbus, OH 43215).

Proper, Len. *Workplace Literacy: A Selected Bibliography.* Ohio Bureau of Employment Services, 1992 (145 South Street, Columbus, OH 43215).
Sarmiento, Anthony and Ann Kay. *Worker-Centered Learning: A Union Guide to Workplace Literacy,* AFL-CIO Human Resources Development Institute, 1990 (815 16th Street, NW, Washington DC 20006—202-638-3912).

NCAL (Commercial) Resources

The National Center on Adult Literacy (NCAL) at theUniversity of Pennsylvania/Graduate School of Education was established in 1990 with a major grant from the U.S. Department of Education, built upon a research center founded at the University in 1983. NCAL is supported by federal, state, and local agencies as well as by private foundations and corporations. Focused primarily on North America, the mission of NCAL is to (a) improve understanding of adult learners and their learning, (b) foster innovation and increase effectiveness in adult education and literacy work, and (c) expand access to information and build capacity for adult literacy service provision.

General Inquiries: tel.: (215) 898-2100,
fax: (215) 898-9804
ncal@literacy.upenn.edu

The Impact of Workplace Literacy Programs: A New Model for Evaluating the Impact of Workplace Literacy Programs Larry Mikulecky (March 1993) examines parallel studies of two workplace literacy programs in order to (a) develop an impact assessment model for workplace literacy programs and (b) produce data on the impact of the two quite different programs in the areas of learner gains, workplace improvements, and literacy-related changes in learners' families. (Technical Report: TR93-02, 99 pages) $13.00

What Makes Workers Learn: The Role of Incentives in Workplace Education and Training
Donald Hirsch (ed.) (September 1993) contributes up-to-date international information on how to enhance worker satisfaction and productivity through training and education programs and suggests that effective adult learning programs must be a genuinely collaborative activity between employer and employee. (International Paper: IP93-03, 225 pages) $17.00

Teamwork and Literacy: Learning From a Skills-Poor Position Sylvia (November 1993) analyzes the roles of literacy and teamwork in an automotive parts manufacturing company that was restructuring to implement a "high performance" model team organization, worker responsibility for quality control, and a pay-for-knowledge compensation system. (Technical Report: TR93-06, 35 pages) $8.00

The Military Experience and Workplace Literacy. A Review and Synthesis for Policy and Practice Thomas G. Sticht (March 1995) reviews the U.S. military's extensive research and development on workplace literacy and literacy training programs as interpreted within a conceptual framework of cognitive development and also considers the implications of this research for policy on adult workforce and workplace literacy and provisions for lifelong learning. (Technical Report: TR94-01, 78 pages) $10.00

What Works? Literacy Training in the Workplace, Videoconference Participant Materials Joyce Harvey-Morgan (April 1995) includes overviews of workplace literacy issues, an annotated bibliography of resources, a list of organizational resources, and a section on electronic resources for workplace literacy. It was created to accompany the two-hour videoconference, What Works: Literacy Training in the Workplace, which was broadcast on April 13, 1995. The videotape (VT95-01) is also available from NCAL. (Practice Report: PR95-01, 38 pages) $8.00

Evaluation of Workplace Literacy Programs: A Profile of Effective Instructional Practices Larry Mikulecky (April 1996) uses a study of ten groups of learners in workplace literacy programs in order to develop and refine a data-based model for evaluating workplace literacy programs. The model addresses both the programs' needs for custom-designed assessment and researcher funder needs to aggregate data across several small programs. (Technical Report: TR96-03, 58 pages) $8.00

A Review of Recent Workplace Literacy Programs and a Projection of Future Challenges Larry Mikulecky & Lisa Horwitz, Sharon Masker, Patti Siemantel (April 1996) describes the current state of workplace literacy in the United States, through both summary statistics and individual program profiles. It considers such aspects as providers, learners served, principal goals, and types of curriculum, and concludes by highlighting several promising new developments in workplace and workforce literacy. (Technical Report: TR96-04, 54 pages) $8.00

Developing and Evaluating Workplace Literacy Programs: A Handbook for Practitioners and Trainers Larry Mikulecky & Jamie Kirkley, Julie Oelker (April 1996) is a general guide for starting a workplace literacy program. It outlines methods for establishing a program, from the early stages of planning through implementation to program evaluation, and discusses some of the literacy demands that workers face and how workplace education programs can address them. (Practice Guide: PG96-01, 112 pages) $8.00

What Makes Workers Learn: The Role of Incentives in Workplace Education and Training Donald Hirsch (Ed.) (1994) contributes up-to-date international information on how to enhance worker satisfaction and productivity through training and education programs and suggests that effective adult learning programs must be a genuinely collaborative activity between employer and employee. (Book: ILI/NCAL Book, 224 pages) $21.95

ERIC/ACVE

The ERIC Clearinghouse on Adult, Career, and Vocational Education Resources

The ERIC Clearinghouse on Adult, Career and Vocational Education facilitates the career/occupational preparation and advancement of youth and adults by providing extensive information on adult and continuing education, career education (childhood through adult), and vocational and technical education -- including employment and training
http://ericacve.org
Susan Imel (imel.l@osu.edu)
1900 Kenny Road
Columbus, OH 43210-1090

Eric Digests on Workplace and Vocational ESL

Source: http://www.cal.org/ncle/digests/#SEC4

Integrating Employment Skills into Adult ESL Instruction (1997, ERIC Q & A)
Planning, Implementing, and Evaluating Workplace ESL Programs (1996, ERIC Q & A)
Assessing Workplace Performance Problems: A Checklist (1996, PAIE digest)
Union Sponsored Workplace ESL Instruction (1996, ERIC Digest)
Evaluating Workplace ESL Instructional Programs (1995, ERIC Digest)
Selling Workplace ESL Instructional Programs (1995, ERIC Digest)
Workplace ESL Instruction: Varieties and Constraints (1993, ERIC Digest)
A Learner-Centered Worker Education Program (1991, ERIC Digest)
Ethnography and Workplace Literacy Program Design (1991, ERIC Digest)
Workplace Literacy Programs for Nonnative English Speakers (1991, ERIC Digest)

Web sites for Workplace Education

http://www.skillsnet.org/arch/default.htm
A discussion list for the National Skill Standards movement has numerous conference rooms that will enable individuals to establish their own document sharing environment for a specific skill standard project, video clips of national and regional skill meetings.

http://www.pbs.org/als/
Presented by PBS and the University of Pennsylvania, LitTeacher is a technology-based continuing education resource for adult educators and administrators. LitTeacher offers four certificate programs that explore a variety of issues and concerns that affect the field today.

http://www.workplace-eti.com/home.html
This site offers a treasure-trove of information and resources on workplace education. Workplace instructor training modules are offered online. The site is managed by the Employee Training Institute.

http://www.usworkforce.org/
This site offers the latest and a comprehensive source of information on the Workforce Investment Act.

http://www.ohioworkforce.org
This site covers WIA implementation in Ohio.

http://cep.jmu.edu/workforce/
The site covers WIA implementation in Virginia.

http://www.sabes.org/bibwork.htm
System for Adult Basic Education Support has put together an extensive workplace bibliography.

http://www.ed.gov/offices/OVAE/AdultEd/InfoBoard/f-16.html
Vocational and Adult Education site with a brief description of workplace education.

http://archon.educ.kent.edu/Oasis/Pubs/0600-5.htm
Workplace Education: Employer Needs for Basic Skills -- Ohio Literacy Center Research Team

http://slincs.coe.utk.edu/special_collections/workforce_education/
Southern LINCS is the site for the southern hub which has workplace education as the focus. This site offers many links and a ton of useful information.

http://www.nifl.gov/activities/Jurmo97.html
A report by Paul Jurmo from his 1995-1996 NIFL Literacy Fellowship.

http://www.nald.ca/province/sask/wecs/C.HTM
An absolutely wonderful site from Saskatchewan that provides a model of workplace education, as well as running a workplace education program.

http://literacy.kent.edu/~nebraska/workpl.htm
Nebraska Institute for the Study of Adult Literacy developed this resource page of links.

http://www.wem.mb.ca/ES16.htm
ADVANCED CERTIFICATE FOR WORKPLACE EDUCATION by Margerit Roger, Workplace Literacy Consultant, 1996.

http://www.workplacebasicskills.com
A great site with lots of links to useful information and tools to use in marketing, designing, delivering, and evaluating workplace education.

General Workplace Education Web Site:

http://www.geocities.com/workplace_education/index.html
This site is has TONS of links to federal, state, higher education, and more sites relating to workplace education. It is designed to provide practitioners easy access to electronic information.

ISO web sites:

http://www.isoeasy.org

http://connect.ab.ca/~praxiom/index.htm

http://www.iso.ch/iso/en/ISOOnline.frontpage

Baldrige National Quality Program:

http://www.quality.nist.gov/

ROI (Return on Investment) web sites:

"Is Training Worth It? ROI Gives Answers" -- calculating ROI
http://www.cuna.org/data/newsnow/spec_reports/cpd/cpd4a.html

Twenty-first Century Solutions llc provides an on line calculator for ROI (Netscape users will have to download a plug-in first)
http://www.tfcsolutions.com/calculator.htm

British web site--"Assessing the ROI of Training"
http://www.fastrak-consulting.co.uk/tactix/Features/tngroi/tngroi.htm

Conferences

http://cep.jmu.edu/workforce/Events%20and%20Awards/calendar.htm
The above site offers dates for conferences related to workforce education. In those cases for which they do not have the exact date scheduled yet, they will update you as soon as possible. If you have questions regarding any of these events, contact Diane Foucar-Szocki at 540.568.6794 or email foucardl@jmu.edu

WORKPLACE LEARNING CONFERENCE
www.workplace-learning.net/

Southern LINCS is the site for the southern hub which has workplace education as the focus. Check this site for conference information.
http://hub2.coe.utk.edu/special/workforce/

American Society for Training and Development
Watch for information concerning the annual conference on the web site.
Alexandria, Virginia, 22313-2043, USA
Phone: (703) 683-8100
Fax: (703) 683-8103
http://www.astd.org/virtual_community/communities/

Learning Resources Network (LERN)
P.O. Box 1425
Manhattan, KS 66505
Conference information on the web site:
www.lern.org

Organizations and Associations

Adult Education -- National Workplace Literacy Program (NWLP) funds competitive demonstration grants for programs involving partnerships between business, industry, labor organizations, or private industry councils and education organizations, including State education agencies, local education agencies, and schools, (including area vocational schools and institutions of higher education, employment and training agencies, or community-based organizations). The NWLP's purpose is to support effective partnerships between education organizations and business and community groups for adult education programs that provide literacy training to meet workplace needs.
http://www.ed.gov/pubs/Biennial/413.html

ALMIS -- America's Labor Market Information System represents a vision of the future of labor market information and offers a comprehensive labor market information system. The primary features are Job Banks and Talent Banks.
http://ecuvax.cis.ecu.edu/~lmi/home.html

and http://ecuvax.cis.ecu.edu/~lmi/almis.html

American Society for Training and Development is a website designed for the training professional offering opportunities for peer networking; information sharing; information about products and services; and links to press releases, an article archive, careers and competencies, trends, evaluation and return on investment, learning technologies, performance improvement, knowledge management, training basics, consulting practice, and technical training.
1640 King Street, Box 1443
Alexandria, Virginia, 22313-2043, USA
Phone: (703) 683-8100
Fax: (703) 683-8103
http://www.astd.org/virtual_community/communities/

The Center for Workforce Education was established in 1991 by Laubach Literacy to respond directly to the growing need for developing better and more effective ways of addressing the employment training needs of adults with low reading, writing, math, communication, problem solving, decision making, English as a Second Language, and other basic skills. The Center develops innovative curricula and products for use in workforce training, offers workshops and seminars for workforce education trainers and adult educators, and provides consulting services to organizations planning or currently conducting workforce education programs. http://www.laubach.org/CWE/indexcwe.htm

Center for Applied Linguistics/National Clearinghouse for ESL Literacy focuses [note the omission of "Education focusing"] on literacy education, including family literacy, workplace literacy, and native language literacy, for adults and out-of-school youth who are learning English-as-a-second-language. NCLE's mission is to provide timely information about adult ESL literacy education. http://www.cal.org/ncle/

Center on Education and Work enables educators to engage youth and adults in learning and career development experiences that lead to meaningful and productive careers. Toward that end, the Center undertakes research, development, and capacity-building technical assistance activities to strengthen the connections among educational institutions, workplaces, communities, and families. Ultimately, the Center's efforts are designed to enhance the quality of career-related learning in schools, colleges, and the workplace for all individuals. http://www.cew.wisc.edu/cew/

Center for Education and Workforce Competitiveness
http://www.uwgb.edu/~ctredu/

Employment Training Network, is a JTPA funded project that offers information about upcoming events and includes resources on school-to-work transition, job searches, and marketing. http://www.otan.dni.us/etn/

FedWorld Information Network provides access to other databases including Government Web Sites, U. S. Government Reports, and the FedWorld Information Network itself. http://www.fedworld.gov

The International Association for Continuing Education and Training (IACET), formerly the Council on the Continuing Education Unit, is a non-profit association of education and training organizations and individuals devoted to the constructive and consistent use of the Continuing Education Unit and to the improvement of the quality and effectiveness of continuing education, training and human resource development. Its major objectives are (1) To promote the development, interpretation and dissemination of the best methods, standards and ideals for the use of the CEU; and (2) to assist in strengthening educational and professional standards in the field of continuing education and training.
http://www.iacet.org/what.html

Literacy Volunteers of America, Inc. (LVA) is a national, nonprofit educational organization assisting business and industry in the development of Basic Reading and Conversational English (ESOL) programs to increase literacy skills and productivity through student centered, individualized occupational curriculum. LVA provides consulting services in program design, organization and management, tutor training and materials development.
http://literacy.kent.edu/LVA/index.html

Manufacturing Extension [note here the change in name. Omit "Centers"] Partnership is a nationwide network of more than 70 not-for-profit centers whose purpose is to provide small and medium-sized manufacturers with individual help including human resource development. The site will help you locate the center nearest you. http://www.mep.nist.gov

National Alliance of Business is the only national, nonprofit, business-led organization focused solely on human resource issues.
1201 New York Avenue, NW
Washington, DC 20005-6143
1-800-787-2938
FAX: 202-289-1303
TDD: 202-289-2977 http://www.nab.com INFO@nab.com

NCES -- National Center for Education Statistics studies cover the entire educational spectrum, providing the facts and figures needed to help policymakers understand the condition of education in the nation today, to give researchers a foundation of data to build upon, and to help teachers and administrators decide on best practices for their schools.
The National Adult Literacy Survey
http://nces.ed.gov/

National Center on Education and the Economy Private, non-profit organization dedicated to the implementation of a comprehensive US education and human resource development system.
http://www.ncee.org/

National Center on the Educational Quality of the Workforce conducts and integrates research by leading scholars and practitioners to enrich the national dialogue on education and workforce issues. It has produced a series of publications, reports, conferences, and public policy seminars that address the relationship between the nation's systems of education and the world of work.
University of Pennsylvania
4200 Pine Street, 5A
Philadelphia, PA 19104-4090
(215) 898-4585
http://www.irhe.upenn.edu/eqw/

National Employer Leadership Council is a coalition of CEOs from diverse private sector corporations. The Council's mission is to enhance the quality of the US workforce and improve the productivity and competitiveness of American Business through work-based learning opportunities for all students.
1201 New York Avenue, N.W. Suite 700
Washington, D.C. 20005
Phone: (202) 822-8027
Fax: (202) 822-8026
http://www.nelc.org

NIFL -- National Institute for Literacy was established under the National Literacy Act and works to enable every adult with literacy needs to receive high-quality services. NIFL also collects sources around various topics to be used by practitioners and others in the field.
http://www.nifl.gov

National STW Learning and Information Center -- School-to-Work Internet Gateway opportunities will bring the workplace into the classroom. It will transform workplaces into places of learning. It will put hope and enthusiasm back into communities that have watched so many of their young people drift after high school, unprepared for further education or a well-paying job. And School-To-Work will help employers find workers who are prepared for today's demanding jobs.
800-251-7236
http://www.stw.ed.gov stw-lc@ed.gov

NSSB -- National Skills Standards Board The mission of the NSSB is to encourage the creation and adoption of a national system of skill standards in an effort to enhance the ability of the US to compete effectively in a global economy.
http://www.nssb.org

National Workforce Assistance Collaborative (NWAC) was established by the U. S. Department of Labor in 1993 through a cooperative agreement with the National Alliance of Business (NAB) and its partners. NWAC's mission is to help small and mid-sized businesses adopt high performance work practices, become more competitive, and ultimately, to create and retain high-skill, high-wage jobs for American workers. In addition, NWAC was set up to strengthen service and information providers so they can better meet the needs of these businesses in four key areas: workplace literacy, employee training, work restructuring, and labor-management relations. http://www.ed.psu.edu/nwac/

NWLP -- *National Workplace Literacy Program* has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide education and related services that affect the productivity of the workforce through the improvement of those basic and higher order skills needed in the workplace.
http://www.albany.edu/pdp/nwlp/

National Coalition of Advanced Technology Centers (NCATC) is a consortium of ATCs established by postsecondary institutions across the nation to help industry and its workforce keep pace with new and emerging technology through technological transfer and support services.
http://www.cord.org/ncatc.htm

The National Institute on Postsecondary Education, Libraries, and Lifelong Learning (PLLI) seeks to expand knowledge about the education and training of adults in a variety of settings, including postsecondary institutions, community-based education programs, libraries, and the workplace. National Institute on Postsecondary Education, Libraries and Lifelong Learning
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5531
Telephone: (202) 219-2207
FAX: (202) 501-3005
http://www.ed.gov/offices/OERI/PLLI/phpsec.html

New York State Workplace Education is a collaborative effort between the New York State AFL-CIO and the New York State Education Department. The site includes a literacy definition, a workplace education curriculum, and links to other adult education and workplace literacy sites. http://www.albany.net/~bmarino

The Outreach and Technical Assistance Network (OTAN) is a California Department of Education Adult Education funded project designed to provide technical assistance, communication linkages, and information to adult education providers. Designed for adult educators, this site provides access to a wealth of information about adult education. The registration is free. http://www.scoe.otan.dni.us/

Penn State Institute for the Study of Adult Literacy stresses the importance of connecting research to improving practice as part of the College of Education at Penn State. On our web site you can see our list of publications and curriculum materials, download our newsletter and selected publications. www.ed.psu.edu/isal/

Penn State Workforce Education and Development Program includes information on the program's faculty and staff, the graduate, undergraduate, and teacher certification programs, professional services, and resources related to workforce education.
http://cham21.ed.psu.edu/wfed/

School-To-Work Partnership is an initiative designed to bring the Educational world and the Business world together. http://www.lr.net/stw/mainmenu.htm

Training Technology Resource Center an electronic access point to workforce development information. Also houses the PEPNet --Promising and Effective Practices Network -- and the NYEC – National Youth Employment Coalition.
US Department of Labor, N-6507
Washington, DC 20210
(800) 219-4858
http://www.ttrc.doleta.gov

The U.S. Business Advisor -- Bills itself as the one-stop electronic link to government for business. www.business.gov

Women's Business Center is an interactive business skills training web site dedicated to helping entrepreneurial women realize their goals and aspirations for personal and professional development. The goal of the Women's Business Center is to provide women with the information and expertise they need to plan their economic independence through owning a business of their own. http://www.onlinewbc.org/docs/about/index.html

Workforce Improvement Network is a two-year effort to create greater capacity, capability, and self-sufficiency within the adult education network to provide workplace education services throughout Virginia. The result will be a Workforce Improvement Network of training, development and workplace education delivery to be sustained in cooperation with the Adult Education Centers for Professional Development.
http://www.jmu.edu/contined/win/win.html

Workplace Learning Resource Center has as its primary purpose to support the Federal and State efforts to re-train California's workforce. http://www.west.net/~wplrc/

Workplace Literacy & Project Read is a workplace literacy program in Menlo Park, CA.
PROJECT READ-MENLO PARK at (650) 321-8818
http://inetaxp.pls.lib.ca.us/pls/literacy/wpl.html

Workplace Language, Literacy and Numeracy Skills Information Networks and Contacts in NSW Australia is a listing of regional (Australia) workplace literacy networks.
http://www.train.gov.au/trai2158.htm

Fund Raising & Grant Writing Resources

Illinois Secretary of State Literacy Office Grant Offerings include Community Literacy Grants, Family Literacy Grants, and Workplace Literacy Grants. Information about grants includes grant announcement, application deadline, application form, criteria for selection, and information about past grant recipients.

http://www.sos.state.il.us/depts/literacy/programs/programs.html

U.S. Department of Labor Employment and Training Administration, Welfare to Work, Directory of Services includes state grant announcements and information about each state including contacts. http://wtw.doleta.gov/
http://www.sai.com/adjunct/nafggrant.html

The At-a-Glance Guide to Grants
Welcome to the At-a-Glance Guide to Grants. The links are provided as a resource to adjunct faculty but are applicable to all researchers.

Grants From the Net -- Good list of agencies, foundations, and organizations.
Research Funding Agencies and Research Administration Groups Grantmaker Information Directory (at The Foundation Center)

Databases of Funding Opportunities

Chronicle of Higher Education Deadlines In Academe -- not a database but a good list of opportunities.
TRAM Research Funding Opportunities Database
CARDE Database of Federal Grants
Commerce Business Daily -- contract solicitations from the federal government
Federal Information Exchange (FEDIX)
Federal Register -- lists grants notices
GENIUS (Global Expertise Network for Industry, Universities, and Scholars)
IRIS -- contains funding opportunities in the sciences, social sciences, arts, and humanities
NSF Grants Database
NTTC (National Technology Transfer Center) Databases
SPIN: InfoEd's Sposored Programs Information Network
Community of Science Funding Opportunities Database
Community of Science Expertise Database -- add yourself and search for researchers at specific institutions.
NIH Guide to Grants and Contracts Database
Catalog of NIH Grants
Catalog of Federal Domestic Assistance
GrantSource Service
State and Federal Grants (Texas Comptroller of Public Accounts)

E-Mail Lists

Grant Writers Assistant -- offers 2 mailing lists: Profiles, a read-only list, and GrantsTalk, an open discussion list.
Federal Information Exchange, Inc. (FEDIX) -- offers a free FEDIX Opportunity Alert e-mail service which sends you announcements of opportunities relevant to your interest area.
GRANTS-L
GrantsNet
NCURA Listserv Directory for Research Administration

Indices of Grant-Related Sites

Foundation Center
GrantsWeb
URL List for Grant Seekers
Pitsco's Launch to Grants and Funding
Money for Grants -- links to resources specifically for university research
Listing of Non-Federal Funding Opportunities
University of Washington's List
NCURA (National Council of University Research Administrators)
Online Resources for Federal Government Grant Seekers -- lists Federal grants-related sites by subject area
University of Michigan -- Division of Research Development and Administration
University of Wisconsin-Madison's Grants Information Center -- contains a list of grant resources by subject of study.
Yahoo's Grants Section

Templates--Forms

Foundation Center's Common Grant Application Forms
NSF's Forms Page
IUPUI's NIH Forms Page -- in Excel format
University of Michigan DRDA Forms page
NCURA List of Agency Forms
NIH and NSF templates -- viewable with PDF
Syracuse University's Office of Sponsored Programs -- Federal Forms
American Cancer Society
American Heart Association
TRAM's Electronic Agency Forms -- Mac & PC formats
Army and NASA Forms -- Via University of Texas
High Performance Computer Time Grant Program Forms -- Via University of Texas
National Institute of Health Forms -- Via University of Texas
UIC Office of Research -- forms in WP 5.0 and Acrobat formats

Agreements, Contracts, and Policies

NCURA List of Sample Policies and Agreements
AUTM's Sample Policies, Agreements, and Contracts

Tutorials

Prospect Worksheet
User-Friendly Guide To Funding Research and Resources
Grants Glossary
A Proposal Writing Short Course
NSF Grant Proposal Guide
On the Art of Writing Proposals -- Some Candid Suggestions for Applicants to Social Science Research Council Competitions
Proposal Writer's Guide
Writing Proposals -- advice from IREX
Guide to Proposal Preparation and Submission
Institutional Fundraising Q & A -- from the Information for Nonprofits FAQ
Suggestions for Proposals
The Weird Science of Bad Proposal Writing
Winning a Grant or Contract

Marketing

Tips

Marketing Tips

Marketing is a key component of everything that workplace education programs do.

For the purposes of this tip sheet, company will refer to ALL collaborative partners.

