Appendices
Glossary of Terms

Basic skills
Basic skills include reading, writing, performance of listening and speaking; development or training fundamental to the workplace; such courses as literacy, reading comprehension, writing, math, English as a second language, and learning how to learn (Van Buren & Erskine, 2002).

Constructivism
Interprets learning as an active process of acquiring knowledge by using prior knowledge and experience to shape meaning and to construct new knowledge in real contextual applications.

Contextualized instruction
An instructional approach that connects learning to the demands of everyday life, learning to do real-life tasks rather than learning to know information that may or may not transfer to an actual task.

Displaced or dislocated worker
An individual who has been terminated or laid off—or who has received notice of termination or layoff from employment—as a result of plant closure or plant relocation; or an individual who was self-employed but is now unemployed as a result of a turn in general economic conditions; or a homemaker who has been providing unpaid services to family members in the home, has been dependent on the income of another family member, and who is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

ESL/ESOL
English as a second language or English for speakers of other languages are terms used interchangeably to describe English language instruction for nonnative speakers. Nearly 32 million people in the U.S. speak languages other than English; more than 50% of the adults enrolled in ESL/ESOL are Spanish speaking; other common first languages of adult ESL/ESOL learners are French, Portuguese, Polish, Russian, Chinese, and Vietnamese.

Equipped for the Future (EFF)
A National Institute for Literacy (NIFL) project that has studied ways adults can become more effective workers, citizens, and parents and family members. EFF standards are divided into four categories: communication skills, decision-making skills, lifelong learning skills, and interpersonal skills. www.nifl.gov

Industrial terminology
Terms related to a specific industry or occupation and having to do with operational excellence, productivity, and quality. Familiarity with specific terminology is best gained through interaction with the employer interested in workplace ESOL instruction. Terminology may be extracted from environmental print (worksite literature) with which nonnative speakers of English must be familiar. Online searches and/or O*NET are also sources of information.

Interpersonal skills
Include the ability to participate as a member of a team, teach others new skills, serve clients/customers, exercise leadership, negotiate, and work with diversity—all critical skills for nonnative speakers of English.

ISO
A series of standards agreed upon by the International Organization for Standardization (ISO) and a prerequisite for global competition. U.S. companies must meet ISO standards in order to compete in the international marketplace.

National Skill Standards Board (NSSB)
A coalition from business, labor, education, and community and civil rights organizations founded in 1994 to establish a voluntary national system of skill stan-
Appendix A

dards, assessment, and certification systems to help the U.S. workforce compete in a global economy.

**Performance-based/competency-based learning and assessment**
An instructional approach and tool for measuring learning in terms of the learner’s ability to construct or apply learning to a task.

**Personal qualities**
Personal qualities include the following traits—self-esteem, sociability, self-management, integrity, and honesty.

**Secretary’s Commission on Achieving Necessary Skills (SCANS)**
The commission was formed to advise the Secretary of Labor on the level of skills necessary to enter the workforce. The commission published two reports, *What Work Requires of Schools: A SCANS Report for America 2000* and *Learning a Living: A Blueprint for High Performance*. These two reports provide an outline of skills and competencies needed in today’s workplace.

**Stakeholders**
Those with a vested interest in the integration of literacy services and workforce development, including education and training providers; federal, state, and local human service agencies; federal, state, and local officials, businesses, unions, correctional institutions; institutions of higher learning; elementary and secondary school systems; libraries; community-based, faith-based, and volunteer organizations; and business and professional organizations.

**Support services**
Transportation, childcare, dependent care, housing, and needs-related financial assistance to enable an individual to participate in activities authorized by WIA.

**TESOL program standards**
The international association for Teachers of English to Speakers of Other Languages defines the quality of adult ESOL programs with quality indicators in eight areas—program structure, planning, and administration; curriculum; instruction; recruitment, intake and orientation; retention and transition; assessment and learner gains; staffing, professional development, and staff evaluation; and support services. www.tesol.org

**Thinking skills**
Include the ability to think creatively, make decisions, solve problems, visualize, and reason.

**Work-centered versus worker-centered educational programs**
The first of these two tends to be more focused on the language structure, functions, and vocabulary of the workplace; the latter is more holistic in nature and includes what workers want to know for their personal lives.