I. Do Your Homework!
- Can you answer these questions?
  - Who is the right contact person?
  - What does the company do/manufacture?
  - What is the organizational structure of the company?
  - Is the company union or non-union?
  - What/who is the competition for this company?
  - What training has the company already tried?
  - What are the industry trends for this sector?

II. Do you have the staff to provide the service?
- What are your qualifications for workplace education instructors?
  - See Instructor Profile.
- What requirements are mandated by your organization?
- What does the company want/require?
- Keep database current on your employee information.

III. Avoid using acronyms and educational jargon.
- Learn the business language and use it.
- Always be professional in your verbal and written communication.

IV. Model your marketing plan on effective business practices.
- Keep current on the newest business models.
- Read the latest business guru's books and articles.
- Join a community organization with business members.
- Promote your program within your institution.
  - Be sure that others in your institution know what you do so that they can refer business contacts to you.
  - Be visible within your institution.
    - Take an active role within your institution.
    - Communicate your services to others in your institution.
- Be prepared--have a good "canned" presentation ready.

V. Find a contact person in the company for a BIG picture on what the majority of the employees care about.

- Use this person as your resource as you plan your program.
- Make sure this person actually knows what employees care about.
- Keep database current on employer contact information.
- Be sure to keep accurate data on contact person(s)--including phone, fax, and e-mail.
- Check regularly to be sure contact person is still the person you should be consulting.

VI. Keep any marketing materials clean and clear.

- Model your marketing after what successful businesses do.
- Watch for graphics, fonts, style, and "glitz."
  - Graphics should be representative of the workforce served.
  - Fonts should not be "cute" or fancy.
  - Use standard business styles.
  - Do not attempt to be too polished or too loaded with dazzling displays.
    - KISS--Keep it Short and Simple.
  - Don't rely on spell check. PROOFREAD!

VII. Don't assume the company knows exactly what it needs; however, don't assume that it has no clue, either.

- Respect and value the expressed opinions and concerns.
- Problem solve the perceived needs and issues based upon sound educational practices.
- Collaborate with the company to arrive at the best plan for the situation.
- Do not attempt to sell what is not needed.

VIII. Stay away from requests that go against your ethics, values, or educational theory.

IX. Indicate a willingness to assume responsibility for less-than-satisfactory service or problems.

X. Avoid the educational calendar.

- Businesses work twelve months a year--sometimes including holidays.
- Businesses often work more than one shift.
- Be prepared to supply educational instruction at various times and locations.

XI. Ask when you can expect a response.

- Establish a follow-up plan with your contact person.
- Follow up with a letter and/or a phone call.
- Always respond in a timely fashion.

XII. Common courtesies:

- Don't do "cold calls" or just drop in.
- Model your value of the employer's time.
- Don't bash other companies, customers, or competition.
- Reflect the institution you represent in a positive light.
- Treat everyone well, no matter what the employee's level.
- Always maintain professionalism.

COVER LETTER
TRAINING PROPOSAL

May 26, 1998

Dear:

Thank you for meeting with Robin and me on Thursday, May 14, 1998, about the 1998 Summer Youth Program for Jefferson County. Attached is the information pertaining to the Job Issues, Introduction to Windows 95, and Microsoft Word 97 training modules from the currently offered Step Up Pre-Employment Program at Jefferson Community College. This program targets individuals needing skills necessary for full time employment.

This proposal would target those participants of Summer Youth population who would be ready for full time employment, meeting the criteria of needing a "program already established and running". The cost for the 32 hours has been calculated at the "Community Education" rate. This rate covers all overhead to meet the course specifications and establishes a fixed rate per participant. In order to provide the best learning environment, a minimum of ten and a maximum of 12 participants will be required. Should enrollment not meet this minimum, the course may be offered by payment for unfilled or "blind" seats. If JCC is chosen to provide this training, please notify me as soon as possible so that materials can be ordered.

Please review the attached cost breakdown/course outlines and call with any questions. I look forward to working with you.

Sincerely,

Andrea Bell, Coordinator
Continuing Education

Ab/o2
Cover letter for the Summer Youth Program 6.98

C R. Lee
Enclosures

COURSE SYLLABUS
JOB ISSUES

DESCRIPTION

The information presented in the Job Issues module will begin with a personal journey in discovering why one is better off employed. An overview of what skills/behaviors are needed for a successful career will be presented. The following topics will be addressed and supplemented with audio/visual aids and roll play situation: Why Work?; Job Search and Interview Skills; and Personal Management on the Job.

WHY WORK – SIX REASONS YOU ARE BETTER OFF EMPLOYED

THE JOB INTERVIEW

- Can you do the job?
- Do you fit into the organization?
- Are there any hidden or undisclosed problems that keep them from hiring me?

JOB SEARCH SKILLS

- Completing application forms.
- The resume
- Identify transferable skills.
- Identify what skills you most enjoy using
- Job clusters.
- How to find the job you want.

THE JOB INTERVIEW

- Types of interviews.
- Things to do before the interview.
- Disaster avoidance.
- Questions to ask about the company.

JOB SAVVY – HOW TO BE A SUCCESS AT WORK

- Positive attitude & honesty.
- Dependability – on time attendance
- Working well with co-workers.
- Communication skills.

ON THE JOB ETIQUETTE

- Dress appropriately for the job.
- Importance of shaking hands and eye contact.
- Importance of good manners.

Ab/o2
Job issues course outline for summer youth program

CUSTOMIZED TRAINING COSTS for the SUMMER YOUTH PROGRAM

REGIONS SHOULD DETERMINE COST BY COMPARING ACTUAL *PROFIT, EXPENSES, AND COMPETITION IN AREA.*

INCLUDE:
Cost per contact hour: JCC's cost is $60 per contact hour
Instructional aide/lab assistant: $10 per contact hour
Development time: divide contact time by 4 x $45 = company cost
Materials: copies or copyrighted materials added on
Other, rental of equipment or space

Example:

32 hrs. x $60 =	$1920
EXPENSES	
32 hrs.of instruction x $25=	$ 800
20 hrs. for lab asst. x $10=	$ 200
	$1000
$1000 instruction + $100 dev. time =	
$1100 x $.017 (FICA +SERS) =	$ 187
EXPENSES	$1187
TOTAL INCOME (10 @ $200 + $260 dev. time)	**$1920**
TOTAL EXPENSES	**$1187**
PROFIT	**$ 933**

CUSTOMIZED TRAINING FEES

DEPARTMENT OF BUSINESS/INDUSTRIAL TRAINING AND COMMUNITY EDUCATION
FEE POLICY

CONTRACT TRAINING PROGRAMS

On campus contract training programs are offered to business and industry at seventy dollars ($70.00) per instructional hour with student limits.

Off campus contract training programs are offered to business and industry at sixty dollars ($60.00) per instructional hour with student limits and IRS mileage from the college to the training site.

QUALITY SYSTEMS TRAINING (EXCLUDING GAP ANALYSIS)

ISO/AS 9000 Training Programs/Consulting Services are offered to business and industry at one hundred dollars ($100.00) an hour on site and forty-five dollars ($45.00) an hour for document review activities.

QS 9000 Training Programs/Consulting Services are offered to business and industry at one hundred twenty-five dollars ($125.00) an hour on site and seventy-five dollars ($75.00) for document review activities.

GAP ANALYSIS

Prices will be determined based on company size and projected auditing hours required to conduct a thorough audit.

NEW TRAINING PROGRAMS

Charges for the development of training programs vary, based on program requirements. Instructional costs for new programs are invoiced at the above rates.

INSTRUCTIONAL MATERIALS

Instructional materials will be invoiced at central services rates on a per student basis.

CREDIT COURSE OFFERINGS

At a company's request a special class section of an already established course will be offered on a per student per credit hour basis at the following rates:

$62.00 per credit hour in Jefferson County
$67.00 per credit hour for other Ohio & West Virginia Counties
$20.00 application fee per student (waived with submission of college transcript and **for** previous Jefferson Community College students)

THE COLLEGE RESERVES THE RIGHT TO ADJUST PRICES BASED ON SUCH FACTORS AS AVAILABILITY OF INSTRUCTOR, COMPLEXITY OF THE TRAINING PROGRAM, INFLATIONARY PROCESS, ETC.

A minimum of 10 students is required to set up a special class section. Companies requesting a special section of an established credit course with fewer than the required minimum 10 registered students, will be invoiced separately for the balance of the unused student seats in the form of a non-credit fee. Charges will be as follows:

$62.00 per class position per credit hour (companies in Jefferson County)
$67.00 per class position per credit hour (companies in other Ohio & West Virginia counties)

THE COLLEGE RESERVES THE RIGHT TO ADJUST PRICES BASED ON SUCH FACTORS AS AVAILABILITY OF INSTRUCTOR, COMPLEXITY OF THE TRAINING PROGRAM, INFLATIONARY PROCESS, ETC.

LSAFORMS
10/27/98
BITCEFEEISOQS

LETTER OF AGREEMENT

____

____
____
____
____

Dear ________________:

Thank you for contacting_________________ about training for your employees. I am very excited about the training project we have developed and look forward to working with you.

Please review this proposal and attachment A regarding the _____ contact hours of grant funded ________________ training. These training programs will be provided for a maximum of ________ participants (see attachment A).

The cost per ________ hours of customized _______________is _______________________ ($------). This reflects all development and instructional costs.

Should copyrighted materials and/or instructor-developed manuals need to be purchased for any training program, the cost of these materials would be an expense of _________________________. (See attachment A)

____agrees to:

A. Provide qualified instructional staff.
B. Provide a qualified aide, if necessary.
C. Provide for administration of the program.
D. Order all books and supplies, which will be billed to the college, when necessary.
E. Provide laptop computers for training, when needed.
F. Work jointly with _____________________________ on recruitment of students.
G. Identify ___________________________, as the contact persons for this joint venture.
H. Provide an air conditioned/well heated classroom that is located in quiet area.
I. Provide a chalkboard and/or flip chart, when necessary.
J. Provide desk/tables, chairs, and computer equipment.
K. Provide access to a telephone.
L. Use job specific forms, documents, and expertise for curriculum development, when necessary.

________________________________, agrees to:

A. Provide job specific forms, documents, and expertise for curriculum department.
B. **Provide class roster ten working days before training begins.**
C. Agree to pay for books, supplies, and lab fees required for training or agree to provide any books and supplies, fees as agreed.
D. Identify ________________, as the contact person for this joint venture.

Either party may reschedule the training provided a cancellation notice of five (5) working days is given.
Thank you for the opportunity for__________ to assist________ program's training needs.

PLEASE ACKNOWLEDGE THIS LETTER OF AGREEMENT REGARDING EMPLOYEE TRAINING POOLS (ETPS) CUSTOMIZED COMPUTER TRAINING BY SIGNING AND RETURNING THIS DOCUMENT TO THE B&I OFFICE.

______________________	______________________
President	Director
______________________	______________________
______________________	______________________
Date	Date

LETTER OF AGREEMENT

____

AND

____

ATTACHMENT A

Training Goals:

1. Provide a____
2. Provide a non-threatening mechanism to access topic specific knowledge. *(See training syllabus)*

Instructor:

Location:

<u>Dates & Times of Training</u>:

BILLING COVER LETTER

DATE:

COMPANY:
REPRESENATIVE:
ADDRESS:
CITY ST ZIP:

Dear __________:

Attached you will find an itemized invoice due in the amount of _________($____.00). This amount represents the cost of _____ hours of_____________ training for ________participants and material costs for ______________________. Please review the attached cost breakdown and call with any questions.

Thank you for allowing _________________to assist the _______________with its training needs.

Sincerely,

NAME
FULL TITLE

Attachments

INVOICE

BILLING CODE :

COURSE NAME:

INSTRUCTOR:

TOTAL HOURS:

TRAINING DATES:

LOCATION OF TRAINING:

BREAKDOWN OF COSTS:

TOTAL INSTRUCTIONAL COSTS: *(___hrs. x $___per hr.)*	$
MATERIALS FEES: *(___ @ $___ per)*	$__________
TOTAL DUE:	$

COMMUNITY EDUCATION FEES
FOR

STEP UP TO THE WORKFORCE

JOB ISSUES & BASIC COMPUTER TRAINING

CLASSES: One class @ four hours for eight weeks totaling 32 contact hours.
One session will be scheduled, with the option of scheduling more if needed.
JOB ISSUES = 16 hours
BASIC COMPUTER TRAINING = 16 hours
(Intro to Windows 95, 4 hours & Intro to Microsoft Word, 12 hours)

TIMES: 8:00 a.m. – 12 NOON
BASIC COMPUTER TRAINING & JOB ISSUES SCHEDULED IN TWO HOUR BLOCKS OF TIME AS INSTRUCTORS AND COMPUTER LABS ARE AVAILABLE

DATES: Friday, June 19, 1998 – August 14, 1998

HOLIDAYS: Skip Friday July 3, 1998 (Independence Day)

LOCATION: Jefferson Community College

NUMBER OF PARTICIPANTS: Minimum of 10 and a maximum of 12

TUITION: $200.00 per participant

LAB/MATERIALS: $50 per participant (not seat) enrolled. This fee will include:

	$3 – Holland Self Directed Search Career Assessment
	$7 – Professional Portfolio
	$10 – Windows 95 Text
	$10 –Microsoft Word 97 Texts
	$15 – Lab Fee
	$5 – Duplicated Materials
TOTAL:	$50

BLIND SEATS: The 10 participant minimum enrollment per session must be met in order to offer the classes. Should less than 10 enroll, the course may be offered by payment for unfilled or "blind seats" at the per student tuition rate.

PLEASE SEE ATTACHED COURSE OUTLINES

CONTINUING EDUCATION/TRAINING CONTRACT

This contract of services entered into this ______ day of __________, 1999 by and between the Board of Trustees of ____________________________,______________________, and ____________________________(Social Security No./EIN ___________________________) of

____

Terms and Conditions:

Said Board of Trustees of the___________________ pursuant to action duly taken by it, hereby hires the said contractor_____________________________________for __________________ department for a term

Said Board of Trustees, in consideration of the service to be rendered under this contract, hereby agrees to pay a sum of _____________________. Payments to be made as follows ____ beginning the first scheduled payroll date after approved for payroll.*

The said contractor hereby accepts such conditions for the term designated above and promises and agrees that he will faithfully perform the services designated above in accordance with law and the rules and regulations of ________________________ for such term or until such time at which this contract may be terminated.

Prior to final payment of this contract, each employee must have completed and returned to the college the "Days Worked Form" that was included with contract.

BOARD OF TRUSTEES OF _______________________________________

By: ______________________________________ Date:____

______________________________________President

I hereby accept appointment under the above terms and agree to render service in accordance therewith.

(Signed) ____________________________________ Date______________________________________

(Seal)

Please note that final payment will be held until the following are returned to the department:
Sign-in sheet/s, completed surveys, graded pre and post-tests, syllabus, and any customized training materials. *Where applicable.*

Special Populations in the Workplace

ESOL

LD

ESOL—English for Speakers of Other Languages

ESOL or ESL or LEP are all acronyms referring to people who are not proficient in the English language. These people are a part of the workplace and a part of workplace education. In workplace education, often the ESOL students are just a few of the overall number of students in the program. However, some workplace education programs are almost totally or totally ESOL because of the workplace. Since more foreign-owned companies have built facilities in the United States and brought some of their employees to supervise the new operation, there are opportunities for ESOL workplace education.
A number of ESOL resources have been included in this Workplace Education Resource Guide.

ESOL in the Workplace generally is concerned with the issues of safety and communication. Safety, obviously is of key importance to the worker involved as well as the rest of the employees and the company. Communication issues are those involving communication between workers and communication between the worker and his/her supervisors.

Safety

Primary concern in the workplace
ESOL workers must know and understand key words and phrases:

- Operating machines/equipment
- Hazardous materials
- Policies and procedures
- Health issues
- Reading and understanding manuals/directions
- Understanding verbal and written orders
- Being understood verbally and in writing

Communication

Between Workers
Workers must be able to communicate with their fellow workers:

- Safety key words
- Conversation concerning job and related issues
- Writing concerning job and related issues
- Casual conversation
- Informal writing
- Non-mandated reading

Communication

Between worker and supervisor

Worker must be understood by management:

- Worker must be able to communicate effectively in writing and/or in conversation
- Key words and phrases are most important
- Problems and issues will vary from workplace to workplace
- Identify key words and phrases through needs analysis

Selling ESOL in the Workplace

- Begin with experienced companies
- Promise only what you CAN do
- Deliver education in short sessions
- Send "Invitation to Learning" to targeted participants
- Use time efficiently and effectively
- Provide cross-cultural and cross-language experiences
- Document achievements other than promotions
- Be absolutely sure to get MANAGEMENT support
- Do not limit classes to workplace language only

ERIC Digest

October 1993

EDO-LE-93-07

Workplace ESL Instruction: Varieties and Constraints

by Mary McGroarty & Suzanne Scott
Northern Arizona University

Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose native language is other than English. While the nature and type of English language skills needed to succeed on the job vary according to local employment patterns, many commentators on trends in the workplace see a broad-scale shift to jobs that demand better communication skills and thus assume English fluency, both oral and written (e.g., Naisbitt & Aburdene, 1990). Though the extent and impact of such a shift has been questioned (Mishel & Teixeira, 1991), lack of English language and literacy skills is clearly a barrier to many kinds of employment. Hence, many programs have been established to prepare adults for the workplace or to help workers already on the job. Here we summarize the types of existing programs and discuss constraints on program development.

Meanings of "Workplace Literacy Instruction"

ESL programs including some component designated as "workplace language" are found in a variety of settings and funded by various sponsors. This variety is a key to understanding the nature of instruction provided (Kerda & Imel, 1993).

Pre-workplace classes. Some ESL literacy programs might be more accurately called "pre-workplace." They serve unemployed heterogeneous groups of adult ESL learners who are preparing to enter the workplace. Learners in these programs work on a variety of second language skills, many of them related to interviewing or filling out the forms needed to get a job. Some programs are aimed specifically at training workers for a certain job area or occupational cluster, such as manufacturing or custodial positions. Much of the course material comes directly from the jobs learners expect to do.

"Work-centered" approaches. The usual meaning of "workplace ESL" is second language instruction held at the work site. Goals for such programs generally reflect a competency-based approach, particularly if they have been developed based on an employer's perception of participants' language needs for their positions (Wrigley & Guth, 1992). Thus the language structures, functions, and vocabulary are drawn from the work life of the participants and can range from discrete study of specialized vocabulary items, to the more abstract and often convoluted language used in procedures manuals or benefits packets, to the language needed to communicate with co-workers.

"Worker-centered" approaches. A limitation of competency-based workplace ESL programs is that they dwell on isolated second language skills and ignore participants' full social identity, only part of which is constituted by the job held. Labor organizations have been particularly sensitive to the need to take a "worker-centered" rather than "work-centered" view of second language instruction, which includes finding out what workers want to know for their personal lives as well as the tasks they perform in their jobs (Gueble, 1990). Many adult education agencies and employee organizations now favor this more holistic and participatory approach to determining participants' second language needs (Wrigley & Guth, 1992).

Current Perspectives on Workplace Learning

Observers have noted that, too often, workplace education programs treat workers as skills deficient rather than as multifaceted individuals with strengths to be built on and perspectives that enrich workplace activity (Hull, 1993). While worker-centered, participatory programs value employees as multifaceted individuals, they often retain a focus on functional language, teaching workers, for example, how to interact with supervisors or customers in typical production or service settings when they may already have done so successfully for months or years. Recent research in Britain (Roberts, Davies, & Jupp, 1992) and the United States (Hart-Landsberg, Braunger, Reder, & Cross, 1993) emphasizes the social construction of work-based learning, the interactive nature of human negotiations on the job, and the need to build workers' self-confidence as well as language skills. Advisory committees made up of learners, supervisors, and teachers are one way to assure that all of the participants' needs are being addressed.

Constraints on ESL Workplace Program Development

The type of program and its underlying philosophy, as well as other issues detailed below, affect the course goals, materials, and methodology; time, location, frequency, and duration of ESL classes; and voluntary or mandatory nature of participation. There are many factors for both program developers and learners to consider.

Needs assessment. To discover what skills employees need, most program developers conduct some form of a needs assessment, although the depth and scope of such assessments vary considerably. Explanations of needs assessments and program development abound in the literature. Here we address criticisms of and constraints on needs assessment. One recent criticism is that the task analyses (or job audits) that normally comprise needs assessments are too narrowly focused on specific job skills; needs assessments should incorporate a broader range of knowledge (U.S. Department of Education, 1992).

The time required to conduct a comprehensive needs assessment presents another concern. Thomas, Grover, Cichon, Bird, and Harns (1991) suggest that, at a minimum, six weeks of detailed planning precede a 40-hour course. Such lengthy preparation time is unlikely to be universally feasible, so some negotiation will probably take place. Even with considerable lead time to develop curricula, it is not possible to predict all workplace language needs; flexibility and spontaneity allow for emerging curricula.

Assessment measures. Like other adult ESL and literacy programs, workplace ESL programs face difficulties identifying appropriate language assessment measures, particularly for the job-related skills developed as a part of workplace training (Berryman, 1993). Program developers need to define appropriate indicators of instructional quality and tailor standards for evaluating participant outcomes to their particular circumstances.

Participant attitudes and expectations. Both workers and employers may demonstrate either skepticism or unrealistically high expectations about what can be accomplished during instruction. Employers need to acknowledge the concerns of employees and their unions, who may fear that job audits could be used to fire or demote employees whose skills fail to match those putatively required for tasks they already perform satisfactorily (Sarmiento & Kay, 1990). Thus, the types of information required for a needs assessment and their uses must be established and known to all parties from the program's inception.

Enrollment management. The recruitment and retention of students presents additional challenges for program developers. Developers need to decide which employee groups to target and whether to make participation voluntary or mandatory. Most practitioners strongly recommend that participation be voluntary. If training does not occur during work hours and at the work site, issues of childcare, transportation, and remuneration must also be resolved.

Language choice. While employers may expect or even demand that English be the sole language of instruction, this is not always the most effective use of instructional time. Recently arrived immigrants and refugees with limited English proficiency may benefit from explanations of workplace procedures and training in their native language. Developers thus must determine whether English, the native language(s) of learners, or some combination is the most effective vehicle for instruction.

Support. Finding financial and organizational support for a workplace ESL program is a multifaceted task. Presently, funding for training primarily benefits professional and managerial employees, most of them college educated (Commission on the Skills of the American Workforce, 1990). The nonnative English speaker is rarely the recipient of training, except in new-hire education. Support is often short term and comes from a complex combination of public agency, private employer, union, and community-based organizations, and is realized in a variety of forms (McGroarty, 1993): direct payment of costs, subsidies in the form of childcare or transportation costs, or provision of things such as classroom space.

Building coalitions. A major challenge for workplace programs is the creation of a successful coalition among the many parties involved. Second language professionals, accustomed to operating with some measure of autonomy, need to learn to collaborate with employers, employees, and officials in public agencies and unions. Each stakeholder must cultivate an ability to appreciate the concerns and expertise of others. No one of these groups can successfully take on alone the considerable task of designing, implementing, and evaluating a workplace language program (Vanett & Facer, 1992).

Decentralization. No single federal or private educational or business agency coordinates all workplace ESL programs, although the Departments of Education and Labor oversee current federally funded projects. This decentralization makes gathering information difficult for program developers, who must often reinvent the wheel when starting a program if they are not already part of a network of experienced professionals. Even if developers are aware of different programs, the short lifespan of many workplace language programs, combined with the fragile nature of the support coalitions and the often customized nature of specific worksite curricula, hinder efforts to gather information on curricula or program results. To alleviate this problem, several manuals for workplace language training have been published (e.g., Bradley, Killian, & Friedenberg, 1990; Cook & Godley, 1989). Recognizing the problems inherent in short-term projects, the U.S. Department of Education (1992) recently extended the length of its workplace education grants to three years.

In conclusion, development of ESL instructional programs for the workplace is a complex and long-term process. As the national employment picture changes, ESL workplace instruction needs to remain flexible and innovative to serve participants effectively.

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Selling Workplace ESL Instructional Programs

by Miriam Burt
Center for Applied Linguistics

The late 1980s and early 1990s witnessed a rise in visibility for workplace instructional programs to improve workers' basic skills and English language proficiency. From 1988 through 1994, the U.S. Department of Education's National Workplace Literacy Program (NWLP) funded more than 300 basic skills programs, 49% of which offered some English as a second language (ESL) instruction (Burt & Saccomano, 1995). However, independent of (uncertain) federal and other public funding, few companies actually provide instruction in basic skills and ESL to their workers. In fact, a survey done by the Bureau of Labor Statistics (U.S. Department of Labor, 1994) revealed that of the 12,000 businesses surveyed, only 3% offered training in basic skills or in ESL.

This digest explores the issue of why companies do and do not provide workplace basic skills and ESL instruction. It reports on data from a survey of businesses in Illinois (Illinois Literacy Resource Development Center, 1993) and from interviews with 18 workplace ESL program directors, teacher trainers, curriculum writers, and instructors (Burt, in press); and it offers suggestions to educational providers and independent consultants on how to *sell* or market workplace ESL programs to employers.

Why Some Businesses Provide Instruction

Managers, education providers, employees, and supervisors from twenty-one businesses in Illinois were interviewed in a study of why businesses do or do not provide basic skills and ESL instruction (Illinois Literacy Resource Development Center, 1993). Fourteen businesses provided this instruction, seven did not. The following were the reasons given for initiating workplace programs:

Quality improvement

In manufacturing companies there has been a recent emphasis on quality, which has necessitated a change in the manufacturing process. When companies provided quality improvement trainings, they were not successful. Managers realized that before these could be implemented, basic skills needed to be raised.

Commitment of top management to training and education

In some companies, training and education are part of management philosophy. The classes offered in these companies often cover general knowledge and skills. The goal is not necessarily to prepare workers to succeed in other company training, but rather to allow them to pursue their own goals.

Sales effort of an educational provider

Educational providers who were knowledgeable and willing to prepare and design basic skills programs at a low cost have sold such programs to managers who are aware of basic skills problems within the workplace. If the employers and the educational provider have a "previously established relationship" (Illinois Literacy Resource Development Center, 1993, p.3), there is a greater chance the employers will buy the educator's services.
The businesses' preferred instruction providers were public schools, community colleges, and universities. In fact, these were preferred over in-house providers and commercial job-training providers. Their third, fourth, and final choices were community-based organizations, private consultants, and union consortia.

Why Other Businesses Do Not Provide Instruction

Although some of the Illinois business representatives interviewed indicated that they were aware of employee deficits in basic skills and language proficiency, they had not initiated workplace programs. The reasons given were:

Cost of Instruction

Some companies did not offer training of any kind to any of their employees«whether as perks for executives, technological training for middle management, or basic skills instruction for entry level workers. Training of any kind was seen as too expensive.

Reluctance of upper management

Upper management was at times reluctant to initiate training. This was due, in part, to lack of information about the need for programs, the kinds of programs available, and the cost involved. A 1990 evaluation of state-financed workplace-based retraining programs supports this finding (U.S. Congress, Office of Technology Assessment, 1990). This study attributed managers' failure to provide instruction to a lack of information about the best approach to use, uncertainty about how to fit the training into new technology and work processes, and reluctance to disrupt work schedules for an "elusive future benefit" (p.131).

The not-bad-enough syndrome

Some companies find other ways of dealing with basic skills deficits rather than providing instructional intervention. For example, some businesses screen prospective employees through a basic skills test. In a 1989 survey by the American Management Association, 90% of the responding companies said they would not hire workers who fail such a test (U.S. Congress, Office of Technology Assessment, 1990). Some companies organize the workplace so that the language and literacy deficiencies of already hired workers do not hinder production. These workers may be given the so-called back-of-the-house jobs such as dishwashers or salad preparers, where they have no contact with the public, and minimal, if any, contact with English-speaking coworkers and supervisors. In many companies where most of the workers speak a common native language (often Spanish), frontline managers speak the native language of the workers and the lack of English skills becomes almost irrelevant to the work flow (Burt, in press). However, although the native language may be used almost exclusively in some entry-level positions, in order for workers to be promoted, good English skills are still obligatory (McGroarty, 1990).

How Educational Providers Can Sell their Product

Workplace ESL educators from Alaska, Arizona, California, Colorado, the District of Columbia, Illinois, Maryland, New York, Texas, and Virginia were asked how programs can best sell their services to businesses (Burt, in press). These practitioners were from educational institutions, community-based organizations, volunteer organizations, union consortia, or from within the business itself. Three were independent consultants who had started their own companies to provide workplace ESL instruction.

The following themes surfaced, many of which echo the conclusions drawn from the survey data listed above.

1. Start out with a better chance of success by contacting companies with a history of offering training for employees at all levels, not just as perks for executives.
2. Don't promise what cannot be delivered. It is not likely that a workplace ESL class of 40-60 hours will turn participants with low-level language skills into fluent speakers of English. Educate all the stakeholders‹the general managers, the frontline managers, the human resources department, and the prospective learners themselves‹about the length of time needed to achieve proficiency in a second language.
3. Offer short courses, or "learning opportunities" (Jurmo, 1995, p. 12) with a few specific, attainable goals. Discrete, highly targeted courses such as accent reduction, teamwork skills, and pre- total quality management (TQM) are saleable and give learners skills to use in any job or workplace.
4. Seek ways to maximize resources and personnel already at the workplace. Programs can schedule a one-hour class/one-hour study time match at work sites where there are learning centers for individual, computer-assisted instruction. Instructors can team with job skills trainers to offer vocational English as a second language (VESL). The program can require home study to match workplace course hours. This is especially important when offering instruction to learners with low-level English skills who may not yet have the language proficiency necessary to access the more specialized courses listed above.
5. In addition to providing instruction on American workplace practices and values to ESL learners, offer cross-cultural courses to both native and nonnative English speakers at the workplace. This may help dissipate feelings that the language minority workers are getting special treatment and can directly address the need for better communication at the workplace.
6. Develop realistic ways of documenting how instruction has improved performance at the workplace. Promotions due to improved skills are very impressive; however, in many companies, downsizing is occurring, and no one, native or nonnative speaker, is being promoted. Instead, educators can cite other indicators of improvement, such as increased number of written and oral suggestions made by learners at meetings or other appropriate times; increased number of learners expressing the desire to be promoted; and increased number of learners asking to be cross-trained. (See Mikulecky & Lloyd, 1994; and Mrowicki & Conrath, 1994, for discussions of measuring and documenting improvements at the workplace.)
7. Make certain that general managers actively support the program. They authorize the classes and their authority is necessary to ensure that their frontline managers (the participants' direct supervisors) strongly support the classes. The supervisors will arrange schedules so that workers can attend classes, provide opportunities on the

job for them to use what they are learning, and encourage them to attend classes regularly. (See Kirby, 1989, for a discussion of the role of frontline managers in ESL instructional programs.)

8. Don't insist on teaching language for the workplace only. Although the workplace is the core of and the backdrop for instruction, workplace instruction does not need to be connected exclusively to workplace skills. Educators know that learning means transfer of skills to other life situations and learners have always sought this link. Many educators interviewed said that company management asked them to teach life skills and general communication skills as well as workplace skills, especially to learners with minimal English.

Conclusion

Although basic skills and English language instruction are often viewed as real needs at the workplace, few companies provide this for their workers. With the decrease in federal and state funds available for instruction at the workplace, it is not enough for educational providers to design, implement, and evaluate workplace instructional programs. They must also be able to *sell* their programs to the businesses they are asking to sponsor the instruction.

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ERIC

Q & A

Planning, Implementing, and Evaluating Workplace ESL Programs

Project in Adult Immigrant Education (PAIE)
National Center for ESL Literacy Education (NCLE)

by Allene Guss Grognet
Center for Applied Linguistics

Any employment-related English as a second language (ESL) program, whether conducted on the job or as pre-employment training, is a result of five interrelated steps:

1. Conducting a needs analysis of the language and culture needed to perform successfully in a specific workplace or occupation. The needs analysis leads to the development of objectives for the program.
2. Developing a curriculum, based on the objectives, that identifies tasks and skills for verbal interaction on the job, and tasks and skills for reading and writing on the job. The curriculum should also prioritize these tasks and skills.
3. Planning instruction by gathering text material and realia, determining classroom activities, and identifying opportunities for learners to put their skills in practice outside the classroom.
4. Determining instructional strategies that include a variety of activities that focus on the objectives, keep the class learner-centered, and include as much paired and group work as possible. Strategies for assessment should also be determined when planning instruction.
5. Evaluating the program on both a formative and summative basis.

These steps are discussed below from the point of view of what the educator needs to consider in planning, implementing, and evaluating a program. However, throughout the process, the educator must remember that the "buy-in" of the business partner, especially at the level of the frontline supervisor, is indispensable to the success of any workplace ESL program (Kirby, 1989; Westerfield & Burt, 1996).

How should a needs analysis be conducted?

The needs analysis is perhaps the most crucial of the steps, because the remaining steps are based on it. Much has been written about how and why to do a needs analysis. Philippi (1991) describes a detailed process of observing workers on the job, interviewing all stakeholders, and collecting all written material to determine the basic skills needed on the job to do a specific job. Thomas, Grover, Cichon, Bird, and Harns (1991) provide a step-by-step guide on how to perform a task analysis for language minority employees. Burt and

Saccomano (1995) discuss the value of a needs analysis that goes beyond the work floor to include union meetings and other places where workers interact on the job. Auerbach and Wallerstein (1987) talk about a needs assessment process that is more participatory as workers themselves identify the issues they wish to explore in the class. And Taggart (1996) points out that the emergent curriculum development process that takes place as the class progresses provides timely information to service providers and is less costly for employers.

Participatory learner-generated needs assessment is not antithetical to the traditional needs assessment process. Grognet (1994) stresses that for adults learning English as a second language, any instruction to help them succeed in the workplace is in their best interest and is by definition learner-centered. Lomperis (in press) asserts that having a curriculum framework generated from a pre-program needs assessment can facilitate the process of soliciting input from learners in the classroom. Finally, Mansoor (1995) speaks of the necessity for the needs analysis to be performed not solely for the jobs the participants have, but for the positions they aspire to, as well.

If the learners are already on the job, the analysis is conducted in that specific workplace. If learners are preparing for a job, several different environments in that occupation can be used for the needs analysis. In interviewing or surveying supervisors, managers, and nonnative and English-speaking employees, the same kinds of questions should be asked so that information from all these sources can be compared (Alamprese, 1994; Lynch, 1990).

For example, managers and supervisors might be asked if they perceive their employees experiencing difficulty in such common workplace tasks as following spoken instructions; explaining or giving instructions; reporting problems; asking questions if they don't understand something; communicating with co-workers; communicating on the telephone; communicating in group or team meetings; making suggestions; reading job-related manuals; filling out forms; writing memos, letters, or reports; reading notices, newsletters, or short reports; doing job-related math computations; interpreting graphs, charts, or diagrams; or following safety standards and measures. Employees or learners should also be asked if they have difficulties with these tasks. Next, or simultaneously, educators go to the workplace to see the jobs performed and the language used on the job. At the same time, all of the written materials used in the workplace or in that occupation-for example, manuals, notices, safety instructions, and office forms-should be collected and analyzed for linguistic difficulty. Meetings and other team activities should also be observed for language use.

Perhaps the most important part of the needs analysis is the reconciliation, where one takes the information from managers and supervisors, employees and learners, puts it together with personal observation, and lists and prioritizes the language needed on the job. This in turn leads to forming the objectives for the program. Program objectives developed in this way are based not only on what one party has reported, and not solely on observation, but on a combination of factors.

What major areas should be considered in curriculum development?

While needs vary within each worksite or occupation, there are general areas that should be considered in curriculum development. Some of these areas, with examples of specific linguistic and cultural competencies, are outlined below. Not all tasks and functions are taught at every worksite to every participant. However, along with the information from the needs analysis and from learner input, these topics form the backbone of the curriculum.

Workplace Curriculum Topics

1. Workplace Communication Expectations

- greeting coworkers
- asking questions
- making "small talk"
- reporting problems and progress
- calling in sick or late
- requesting time off or permission to leave early
- responding to interruption and criticism
- making suggestions
- accepting and declining requests and invitations
- asking for and giving clarification and verification
- apologizing

2. Following Directions and Instructions

- identifying listening strategies for directions
- understanding quality control language
- understanding words of sequencing
- giving feedback to directions
- asking for, giving, and following directions
- giving and responding to warnings
- understanding and following worksite rules
- following safety rules

3. Job-Specific Terminology

- identification of one's job
- enumeration of the tasks
- description of the tasks
- identification and description of tools, equipment and machinery
- identification of products and processes

4. Cross-cultural Factors

- food and eating habits
- personal hygiene, habits, and appearance
- cultural values of America and the American workplace
- understanding workplace hierarchies
- understanding "unwritten rules"
- recognizing problems and understanding appropriate problem-solving strategies

5. Company Organization and Culture

- management functions
- union functions
- personnel policies, procedures, and benefits
- performance evaluations
- rewards and recognition

6. Upgrading and Training

- understanding career opportunities
- understanding the need for training
- understanding what a "valued" worker is

Other factors also matter. Understanding situations in which pronunciation makes a difference, such as in describing work processes and procedures or in giving oral instructions, is important as are literacy initiatives (e.g., reading posted notices, production reports, and forms; writing an accident report; and keeping a written log). However, for the language minority worker, the curriculum should start with workplace communication and end with company organization and culture, and skills upgrading.

What should be considered when planning lessons?

Lesson planning includes gathering text material and realia (e.g., those manuals, signs, and job aids that were analyzed during the needs analysis process) and any tools and equipment possible. From these, classroom activities that involve listening, speaking, reading, and writing can then be designed. However, language practice should not be limited to the classroom. Learners should leave the classroom after each session able to perform at least one new linguistic skill. For example, they might be able to pronounce the names of three pieces of equipment, know how to interrupt politely, or use the index of their personnel manual to find information on sick leave policy. To this end, instruction must include activities that use language needed by learners either on the job or in the wider community.

The educator may have input into revising written materials used at the worksite as a way of resolving worker performance problems on the job (Westerfield & Burt, 1996). Guidelines for adapting written material found on the job follow:

Adapting Written Materials

- Make the topic/idea clear.
- Reduce the number of words in a sentence and sentences in a paragraph wherever possible.
- Rewrite sentences in subject-verb-object word order.
- Change sentences written in the passive voice to the active voice wherever possible.
- Introduce new vocabulary in context and reinforce its use throughout the text.
- Eliminate as many relative clauses as possible.
- Use nouns instead of pronouns, even though it may sound repetitious.
- Rewrite paragraphs into charts, graphs, and other diagrams wherever possible.
- Make sure that expectations of prior knowledge are clear, and if necessary, provide background material.
- Eliminate extraneous material.

What are characteristics of learner-centered instruction?

All workplace ESL (and all adult ESL in general) should be learner-centered. If language learning is to be successful, the learners' needs, rather than the grammar or functions of language, must form the core of the curriculum and the instruction.

Many educators, among them Auerbach (1992), Auerbach and Wallerstein (1987), and Nash, Cason, Rhum, McGrail, and Gomez-Sanford (1992), have written about the learner-centered ESL class. In a learner-centered class, the teacher creates a supportive environment in which learners can take initiative in choosing what and how they want to learn. The teacher does not give up control of the classroom, but rather structures and orders the learning process, guiding and giving feedback to learners so that their needs, as well as the needs of the workplace, are being addressed. In a traditional teacher-centered classroom, where the teacher makes all the decisions, learners are sometimes stifled. At the same time, too much freedom given to learners, especially those from cultures where the teacher is the sole and absolute classroom authority, may cause learners to feel that the teacher has abandoned them (Shank & Terrill, 1995). The teacher must determine the right mix of license and guidance.

The following are characteristics of learner-centered classrooms:

1. What happens in the language classroom is a negotiated process between learners and the teacher. The content and sequence of the workplace curriculum is seen as a starting point for classroom interaction and for learner generation of their own

occupational learning materials. The language presented and practiced in a good adult ESL text is usually based on situations and contexts that language minority adults have in common. When one adds to this the exigencies of a particular workplace or occupation, another layer of learning is presented to the learner.

2. Problem solving occupies a good portion of any adult's life, so it is not surprising that problem-solving activities are a necessary part of learner-centered curricula. Problem-solving exercises should be prominent in any workplace classroom. Learners can be asked what they would say or do in a particular situation, or about their own experiences in circumstances similar to those presented by the teacher. Learners can also be asked to present the pro's and con's of a situation, to negotiate, to persuade, or to generate problem-solving and simulation activities from their own lives. By presenting and solving problems in the classroom, learners become confident in their ability to use language to solve problems and to take action in the workplace and in the larger social sphere. These problem-solving activities are especially valuable in high-performance workplaces where work is team-based and workplace decisions are made through group negotiation (Taggart, 1996).

3. The traditional roles of the teacher as planner of content, sole deliverer of instruction, controller of the classroom, and evaluator of achievement change dramatically in a learner-centered classroom. When the classroom atmosphere is collaborative, the teacher becomes facilitator, moderator, group leader, coach, manager of processes and procedures, giver of feedback, and partner in learning. This is true whether the teacher has planned a whole-class, small-group, paired, or individual activity. (See Shank and Terrill, 1995, for discussion of when and how to group learners.)

4. In managing communicative situations in a learner-centered environment, teachers set the stage for learners to experiment with language, negotiate meaning, make mistakes, and monitor and evaluate their own language learning progress. Language is essentially a social function acquired through interaction with others in one-to-one and group situations. Learners process meaningful discourse and produce language in response to other human beings. The teacher is responsible for establishing the supportive environment in which this can happen. This does not mean that the teacher never corrects errors; it means that the teacher knows when and how to deal with error correction and can help learners understand when errors will interfere with effective, comprehensible communication.

What are learner-centered instructional strategies?

Some strategies that are especially useful for workplace ESL programs are:

- Using authentic language in the classroom.
- Placing the learning in workplace and other adult contexts relevant to the lives of learners, their families, and friends.
- Using visual stimuli for language learning, where appropriate, and progressing from visual to text-oriented material. While effective for all language learners, this

progression taps into the natural learning strategies of low-literate individuals who often use visual clues in place of literacy skills (Holt, 1995).

- Emphasizing paired and group work, because learners acquire language through interaction with others on meaningful tasks in meaningful contexts. It also sets the stage for teamwork in the workplace (Taggart, 1996).
- Adopting a whole language orientation-integrating listening, speaking, reading, and writing-to reflect natural language use.
- Choosing activities that help learners transfer what they learn in the classroom to the worlds in which they live.
- Treating the learning of grammar as a discovery process, with a focus on understanding the rules for language only after learners have already used and internalized the language. In this way, grammar is not a separate part of the curriculum, but rather is infused throughout.
- Integrating new cultural skills with new linguistic skills. Learners acquire new language and cultural behaviors appropriate to the U.S. workplace, and the workplace becomes a less strange and frightening environment.

Various types of exercises and activities can be used in a learner-centered environment. These include question and answer, matching, identification, interview, fill-in, labeling, and alphabetizing; using charts and graphs; doing a Total Physical Response (TPR) activity; playing games such as Concentration and Twenty Questions; creating role-plays and simulations; developing a Language Experience Approach (LEA) story; or writing in a dialogue journal. (See Holt, 1995, and Peyton and Crandall, 1995, for a discussion of these and other adult ESL class activities.)

What about assessing learner progress?

Testing is part of teaching. Funders may mandate that programs use commercially available tests such as the Basic English Skills Test (BEST) and the Comprehensive Adult Student Achievement System (CASAS). These tests, when used in combination with program-developed, performance-based measures, can provide a clear picture of what has been learned in the class. (See Burt and Keenan, 1995, for a discussion of learner assessment in adult ESL instruction.) Performance-based tests measure the learner's ability to apply what has been learned to specific, real-life tasks. Actual job artifacts such as pay stubs, job schedules, and company manuals can be used to assess linguistic skills. Further, program-developed materials lend themselves well to workplace ESL instruction in that they allow both learners and teachers to see progress in the outlined objectives over time. Some program-developed assessment instruments are discussed below:

Program-Developed Assessment Instruments

1. Checklists (e.g., aural/oral, reading, writing)
2. Learner-generated learning logs
3. Portfolios (e.g. written classwork, learner self-analysis, program-developed tests)

Checklists. Objectives for the course, or even for each lesson, can form the basis of a checklist. For instance, an *aural/oral checklist* for high-beginning learners might include such items as 1) uses level-appropriate words and phrases to respond verbally to spoken language; 2) uses extended speech to respond verbally to spoken language; 3) initiates conversation; 4) participates in small group or paired activities; 5) follows oral directions for a process; and 6) asks for clarification.

A checklist for *reading* might include such items as 1) recognizes appropriate sight words (e.g.,words on safety signs); 2) recognizes words in context; 3) shows evidence of skimming; 4) shows evidence of scanning; 5) reads simplified job aids or manuals; and 6) reads paycheck information.

A checklist for *writing* might include entries such as 1) fills out simple forms; 2) makes entries into work log; and 3) writes requests for time-off.

Learner-generated learning logs. In a notebook, such page headings as "Things I Learned This Month" "Things I Find Easy in English" "Things I Find Hard in English" "Things I Would Like to Be Able to Do in My Work in English" create categories that help learners see growth in their English language skills over time. If learners make an entry on one or more pages every week, then review the logs with their teachers every three months, they usually see progress, even if it is slight. This also helps teachers to individualize instruction.

Portfolios. These individual learner folders include samples of written work, all pre- and post-testing, self analysis, and program-developed assessment instruments. Portfolio contents also tend to show growth in vocabulary, fluency, and the mechanics of writing over time.

What kind of program evaluation is necessary?

Formative evaluation, performed while a program is in operation, should be a joint process between a third-party evaluator and program personnel. Together, they should review the curriculum to make sure it reflects the program objectives as formulated through the needs analysis process. They should also review all instructional materials (e.g., commercial texts and program-developed materials) to see that they meet workplace and learner needs. Finally, the third-party evaluator should periodically observe the classroom to evaluate instruction and learner/teacher interaction.

Summative evaluation, done at the completion of a program, should evaluate both the learner and the program. Learner evaluation data can be taken from formal pre- and post-tests as well as from learner self-analysis, learner writings, interviews, and program-developed assessments (Burt & Saccomano, 1995).

A summative program evaluation should be completed by a third party. The third party evaluator analyzes the above summative data that includes information from all the stakeholders (i.e., teachers, employers, union representatives, and learners) about what worked and did not work in the program, and why. The evaluator also looks at relationships among all the stakeholders. This analysis will yield more qualitative than quantitative data. However, there are processes to quantify qualitative information through matrices, scales, and charts, as discussed in Alamprese, 1994; Lynch, 1990; and Sperazi & Jurmo, 1994.

Conclusion

By following the steps discussed in this digest, a workplace or pre-employment ESL program should meet the needs of employers, outside funders, and learners. The best advertisement for a workplace program is employers choosing to continue instructional programs because they see marked improvement in their employees' work performance. The best advertisement for a pre-employment program is learners using English skills on jobs they have acquired because of their training.

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Union-Sponsored Workplace ESL Instruction

by Susan Rosenblum
COSMOS Corporation, Bethesda, MD

Labor unions have historically been at the forefront of movements in the United States to link education and work. Since the early 1900s, when unions with large immigrant populations (such as the International Ladies' Garment Workers' Union and the Amalgamated Clothing Workers Union in New York) began offering night classes in English and citizenship, using teachers from the New York City Board of Education and union staff, unions have operated educational programs to meet workers' diverse needs. In 1994 the author interviewed several providers of union-sponsored workplace English as a second language (ESL) instructional programs. Based on these interviews and a review of current literature, this digest explores the history of union-sponsored workplace ESL instruction; discusses some models for program delivery; and briefly describes curricula and program goals.

The History of Union-Sponsored ESL Instruction

In the early 1900s, in response to the demand for English classes from a growing immigrant workforce, unions organized evening classes. Workers attended to become citizens and to advocate for the eight-hour day, labor's right to strike, and laws strengthening safety conditions in the workplace. While ESL was the core of the programs, courses in public speaking, economics, literature, history, and civics were also provided. These classes were integrated with the overall union agenda of meeting the practical needs of members to know English so they could participate in developing the union and protect themselves in the workplace.

Over the next sixty years, classes in citizenship, ESL, and technical skills continued to be offered in union halls across the nation. Then, in the late 1970s and early 1980s, several factors including an increase in immigrant population, a decline in manufacturing jobs, and a combination of new technology and work restructuring brought a new urgency to union-sponsored worker education. When dislocated workers from auto, steel, and other manufacturing industries sought retraining under federally supported programs such as the Job Training Partnership Act (JTPA) or Trade Adjustment Assistance Act (TAA), their teachers identified the need for basic skills instruction in reading, writing, and math before workers could access technological training to qualify for positions in the new, increasingly computerized workplace.