**Workforce Investment Act of 1998**
Signed into law in 1998, the WIA consolidates and streamlines U.S. employment and training programs. This federal law is intended to provide the framework for a national workforce preparation and employment system designed to meet the needs of the nation’s businesses, as well as job seekers and workers wanting to further their careers. Title II of this act addresses the broad purposes of adult education, including the goals to assist adults in becoming literate and able to obtain the knowledge and skills needed for employment and self-sufficiency; to become full partners in their children’s education and in the community; and to complete high school or the equivalent.

**Workplace literacy and education programs**
Also referred to as workforce-related and workforce development programs, since the nature of the program has more to do with goals and objectives than with actual location; designed to focus on the literacy, language, and basic skills training needed by emerging, incumbent, and displaced workers.
APPENDIX B

A Workplace Readiness Guide for Adult Education Programs Preparing to Deliver Workplace ESOL

October 2003

Appendices B-1, B-2, B-3 and B-4 are adapted by the Tennessee Department of Labor and Workforce Development, Office of Adult Education, and the University of Tennessee, Center for Literacy Studies, in preparation for delivering English to speakers of other languages instruction in the workplace from PRO-NET 2000, A Publication of Building Professional Development Partnerships for Adult Educators Project, May 2002

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What is workplace education?
Workplace education services are offered in collaboration with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce by developing workers’ literacy and basic skills. Services may be provided at the worksite or at a mutually agreed upon location away from the workplace. Services are tailored to the needs of the workers and their employers.

What is a workplace ESOL program?
Workplace ESOL focuses on the language-related tasks that workers with limited English skills find challenging in their work settings. A common assumption is that a workplace ESOL education program is a regular education program held at a worksite. In reality, an effective, quality workplace ESOL education program is much more comprehensive. It covers skills in depth and context to a greater degree than in more generic programs and is more focused and less generalized.

Workplace education programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their career, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking, and reasoning skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers, and employees.


Why do we need ESOL classes in the workplace?
Today, a growing number of companies find themselves filling many entry-level jobs with workers whose English language skills are limited. While these workers possess a strong work ethic, language is often a barrier to their success in the workplace. This training initiative’s goal is to assist, train, and encourage Tennessee adult education program managers and ESOL instructors to establish ESOL classes in the workplace through productive partnerships with local employers.

Rationale: These partnerships can increase an adult education program’s student population, increase retention and productivity, and, above all, teach Eng-
lish skills to adult learners in a situation where they can apply their learning while improving their work skills.

**Where does adult education fit into the workplace?**
Adult education can help working adults develop and strengthen their foundation skills for employment, career advancement, and lifelong learning. Adult educators can help employers understand the skills employees need for their jobs and how the work environment can facilitate learning.

**Why this course of training?**
The Tennessee adult education workplace ESOL training initiative is being developed by the Tennessee Department of Workforce Development, Office of Adult Education, in collaboration with the University of Tennessee, Center for Literacy Studies. It is the belief that better educated workers are an important part of our state’s future. Because adults who work are frequently unable to attend traditional adult education classes, programs can significantly increase the numbers served by taking instruction into the workplace. But the workplace setting can make demands for which adult educators are not fully prepared. This training is intended not only to assist field practitioners in planning and implementing successful workplace ESOL initiatives, but also to sustain them.

**What are the goals and objectives of this training?**
The training is designed to prepare both program supervisors and instructional staff to launch successful workplace ESOL initiatives by following a 4-step process:
1. Know your adult education program and how to present it to business and industry,
2. Know your community’s needs and understand the workplace,
3. Design a plan to deliver and sustain educational services to the workforce, and
4. Know your results by evaluating and monitoring progress.

Another very significant goal is to increase the numbers of adult learners served in adult education by outreaching underserved members of the state’s workforce, particularly those with limited English language skills.

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**ESOL Worker Competencies**

- **To get a job**, second language learners need to be able to orally give personal information, express abilities, express likes and dislikes, and ask and answer questions. They might also need literacy skills, such as being able to read a want ad and completing an employment application.
- **To survive on a job**, second language learners need to be able to follow oral and written directions, understand and use safety language, ask for clarification, make small talk, and request reasons. If there are any manuals and job aids involved, they need to be able to locate written information; find facts or specifications in text materials; determine the meaning of technical vocabulary and those enabling words attached to them like twist, stir, and pour; and cross-reference text information with charts, diagrams, and illustrations.
- **To thrive on a job**, they must be able to have discussions; give, as well as follow, directions; teach others; hypothesize; predict outcomes; state a position; express an opinion; negotiate; interrupt; and take turns. On a literacy level, knowing how to access and use written information from diverse sources is essential.