Workers with limited English proficiency now face a different barrier to retraining and employment. They lack the language to access training. Even entry level positions are demanding high-level English language and literacy skills; in New York, union educators report that warehouse jobs require workers to read and write English well for shipping and delivery work.

Many manufacturing companies have begun to shift to the "high performance workplace"‹where teamwork, problem solving, and full involvement of the workforce are employed to improve the quality of work (Pratt, 1995). This means that teaching language and basic skills is not enough; communication skills, problem-solving skills, and knowledge of workplace organization for the high performance workplace must also be taught.

Union-Sponsored Program Models

Like the majority of workplace instructional programs, union-sponsored programs generally involve a partnership of unions, businesses, and educational entities to provide the services. Union consortia, joint union/employer-supported programs, and individual union/company-funded programs are examples of three program-delivery models forged from partnerships.

Union Consortia

Several unions may unite to form a consortium to offer so-called "worker education" programs to their members. These consortia provide ESL classes as part of ongoing adult education programs linked to community development and union organization.
One such entity is the New York Consortium for Worker Education (CWE) (Collins, Balmuth, & Jean, 1989). In 1985 the educational director of the Teamsters Local 237 in New York City founded the CWE and organized New York labor unions to lobby the state legislature to introduce line-item funding in the state budget for worker education programs. Today, about 22 unions participate in the CWE, serving over 10,000 union members and their families in work-related basic skills, ESL, and skills training programs.

Sometimes the state or local AFL-CIO spearheads the instructional programs. In California, the state with the largest immigrant population in the country, citizenship and ESL classes are offered to recent immigrants through the Los Angeles County's Federation of Labor's Labor Immigrant Assistance Project. In Wisconsin, the AFL-CIO contracts directly with the state vocational and technical schools to offer basic skills and ESL instruction to the union members at local union halls and at the worksites (Sarmiento & Kay, 1990).

Joint Union/Company Partnership Funds

Many unions have negotiated basic skills and ESL training through collective bargaining agreements with employers. Union dues and matching funds from employers provide health, education, and welfare benefits for workers. Examples of unions with these negotiated educational benefits include the American Federation of State, County, and Municipal Employees (AFSCME) in New York City; the United Auto Workers (UAW); the United Steelworkers of America; and the Communications Workers of America. To extend the educational benefits of union membership, companies and unions are increasingly sponsoring programs where spouses and other family members are eligible to participate. UAW, offering workplace education programs through a joint fund with GM, Ford, and Chrysler, requires that recruitment include reaching out to spouses.

These joint union/company funds were originally targeted for tuition reimbursement for workers enrolled in classes at local community colleges and other educational institutions. Increasingly, the monies support basic skills and ESL classes offered at the workplace, especially in industries where entry level workers lack the skills and language necessary to access the tuition reimbursement program (Alamprese & Kay, 1993).

Individual Unions Forming Partnerships with Employers and Educators

Some individual unions provide workplace instruction in partnership with businesses and educational institutions. Many of these programs have been funded, at least in part, through federal initiatives such as the National Workplace Literacy Program of the U.S. Department of Education. An example of one such program with strong union involvement is the Worker Education Program in Chicago. In this collaboration, the educational partner, Northeastern Illinois University Teachers Center, is the recipient of the federal monies. However, the education staff has offices at the union hall of the labor partner, the Union of Needletrades, Industrial, and Textile Employees (UNITE!). Many of the classes are held at the union hall, and all partner companies are selected in consultation with the union.

Curricula and Goals

Workplace ESL instruction and curricula for union programs incorporate the range of approaches and techniques found in many adult ESL programs. Like adult education programs anywhere, most workplace ESL programs use activities from many different approaches‹from competency-based and grammar-based approaches to the more participatory approaches such as whole language, language experience, and learner writing and publishing. [See Peyton and Crandall, 1995, for a discussion of approaches and philosophies in adult ESL instruction.] For example, at a New York City electronics factory where workers were primarily Spanish-speaking women represented by the UAW, learners participated in an oral history project and practiced reading, writing, listening, and speaking. Learners taped interviews with coworkers, listened to the tapes in class, and discussed issues from the interviews. Then they wrote introductions to the interviews and responded in writing to what coworkers had said in their interviews. Finally, learners compiled their work on this project and published an illustrated book and the tapes documenting their work and union experience in the factory (Gothowitz, 1987).

Although most workplace ESL programs teach job-related English so workers can perform their jobs competently and increase productivity, unions also teach what learners want to know and what unions want their members to know. Many programs include instruction in general life skills as well as job-specific instruction, and offer worker-centered education where worker rights as well as worker responsibilities are taught (Auerbach & Wallerstein, 1987; Collins, Balmuth, & Jean, 1989; Sarmiento & Kay, 1990). Further, especially in industries moving to the high performance workplace, managers and unions alike are recognizing the importance of developing problem-solving and critical thinking skills (Nash & Uvin, 1993; Pratt, 1995).

Finally, as a quality of life issue and as part of their instruction about workplace rights, health and safety instruction is stressed in union-sponsored programs. Immigrant workers are more likely to hold low-paying and hazardous jobs. And, according to the Leadership Conference on Civil Rights (1994), a study reported that Spanish-speaking workers suffered job injuries 80 percent more often than other workers. Health and safety instructional materials used by union programs include publications by Auerbach and Wallerstein, 1987; Gude, 1993; and Szudy and Arroyo, 1994.

Conclusion

Labor unions have provided ESL instruction at the workplace since the early days of the century. Today, through partnerships with one another, with educators, and with employers, many unions are offering ESL instruction to assure that immigrant workers are prepared to face the challenges of today's workplace and can secure and maintain employment at a living wage.

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Evaluating Workplace ESL Instructional Programs

by Miriam Burt and Mark Saccomano
Center for Applied Linguistics

As the United States continued its shift from a manufacturing- to a service-based economy in the late 1980s and early 1990s, researchers reported that changes in employment patterns would require workers to have better communication skills and to be both literate and proficient in English (McGroarty & Scott, 1993). Not surprisingly, there was a rise in the number of workplace education programs for both native and non-native speakers of English. The U.S. Department of Education's National Workplace Literacy Program (NWLP), which funded demonstration workplace projects offering instruction in basic skills, literacy, and English as a second language (ESL), fueled this increase by funding more than 300 projects between 1988 and 1994. Forty-nine percent of these projects included at least some ESL instruction.

With this increase in workplace instructional programs, a need has arisen for procedures to evaluate program effectiveness. Evaluations of ESL workplace programs seek to determine if the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. They also identify practices associated with program effectiveness so that successes can be replicated (Alamprese, 1994). This digest examines evaluation measures and activities used in workplace programs, and discusses issues associated with the evaluation of workplace ESL programs.

Evaluation Measures and Activities

Because numbers alone cannot show the depth or the breadth of a program's impact, evaluations often use both quantitative and qualitative measures to gauge success in attaining program outcomes (Padak & Padak, 1991). Qualitative measures include focus groups and individual interviews, workplace observations, and portfolios of learner classwork (Alamprese, 1994). Quantitative measures include commercially available tests, scaled performance ratings, and some program-developed assessment tools, such as portfolios.

Focus Groups and Stakeholder Interviews

What is examined in an evaluation is determined by stakeholders' (employers, labor unions, participants, teachers, funders) stated goals, expected outcomes for the program, and the resources available to the evaluator (Patton, 1987). As stakeholders may have different, possibly conflicting goals, it is important to clarify these goals and achieve a consensus beforehand as to which goals are most important to examine with the available resources (Fitz-Gibbon & Morris, 1987). The information gathered from the focus groups and stakeholder interviews should be recorded and accessible to the program and to the evaluators throughout the program.

Observations

Task analyses are generally used in curriculum development as educators observe and record their observations of the discrete steps included in workplace tasks such as setting up the salad bar for a cafeteria or making change for a customer at the cash register. The recorded observations are then plotted on a matrix of basic skills or English language skills. Although programs have relied on these analyses as a key data source for workplace outcomes (Alamprese, 1994), they do not represent the totality of skills used at the workplace. In order to better understand the *range* of skills needed for workplace success, other workplace-related activities such as staff meetings and union functions should also be observed.

Participant and Supervisor Interviews

Pre-program interviews with participants solicit information on their goals, their reasons for enrolling in the classes, and their perceived basic skills and English language needs for the workplace. When matched with exit interview data, these data provide information to evaluate program outcomes. Because the purpose of these interviews is to obtain information about learner perceptions rather than to assess learner skills, it is advisable to use the native language when interviewing participants with low English skills.

Similarly, the direct supervisors of participants should be interviewed both before and after the program to compare initial assessment of learner needs and expected outcomes with actual results. It is also useful to interview the direct supervisors midway through the program for their feedback on worker improvement and to identify unmet needs.

Tests and Other Types of Assessment

Commercially available tests are commonly used sources of quantitative data. The perceived objectivity of these tests and their long tradition of use make them appealing to managers and funders who often use them to make decisions regarding the continuation of a program. And, in fact, test-taking is a skill all learners need, and it is likely that ESL participants will come across this type of test in other contexts, as well.

Two commercially available tests that include workplace-related items and are often used in ESL programs are the Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, their reliability has been tested, and they allow for comparison among programs. The objections to these tests are that they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks or to a particular workplace. And, as with all tests, when interpreting results, evaluators and program staff should be aware that some errors may be due to ESL participants' unfamiliarity with the format of the tests rather than to lack of content knowledge.

Because of the limitations of commercially available tests, a complete evaluation of learner progress requires using tests created for the program. *Performance-developed tests* are designed to measure the learner's ability to apply what has been learned to specific workplace tasks (Alamprese & Kay, 1993). Because these tests are developed from authentic materials (e.g., job schedules, pay stubs, and union contracts) from participants' own workplaces, the content is appropriate and likely to be familiar to the participants.

Another assessment measure is the *portfolio* of learner work. Portfolios often include samples of class work, checklists where learners rate their progress in basic and workplace skills, and journals where they record their reactions to class and workplace activities. Like interviews, these measures can provide vital information on learner attitudes and concerns. They are also a venue for self-assessment, and allow participants who are unable or unwilling to express themselves orally, or who have difficulty with formal tests, to demonstrate progress towards their goals.

Quantifying Qualitative Measures

To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders around a single outcome (Alamprese, 1994; Patton, 1987; Lynch 1990). Data collected from the various measures can then be arranged into matrices. This chart-like format organizes material thematically and enables an analysis of data across respondents by themes (See Fitz-Gibbon & Morris, 1987; Lynch, 1990; and Sperazi & Jurmo, 1994).

Questionnaire and interview data can be quantified by creating a scale that categorizes responses and assigns them a numeric value. Improvement in such subjective areas as worker attitudes can then be demonstrated to funders and managers in a numeric or graphic form.

Issues in Program Evaluation

Many issues surround program evaluation for workplace ESL instruction. Stakeholders may have unrealistic expectations of how much improvement a few hours of instruction can effect. It is unlikely that a workplace ESL class of 40-60 hours will turn participants with low-level English skills into fluent speakers of English. Therefore, when interpreting findings, it is important for stakeholders to realize that ESL workplace programs may not provide enough practice time to accomplish substantial progress in English language proficiency.

The measurement of workplace improvement presents a special challenge, especially in workplace programs at hospitals, residential centers, and restaurants. What measures of workplace productivity exist where there is no product being manufactured? Improved safety (decreased accidents on the job) is a quantifiable measure, as is a reduction in the amount of food wasted in preparation. But how is improved worker attitude measured? Some ESL programs measure success by counting the increased number of verbal and written suggestions offered on the job by language minority workers or by their willingness to indicate lack of comprehension on the job (Mikulecky & Lloyd, 1994; Mrowicki & Conrath, 1994). Other programs record participant requests to be cross-trained or to learn other jobs at their workplaces (Alamprese & Kay, 1993). A long-term view is often needed, however, to discern changes in worker performance and in workplace productivity; longitudinal studies, where stakeholders are interviewed six months to a year after completion of a program, are recommended.

Even if data from longitudinal studies is available, it is not accurate to place all credit for improvement in worker attitude or workplace productivity (or blame for lack thereof) on the instructional program. Sarmiento (1993) asserts that other factors (Are there opportunities for workers to advance? Are the skills of all workers appreciated and used? Is worker input in decision making valued?) need to be considered when evaluating workplace programs. However, for ESL participants who come from cultures where assertiveness, ambition, and speaking up on the job may not be valued, the presentation of opportunities to succeed is not enough. Advancing oneself at the U.S. workplace is a cross-cultural skill, which, like language and literacy skills, must be taught.

Finally, funding is an important issue in evaluation. The activities described above (focus groups, interviews in English or in the native language, program-developed assessment instruments, extensive contacts with all stakeholders from before the program begins until months after completion) are costly. As federal funds are unlikely to be available, evaluations need to be structured so that they can provide practical information to the employers funding them.

Conclusion

Evaluation is a complex process that involves all stakeholders and must be an integral part of workplace ESL instructional programs before, during, and after the programs have been completed. When done appropriately, it can increase program effectiveness by providing valuable information about the impact of programs and highlighting areas where improvement is needed (Jurmo, 1994). And, a rigorous and complete evaluation can identify replicable best practices, enabling a program to serve as a model for other workplace ESL instructional programs.

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Assessing Workplace Performance Problems: A Checklist

Kay Westerfield, University of Oregon
Miriam Burt, Center for Applied Linguistics

Diminishing federal funding for workplace literacy instruction has underscored the necessity for educators to be accountable to the companies that are now sponsoring instructional programs (Burt & Saccomano, 1995; Hellman & Woolley, 1996). For English as a second language (ESL) programs, the field has developed tools and processes to record, quantify, and evaluate data from interviews, focus groups, workplace observations, and learner assessment, in order to provide what is needed and wanted by a given company, its workers, and its union (Kirby, 1989; Thomas, Grover, Cichon, Bird, & Harns, 1991).

However, service providers must offer training in efficient, thrifty ways. Few companies want to pay for extensive needs assessment. Further, factors such as management and labor dynamics, job structuring, and the length of time needed to become fluent in a second language may work against ESL educators' ability to effect positive change at the workplace (Burt & Saccomano, 1995).

This digest looks at questions developed from a framework (Mager & Pipe, 1984) used in business training departments to assess the nature and relative importance of worker performance problems and to offer solutions. It suggests ways educators can use these questions in determining what they can and cannot promise to deliver and how they can deliver these services in the most practical, least costly manner.

The Performance Discrepancy

A performance discrepancy is the difference between what is happening and what one would like to be happening. The educator brought in to start a program or to improve an existing one will at first hear about the problems that the company hopes will be alleviated (if not eradicated) by training: The battery sorter does not care about the environment; the housekeeper is lazy; and the cafeteria worker does not listen to instructions.

Further questioning by the educator leads to a more accurate description of the specific offending behavior. For example, the battery sorter at the end of a conveyor belt should have been putting recyclable batteries into the bin marked "recycle" and the others into the bin marked "waste." However, he was throwing the batteries into either bin at random. The complaint was about a lack of environmental ethics but the behavior was throwing away usable materials.

Is it important that this behavior be changed?
Educators need to discuss the tangible and intangible costs of the performance discrepancy with clients. Tangible costs can be easily measured. A high generation of waste material results in increased disposal costs. How much does it cost a company to lose material it would otherwise be able to recycle? Intangible costs are more difficult to measure. What is the cost of decreased motivation? Does it result in a drop in productivity or an increase in absenteeism or turnover on the job? What is the cost of a loss of goodwill or a tarnished image of one's company? Will this lead to lost business?

Making a list of all possible consequences arising from the discrepancy and calculating their cost may be useful. The resulting cost figures can help educators and their clients decide whether or not to proceed with the analysis of the problem. If they proceed and are successful in reducing or eliminating the discrepancy, this list will be concrete evidence that the ESL program has made a difference in the workplace.

Is there a skill deficiency?
After determining that it is important to proceed, the educator next needs to determine whether the discrepancy is due to a skill deficiency. Are workers performing as they are because they simply do not know how to perform correctly? If there is a genuine skill discrepancy, providing training or making some change in the job (or worker) is warranted.

It Is A Skill Deficiency.

Further questioning may reveal that the battery sorter does not need training on how recycling benefits the environment; he has a more basic skill deficiency. He cannot read English at all, much less read and understand the meaning of the words recycle and waste. Thus, the performance discrepancy is due to a literacy skills deficiency. Addressing this through training will pay off in all areas of his performance where reading is required, for example, in reading safety posters, memos, written instructions, and paychecks.

Could the workers perform the task adequately in the past? Is the skill used often?
Because of the low proficiency and literacy level of many ESL learners in entry-level positions, it is unlikely that the performance discrepancy is due to a lack of practice in a skill once mastered and now seldom used. However, some immigrant workers may be fairly new arrivals, and some of them may be underemployed for their background and training. If it can be ascertained that the proficiency needed to perform a task was there in the past and has been temporarily lost due to disuse, providing practice opportunities may raise the skill level. A Vietnamese cafeteria line worker having difficulty understanding oral instructions may have worked with Americans years ago, and now needs some "brush-up" instruction and practice to improve the listening skills needed at the workplace.

Is there a simpler way?
Because a lengthy training program might not be necessary, advisable, or possible, Mager and Pipe suggest asking two more questions to define the problem clearly. First, is there a simpler way? Is it possible to solve the problem by providing some informal training or a job aid, such as a checklist or written instructions?

The housekeeper who is not cleaning the rooms according to standards is not lazy, rather she does not understand or remember the lengthy oral instructions given her the first week on the job. Instead of requiring nonnative speakers of English to remember a long series of instructions or steps, the job can be simplified. Workers can be given a job aid, such as a checklist with simple pictures or photographs, to refer to whenever necessary. Likewise, the battery sorter can be given a limited number of process steps for sorting batteries. All batteries before a given date can be tossed out and the worker will be instructed to look at the last two numbers of the date to determine this.

Does the worker "have what it takes" to do the job?
The other aspect to consider is whether the worker has the educational background to perform as necessary. Becoming proficient in English takes more than the 40-60 hours offered in the standard workplace class (Burt & Saccomano, 1995). If battery sorters must be able to read extensively to understand the listed chemical compounds, the job may be too difficult for non-literate workers, and the allotted instructional time may not be adequate to prepare workers for this task. The educator may recommend that this task be reassigned to a worker with higher literacy skills.

It Is Not A Skill Deficiency.

In some instances, the problem may not be due to lack of skills, as in the case of a workplace ESL class that is experiencing high absenteeism. Workers may not be attending the class because of illness in the family or because of a second job that keeps them from attending classes after hours. This problem can also be examined in light of the Mager and Pipe framework.

Is the desired performance punishing?
There may be incentives for not attending classes, even those held during the work day. Workers may receive time and a half for working overtime and when the hotel, production line, or hospital is short-handed, it is expected that those on the floor will work the hours necessary to get the work done. Or, workplace language training programs are too often scheduled during the noon break or after the workers are exhausted from putting in an eight-hour day. This can get in the way of desired performance and result in workers not doing what they would gladly do under other circumstances.

Are there obstacles to performing?
A further problem might be that workers have no opportunity to use newly acquired skills on the job. The supervisors may not support the class or even know which workers are attending. In fact, the supervisors may be giving the message that it is not good for workers to take time off to attend classes, or for workers to even acknowledge that they need to improve their English skills (Jameson, 1996). Because of this, it may be more rewarding for learners not to perform as desired.

Does performing matter?
Sometimes workers may not be performing because it simply does not matter to them. In this case, the recommendation is simple. Make it matter. Supervisors need to show they value workers' improved language skills by noticing and taking advantage of these skills on the job. Incentives in the form of certificates and cash bonuses might also be provided to motivate workers to complete the classes.

What Should I Do Now?

At this point in the analysis procedure, one or more possible solutions for the performance discrepancy have probably been identified. Each solution should be evaluated to determine which is the most feasible in each specific situation for each specific workplace. Simplifying the work directions, both written and oral, might be preferable to providing many hours of instruction. Recommending that another worker do the job may be the answer. Making frontline managers part of the process by meeting with them regularly may ensure their willingness to allow workers to attend classes during work hours and may prevent scheduling classes that workers cannot attend.

Conclusion

The Mager and Pipe framework can be a useful tool for workplace ESL educators. Its broad perspective can assist in initial analysis of learner and company or union needs and in the on-going and follow-up assessment of training program effectiveness, allowing educators to plan, implement, and evaluate programs. Best of all, it may help workplace ESL educators to make promises that they can keep.

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PAIE digests are available free of charge from The National Center for ESL Literacy Education (NCLE), 4646 40th Street NW, Washington, DC 20016-1859; 202-362-0700, ext. 200; e-mail: ncle@cal.org.

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LD-Learning Disabilities/Difficulties

The number of adults in the workplace with LD problems is reflective of the number of adults with LD in the general population. However, the number of LD students in workplace education is much the same as the number of LD students in adult basic education in general. Therefore, the workplace education programs need to be informed concerning learning disabilities/difficulties and the strategies to best address the various forms that LD can manifest.
A number of LD resource materials have been included in this Workplace Education Resource Guide.

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Adults with Learning Disabilities. ERIC Digest No. 189.

In the 1990s, more attention has been focused on adults with learning disabilities (LD) as a result of increased advocacy and research, several major federal laws, and heightened awareness of the changing demands of the workplace. Until now, most programs, research, and funding had been directed toward children, although it is clear that most people do not outgrow learning disabilities (Gerber and Reiff 1994). This digest looks at current definitions of learning disabilities, the experiences of adults with LD, factors influencing their successful adjustment to adult life, and strategies for adult educators and counselors.

DEFINITIONS OF LEARNING DISABILITY

The field has not quite reached consensus on definitions of LD, and there are professionals as well as members of the public who do not understand them or believe they exist. For example, in a Roper (1995) survey of 1,200 adults, 85% associated LD with mental retardation, 66% with deafness, and 60% with blindness. In Rocco's (1997) research, faculty "questioned the existence of certain conditions or if they existed, the appropriateness of classifying the condition as a disability" (p. 158). However, most definitions describe learning disabilities as a group of disorders that affect the ability to acquire and use listening, speaking, reading, writing, reasoning, or math skills (Gerber and Reiff 1994; National Adult Literacy and Learning Disabilities Center 1995a; National Center for Learning Disabilities 1997). These difficulties vary in severity, may persist across the lifespan, and may affect one or more areas of a person's life, including learning, work, and social and emotional functioning.

Federal regulations for implementing the Rehabilitation Act and the Americans with Disabilities Act use the term "specific learning disabilities"--disorders in one or more central nervous system processes involved in perceiving, understanding, and using verbal or nonverbal information (Gerber and Reiff 1994). "Specific" indicates that the disability affects only certain learning processes. Although adults with LD consistently describe themselves as being labeled stupid or slow learners (Brown, Druck, and Corcoran in Gerber and Reiff 1994), they usually have average or above average intelligence.

People with learning disabilities are the largest segment of the disability population, and growing numbers of college students identify themselves as having LD (Gerber and Reiff 1994). Estimates of the numbers of people affected by LD range from 5-20% of the population (Gadbow and DuBois 1998; Gerber and Reiff 1994), meaning that as many as 5 million, 11 million, or 30 million adults have LD. One reason for the variance is misidentification. African-Americans and Hispanics are often inappropriately diagnosed with

LD, such as speakers of African-American English whose language may be considered substandard or deficient by assessors (Gregg et al. 1996). There is also the "unresolved question yet persistent belief that one half" of all adults with low literacy skills in fact have learning disabilities (Gerber and Reiff 1994, p. 121).

SUCCESSFUL ADJUSTMENT FOR ADULTS WITH LD

Adults with LD may face challenges in several areas of life, including education, employment, daily routines, and social interactions. However, many are able to make successful life adjustments. Research has recently been directed toward learning what factors help these adults succeed. Most of these studies used such measures of success as educational attainment, income, job level, and job and life satisfaction. Success was influenced by educational experiences and personal characteristics/background. Educational factors included the following: high school completion; quality of elementary-secondary education; quality of postsecondary education, training, and services; and a shift from a remedial to a compensatory approach in special education (Gerber and Reiff 1994). Successful college students with LD (Telander 1994) had previous college experience (i.e., they had tried college more than once), took a lighter course load, had more high school English courses, and sought help with study skills.

Personal and background factors were also important for successful adjustment. Most successful adults had relatively moderate LD and higher than average IQ, came from above average socioeconomic backgrounds, and had social and psychological support systems (Gerber and Reiff 1994; Greenbaum et al. 1996). They were knowledgeable about their disability and creative in compensatory strategies, took control of their lives, were goal oriented and persistent, and chose environments that suited their abilities and disabilities (Reiff et al. 1995; Telander 1994).

In Gerber, Reiff, and Ginsberg's research (Gerber and Reiff 1994; Gerber et al. 1996; Reiff et al. 1995), the most important factor was "reframing." Reframing means reinterpreting a situation in a productive, positive way. For adults with LD, the stages of reframing are recognizing the disability, accepting it, understanding it and its implications, and taking action. Highly successful adults used reframing, moderately successful ones did not progress through all four stages to the same extent as the highly successful, and the marginally adjusted group did it unsuccessfully or not at all (Gerber et al. 1996). The researchers concluded that success entailed a continuous process of confronting one's strengths and weaknesses and making adjustments.

STRATEGIES AND SUPPORTS FOR ADULTS WITH LEARNING DISABILITIES

Adults with LD need a range of skills and abilities to manage their disabilities in education, training, and employment situations. Appropriate assessment is the starting point for all other strategies and techniques. Teachers who suspect learners may have a disability can be trained in screening methods that will help them recognize when more formal diagnosis is necessary (NALLD 1995b). Teachers may observe that (1) adult learners have average/above average ability but demonstrate unexpected underachievement; (2) what appear to be problems with vision or hearing are not the result of physical impairments; or (3) behavioral or psychological manifestations (attention, concentration, organization) interfere with learning. Error patterns in reading, writing, speaking, and math may help differentiate between possible LD and other causes of low achievement. If screening results suggest LD, educators should refer adults to professionals trained in formal assessment. Assessments should be appropriate for adults as well as culturally sensitive. The most significant problem for minority persons with LD is cultural bias in assessment, according to Gregg et al. (1996).

Once a learning disability is identified, three categories of assistance are psychosocial, technological and educational. In the psychosocial area, an individual's self-esteem can suffer from years of internalizing labels of stupidity and incompetence and experiencing dependence, fear, anxiety, or helplessness. Four ways to strengthen self-esteem (NALLD 1994) are "awareness" (knowing about and documenting the disability), "assessment" (understanding the disability and one's strengths and weaknesses), "accommodation" (knowing what compensatory strategies and techniques help), and "advocacy" (knowing their legal rights and services for which they qualify).

Schools and workplaces offer some accommodations to help with academic and vocational adjustment. However, less attention is paid to social and emotional functioning (Telander 1994). Social competence--dealing with pressure, change, or criticism; holding conversations; using receptive and expressive language and appropriate humor; being able to make inferences; and being sensitive to others' feelings and moods--is sometimes impaired by cognitive processing difficulties. These social skills impairments may be reinforced by isolation and negative experiences. Adults with LD may also experience frustration, anger, and other emotions arising from academic and social failures, rejection, and the attitudes of others. Laws and accommodations "will only partially redress discrimination of persons with learning disabilities if social/emotional function" is not addressed (Gerber and Reiff 1994, p. 80).

Assistive technology, "any technology that enables an adult with learning disabilities to compensate for specific deficits" (Gerber and Reiff 1994, p. 152), has great potential. Many software developments that were not specifically designed for persons with disabilities are proving to be of great assistance in increasing, maintaining, or improving functioning. Assistive technology ranges from low to high tech, the choice depending on the individual, the function to be performed, and the context (Riviere 1996). Examples include the following (Gerber and Reiff 1994; Riviere 1996): (1) for organization, memory, time management problems--highlighters, beepers, digital watches, tape recorders, personal management software; (2) for auditory processing--FM amplification devices, electronic notebooks, computer-aided real-time translation, voice synthesizers, videotapes with closed captioning, variable speech control tape recorders; (3) for visual processing--software display controls, books on disk; (4) for reading--scanners with speech synthesizers that read back text, books on tape and disk, CD-ROMs; and (5) for writing--word processing tools such as spelling and grammar checkers, abbreviation expanders, brainstorming/outlining software. Distance learning networks and the World Wide Web are beginning to be explored for their potential in compensating for disabilities.

As for educational strategies, adult educators should foster an inclusive learning environment that includes sensitivity, attitudes, awareness, accommodations. Other techniques are described by Gadbow and DuBois (1998): providing notetakers, using activities that represent a variety of learning styles, permitting technological devices, providing alternative testing arrangements, extending time allowed for assignments, minimizing distractions, asking learners what accommodations they need. Rocco (1997) suggests that discussion of disability issues be encouraged in adult education, that disability be included in examining the characteristics that bestow or deny power, and that educators reflect critically on innovative ways to assist learners who learn differently, whether or not they are classified as having a learning disability.

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Linkages: Linking Literacy and Learning Disabilities
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National Adult Literacy & Learning Disabilities Center

A program of the National Institute for Literacy

Workplace Literacy:

Employment Issues for the Adult Learner with Learning Disabilities

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From the Director . . .

An estimated 30% to 50% of individuals attending basic skills training, job, and workplace literacy programs may have an undiagnosed learning disability. "Learning disability" is an umbrella term that encompasses a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Learning disabilities may be displayed in an inability to effectively listen, think, speak, read, write, spell, or do mathematical calculations skills that are used every day in the workplace. Moreover, learning disabilities occur across the lifespan; as a result, adults with learning disabilities are present in the workplace and in workplace literacy programs.

This issue of LINKAGES focuses on workplace literacy. As professionals working with adults with learning disabilities, we will not be able to draw realistic conclusions about the success or failure of job training programs unless we thoroughly understand the individuals who seek those services. By better understanding individuals with learning disabilities, we will be able to provide more effective workplace literacy and job training programs programs that increase the individual's job success, reduce frustrations, improve self-esteem, and lessen the need for retraining as technology and job demands change.

With a better understanding of job, career, and workplace literacy issues as they relate to adults with learning disabilities, it is our hope that adult education can better meet the needs of adult learners.
Neil A. Sturomski
Director

CONTENTS

Literacy Practices in Today's Workplace

By Larry Mikulecky

Research conducted since the mid 1970's provides us with the following picture of literacy demands and practices in today's workplace. First, in terms of the level of difficulty of the common forms of materials with which workers deal (memos, manuals, troubleshooting, directions, new product information), it has been consistently found that the vast majority is at the high school to college level. This level of difficulty is comparable to that of most newspapers and magazines. Second, as workplaces make technological and organizational changes, more and more workers are expected to work with print materials. Third, workers are, more often than previously, expected to be more flexible and able to do each other's jobs; on occasion, they are expected to be able to independently manage unfamiliar information. As workplaces are restructured to become more productive, workers in many manufacturing and service jobs are being called upon to monitor quality performance by gathering information from charts, graphs, and computer screens, to take measurements, to calculate averages, to graph information, to enter information onto various forms, and to write brief reports indicating problems and attempted solutions. Some workers in these same occupations are also expected to be able to gather information from print in order to participate in quality assurance groups and to play active roles in improving pro-ductivity. In short, workers are much more likely than before to face new print demands as part of ongoing workplace retraining. The U.S. Department of Labor's Commission on Achieving Necessary Skills confirms changes in many industries that reflect increased workplace skill requirements.

A recent survey of 26,000 adults, the National Adult Literacy Survey (NALS), asked employed participants to report the frequency with which they read work-related materials and wrote on the job. Results indicate that, during a given week, literacy is required of the vast majority of workers in every job category, including labor. In all occupational areas, most workers report reading often or at least on a weekly basis. On the surface, it appears that if one wants to avoid literacy use, there are few occupational areas in which one might find work; reading is "rarely" reported by 25 to 30 percent of service workers, laborers, and farm-forestry workers. This same survey data also provides a clear picture of the extent to which Americans must write on the job. Surprisingly high percentages of workers report that they frequently write on the job: 54 percent report frequently writing reports, 45 percent frequently write on forms, and 40 percent frequently write memos. Thus, if we wish to match education with current writing demands in the workplace, greater emphasis on the skills that will prepare workers to be able to write and read memos and reports seems necessary.

In addition to surveying workers about job related reading and writing, the NALS asked about literacy practices for personal use. While percentages of those who reported rarely reading for any purpose (home or work) were rather low for workers in the professional, sales, and crafts occupations, the percentages ranged from 25 to 30 percent for those in the other occupation areas. Due to the documented phenomenon of learning loss resulting from little literacy practice, the very workers who may need to improve in basic skills are likely to grow less able as time passes. These workers may very well be ill-prepared for the ongoing education they are likely to find necessary to keep their jobs.

To ensure that workers are equipped with marketable skills, our education system must keep abreast of these changes in demands and practices in workplace literacy.

Larry Mikulecky is Professor of Education and Chair of the Language Education Department at Indiana University-Bloomington. His most recent research has examined assessment issues in adult literacy programs, workplace literacy programs, and family literacy programs.

Workplace Literacy Skills: Making Reading Work for Work

By Esther Minskoff

Adults with reading disabilities need different types of reading instruction for different purposes. They need the traditional type of reading instruction that is designed to develop skills in areas such as phonics, word identification, and comprehension. However, many adults with reading disabilities have deficits in generalizing such reading skills to specific tasks, especially in the workplace. Therefore, they need instruction in workplace literacy or occupational literacy: the ability to read work-related materials. The use of contextual instruction, where instruction is delivered at the job and/or uses the actual materials of the job, helps to compensate for deficits in generalization. In addition, individuals with learning disabilities are frequently more motivated to read work-related materials because they see immediate benefits.

Most jobs require increasingly higher reading skills; therefore, many individuals with reading disabilities must be trained to master such skills if they are to get jobs that lead to economic self-sufficiency and personal satisfaction. More and more jobs also require computer literacy skills. In addition to mastering the use of the computer and various software programs, individuals with reading disabilities must be helped to master the high-level reading tasks of such programs.

The reading materials and processes in the work setting are different from those in the school setting. School emphasizes **reading to learn** skills which involve retention of information. Work primarily requires **reading to do** skills to accomplish tasks. Instructing individuals on **reading to do** tasks should emphasize the individual's prior fund of knowledge concerning the performance of the tasks. For example, if nurses are reading directions concerning the use of a new thermometer, they must draw on their prior knowledge of the use of the thermometer. In addition, new terminology related to **reading to do** tasks must be explicitly taught. For example, if an individual in a vocational training program in the health field does not understand the meaning of the word "supine," the meaning must be taught first and then reading of this word should follow.

I have been associated with the TRAC Project at Woodrow Wilson Rehabilitation Center in Fisherville, Virginia for a number of years. This project was designed to develop occupational literacy skills in 26 vocational education programs in which high school students with learning disabilities are frequently enrolled. The reading requirements of the vocational education textbook, class assignments, and the workplace reading tasks were analyzed to create assessment and instructional materials for each area. The TRAC Program was designed for use by special education teachers who provide support to high school students with learning disabilities; the students are enrolled in mainstream vocational education programs so as to facilitate their transition to the world of work. The approach should be used to develop assessment and instructional programs for workplace literacy skills for adults with learning disabilities.

Workplace literacy must be developed in both post-secondary vocational training and work site literacy programs. The reading demands in most vocational programs are more difficult than the reading demands of the corresponding jobs. Training programs require textbook reading and tests as well as **reading to do** tasks for job performance; on-the-job literacy programs require only **reading to do** tasks.

Workplace literacy programs can be developed in vocational training, Adult Basic Education (ABE), community literacy, and on-site business/industry literacy programs. Workplace literacy skills are certainly not the only skills adults with reading disabilities need to develop, but they are the most important for survival. Increasing an individual's workplace literacy skills results in the individual not only being able to meet the ever-increasing literacy demands of jobs that he or she already has, but also to climb the job ladder to higher level positions that require more advanced reading skills.

When providing workplace literacy instruction for adults with reading disabilities, the following guidelines may be effective:

- Identify the literacy tasks required for the specific job the individual is being trained for or currently holds.
- Involve the student in the process of identifying his/her needs in meeting the reading demands of the vocational training program and/or job.
- Use the individual's prior knowledge concerning performance of job tasks as the basis of instruction.
- Identify vocabulary pertinent to **reading to do** tasks, and assess the indi-vidual's knowledge of the meaning of the vocabulary. If the word is not understood, teach its meaning first and then teach how to read the word.
- Use the actual reading materials that are used in the vocational training program or on the job.
- Have the individual apply all reading skills already mastered (e.g., phonics, contextual clues) to the workplace reading task.

Esther H. Minskoff, Ph.D., is Professor of Special Education at James Madison University in Harrisonburg, Virginia, and is currently president-elect of the Division of Learning Disabilities of the Council for Exceptional Children.

Joint Efforts in Training

By Janie Carter and Patti Maher

What do you do when intelligent, skilled workers encounter learning difficulties in a workplace education program? I was confronted with this situation as an ABE/GED instructor for Forest Echoes Technical Institute's Joint Efforts in Training (JET), an on-site workplace education program at the Georgia-Pacific Operations in Crossett, Arkansas. As we prepared new-hire and transfer workers for Georgia-Pacific's academic evaluations, skilled workers who were encountering learning difficulties began to surface. In some instances, lives and careers were being impacted. We dealt with these workers as best we could, but many kept hitting brick walls with their learning experiences. We felt helpless.

Rather than give up on these workers who had valuable skills that were integral to the company's operations, we thought a staff training project for dealing with learning disabilities in workplace education programs should be pursued. A steering committee met, and a few months later we developed a pilot project entitled "Learning Disabilities in the Workplace." The identified goals of the program were to assist instructors involved in workplace education programs to recognize learning disabilities, attentional disorders, and other special learning needs, and to identify accommodations so that learners could reach proficiency requirements within a company.

Initially, 15 adult educators from Arkansas attended the training session where they were introduced to an informal assessment instrument developed by Nancie Payne called the "Learning Inventory" and the Jordan Oral Screening Test (JOST), developed by Dr. Dale Jordan. Additionally, a number of adult education administrators, vocational education school directors, and rehabilitation counselors received an introduction to the issue of learning disabilities in adults and to the pilot project. After 12 months of operation, the pilot project was evaluated, and the committee recom-mended the expansion of staff training to a full three-year project. During 1995, additional workplace educators will be trained in the implementation of the "Learning Inventory." Also, during 1995, sustaining sessions for the pilot project participants will be conducted for continued consultation and training in an instrument designed for ABE literacy students. Concurrently, state trainers will be trained by participants of the pilot projects so that, at the end of 1996, training will be self-supporting.

Patti Maher was a participant in the pilot program. Currently, she is in training to be a state trainer. When asked to reflect on her experiences in the program, she provided the following comments:

The actual training stressed that the pilot participants must be trained to be learning disabilities (LD) observers, not diagnosticians. Considering that there are more than 30 million employees with LD in workplaces across the nation, we need to ensure that the most effective forms of instruction are available for all students of an education center, even those with learning disabilities. Therefore, instructors need to be trained to informally evaluate a student with LD so that the instructor can identify and implement accommodations for that student's instruction. The accommodations should not only increase the rate of learning, but also the ability to use, retain, and access the information that is learned.

In this project, the informal evaluation of a student with LD is begun by administering the "Learning Inventory." This is a series of questions discussed in a private interview format. The questions cover four broad areas: personal background, educational history, behaviors and manifestations, and mandatory or preferred modalities. The secondary information addressed by the questions includes: attention, reasoning, processing, memory, oral communications, reading, writing, spelling, calculations, coordination, social competence, and emotional maturity. Many times the "Learning Inventory" is followed up with other tools such as the JOST.

In my opinion, this inventory is one of my most valuable teaching tools. In just about an hour, I gain a wealth of information regarding the learning styles and personal/ educational background of the student. In one case, I gave the inventory to an ABE student who had been coming to class off and on for three years. During the course of the interview, I learned that the student had suffered a massive head injury at an early age and was deaf in one ear. Furthermore, I learned that, when this student read, within five minutes the words began blurring and the student could not make out the letters. As a result of the inventory, I have made several accommodations. Now, I always teach from the student's "good ear" side. Also, I recommended that the student have a thorough eye exam, which he did; he now sports a new pair of glasses that enables him to read for up to thirty minutes at a time. For the first time, this student is making significant progress in class. Also, he is now able to function more effectively on his job: The glasses have reduced his tendency to get headaches, and he feels he is a more productive worker. Needless to say, his self-esteem is skyrocketing.

Without reasonable accommodations, the person with learning disabilities is often presented with innumerable barriers. The inability to adequately demonstrate skills results in poor performance evaluations, stress-related health problems, and job instability, not to mention the unrealized productivity standards for the employer. Without appropriate education and training, there are few opportunities that allow advancement.

The JET project is unique, because it originated in workplace education. The impact of this project is significant. It developed objective and logical methods to train educators in assisting workers with special learning needs who are involved in workplace education programs. These methods can be replicated in any industry-based program within any state. By addressing special learning needs from a proactive approach, industries could expect to expend fewer training dollars, better utilize education and training staff, and create a more productive workforce.

The secondary benefits include stronger communities as employees understand their learning differences and are able to share those differences with their families and their children's schools. This impact will be even more significant if vocational, technical, and adult education/literacy programs embrace a unified effort designed to meet each delivery system's needs. I've learned so much about how differently each individual learns and how important it is to enlighten us and our students so that we all can create our own learning power. Through this project I have witnessed lives blossoming and changing direction where once frustration and despair with learning had otherwise stymied good, capable people.

A Plan for Working with Learning Disabilities in Workplace Literacy Programs

Step 1: Identify the individual as possibly having a learning difference.

Step 2: Approach the individual in a private setting and say something like, "You know, I've noticed that you are having difficulty in the area of ___. I think it might help if I knew more about the way you learned best. Would you mind if I asked you a few questions some time so I can determine the best way to work with you?"

Step 3: Administer the "Learning Inventory."

Step 4: Administer the JOST. Also have the individual write his or her name, the alphabet, the days of the week, and the months of the year.

Step 5: Evaluate all the information gathered up to this point. This is where you nail down the individual's learning strengths.

Step 6: Discuss the results with the student. Go over possible accommodation strategies, need for further evaluation of vision/hearing, and counseling. Refer the individual to services he or she needs, and encourage the individual to follow through.

Step 7: Follow through. Arrange for the individual's formal evaluation, begin implementing accommodations in class, and make adjustments as needed.

Janie Carter is the Coordinator of the Arkansas Adult Education/Literacy Resource Center. Patti Maher is a GED and workplace literacy instructor. She works at the Northwest Technical Institute in Springdale, Arkansas and at the Fayetteville Adult Education Program in Fayetteville, Arkansas.

The Connection Between Learning Culture and Learning Disabilities

By Nancie Payne

Inherent within every work environment is a unique learning culture. Learning culture can be described as those ways in which the job-site generally communicates and expects employees to receive, interact, and respond to specific job expectations. Since each particular workplace environment is unique, encompassing everything from a small independent office setting, a manufacturing setting, to a division within a larger company, the learning culture which each reflects is unique. In fact, learning cultures are as diverse as the people who function within them.

The uniqueness of any given work environment and learning culture can significantly affect an employee's performance, especially if that employee has a learning disability.

Assuming employees with learning disabilities are equipped with the knowledge, skills, and abilities to perform the particular job for which they have been hired, it follows that success within the work environment will in large part be directly related to the similarities between the employees' processing styles and the learning culture. However, without accommodations individuals with learning disabilities are often unable to adapt their processing style to fit the learning culture. Thus, it is important for individuals with learning disabilities to seek work environments that closely align with their particular style.

Before this can be done, individuals with learning disabilities need to know their processing or learning style. Through evaluation methods the individual's learning style can be determined, as well as different types of working environments to which that style can be matched. The key is to ensure that employees (1) understand how they process and respond most effectively to information and (2) can associate that unique style with the learning culture of various workplace environments.

To evaluate an individual's processing style, personal cognitive, conceptual, and affective characteristics should be identified. Cognitive characteristics describe the methods by which a person perceives, finds out, or gets information (defined in terms of abstract/concrete; dependent/ independent; sensing/intuition; visual, auditory, tactile, or kinesthetic). Conceptual characteristics include ways in which the person thinks, forms ideas, processes and puts information into memory (methods include introversion/ extroversion; reflective/active; random/ sequential). Affective characteristics involve feelings, emotional responses, motivations, values, and judgements. The way an individual feels or thinks and, thus, the effects the environment has on that individual should be carefully assessed.

Once the individual's processing style has been identified, the next step is to identify workplace cultures that best match this style. A good strategy is for the individual to pursue information interviews and on-site visits. In order to get exposure to various learning cultures, information interviews should be conducted with prospective supervisors. This approach should result in a strong match between one's personal processing style and the workplace learning culture. The more these two elements are aligned, the fewer accommodations are necessary and the greater the opportunity for success.

Nancie Payne is President of Payne & Associates, a firm that specializes in consultation, development, and implementation of comprehensive services for youth and adults with special learning needs.

Tips for Workplace Success for the Adult Learner

- Know your learning style and how that style matches up with different jobs.
- Apply for job positions for which you have the knowledge, skills, and abilities to perform at the level required by the employer.
- Know your strengths and be able to describe them; present yourself as a capable individual who can competently perform the job.
- Pursue informational interviews and on-site visits in order to get a feel for different workplace environments and job tasks.
- Request and review job descriptions before applying for positions.
- Disclose learning disabilities to the personnel/human resources staff person after the job has been offered; do so in person (never over the phone) after you have accepted the job. Then make arrangements to speak with the job-site supervisor if and when necessary.

- At the time of disclosure, describe the strategies you have developed that assist you in performing job requirements and state workplace accommodations that can help you.
- Ask the supervisor for written job performance expectations what you will be required to learn and apply within the job setting.
- Ask for specific timelines for performance evaluations; be sure you understand when and how your performance will be evaluated.
- Know when and how to request appropriate accommodations.
- If accommodations are provided, establish an evaluation process through which you and your supervisor can review the effectiveness of the accommodations and the possibility of adjustments.
- Do not use your learning disability as an excuse for not doing your best.

The above suggestions are from Nancie Payne, *consultant to employers and employees for workplace accommodations.*

Moving Toward Better Skills Development in Entry-Level Positions

By Robin J. Koch and Nancie Payne

Literacy and adult basic education programs are often challenged with assisting individuals with learning disabilities to acquire basic skills sufficient to enter the workplace. A quick look at the curriculum in many programs suggests that the skills of reading, writing, spelling, and mathematics are perceived as critical to enter the workplace. While these fundamental skills are most definitely essential, research continues to present other, equally relevant critical skills.

In a study addressing training challenges in the workplace, employers from fast food and variety retail industries were interviewed to identify essential skills and problem areas in entry-level positions. The information gathered in this study will, in part, lay the groundwork for the development of additional curricula in literacy and adult basic education programs as well as effective workplace accommodations for employees with learning disabilities who choose to enter these or similar positions.

Employers in the fast food industry uniformly identified the primary entry level position in their companies as crew member. These employees are generally responsible for working the front counter areas, cashiering, helping customers, taking orders, filling drinks, packaging food, basic food preparation, cleaning dining areas and dishes, and taking orders at the drive-through window.

The major problem areas in training and performance in the entry-level positions in this industry included: difficulty understanding exactly what customers want; forgetting to do all or parts of their job when helping customers; difficulty dealing with the public and angry customers; inability to take more than one order at a time; lack of speed; cash shortages; using the wrong food condiment on sandwiches; and lack of accuracy and common sense.

The primary entry-level position described by employers from the variety retail industry was that of a cashier. A cashier's responsibilities might include various duties: ringing up merchandise, providing pleasant and thorough customer service, helping stock merchandise, returning unpurchased and returned merchandise to appropriate locations in the store, following procedures when handling refunds/charges/voids, and creating merchandise displays.

The major problem areas in training and performance in these entry-level positions involved:

- lack of speed and accuracy when serving customers;
- inability to do things on their own without being told;
- lack of confidence;
- completing forms improperly (e.g., waste control forms);
- improper cash handling which caused overages and shortages;
- inability to count money correctly and balance tills;
- inappropriate merchandising;
- and failing to remember new programs being sponsored.

While some of the essential skills and problem areas relate more to job training, there is much to glean from this study and others like it. If we believe people with learning disabilities and literacy needs have difficulty learning and transferring skills to the workplace, then certainly we would agree that those skills cited in this study are among those that should be taught as part of literacy and adult basic education curricula. In addition to addressing, reading, writing, spelling and mathematics, curricula need to include interpersonal skills, group/team work skills, organization and self-management skills, problem solving and critical thinking skills, and, most of all, conversation skills, social skills, and listening skills.