—Miriam Burt, 2002
What materials are included in the training?
A focus group first shared ideas during the July 2002 Academy for Instructional Excellence. During the fall of 2002, a task force consisting of six Tennessee adult education program supervisors and six adult education instructors was formed. In addition, Barbara Tondre served as workplace ESOL training and development consultant, and Pat Sawyer, coordinator for ESOL Professional Development with the Center for Literacy Studies, served as facilitator. All members of the task force either had some experience responding to workplace needs or they recognized the need to bring adult education services to the workplace. Members committed to participating in work sessions beginning in January through May 2003 to field testing training modules, and to providing input and critical feedback. The resulting training initiative includes the following:

• An adaptation of the PRO-NET 2000 Workplace Readiness Guide for program managers and instructional practitioners,
• A research-based training manual designed with input from the ESOL in the Workplace Task Force Initiative members,
• An adaptation of Teaching Basic Skills in the Workplace workbook and CD-ROM,
• Ancillary materials (templates for forms; PowerPoint slides; workplace scenarios; recommended additional resources, including websites), and
• Electronic discussion list support from the Center for Literacy Studies.

What's expected of me after I complete the training?
And what if I need help along the way?
Participation in this training requires a firm commitment from both program supervisors and instructors. The initial training will be followed by local application activities that are chosen and developed by supervisors and instructors themselves to benefit their programs. This application process, or praxis, will occur between November 2003 and February 2004, when participants again meet for a follow-up session with the trainers. It is, therefore, important that careful consideration be given to the selection of training participants.

Without question, the instructor(s) chosen to participate in the workplace ESOL initiative will, to a large extent, determine the success or failure of the program. Likewise, the program supervisor must possess the determination to see the process through by staying involved every step of the way. The program supervisor or a staff person appointed by the supervisor must be available to interact with both the business and the instructor on a regular basis. For many reasons, the instructor should not be the one to negotiate or contract with a company for the delivery of educational services.

As soon as participants are registered for the training, they will be added to a special workplace ESOL electronic discussion list for the duration of the training
initiative, which is expected to take 1-1/2 to 2 years. During this time, participants will also have access to the support services of the coordinator for ESOL professional development with the Center for Literacy Studies, Pat Sawyer, and workplace ESOL consultant, Barbara Tondre.

**What are the standards for measuring success in workplace ESOL?**

This training initiative takes its cue from Equipped for the Future's (EFF) Standards for Adult Literacy and Lifelong Learning. Goal 6 of the National Educational Goals states that every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. For nonnative speakers of English who want to fully participate in American life, the language barrier can mean lost opportunities and isolation within the community.

Adult education practitioners working with this population play a critical role in helping these learners gain full access to America’s many opportunities. The workplace is an educational setting new to many adult educators—a setting where language and culture often play significant roles. The EFF Worker Role Map will be used to guide practitioners in helping workers effectively adapt to changes and actively participate in meeting the demands of a changing workplace in a changing world.

The Tennessee ESOL in the Workplace training initiative is being developed with the EFF Content and Standards Framework as a point of reference to enhance curriculum development, assessment, and instructional delivery. The initiative will employ EFF’s research-based model, emphasizing on-going project improvement. This iterative process consists of four recurring components:

1. Gathering information, based on concrete experiences, from the field;
2. Processing the information in light of both research and practice;
3. Presenting the information back to field practitioners and key stakeholders, including learners; and
4. Revising components in response to feedback.

The training materials for ESOL in the workplace utilize a format similar to those found in *PRO-NET 2000* materials and Tennessee adult education/Center for Literacy Studies’ products: *The Tennessee Adult ESOL Curriculum Resource Book* and the *Job Task Analysis Training Guide*.

**Are there historical precedents for adult education’s involvement in workplace education, particularly workplace ESOL?**

For more than a decade, the Secretary’s Commission on Achieving Necessary Skills (SCANS, U.S. Department of Labor) and the Equipped for the Future
project of the National Institute for Literacy (NIFL) have studied the knowledge and skills adults must possess to succeed in the three major roles of adulthood: parent/family member, citizen, and worker. EFF includes four fundamental categories of necessary skills that adults need to perform in these roles: communication skills, decision-making skills, interpersonal skills, and lifelong learning. The standards associated with each of these skills define and describe what is needed in each of the roles. There are common skills needed in all three adult roles; however, some skills assume a higher priority depending on the setting. The four categories and many of the related standards are similar to the skills identified in the SCANS reports.