The essential skills for entry-level crew members, as identified by the fast food employers, included:

- good communication skills
- good manners
- friendliness
- patience
- speed and efficiency
- basic math skills
- accurate handling of money
- knowledge of menu items
- good team work
- flexibility

The essential skills for cashiers, as identified by variety retail employers, included:

- good interpersonal skills
- positive attitude
- willingness to work
- dependability
- good writing skills
- good basic math skills
- speed in using a ten-key machine
- common sense
- good memory
- sense of urgency in completing work
- the ability to do multiple tasks and follow directions

Robin Koch is Human Resource Manager for a private employer. She has an MA in Social Sciences with an emphasis in organizational systems, both from Pacific Lutheran University in Tacoma, Washington. Nancie Payne is President of Payne & Associates.

The Missing LINK: Multisensory/Multimotor Training for Workforce Literacy

By Chris McFadden

READ/San Diego is a library-based, volunteer, literacy program sponsored by the City of San Diego, California and the San Diego Public Library. Many of the project's 700 volunteers are enrolled in workforce literacy programs sponsored by the joint efforts of READ/San Diego and partner companies. Key elements that contribute to the success of these workforce literacy programs include the following: (1) employees are tutored by other employees within the workplace setting; (2) all tutors complete a preservice program, as well as participate in **ongoing** inservice training; and (3) the learning needs of adults with learning disabilities are firmly in focus.

In response to the need for helping the large numbers of adults with learning disabilities that enroll in READ/San Diego, a training program was implemented in 1992 to train volunteer tutors in specialized teaching methods. An intensive training course in multisensory/multimotor instructional techniques was designed specifically for use by volunteer tutors. The goal of the training program was to provide tutors with a variety of techniques to help adult learners process and retain information. An important component of this training program is the **ongoing** inservice training requirement expected of the volunteers.

While workplace literacy programs are not the ideal setting for teaching adults with learning disabilities, such programs can be effective if employees are taught by tutors who are trained in multisensory/multimotor techniques and if basic skills training is the major focus.

Examples of highly successful workplace literacy programs include those established at Sea World and Solar Turbines. But beyond the strong commitment that these companies have made to setting up and maintaining a workforce literacy program, what else was necessary to ensure the success of the partnership program?

The ultimate success of such programs is based on the participants' reaching their goals. When this happens, both the employee and the employer get what they want. This can occur only if learners stay in the program long enough to benefit (reaching long-term goals), at the same time getting what they need immediately a "quick fix" in order to survive in the workplace (satisfying short-terms goals).

Employees who are marginally literate, displaying rudimentary writing and spelling skills, need systematic, cumulative training because they do not understand language structure. They need to strive for long-term goals. But learners tend not to stay in a course long enough to reach such goals unless their immediate needs are satisfied.

They usually expect immediate help with what is most critical to them **at the moment**. And almost always, the most immediate need is writing skills. These learners need to be given highly structured, multisensory, guided writing instruction in sentence structure so they can communicate at work.

What else is a crucial need? Often it is job-specific vocabulary for both reading and writing. This, again, entails accomplishing short-term/immediate goals.

Meeting these immediate needs provides learners with immediate satisfaction, but because the underlying problem has not been addressed, they have only a fragmented knowledge of language. Nevertheless, when learners are successful with short-term goals and have been taught in a way that suits their needs, they realize that in the long run their problem is not amenable to a "quick fix." This is the point at which they become motivated to stay in the program to acquire more lasting skills that will help them become independent. Everyone benefits - the employee, the employer, and society as a whole. Indeed, the 1994 California Adult Literacy Survey indicated that 60% of Californians support the view that employers have an obligation to provide literacy education to employees.

Key elements that contribute to the success of these workforce literacy programs include:

1. employees are tutored by other employees within the workplace setting;
2. all tutors complete a preservice program, as well as participate in ongoing inservice training; and
3. the learning needs of adults with learning disabilities are firmly in focus.

Chris McFadden is the founding director of READ/San Diego. He is past chair of the San Diego County Literacy Network and has been a board member of the San Diego Council on Literacy since 1989.

You Can't "Fake It" in the Real World

By Chris Lee

In elementary school, when most kids were learning to read and write, I was learning to fake it. I faked it to hide the fact that, because of a learning disability, I could not read or write. I lied to my friends and teachers and skipped classes where I might be publicly embarrassed. Although I managed to get through school, it wasn't long before I was hit with the reality that faking it wouldn't work in the "real world." I couldn't fake it when I needed to write checks. I couldn't fake it when I took the test to get a driver's licence. I couldn't fake it when I wanted to apply for jobs and the potential employer demanded that I fill out the application on the spot. As much as I tried to hide (from) my learning disabilities, it became apparent that I was going to have to deal with having learning disabilities in every aspect of my life - academically, socially, and in the workplace.

Fortunately, while in college, I learned more about my learning disability. I learned the importance of self-advocacy, and I confided in my teachers about my learning disability. I began speaking on panels to area high school kids in special education classes about my experiences. This began my career as an activist for individuals with learning disabilities.

The more comfortable I became with my learning disabilities, the more I wanted to help others. During my senior year in college, I wrote a book entitled *Faking It*, with Rosemary Jackson, about my frustrations growing up with a learning disability. I hoped *Faking It* would help people--parents and teachers, as well as creative learners--understand what it is truly like to be a student with learning disabilities.

After I graduated from college, I had a rough transition period into the real world. I had a lot of restless energy, and it was really difficult for me to stay focused. Once I got out of the academic setting, I thought everything would be great and I wouldn't have to deal with my learning disabilities anymore. The real world introduced me to a different aspect of my learning disabilities. I now had additional responsibilities like writing checks, filling out tax forms, and writing shopping lists. Without the support system that I had when I was in college, I had to develop my own accommodations to enhance these life skills.
My first job after college was with an insurance software company. I was immediately confronted with difficulties on the job because of my learning disabilities. Without a support system, I tried to develop my own accommodations and modifications for the workplace.

In my next job, I told my employer that I had a learning disability and she was helpful with accommodations and modifications. But even with this assistance, I was not successful in this job. It required a lot of accuracy with the computer and excellent organizational skills. It was an awful experience.

My book was about to be published, and I began putting energy into publishing and promoting *Faking It*. Around this time, I began thinking about a career in education. I had some reservations about becoming a teacher, but I knew I wanted to do something relating to learning disabilities and education. When I learned about an opening with the Learning

Disability Research and Training Center, I knew that this was the type of career move that I was looking for.

Currently, I am the Director of Training for the Learning Disability Research and Training Center, a national grant funded by the National Institute on Disability and Rehabilitation Research. In this position, I oversee all training activities. We have in-service training dealing with adults with LD. The Center focuses on assessment, intervention, interagency collaboration, and employment issues.

While I enjoy my job as Director of Training, I am often frustrated by some of the office tasks that are a part of my position. For example, because I am in a supervisory position; it is my responsibility to disseminate information to employees. But how can I get the information out to employees when I am not understanding it myself? Even though I am in the perfect work environment to disclose such concerns to my boss, I am hesitant to do so. I always feel like I'm complaining and asking for too much - playing like a victim. However, I have learned that, when I do not ask for appropriate accommodations and modifications, I am acting like a victim.

Day-to-Day Activities

Some of the day-to-day activities that cause an individual with learning disabilities difficulty in the workplace also create problems in social settings. For example, in the workplace, one difficulty I have is writing down information such as names, addresses, and phone numbers given to me over the phone. This type of information always gets jumbled on the page. In social situations, a major difficulty I have is reading simple day-to-day things such as people's names. It is almost impossible for me to take down and then read phone messages. I find myself calling and pretending that I can't read the writing on the message, because the handwriting is so bad or just reading the first name and hopefully not being asked for the last name.

I also deal with administrative issues. This is an area in which I have been especially frustrated during the last year. I have been affected in several areas: anywhere from trying to keep up with reading various memos and articles that are routed to my desk, to having to develop office policies and procedures which are critiqued over and over again. I can't tell you the number of times I have had to rewrite our office policies and procedures. I find that a sense of humor helps me deal with these frustrations.

On the issue of being able to keep up with office reading, I have come to the conclusion that this is an impossible task. Trust me; I do not like to use these words. Even though I am able to have a volunteer read some of the articles for me on tape, it still takes me too long to read and process all this information. I find myself not picking up important office meeting dates and training opportunities.

Due to the fact that my job involves ongoing training activities that place me in front of the public, I am constantly having to create new ways of getting around embarrassing situations. For instance, reading my own overheads out loud to the audience has always been very stressful. Even though I am usually the one who develops my own overheads, whether it is finding a simple quotation or putting down a phrase that explains an idea, it is always difficult for me to read the overhead. I am never sure whether I am leaving a word out of, or putting one into, the sentence. I'm thankful that I am able to pick up on nonverbal cues from the audience. Usually all it takes is a puzzled or confused look from an audience member to get the hint that I need to read the overhead again, hoping to get it right the second time around.

Creative Techniques in the Workplace

The following is a list of some of the techniques that I use in the workplace:

- A tape recorder plugged into the phone that records information so I don't have to write it down.
- Colored highlighters to distinguish words that look alike when reading.
- Colored transparencies that can be placed over the text.
- Assistive technology designed for reading.
- Character Recognition Software like *Open Book* and *Xerox Bookwise.*
- A voice organizer that I use to record important facts, figures, memos, phone numbers, and reminders.

When having to read a passage out loud, I use the technique of VERTICAL READING. This process entails taking the paragraph and rewriting it from the top to the bottom of the page and not from left to right. This forces me to read the text in a vertical manner, not a horizontal one. For some reason, switching my reading from vertical to horizontal makes the passage more fluid when I read it in front of the audience.

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For example, this is my name in vertical reading:  C    L
                                                   H    E
                                                   R    E
                                                   I
                                                   S
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This is where I am today. I have grown stronger and more confident. I have more ambition. Yet, I am still scared scared of the situations that lie ahead of me. I guess I won't ever stop being scared. As long as I face things head-on, there will always be a chance I might fail. I realize now that everyone, in every walk of life, faces the chance of failing. But being in the race is better than being on the sidelines. I could fall, but if I do, I'll make sure to get up and finish.

Chris Lee is Director of Training for the Learning Disabilities Research and Training Center. He is also an author, a public speaker, and a graduate of the University of Georgia.

Brenda's TIPs on Workplace Literacy

By Brenda Sweigart-Guist, as told to Charles W. Washington

Brenda Sweigart-Guist says, "I never really had a chance to smile when I was young, but now I do, and I got a lot of smiling to catch up on." One thing Brenda has to smile about is her success in improving her reading and math skills through the Tyson's Improvement Program (TIP). TIP is the workplace literacy program at Tyson's Mexican Original East Plant in Fayetteville, Arkansas.

Begun three years ago as a pilot program in 12 plants, TIP has expanded to most of Tyson's plants. Workers are given the option of enrolling in ABE classes, GED classes, or computer literacy classes. Tyson's commitment to its program is evident in the $100 bonuses offered to students who complete 48 hours or six months of classes and improve their math and reading skills by two grade levels. Tyson's offers an additional bonus for earning the GED.

Brenda has perfect attendance in the GED program. She said, "I really like going to class, because I really like to learn. In school, I had regular classes and two special education classes. I didn't like school too much then, because I didn't learn anything." Brenda dropped out of school when she was in the eighth grade. She describes herself as one of those "unfortunate people who had to take care of the family, because both parents had to work." As the only girl in a family of six kids, Brenda thought her time would be better spent helping out at home rather than in a classroom where she wasn't learning anything.

Brenda found out that she had learning disabilities when she was six or seven. "I had a head injury, and when they did a brain scan it was discovered that I have a slight brain damage problem," she said. More testing resulted in Brenda being diagnosed as having learning disabilities.

Although Brenda dropped out of school in the eighth grade, she kept her mind on learning. "I always wanted to get my GED. When I saw the memo about TIP, I knew that this program would help me reach my goal." TIP is ideal for Brenda because the small classes (5-8 students) allow her to have individual attention from the instructor. Brenda credits her TIP instructor with helping her with some of her personal issues as well as improving her math and reading skills.

In addition, TIP has helped Brenda with workplace issues. She has learned to fill out forms and applications, and she has improved her social skills and ability to relate to her coworkers. Brenda has also learned the importance of self-advocacy. She says, "If I am having a problem with something, I know I have to tell somebody and ask for accommodations. Normally, I don't have too many problems, but I do know who to get help from if I need it."

Brenda's enthusiasm about the program is contagious. She entered the program knowing how to add and subtract. She was determined to learn to multiply. She practiced her multiplication tables on the line and annoyed some of her coworkers with her chatter. Soon, her enthusiasm spread, and her co-workers began to help her practice her multiplication drills. Two weeks after she enrolled in the program, Brenda knew all of her multiplication tables.

Brenda said she is learning more now, through TIP, than she ever has. "I'm getting up there in age (she's 34 years old) and I want to better myself. Hopefully I can go to college one day," she said. Every success gets Brenda closer to her goals.

Brenda Sweigart-Guist works in the packing department at Tyson's Mexican Original East Plant in Fayetteville, Arkansas. Charles W. Washington is a Research Associate at the National ALLD Center in Washington, DC.

Workplace Highlights

Contributors to this workplace literacy issue of LINKAGES included: a professor examining issues in adult and workplace literacy; a professor in special education focusing on learning disabilities; a coordinator of a state literacy resource center; several local program directors; a private consultant on issues relating to learning disabilities; a human resource manager; and several adults with learning disabilities, one of whom is a student in a workplace literacy program. The following issues were highlighted:

- **Literacy skills are now required of the vast majority of workers in every job category.**
- **Workers with learning disabilities may be ill prepared for the ongoing education necessary to get and keep jobs.**
- **Most jobs are requiring higher literacy skills.**
- **Individuals with learning disabilities need to be better trained if they are to get and keep jobs that will allow economic self sufficiency**
- **Adults with learning disabilities need to learn how to generalize classroom skills, such as reading, to specific tasks in the workplace.**
- **An essential element of successful workplace literacy programs includes a focus on the learning needs of adults with suspected or diagnosed learning disabilities.**
- **A firm knowledge of one's strength's and weaknesses increases the likelihood that the worker will be able to develop skills, be well matched to a job, and require fewer accommodations.**
- **Adults with learning disabilities in the workplace who are aware of the accommodations and modifications they need and are able to disclose this information, increase their opportunities for success in the workplace.**

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Organizations

Institute for the Study of Adult Literacy
204 Calder Way
Suite 209
University Park, PA 16801
814/863-3777
The Institute provides work in literacy research, development, and dissemination. The Institute projects have addressed the following issues in adult literacy: 1) computer-based instruction, 2) workplace literacy, 3) special needs populations, and 4) customized materials development.

Job Accommodation Network (JAN)
West Virginia University
809 Allen Hall
P.O. Box 6123
Morgantown, WV 26506
800/526-7234
JAN, established by the President's Committee on Employment of People with Disabilities, is an information and consulting service providing individualized accommodation solutions to inquiries about enabling people with disabilities to work. JAN's purpose is to make it possible for employers and others to share information about job accommodations.

National Alliance of Business (NAB)
1201 New York Avenue, N.W.
Washington, DC 20005-3917
202/289-2888
The NAB is a non-profit, business-led organization dedicated to building an internationally competitive American workforce. The Alliance establishes partnerships between the corporate world, government, local community leaders and educators to address employment, training, and work force quality issues. Services of the Alliance include technical assistance, training, advocacy and information services.

National Workforce Assistance Collaborative
National Alliance for Business
1201 New York Avenue, N.W.
Washington, DC 20005-3917
202/289-2915
The Collaborative's mission is to help small and mid-sized businesses adopt high performance work practices, become more competitive, and to create and retain high-skill, high-wage jobs for workers. It is also set up to strengthen service and information providers so they can better meet the needs of these businesses in four areas: employee training, labor-management relations, workplace literacy, and work restructuring. The Collaborative has a listserv forum on Internet. To subscribe to NWAC-L send an e-mail message to : LISTSERV@PSUVM.PSU.EDU, leave the subject line blank, and the body of the message must contain subscribe NWCA-L your firstname your lastname.

President's Committee on Employment of People with Disabilities
1331 F Street, N.W.
Washington, DC 20004
202/376-6200; 202/376-6205 (TT)
This Committee is an independent federal agency. The Committee's mission is to facilitate the communication, coordination, and promotion of public and private efforts to empower American with disabilities through employment. The Committee provides information, training, and technical assistance to business leaders, organized labor, rehabilitation and service providers, advocacy organizations, families and individuals with disabilities.

United Way of America
701 North Fairfax Street
Alexandria, VA 22314-2045
703/683-7100
United Way implemented an Education and Literacy Initiative in 1989. Supported activities range from basic adult education, student tutoring, and job training, to organizing a literacy coalition for case management and support services, family programming involving parents and their children, and establishing workplace literacy programs.

Staff

Washington, D.C. Office
Neil A. Sturomski, *Director*
Eve Robins, *Senior Information Specialist*
Adrienne Riviere, *Information Specialist*
Charles W. Washington, *Program Associate*

LINKAGES
Editor, Charles W. Washington
Associate Editor, Adrienne Riviere
Academy for Educational Development
National ALLD Center
1875 Connecticut Ave., NW 9th Floor
Washington, D.C. 20009-1202
Phone: (202) 884-8185 Fax: (202) 884-8422
Internet: info@nalldc.aed.org

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The Academy for Educational Development
The Academy for Educational Development, founded in 1961, is an independent, nonprofit service organization committed to addressing human development needs in the United States and throughout the world. Under contracts and grants, the Academy operates programs in collaboration with policy leaders; nongovernmental and community-based organizations; governmental agencies; international multilateral and bilateral funders; and schools, colleges, and universities. In partnership with its clients, the Academy seeks to

meet today's social, economic, and environmental challenges through education and human resource development; to apply state-of-the art education, training, research, technology, management, behavioral analysis, and social marketing techniques to solve problems; and to improve knowledge and skills throughout the world as the most effective means for stimulating growth, reducing poverty, and promoting democratic and humanitarian ideals.

The National ALLD Center

The National ALLD Center , funded by the National Institute for Literacy, promotes awareness about the relationship between adult literacy and learning disabilities. Through its national information exchange network and technical assistance training, the National ALLD Center helps literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. We encourage your inquiries and will either directly provide you with information or refer you to an appropriate resource.

The National Institute for Literacy

The National Institute for Literacy is an independent federal agency jointly administered by the U.S. Departments of Education, Labor, and Health and Human Services. The Institute's primary goals are to provide leadership and coordination for literacy activities across federal agencies and among states, the knowledge base for literacy, and create a national communications system that links the literacy field nationwide.

Equipped for the Future

EFF—Equipped for the Future

Equipped for the Future is an initiative sponsored by the National Institute for Literacy to address National Education Goal 6: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." Adult students were surveyed to determine the purposes of adult education. The four purposes were the following:

1. Access to information so adults can orient themselves in the world.
2. Voice to be able to express ideas and opinions with the confidence they will be heard and taken into account.
3. Independent Action to be able to solve problems and make decisions on one's own, acting independently, without having to rely on others.
4. Bridge to the Future to learn how to learn so adults can keep up with the world as it changes.

With these four purposes in mind, three roles for adults were articulated. The three roles are worker, family member, and citizen or community member. Within the three roles and four purposes, there were found to be several common activities that were important for fully functioning, literate adults. Across the purposes, roles, and common activities, generative skills were identified which form the basis of the EFF wheel. Sixteen content standards have been developed to help set the resulting curriculum, assessment, and instructional strategies for adult literacy and adult basic skills programs.

YES Center, GM, Lordstown, Ohio

The YES Center is a workplace education center in the GM Assembly Plant in Lordstown, Ohio, and will be considered by our staff as a pilot Equipped for the Future (EFF) program this year with full implementation within a year from now. Currently, there are eleven instructors and an on-site coordinator at the Center with hours of operation Monday through Friday from 7:00 a.m. to midnight. The Center has been in existence since May 1993. The focus of the Center is basic skills, but computer classes are also offered.

The YES Center staff was introduced to EFF at a staff meeting in November 1998. At this meeting, the EFF initiative was explained as well as how to integrate EFF into the current curriculum. The staff decided to evaluate the current curriculum looking for EFF strands already in use. The GM training coordinator and the Center on-site coordinator decided that by using the EFF framework, a balance could be maintained between basic skills and computer classes.

The next focus was to make the GM employees aware of the EFF strategies. The instructors evaluated the curriculum and came up with ideas to market the EFF strategies to the employees through handouts and copies of selected postings from the EFF discussion list. EFF terminology began becoming more common in staff discussions about curriculum as daily awareness of EFF became the focus. A wooden EFF wheel is being constructed by GM employees to be displayed at the employee entrance to continue to raise employee awareness of EFF in the workplace.

By the June 1999 meeting, a picture of a ladder was used to illustrate the progress needed to reach our goal of having all our classes in the EFF framework. The instructors were asked for their suggestions on the steps that would be needed to go from not using EFF in our curriculum to using it as a framework for all that we do in the Center. The instructors offered the following suggestions:

- Educate the "ambassadors"
- Survey the "ambassadors" on how best to communicate the Center's offerings to the employees
- Identify what adults do
- Ascertain workers' goals and aspirations
- Develop curricula
- Include current students in the process
- Develop illustrations, examples, or exercises that are an outgrowth of the EFF approach for the computer class curriculum
- Establish goals and objectives for the courses
- Establish links to "common activities"
- Use evaluation instrument for improving classes
- Review existing classes to see how they fit into EFF and how they can be improved

In order to continue raising the EFF awareness among the GM employees, two of the instructors began working on an informational flyer/survey that will be passed out to all employees upon completion. The flyer will contain information about EFF that the instructors feel is relevant to the employees and will also contain a survey so the instructors can get an idea of which skills the employees will be most interested in improving.

In order to continue the process of integrating EFF strategies into daily GM language, we decided to put ideas into action this fall. The instructors will implement their suggestions and be open to new suggestions from each other, from our students, and from others who are involved with our Center in order to continue toward total EFF implementation into the curriculum.

Equipped
for the future

EFF Content Standards for Adult Literacy and Lifelong Learning

EFF Standards include four fundamental categories of skills that adults need to draw from to carry out the key activities that are central to their primary roles:

EFF Communication Skills

Read With Understanding

- Determine the reading purpose;
- select reading strategies appropriate to the purpose;
- monitor comprehension and adjust reading strategies;
- analyze the information and reflect on its underlying meaning;
- integrate it with prior knowledge to address reading purpose.

Convey Ideas In Writing

- Determine the purpose for communicating;
- organize and present information to serve the purpose, context, and audience;
- pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension;
- seek feedback and revise to enhance the effectiveness of the communication.

Speak So Others Can Understand

- Determine the purpose for communicating;
- organize and relay information to effectively serve the purpose, context, and listener;
- pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension;
- use multiple strategies to monitor the effectiveness of the communication.

Listen Actively

- Attend to oral information;
- clarify purpose for listening and use listening strategies appropriate to that purpose;
- monitor comprehension, adjusting listening strategies to overcome barriers to comprehension;
- integrate information from listening with prior knowledge to address listening purpose.

Observe Critically

- Attend to visual sources of information, including television and other media;
- determine the purpose for observation and use strategies appropriate to the purpose;
- monitor comprehension and adjust strategies;
- analyze the accuracy, bias, and usefulness of the information;
- integrate it with prior knowledge to address viewing purpose.

EFF Decision-Making Skills

Use Math to Solve Problems and Communicate

- Understand, interpret, and work with pictures, numbers, and symbolic information;
- apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension;
- define and select data to be used in solving the problem;
- determine the degree of precision required by the situation;
- solve problem using appropriate quantitative procedures and verify that the results are reasonable;
- communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

Solve Problems and Make Decisions

- Anticipate or identify problems;
- use information from diverse sources to arrive at a clearer understanding of the problem and its root causes;
- generate alternative solutions;
- evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences;
- select alternative that is most appropriate to goal, context, and available resources;
- establish criteria for evaluating effectiveness of solution or decision.

Plan	Set and prioritize goals; develop an organized approach of activities and objectives; actively carry out the plan; monitor the plan's progress while considering any need to adjust the plan; evaluate its effectiveness in achieving the goals.

EFF Interpersonal Skills

Cooperate with Others	Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others' ideas, opinions, and contributions; seek input from others in order understand their actions and reactions; offer clear input on own interests and attitudes so others can understand one's actions and reactions; try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.
Advocate and Influence	Define what one is trying to achieve; assess interests, resources, and the potential for success; gather facts and supporting information to build a case that takes into account the interests and attitudes of others; present a clear case, using a strategy that takes into account purpose and audience; revise, as necessary, in response to feedback.
Resolve Conflict and Negotiate	Acknowledge that there is a conflict; identify areas of agreement and disagreement; generate options for resolving conflict that have a "win/win" potential; engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all; evaluate results of efforts and revise approach as necessary.
Guide Others	Assess the needs of others and one's own ability to assist; use strategies for providing guidance that take into account the goals, task, context, and learning styles of others; arrange opportunities for learning that build on learner's strengths, seek feedback on the usefulness and results of the assistance.

EFF Lifelong Learning Skills

Take Responsibility for Learning	☐ Establish learning goals that are based on an understanding of one's own current and future learning needs; ☐ identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner; ☐ become familiar with a range of learning strategies to acquire or retain knowledge; ☐ identify and use strategies appropriate to goals, task, context, and the resources available for learning; ☐ monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals; ☐ test out new learning in real-life applications.
Reflect and Evaluate	☐ Take stock of where one is: assess what one knows already and the relevance of that knowledge; ☐ make inferences, predictions, or judgments based on one's reflections.
Learn Through Research	☐ Pose a question to be answered or make a prediction about objects or events; ☐ use multiple lines of inquiry to collect information; ☐ organize, evaluate, analyze, and interpret findings.
Use Information and Communications Technology	☐ Use computers and other electronic tools to acquire, process, and manage information; ☐ use electronic tools to learn and practice skills; ☐ use the Internet to explore topics and gather information.

The Four Purposes for Learning:
Access, Voice, Action, and a Bridge to the Future

The four purposes for adult learning are the cornerstone of the Equipped for the Future (EFF) initiative to create national standards and system reform. These purposes for lifelong learning are a foundation on which the rest of the EFF content framework and standards have been constructed.

Background
Seeking to establish a clear vision of how the adult literacy system can help adults achieve National Education Goal Six, the National Institute for Literacy (NIFL) asked adult students from diverse programs across the country to write about what the goal meant to them. More than 1,500 adults responded, providing rich descriptions about what they saw as the chief responsibilities of their primary adult roles, and what they expected to gain from adult education to help them fulfill those responsibilities. Their response yielded a consensus on four fundamental purposes for adult literacy and learning:

- **ACCESS**
  To information and resources so adults can orient themselves in the world.
- **VOICE**
  To be able to express ideas and opinions with the confidence they will be heard and taken into account.
- **ACTION**
  To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others.
- **BRIDGE TO THE FUTURE**
  To learn how to learn in order to keep up with the world as it changes.

These four purposes for lifelong learning provided a starting point for building a consensus vision that enables us to communicate the goals of the adult literacy system and a new customer-driven definition of adult literacy and education. All subsequent work in the EFF initiative -- to develop standards defining the knowledge and skills necessary to be most effective in the primary adult roles -- has been anchored in helping adult achieve these purposes. EFF's four purposes for learning are a foundation on which all the EFF basic tools and framework have been constructed.

Common Activities Overlap All Three EFF Roles

Gather, Analyze, and Use Information
Manage Resources
Work Within the Big Picture
Work Together
Provide Leadership
Guide and Support Others
Seek Guidance and Support from Others
Develop and Express Sense of Self
Respect Others and Value Diversity
Exercise Rights and Responsibilities
Create and Pursue Vision and Goals
Use Technology and Other Tools to Accomplish Goals
Keep Pace With Change

Equipped for the Future defines "common activities" as those that overlap the primary adult roles of citizen and community member, parent and family member, and worker.

Teachers and students use the single set of common activities to find a common focus for instruction, which supports learning across individual goals and participants' lives. Teachers and students also use the common activities to explore the potential transfer of skills and abilities across the primary adult roles:

> "As a basis for standards, the separate roles still needed to be linked and brought into one coherent framework. Developing one framework that crosses the three [EFF] roles is consistent with life experience. There may be three roles, but one individual carries out all three, and that individual does not keep his or her life in separate compartments. Although the roles are distinct in many ways, there are many interconnections and areas of overlap [in the broad areas of responsibility and key activities]. There is a great deal of evidence of transfer and interconnections between learning in one role and performance in another." (For more discussion, see Merrifield, 2000; pg.33)

Most of the activities require several skills. And most of the skills can be applied in a number of activities. The nature, complexity, and context of the activity will determine which of the skills adults need to use.

For more complete information: Go to http://www.nifl.gov/lincs/collections/eff/

National

Skill

Standards

National Skill Standards

National Skill Standards are skill-based standards that help employers communicate more clearly and precisely what they mean when they say "good workers." Skill-based standards help new and current workers as they go through the process of finding a good job; whether it is a first job, a new job, or a better job. Skill-based standards help educators and trainers to align the content and measurement of student learning with the standards of employers.

A skill standard is a consistent framework/format that includes all of the information necessary to form a standard. A standard for a specific skill should contain the following five elements:

1) What is the action (skill)?
2) What are the conditions under which the action is performed?
3) How good is good enough (criteria/measure)?
4) How will the action be measured (portfolio/test/observation)?
5) Why must the action be performed (rationale)?

The following are national skill standards:

- Communication and teamwork
- Math and measurement
- Workplace safety and health
- Problem solving
- Quality assurance
- Blueprint reading
- Manufacturing fundamentals
- Business planning and operation
- Computer use
- Product and process control
- Workforce issues
- Workplace skills
- Learning skills

For more complete information, visit the National Skill Standards Board web sites below:

http://www.nssb.org/

http://www.nssb.org/projects.htm

Secretary's Commission On Achieving Necessary Skills

SCANS

SCANS

SCANS (Secretary's Commission on Achieving Necessary Skills) developed a set of five competencies and a three-part foundation of skills and personal qualities needed for solid job performances.

Competencies are the following:

I. Resources—allocating time, money, materials, space, and staff

II. Interpersonal skills—working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds

III. Information—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information

IV. Systems—understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems

V. Technology—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

SCANS

Three-Part Foundation

I. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

- Reading: locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- Writing: communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic/Mathematics: performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening: receives, attends to, interprets, and responds to verbal messages and other cues.
- Speaking: organizes ideas and communicates orally.

II. Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

- Creative Thinking: generates new ideas.
- Decision Making: specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- Problem Solving: recognizes problems and devises and implements plan of action.
- Seeing Things in the Mind's Eye: organizes and processes symbols, pictures, objects, and other information.
- Knowing How to Learn: uses efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning: discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

III. Personal Qualities: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

- Responsibility: exerts a high level of effort and perseveres towards goal attainment.
- Self-Esteem: believes in own self-worth and maintains a positive view of self.
- Sociability: demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- Self-Management: assess self accurately, sets personal goals, monitors progress, and exhibits self-control.
- Integrity/Honesty: chooses ethical courses of action.

SCANS Foundation Skills

Basic Skills

Reading: Locates, understand, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts with the language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes, where appropriate, supporting documentation, and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real-world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose--for example, to comprehend, learn, critically evaluate, appreciate, or support the speaker.

Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

Thinking Skills

Creative Thinking:

Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals, and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities.

Decision Making:

Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving:

Recognizing that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Mental Visualization:

Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information--for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the tastes of food from reading the recipe.

Knowing How to Learn:

Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, auditory, kinesthetic), formal learning strategies (notetaking or clustering of items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning: Discovers a rule or principle underlying the relationships between two or more objects and applies it in solving a problem--for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions).

Personal Qualities

Responsibility: Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task, and displaying a high level of concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem: Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impression on others, and knows own emotional capacity and needs and how to address them.

Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-Management:
Accurately assesses own knowledge, skills, and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and nondefensively.

Integrity/Honesty:
Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

SCANS Checklist

Basic Skills

Skill Taught	Resources Used	Skill Mastered
_____Reading	/________________________________	/__________

_____Writing	/________________________________	/__________

_____Arithmetic	/________________________________	/__________

_____Mathematics	/________________________________	/__________

_____Listening	/________________________________	/__________

_____Speaking	/________________________________	/__________

Thinking Skills

Skill Taught Resources Used Skill Mastered

______Creative Thinking/______________________ /__________

______Decision Making/______________________ /__________

______Problem Solving /______________________ /__________

______Mental Visualization/______________________ /__________

______Knowing How to Learn/______________________ /__________

______Reasoning/______________________ /__________

Personal Qualities

Skill Taught Resources Used Skill Mastered

_____Responsibility /________________________________ /__________

_____Self-Esteem /________________________________ /__________

_____Sociability/________________________________ /__________

_____Self-Management/________________________________ /__________

_____Integrity/Honesty/________________________________ /__________

Workforce Investment Act

WIA 1998

The Workforce Investment Act of 1998 Its Relevance to Ohio ABLE's Workplace Literacy/Education Services

President Clinton signed into law the Workforce Investment Act (WIA) in August of 1998. This sweeping federal legislation has consolidated over 50 employment, training, and literacy programs-including the National Literacy Act, Adult Education Act, and Job Training Partnership Act-into 3 block grants to states: one for adult education and family literacy, one for disadvantaged youth, and one for adult employment and training.

Title II of this new federal legislation, The Adult Education and Family Literacy Act replaces the Adult Education Act and continues the federal investment in adult education and family literacy through FY 2003.

The Adult Education and Family Literacy Act sets forth 3 major goals:

1. Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency.

2. Assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children.

3. Assist adults in completing high school or the equivalent.

As you can see, "employment", including those skills needed for adults to get, keep, and advance on the job, is now one of the primary, but not exclusive, benchmarks of performance accountability within the goal context of the Adult Education and Family Literacy Act of 1998. This performance accountability directly relates to the U.S. Department of Education, the Ohio Department of Education's ABLE office, as well as locally funded ABLE programs for FY 2000-2003.

Title II's impact and success will be evaluated by the degree that states and locally funded programs meet, or exceed, Core Indicators of Performance. All states, including Ohio ABLE, proposed Core Indicators of Performance goals to the U.S. Department of Education, as required by Title II. of WIA.

Ohio ABLE's Core Indicators of Performance (CIP) are:

1. Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

2. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment, or career advancement.

3. Receipt of a secondary school diploma or its recognized equivalent, the Ohio High School Equivalence Diploma.

One means of local program service delivery available to Ohio ABLE to assist in meeting or exceeding these CIPs is referenced in:

Section 3.0 Description of Adult Education and Literacy Activities
3.1 Description of Allowable Activities
(1) Adult Education and Literacy Services

May include workplace literacy services as defined in Sec. 203(18) of the Act as, "literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills."

This is the underpinning that supports the efforts of local ABLE programs who have identified and been approved to provide Workplace Literacy/Education services in Ohio for FY 2000-2002. It will be through the combined efforts of these programs, and their quality workplace literacy/education services delivered to employees and employers, in collaboration with business, industry, government, and/or labor, that will help to determine the level of success Ohio ABLE has in meeting its Core Indicators of Performance goals.

Another element to keep in mind for strategic planning purposes is the notion that additional WIA funding may be available to those Ohio ABLE programs offering Workplace Literacy/Education services to eligible WIA customers who have the use of Individual Training Vouchers (ITA). These ITAs will be made available to eligible WIA customers, through their local One Stop system, and may be used to purchase employment and training services from approved local service providers.

Local Service Providers, which may include ABLE programs offering Workplace Literacy/Education, will have to meet eligibility and performance criteria, yet to be defined by the state, to be on approved lists at the state and local levels, to receive ITA funds.

To be eligible to receive ITA funding, Ohio ABLE programs will have to have the capacity to delivery training services defined as occupational skills training for employment and/or basic and literacy skills training only when combined with occupational skills training. They'll also have to have the capacity to meet performance and reporting criteria set by the Ohio Workforce Investment Board (not yet identified as of 8/6/99) as well as possible additional criteria set by local workforce investment boards.

This leads to a final point that is important here. Collaboration will be critical to Ohio ABLE's success in not only meeting and/or exceeding WIA Title II Core Indicators of Performance, but those to be established for the other Titles of WIA, too, as well as those governing postsecondary and higher education, and welfare reform. Our success will be measured by the success of our local and state partners in this new workforce investment/one-stop delivery system.

Section 106 of the Act states the following as its purpose:

"To provide workforce investment activities, through statewide and local workforce investment systems, that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

The fact that Title II., The Adult Education and Family Literacy Act, is part of this overall legislation, and Title II's goals are complementary to WIA's purpose, and that ADULT EDUCATION is a required state and local partner for workforce investment boards and systems, these factors will all combine to support all Ohio ABLE programs in the goal of providing quality services, including but not limited to Workplace Literacy/Education services, to eligible adults and families, to enhance their family, work, and community roles.

Workforce Investment Act of 1998

U.S. Department of Labor
Employment and Training Administration
September 1998

Following is an overview of the Workforce Investment Act (Public Law 105-220), which was signed into law August 7, 1998. It was produced by the U.S. Department of Labor to highlight the major features of the new legislation and to give State and local elected officials, program designers and operators, and the public quick information about the structure, funding, and target population groups to be served. It is not intended to provide a detailed summary of the Act, nor is it intended to convey a legal opinion or interpretation of the legislation. Material contained in this publication is in the public domain and may be reproduced, fully or partially, without permission of the Federal Government.

U.S. Department of Labor
Alexis M. Herman, Secretary
Employment and Training Administration
Ray Bramucci, Assistant Secretary
Office of Policy and Research
Gerard F. Fiala, Administrator

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Empowering the Nation's Jobseekers

The **Workforce Investment Act of 1998** provides the framework for a unique national workforce preparation and employment system designed to meet both the needs of the nation's businesses *and* the needs of job seekers and those who want to further their careers. Title I of the legislation is based on the following elements:

- Training and employment programs must be designed and managed at the local level where the needs of businesses and individuals are best understood.

- Customers must be able to conveniently access the employment, education, training, and information services they need at a single location in their neighborhoods.

- Customers should have choices in deciding the training program that best fits their needs and the organizations that will provide that service. They should have control over their own career development.

- Customers have a right to information about how well training providers succeed in preparing people for jobs. Training providers will provide information on their success rates.

- Businesses will provide information, leadership, and play an active role in ensuring that the system prepares people for current and future jobs.

The Act builds on the most successful elements of previous Federal legislation. Just as important, its key components are based on local and State input and extensive research and evaluation studies of successful training and employment innovations over the past decade.

The new law makes changes to the current funding streams, target populations, system of delivery, accountability, long-term planning, labor market information system, and governance structure.

Title I authorizes the new Workforce Investment System. State workforce investment boards will be established and States will develop five-year strategic plans. Governors will designate local "workforce investment areas" and oversee local workforce investment boards. New youth councils will be set up as a subgroup of the local board to guide the development and operation of programs for youth. Customers will benefit from a "One-Stop" delivery system, with career centers in their neighborhoods where they can access core employment services and be referred directly to job training, education, or other services.

Title I requires that standards for success be established for organizations that provide training services and outlines a system for determining their initial eligibility to receive funds. It establishes the funding mechanism for States and local areas, specifies participant eligibility criteria, and authorizes a broad array of services for youth, adults, and dislocated workers. It also authorizes certain statewide activities and a system of *accountability* to ensure that customer needs are met.

Also authorized are a number of *national* programs the Job Corps; Native American programs; Migrant and Seasonal Farm worker programs; Veterans' Workforce Investment programs; Youth Opportunity grants for high-poverty areas; technical assistance efforts to States and local areas; demonstration, pilot, and other special national projects; program evaluations; and National Emergency grants.

Title II reauthorizes Adult Education and Literacy programs for Fiscal Years 1999-2003. (Ohio Fiscal Year 2004--see previous section for more detailed information.)

Title III amends the Wagner-Peyser Act to require that Employment Service/Job Service activities become part of the "One-Stop" system and establishes a national employment statistics initiative. It requires linkages between the Act's programs and Trade Adjustment Assistance and North American Free Trade Agreement Transitional Adjustment Assistance programs. It establishes a temporary "Twenty-First Century Workforce Commission" to study issues relating to the information technology workforce in the United States.

Title IV reauthorizes Rehabilitation Act programs through Fiscal Year 2003 and links these programs to State and local workforce development systems.

Title V contains general provisions that include authority for State unified plans relating to several workforce development programs, incentive grants for States exceeding negotiated performance levels under the Workforce Investment Act, Adult Education Act, and Perkins Vocational Education Act, and transition provisions.

A Customer-Focused System

The most important aspect of the Act is its focus on meeting the needs of businesses for skilled workers *and* the training, education, and employment needs of individuals. Key components of the Act will enable customers to easily access the information and services they need through the "One-Stop" system; empower adults to obtain the training they find most appropriate through Individual Training Accounts, and ensure that all State and local programs meet customer expectations.

"One-Stop" Approach

The new system will be based on the "One-Stop" concept where information about and access to a wide array of job training, education, and employment services is available for customers at a single neighborhood location. Customers will be able to easily:

- Receive a preliminary assessment of their skill levels, aptitudes, abilities, and support service needs.

- Obtain information on a full array of employment-related services, including information about local education and training service providers.

- Receive help filing claims for unemployment insurance and evaluating eligibility for job training and education programs or student financial aid.

- Obtain job search and placement assistance, and receive career counseling.

- Have access to up-to-date labor market information which identifies job vacancies, skills necessary for in-demand jobs, and provides information about local, regional and national employment trends.

Through the "One-Stop," employers will have a single point of contact to provide information about current and future skills needed by their workers and to list job openings. They will benefit from a single system for finding job-ready skilled workers who meet their needs.

To date, over 95 percent of the States are building these Centers, and over 800 Centers are operating across the country. Each local area will establish a "One-Stop" delivery system through which core services are provided and through which access is provided to other employment and training services funded under the Act and other Federal programs. There will be at least one Center in each local area, which may be supplemented by networks of affiliated sites. The operators of "One-Stop" Centers are to be selected by the local workforce investment boards through a competitive process or designation of a consortia that includes at least three of the Federal programs providing services at the "One-Stop."

Empowerment Through Training Accounts

Provisions of the Act promote individual responsibility and personal decision-making through the use of "Individual Training Accounts" which allow adult customers to "purchase" the training they determine best for them. This market-driven system will enable customers to get the skills and credentials they need to succeed in their local labor markets.

Good customer choice requires quality information. The "One-Stop" system will provide customers with a list of eligible training providers and information about how well those providers perform. Payment for services will be arranged through the Individual Training Accounts. Only in exceptional cases may training be provided through a contract for services between the "One-Stop" Center and organizations providing the training.

Accountability

As individuals become empowered to choose the services they require, States, local areas, and providers of those services will become more accountable for meeting those needs.

For adults and "dislocated" workers (such as those who lose their jobs because of permanent layoffs or plant closings), measures for the rates of entry into unsubsidized employment, job retention, post-placement earnings, and acquired education and skill standards for those who obtain employment will be established. Measures for older youth (19-21) will also include the attainment of a high school diploma (or its equivalent) for those who enter postsecondary education or advanced training as well as for those who get jobs. Measures for younger youth (14-18) will include rates of basic skills and work readiness or occupational skills attainment, attainment of high school diplomas (or the equivalent), and placement and retention in postsecondary education, advanced occupational training, apprenticeships, the military or employment. These measures apply to both statewide and local performance.

Measures will also be established relating to customer satisfaction of *both* participants *and* employers.

The Act also requires that training providers must meet certain requirements in order to receive adult or dislocated worker funds. There are separate requirements for initial eligibility and for subsequently maintaining eligibility to receive funds. Training providers will be held accountable for completion rates, the percentage of participants who obtain unsubsidized jobs, and for their wages at placement. Training providers must also provide information about the cost of their programs. This information will be available to clients at "One-Stop" Centers.

Eligibility and Service Requirements

The Act specifies three funding streams to the States and local areas: adults, dislocated workers, and youth.

Adults and Dislocated Workers

Most services for adults and dislocated workers will be provided through the "One-Stop" system and most customers will use their individual training accounts to determine which training program and training providers fit their needs.

The Act authorizes "core" services (which will be available to all adults *with no eligibility requirements*), and "intensive" services for unemployed individuals who are not able to find jobs through core services alone. In some cases the intensive services will also be available to employed workers who need more help to find or keep a job.
While the services for adults and dislocated workers may be the same, there is a separate funding stream for dislocated workers.

Core services will include job search and placement assistance (including career counseling); labor market information (which identifies job vacancies; skills needed for in-demand jobs; and local, regional and national employment trends); initial assessment of skills and needs; information about available services; and some follow-up services to help customers keep their jobs once they are placed.

Intensive services will include more comprehensive assessments, development of individual employment plans, group and individual counseling, case management, and short-term pre-vocational services.

In cases where qualified customers receive intensive services, and are still not able to find jobs, they may receive training services which are *directly linked to job opportunities in their local area*. These services may include occupational skills training, on-the-job training, entrepreneurial training, skill upgrading, job readiness training, and adult education and literacy activities in conjunction with other training.

If adult funds are limited in an area, recipients of public assistance and low-income clients will be given priority for services. The Act also authorizes the provision of supportive services (e.g., transportation) to assist participants receiving the other services and the provision of temporary income support to enable participants to remain in training.

Youth

Eligible youth will be low-income, ages 14 through 21 (although up to five percent who are not low-income may receive services if they face certain barriers to school completion or employment). Young customers also must face one or more of the following challenges to successful workforce entry: (1) school dropout; (2) basic literacy skills deficiency; (3)

homeless, runaway, or foster child; (4) pregnant or a parent; (5) an offender; or (6) need help completing an educational program or securing and holding a job. At least 30 percent of local youth funds must help those who are not in school.

Youth will be prepared for postsecondary educational opportunities or employment. Programs will link academic and occupational learning. Service providers will have strong ties to employers. Programs must also include tutoring, study skills training and instruction leading to completion of secondary school (including dropout prevention); alternative school services; mentoring by appropriate adults; paid and unpaid work experience (such as internships and job shadowing); occupational skills training; leadership development; and appropriate supportive services. Youth participants will also receive guidance and counseling, and follow-up services for at least one year, as appropriate.

Programs must provide *summer employment opportunities* linked to academic and occupational learning. (In contrast to the current legislation, a separate appropriation is not authorized for a "summer" program.) The mix of year-round and summer activities is left to local discretion.

Designing and Managing the New System

Several new features are included in the law to ensure the full involvement of business, labor, and community organizations in designing and ensuring the quality of the new workforce investment system. These include State and local workforce investment boards, local youth councils, and long-term State strategic planning.

State and Local Workforce Investment Boards

Each State will establish both State and local workforce investment boards. The State board will help the Governor develop a five-year strategic plan describing statewide workforce development activities, explaining how the requirements of the Act will be implemented, and outlining how special population groups will be served. The plan which must also include details about how local Employment Service/Job Service activities fit into the new service delivery structure must be submitted to the Secretary of Labor. The state board will advise the Governor on ways to develop the statewide workforce investment system and a statewide labor market information system. The state board will also help the Governor monitor statewide activities and report to the Secretary of Labor.

Local workforce investment boards, in partnership with local elected officials, will plan and oversee the local system. Local plans will be submitted for the Governor's approval. Local boards designate "One-Stop" operators and identify providers of training services, monitor system performance against established performance measures, negotiate local performance measures with the state board and the Governor, and help develop the labor market information system.

Youth Councils

Youth Councils will be established as a subgroup of the local board to develop parts of the local plan relating to youth, recommend providers of youth services, and coordinate local youth programs and initiatives.

Funding

The Workforce Investment Act authorizes three funding streams: adults, dislocated workers, and youth. Eighty-five percent of adult and youth funds will be allocated to local areas; the remainder will be reserved for statewide activities. For youth, funds appropriated in excess of $1 billion (up to $250 million) will be used by the U.S. Department of Labor to fund Youth Opportunity grants. For dislocated workers, 20 percent will be reserved by the Secretary of Labor for National Emergency Grants, dislocated worker demonstration efforts, and technical assistance. Of the remaining 80 percent, 60 percent will be allocated to local areas, 15 percent will be reserved for statewide activities, and 25 will be reserved for State rapid response efforts.

States may merge the 15 percent set-asides for statewide activities from the three separate funding streams (dislocated workers, adults, and youth) if they choose to do so (for example, State set-aside funds from the adult stream may be used for statewide youth activities, etc.).

Implementation

The Secretary of Labor is authorized to take appropriate actions to ensure an orderly transition from JTPA to the Workforce Investment Act. JTPA is repealed effective July 1, 2000.

Appendix

Former Law (Job Training Partnership Act)	Workforce Investment Act of 1998
Implementation Schedule	
	The Secretaries of Labor and Education are authorized to take appropriate actions to ensure an orderly transition to the new programs under their purview. The Act is effective on the date of enactment (except as otherwise provided in the Act).
Structure & Funding	
Separate funding streams and authorizing legislation for Job Training Partnership Act (JTPA), Wagner Peyser, vocational education, adult education, and vocational rehabilitation.	Organized into five titles: (1) job training; (2) adult education; (3) amendments to Wagner-Peyser and related Acts; (4) amendments to the Vocational Rehabilitation Act; and (5) general provisions. Does not include vocational education (addressed in separate legislation).
Separate funding streams for disadvantaged adults, dislocated workers, disadvantaged youth, and summer youth.	Maintains separate funding streams for adults, dislocated workers, and youth.
Target Population Groups	
Economically disadvantaged adults must be age 22 or older, economically disadvantaged (10 percent can be non-disadvantaged if they have serious barriers to employment). Sixty-five percent must be "hard-to-serve" in identified categories.	All adults are eligible for core services ages 18 older. Priority for intensive services must be given to recipients of public assistance and other low-income individuals in areas where funds are limited.
Dislocated Workers were defined to include four categories.	Dislocated workers excludes long-term unemployed from definition of dislocated worker and adds displaced homemakers.
Youth were defined to include ages 16-21, although under certain cases, they may be 14 and 15. In the year-round program, they must be economically disadvantaged (10 percent	Youth must be ages 14-21, low income, and meet at least one of six specific barriers to employment. Five percent may be non-low-income if they have one or more specified

may not be if they have serious barriers to employment). Sixty-five percent must be "hard-to-serve" in specific categories. At least half must be out-of-school youth. In summer programs, they must be economically disadvantaged.	barriers to school completion or employment. At least 30 percent of the funds must be spent on out-of-school youth.
"One-Stop" Service Delivery	
"One-Stop" implementation grants were awarded with Wagner-Peyser funds, but there were statutory requirements to provide services through the "One-Stop" system.	Establishes the "One-Stop" delivery system as the access point for employment-related and training services. All core services must be available at at least one site which may be supplemented by multiple additional sites and technological networks. Specifies designated "One-Stop" partners that are to provide services through the "One-Stop," including programs authorized under this Act, Wagner-Peyser, Welfare-to-Work, vocational rehabilitation, etc. Provides for a memorandum of understanding between partners and local boards to address issues such as services to be provided, referrals, and operating costs. The local board selects the operator of a "One-Stop" center through a competitive process or may designate a consortia of not less than three partners to operate a center.
Summer Jobs	
The summer jobs program was specifically authorized under Title IIB of JTPA.	Includes summer jobs as a required component of the youth program, but no separate appropriations are authorized for the program.
Youth Services	
Required individual assessment of skill levels and service needs; service strategy availability of basic skills, occupational skills, and work maturity skills training work experience and supportive services and authorizes an array of training and training-related services.	Retains requirement for assessment and service strategy, adds as required elements: preparation for postsecondary educational opportunities or unsubsidized employment (as appropriate); strong linkages between academic and occupational training; and effective connections to intermediaries with strong links to the job market and employers. The other required elements of youth

	programs include: tutoring, study skills training and instruction leading to completion of secondary school, including dropout prevention; alternative school services; adult mentoring; paid and unpaid work experiences, including internships and job shadowing; occupational skills training; leadership development opportunities; supportive services; follow-up services for not less than 12 months as appropriate; and comprehensive guidance and counseling.
Youth Opportunity Area Grants for Out-of-School Youth	
Administration proposal called for saturation grants to increase employment rates among youth ages 16-24 in high poverty areas in Empowerment Zones/Enterprise Communities. The Department of Labor's Fiscal Year 1998 Appropriations Act provided an advance Fiscal 1999 appropriation of $250 million for this program.	Reserves amounts appropriated for youth in excess of $1 billion (up to $250 million) for Youth Opportunity grants, which the Secretary of Labor may provide to help youth ages 14-21 in high poverty areas located in Empowerment Zones/Enterprise Communities, high poverty areas located on Indian reservations, or other high poverty areas designated by the States.
Adult and Dislocated Worker Services	
Title II provided stand-alone employment services (e.g., job search assistance). Title III authorizes readjustment retraining services.	Funds are used at the local level to pay for core "One-Stop" system, as well as for intensive training services for program participants. *Core services funded by the adult stream would be available universally with no eligibility requirements*. Funds for dislocated workers would be used exclusively for services to dislocated workers. Intensive services (e.g., counseling and prevocational services) will be available for unemployed individuals who have been unable to obtain jobs through core services and those who are employed but need additional services to reach self-sufficiency. Training is available for those who meet intensive services eligibility but were unable to find employment through those services.

Skill Grants for Training	
Most training was provided through contracts with training providers. Vouchers were only used on a limited basis.	For adult and dislocated worker training, requires the use of Individual Training Accounts (ITAs), through which a participant chooses among qualified providers. The three exceptions where a contract for training may be used in lieu of ITAs are on-the-job training and customized training, an insufficient number of providers, and programs provided by Community-Based Organizations or other private organizations serving special participant groups that face multiple barriers to employment.
Accountability	
Performance standards applicable to local areas were established by the Secretary of Labor which included factors identified in the law. States adjusted the standards based on economic, demographic, and other factors within parameters established by the Secretary. States could award incentive funds or impose sanctions based on local performance.	Establishes indicators of performance for all adult, dislocated worker, and youth programs to be applied to States as well as local areas. There are four core indicators relating to adults, dislocated worker programs, and youth ages 19-21 (placement, retention, earnings, and skill attainment), and three core indicators relating to youth ages 14-18 (basic skills attainment and, as appropriate, occupational skills; high school diplomas; and placement and retention in postsecondary education, advanced training, or employment). The Secretary of Labor is to negotiate the expected levels of performance for each indicator with each State, and the State, in turn, is to negotiate expected levels of performance with each local area. Negotiations are to take into account special economic and demographic factors. Technical assistance, sanctions, and Federal incentive funds are tied to whether States meet the expected levels of performance.
Training Provider Eligibility	
Other than general procurement requirements, there were no eligibility requirements for training providers.	Eligibility to receive adult and dislocated worker funds requires a provider to be certified under the HEA, the National Apprenticeship Act, or an alternative procedure established by the Governor. All

	providers must submit annual specified performance- based information relating to outcomes of their students (completion rates, placement and earnings, etc.). To remain eligible, providers must meet or exceed minimum levels of performance established by the State and localities.
Service Provider Reports for Clients	
No requirement for reports on how successful training providers are for client consideration.	Information for clients relating to each provider is to be disseminated to "One-Stop" centers and available to help clients select providers who meet their needs. The information is the performance-based information relating to outcomes described above.
State and Sub-state Shares of Funding and State Reserves	
Disadvantaged Adults: Title II-A 77 percent allocated to local areas. 23 percent reserved by State, of which: - Five percent - State administration. - Five percent - State incentives. - Eight percent - Education and coordination grants. - Five percent - Older worker programs.	*Adults*: 85 percent allocated to local areas. 15 percent reserved for statewide activities which must include incentive grants, technical assistance, management information systems, evaluation, and "One-Stop" system building. Permissible statewide activities include incumbent worker projects, authorized youth and adult activities, and additional system building. Not more than five percent may be used for administration.
Dislocated Workers: Title III 60 percent allocated to local areas. 40 percent reserved by the State to carry out administration, rapid response, and special projects.	*Dislocated Workers* 60 percent allocated to local areas. 40 percent reserved by State, of which: - 15 percent reserved for statewide activities as described above. - 25 percent reserved for rapid response activities.
Disadvantaged Youth <u>Summer - Title II-B</u> 100 percent allocated to local areas.	*Youth* 85 percent allocated to local areas. 15 percent reserved for statewide activities as described above.

Year-Round Youth - Title II-C 82 percent allocated to local areas. 18 percent reserved by the State. Same State reserves as II-A except does not include older worker program.	*[Note: State 15 percent reserve amounts from each stream may be merged by States to increase services to one of the three groups (adults, dislocated workers, or youth)]*
Interstate Allocation Formulas	
Adults - 1/3 number of unemployed residing in areas of substantial unemployment (greater than or equal to 6.5 percent). - 1/3 excess unemployment (greater than 4.5 percent). - 1/3 economically disadvantaged adults. - 0.25 percent small State minimum. - 90 percent hold harmless.	*Adults* Factors are the same as JTPA: - If appropriation is less than $960 million, JTPA hold harmless and small State minimums apply. - If the appropriation is $960 million or more: - The hold harmless for each State is the greater of 100 percent at the State's actual allotment under JTPA in FY 1998 or 90 percent of the allotment percentage of the State in the preceding year. - Subject to the hold harmless for all States, the minimum for small States would be 0.3 percent up to $960 million plus 0.4 percent of any amount in excess of $960 million. - Stop gain of 130 percent.
Dislocated Workers - 1/3 unemployed. - 1/3 excess unemployment (greater than 4.5 percent). - 1/3 long-term unemployed (15 weeks or longer).	*Dislocated Workers* Same as JTPA Same as JTPA Same as JTPA
Youth - 1/3 number of unemployed in areas of substantial unemployment (greater than or equal to 6.5 percent). - 1/3 excess unemployment (greater than 4.5 percent). - 1/3 economically disadvantaged youth. - 0.25 percent small State minimum. - 90 percent hold harmless.	*Youth* Factors same as JTPA - If appropriation is less than $1 billion, JTPA hold harmless and small State minimums apply. - If appropriation is $1 billion or more: - The hold harmless for each State is the greater of 100 percent of the State's actual allotment under JTPA in FY 1998 or 90 percent of the allotment percentage of the State in the preceding year. - Subject to the hold harmless for all States, the minimum for small States would be 0.3 percent up to $1 billion plus 0.4 percent of

	any amount in excess of $1 billion. - Stop gain of 130 percent.
Sub-state Allocation Formulas	
Adults Same as interstate factors.	*Adults* State may allocate all (but not less than 70 percent of) substate funds in accordance with interstate factors or may, for up to 30 percent of funds, use an alternate formula that incorporates additional factors developed by the State board relating to excess poverty or excess unemployment.
Dislocated Workers Governor prescribed; must include at least six specified factors.	*Dislocated Workers* Same as JTPA.
Youth Same as interstate factors.	*Youth* State may allocate all (but not less than 70 percent of) sub-state funds in accordance with interstate factors or may, for up to 30 percent of funds, use an alternate formula that incorporates factors developed by the State board relating to youth poverty or excess unemployment.
Transfer of Funds	
With the approval of the Governor, local areas could transfer up to 10 percent between adult and year-round youth and could transfer 20 percent from summer to year-round youth. Appropriations Acts allowed 20 percent transfer between adult and dislocated workers, and 100 percent between summer and year-round youth.	With the approval of the Governor, local areas may transfer 20 percent between adult and dislocated workers funding streams.
Local Governance	
JTPA was administered at the local level by Private Industry Councils (PICs) in partnership with local elected officials. PICS and local elected officials were responsible for developing local plans and for oversight.	Local workforce investment boards, in partnership with local elected officials, are responsible for planning and overseeing the local program. The board is responsible for developing the local plan to be submitted to the Governor for approval, designating local "One-Stop" operators, designating eligible

	providers of training services, negotiating local performance measures, and assisting in developing an employment statistics program.
	A youth council is to be established in each local area as a subgroup of the local board. The youth council develops portions of the local plan relating to youth, recommends the providers of youth activities to be awarded grants by the local board, and coordinates youth activities in the area.
Members of Private Industry Councils were appointed by local elected officials	Members of local workforce investment boards are appointed by local elected officials in accordance with criteria established by the Governor.
Composition of PICs: majority were representatives of business; not less than 15 percent representatives of organized labor and community-based organizations; and representatives from other specified public agencies (Employment Service, Vocational Rehabilitation, public assistance, and economic development).	Composition of workforce investment boards: Must have a majority of business representatives and include representatives of education providers, labor organizations, community- based organizations (including those representing disabled veterans), economic development agencies, and each of the "One- Stop" partners. It may include other representatives determined appropriated by local elected officials.
PICs could operate programs.	The board is prohibited from directly providing training services unless the Governor waives the prohibition based on a determination that another entity is not available to meet local demand for such training. The board may not directly provide non-training services unless the local elected official and the Governor agree to allow the board to provide such services.
Designation of Sub-State Areas	
Governor took into account specified factors, including consistency with labor market areas, in designating local areas. The Governor approved any request from any unit of general local government or consortia of such units with a population of 200,000 or more to be a	The Governor is to take into account similar factors as current law (labor market areas) in designating areas. The Governor must approve a request for designation from units of general local government with a population of 500,000 or more. Pursuant to their request,

Service Delivery Area.	units of local government (or combination of units) with a population of 200,000 or more that were Service Delivery Areas under JTPA are to receive temporary designation if they meet JTPA performance measures during the preceding two years and had sustained fiscal integrity. If such areas substantially meet local performance measures for up to two subsequent years, the designation extends through the end of the State plan. Local areas designated pursuant to previously enacted State laws are grandfathered.
State Governance	
States established State Job Training Coordinating Councils or State Human Resource Investment Councils to advice the Governor on coordination of workforce programs and to carry out other activities.	States are to establish a State workforce investment board to develop the State plan and to carry out other activities.
Under JTPA Title II, the Governor submitted a biennial Coordination and Special Services Plan describing how programs within the State would be coordinated and use certain State reserve funds. Under Title III, the State submitted a biennial plan providing assurances and relating to the services to be provided to dislocated workers and the activity of the State dislocated worker unit.	The state board develops a five-year strategic plan to be submitted to the Secretary of Labor, advises the Governor on developing the statewide workforce investment system and the statewide labor market information system, and assists the Governor in reporting to the Secretary of Labor and monitoring the state- wide system. The comprehensive state plan developed by the board describes the workforce development activities to be undertaken in the State, how the State will implement the key requirements of the Act, and how special populations will be served. The plan is also to incorporate the detailed state plans under the Wagner-Peyser Act relating to the delivery of employment services.
State approved local plans and is responsible for oversight of local programs.	Similar to JTPA. In addition, the State can decertify a local board in cases of fiscal noncompliance or nonperformance.
Unified State Plan	
Separate plan required for each Federal program.	The law permits and encourages the submission of "unified" State plans to ensure

	coordination of, and to avoid duplication between workforce development activities. The plan continues to be subject to the requirements of the plan or application under the Federal statute authorizing the program. Fourteen programs are specified that may be included, including programs authorized under the Act, the Wagner-Peyser Act, the Food Stamp Act, etc. Plans are approved unless the appropriate Secretary indicates within 90 days of receipt that the plan is not consistent with the requirements of the Federal statute authorizing the activity. The State legislature must approve the inclusion of secondary vocational education in the unified plan.
Federal Government Role and Regulatory Authority	
Federal Government responsibilities included reviewing and approving State plans, performance awards and sanctions, the Management Information System, over- sight, administration and management of national activities and programs (e.g., the Job Corps, Native American programs, Veterans' Workforce Investment programs, etc.)	Similar to JTPA. The State plan is to be approved by the Secretary of Labor within 90 days unless the Secretary determines that the plan is inconsistent with the provisions of the Act or the Wagner-Peyser plan does not meet the approval standard of that Act.
General authorization for regulations as the Secretary of Labor deemed necessary.	Authorizes rules and regulations only to the extent necessary to administer and ensure compliance with the specific requirements of the Act.
Labor Market Information	
JTPA Title IV-B required the Secretary of Labor to maintain a cooperative labor market/occupational information system. Governors designated the State Occupational Information Coordinating Committee or other entity to oversee and manage a statewide comprehensive labor market and occupational supply and demand information system that meets BLS standards.	A national employment statistics system is established, which is to be planned, administered, overseen, and evaluated through a cooperative governance structure involving the Department of Labor and the States. It requires the Secretary of Labor, through the Bureau of Labor Statistics, and in cooperation with the States, to prepare an annual plan to manage the nationwide system.

Job Corps	
Previously authorized under JTPA as a separate national program.	The Job Corps is retained as a separate national program. Its provisions are amended to strengthen linkages between Job Corps centers and the State workforce development systems and the local communities in which they are located. Each center must establish an industry council to recommend appropriate vocational training for the center to meet local labor market needs. Applicants would be assigned to centers nearest to where they live (with some exceptions). Job Corps center performance indicators and expected levels of performance would be established for graduation, placement, retention, earnings, entry into postsecondary education or advanced training, and skill gains of graduates. Students would be provided with follow-up counseling for up to 12 months after graduation. The Act also codifies current administrative practices relating to a zero tolerance policy for the use of drugs or violence committed by an enrollee.
National-Level Activities	
National Reserve Account	
JTPA Title III-B established a National Reserve Account through which the Secretary of Labor may award grants to help address mass layoffs and carry out other special dislocated worker projects. Disaster relief is currently funded through dislocated worker demonstration authority. Separate Defense Conversion Adjustment and Defense Diversification programs were authorized to help defense workers affected by base closings or downsizing.	Establishes National Emergency grants which would merge National Reserve Account Authority for dislocated workers and disaster relief assistance.
Indian and Native American Grants	
JTPA section 401 authorized a nationally-administered Indian and Native American Grant program. Grants were awarded competitively.	Similar to JTPA, but the Act adds the authority for the Secretary of Labor, with specified exceptions, to waive provisions of the Title that are inconsistent with the needs of the grantees pursuant to a plan submitted by the grantees to improve the program.

Migrant and Seasonal Farmworker Grants	
JTPA section 402 authorized a nationally-administered Migrant and Seasonal Farmworker Grant program. Grants were awarded competitively.	Similar to JTPA, but specifies eligibility criteria in the law.
Veterans Employment Program	
JTPA section 441 authorized the Secretary of Labor to conduct programs to meet the employment needs of veterans with service-connected disabilities, from the Vietnam era, and who are recently separated from service.	Broadens eligibility to add veterans with significant barriers to employment and veterans who served on active duty during a war or campaign which badges have been authorized.
National Incentive Grants	
Not authorized under JTPA.	Beginning July 1, 2000, the Secretary of Labor was required to award an incentive grant to each State that exceeds the State adjusted levels of performance for each of these: workforce investment; adult education; and vocational education, and submits an application for funds. The funds are to be used by the State for carrying out an innovative program consistent with the requirements of any one or more of the three programs. An incentive grant provided to a State shall be awarded in an amount that is not less than $750,000 and not more than $3 million. If the amount available for grants under this section for a fiscal year is insufficient to award a grant to each State or eligible agency that is eligible for a grant, the Secretary of Labor shall reduce the minimum and maximum grant amount by a uniform percentage.
Technical Assistance	
The Secretary of Labor established a Capacity Building and Information and Dissemination Network to provide training and technical assistance and related activities.	The law authorizes the Secretary of Labor to provide, coordinate, and support the development of appropriate technical assistance, staff development, and other activities, including assistance in replicating programs of demonstrated effectiveness. The Secretary is also authorized to help States

	make transitions from carrying out activities under provisions of law repealed by this law to carrying out activities under the new law.
Dislocated worker program technical assistance was authorized separately. Up to five percent of national reserve funds were used for staff training and technical assistance.	The Secretary of Labor may use not more than five percent of the dislocated worker funds reserved at the national level to provide technical assistance to States that do not meet the state performance measures for dislocated workers. These funds may also be used to provide assistance to States, local areas, and other entities involved in providing assistance to dislocated workers to promote the continuous improvement of assistance provided to dislocated workers.
National Partnership Grants	
The Secretary of Labor was authorized to award grants to eligible entities to carry out programs that were most appropriately administered at the national level.	Multi-service projects and multi-state projects over $100,000 must be funded competitively, selected pursuant to a peer review process (for grants over $500,000), and are subject to three-year time limits.
Research, Pilot Programs, and Demonstration Grants	
The Secretary of Labor was authorized to conduct continuing research.	The Secretary of Labor is required to award grants or contracts to carry out research projects. Awards over $100,000 must be made on a competitive basis. However, a non-competitive award may be made in the case of a project that is funded jointly with other public or private sector entities that provide a substantial portion of assistance for the project. The Secretary is required to use a peer review process to review and evaluate all grants in excess of $500,000.
The Secretary of Labor was authorized to conduct pilot and demonstration programs, through grants and contracts to develop and improve techniques and demonstrate the effectiveness of specialized methods in addressing employment and training needs. Demonstration programs were not to be funded for more than seven years. Pilot programs were not to be funded for more than three years.	Demonstration and pilot projects are to be awarded competitively, except that a noncompetitive award may be made in the case of a project that is funded jointly with other public or private sector entities that provide a portion of the funding for the project.

The dislocated worker program had separately-authorized demonstration programs. Not less than ten percent of national reserve funds were to be expended on these programs.	The Secretary of Labor is to use not less than ten percent of dislocated funds reserved at the national level to carry out demonstration and pilot projects, multi-service projects, and multi-state projects relating to the training and employment needs of dislocated workers.
Evaluation	
The Secretary of Labor was authorized to provide for the continuing evaluation of programs conducted under JTPA, as well as of federally- funded employment-related activities under other provisions of law.	Similar to JTPA.
Wagner-Peyser	
There was a separate authorization and funding stream for this Act.	Retains the separate authorization and funding stream. Public labor exchange activities are required to be part of the "One-Stop" system. The new law integrates Wagner-Peyser plans into State workforce development plans.
Twenty-First Century Workforce Commission	
Not applicable to JTPA.	A "Twenty-First Century Workforce Commission" will be established to study matters relating to the information technology workforce in the U.S. Composed of 15 members, the Commission is required to submit to the President and the Congress its report within six months of its first meeting and terminate within 90 days after submitting its report.
Funding Authorization Level	
No funding levels were specified in the JTPA, except "such sums only" for all but vocational rehabilitation.	No funding levels are included ("such sums only"). The law includes percentage earmarks for specific categories of national activities.
General Waiver of Statutory Requirements	
Fiscal Year 1996, 1997, and 1998 appropriations acts provided the Secretary of Labor with general waiver authority over JTPA provisions, except for specified provisions that	Includes waiver authority similar to current appropriations acts, except that waivers may be granted for the full five-year authorization period.

<table>
<tr><td>may not be waived, pursuant to State requests. Waivers were for one year.</td><td></td></tr>
<tr><td colspan="2">Work-Flex</td></tr>
<tr><td>The Department of Labor Appropriations Act of 1997 authorized the Secretary of Labor to grant Work-Flex authority to provide workforce training and employment activities to a maximum of six States. Work -Flex States were authorized to waive certain statutory and regulatory provisions of Titles I-III of JTPA and section 8-10 of Wagner-Peyser.</td><td>Eligibility for "Work-Flex" (currently authorized for six States by appropriations law) is expanded to all States. Pursuant to an approved plan, Governors would be granted authority to approve requests for waivers of statutory or regulatory provisions of Title I submitted by their local workforce areas (except for labor standards and certain other provisions). Work-Flex States would be authorized to waive section 8-10 of the Wagner-Peyser Act and provisions of the Senior Community Service Employment Program.</td></tr>
<tr><td colspan="2">Extended Transition/Grandfathering</td></tr>
<tr><td>Not applicable JTPA.</td><td>Allows State law provisions, enacted prior to December 31, 1997 relating to the designation of service areas, and sanctioning of local areas for poor performance that are inconsistent with Title I requirements to continue in effect for the five-year authorization period. In addition, all States and localities may retain their existing State councils and local boards created under JTPA if they substantially meet the requirements of the new law.</td></tr>
<tr><td colspan="2">Labor Standards</td></tr>
<tr><td>Required participants to be paid at the same rates as similarly situated employees, prohibits displacement of employed workers or the use of funds to encourage employer relocation. Limited the use of funds for economic development, contained separate non-discrimination protections. Required State and local grievance procedures.</td><td>Similar to JTPA.</td></tr>
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Miscellaneous Administrative Provisions	
Office of Management and Budget circulars did not apply; the Secretary of Labor prescribed regulations relating to cost principles and administration of funds. States were responsible for repaying disallowed costs from non-Federal funds (including stand-in costs), although the Secretary could allow States to use future allotments as offset in certain cases. Programs were carried out on a "program year" cycle (July 1 - June 30). Funds were available for State and local expenditure during the year of obligation and two succeeding years. The law contained reporting, record keeping, administrative adjudication and judicial review provisions.	Applies Office of Management and Budget circulars to the administration of funds and cost principles. States receive authority to repay disallowed local costs by deducting future year local administrative costs. The Program Year cycle is retained, but youth funds are available April 1. The expenditure period is shortened for local areas to the year of obligation and the succeeding year. The new law is similar to the old one with respect to other administrative provisions.
Authorization Period	
Authorization ended.	Authorizes appropriations for five years (Fiscal Years 1999-2003).