In 2000, the National Skill Standards Board (NSSB) published the *Skill Scales Companion Guide*. This guide reinforces the recommendations from the SCANS reports and identifies two major skills components necessary for success in the workplace: a *work*-oriented component and a *worker*-oriented component. The work-oriented component looks at what needs to be done on the job and how well. The worker-oriented component looks at the knowledge and skills a worker needs to possess in order to fulfill these responsibilities. Three types of knowledge and skills are included in these recommendations: academic, employability, and occupational and technical.

The knowledge, skills, and expertise found in qualified adult education programs are an invaluable resource for workplace education programs. Adult education programs have the ability to use the SCANS skills and EFF content standards in the design and delivery of workplace education programs to address the remedial training needs of companies and to develop the foundation needed for ongoing education and training.

The 1998 Workforce Investment Act (WIA) includes *workplace literacy services* as part of adult education and literacy services provided by local adult education programs. Local programs receiving these funds are expected to be involved in workplace education programming. The challenge for local programs is to determine their role in meeting this requirement.

Adult education programs play a critical role in assisting nonnative speakers of English—an ever-growing percentage of America’s workforce—in obtaining the language skills needed to get a job, survive on a job, and thrive in a job with the potential for upward mobility. Simultaneously, adult education programs increase the numbers they serve by taking education into the workplace—a win/win situation!

There are some very specific differences between a typical program in an academic setting and a workplace education program. The SCANS report states, “The most effective way of learning skills is ‘in context,’ that is, placing learning objectives within a real environment rather than insisting that students first learn
in the abstract what they will be expected to apply." The curriculum in a workplace program must be contextually appropriate and designed to achieve the learning goals of the project. In addition to curricular differences, other factors, such as assessment, evaluation of learning outcomes, and overall curriculum delivery formats, differ greatly from an academic basic skills program.

Other major differences are issues related to times in which classes are offered (e.g., whether classes are offered during or after work hours); expectations for participant outcomes (e.g., changes in participant behavior in addition to increased learning gains); and roles and responsibilities of labor, management, and students in goal setting and program decision making. These are examples of issues that must be addressed before a workplace program can begin. A clear understanding of the company, its culture, and its expectations is critical to workplace education success. "Work design, work environment, and management practices determine the scope of a Workplace Basics program, i.e. what skills will be acknowledged and what skills will not, according to the underlying philosophy of the company" (Foucar-Szocki, 1992, p. 9).

To meet the criteria in the U.S. Department of Education definition, found at the beginning of this handout, a significant amount of background work and planning is required. Employer- and employee-needs assessments must be completed. Outcomes and goals must be clearly identified, and joint input from all stakeholders is necessary to ensure that curriculum is customized and focused. Every aspect of programming, from planning through design, implementation, and follow-up, is determined through this process. Often more time is spent prior to program delivery than in actual delivery of the program. Instructors, program developers, and program managers all play different roles in the workplace education program, and it is critical that this is clearly understood before the process begins. To successfully deliver a workplace education program, the adult education program must have knowledgeable staff members who are skilled in assessment and customized curriculum design.

**How do I avoid the pitfalls encountered by unsuccessful workplace programs?**

Many adult education programs commit to a workplace education training before determining their ability to deliver a quality program. They assume that a typical adult education class can be transplanted to the worksite and that success is guaranteed. But adult education programs entering into the workplace arena with insufficient resources, whether personnel, financial, or material, will not only jeopardize their own credibility, but the credibility of other adult education programs in the geographic area.

Knowledge and experience in such areas as skills analyses, curricula development, contract negotiations, labor/management issues, needs assessment, and
negotiating are minimal requirements for workplace education program development. Adult education programs must assess their ability to participate adequately in this process.

When a company commits to a training program, it must be assured that the program will be of high quality and address the identified needs. Programs that fail to deliver the appropriate programming, or that do not meet the agreed-upon measurable outcomes, can cause stakeholders to lose confidence in adult education’s ability to deliver quality services to their constituents. Therefore, it is imperative that adult educators plan well before committing to the delivery of a workplace education program. Entering into this arena without adequate resources and expertise could have a long-term negative impact on the field.

Where do we begin?
Adult education programs considering the implementation of a workplace education program must first determine if they have the resources and expertise necessary to initiate such a program. In order to successfully deliver a workplace education program, it is critical that the adult education program assess its ability to design and deliver the requested program. This “Workplace Readiness Survey” (WRS) is the first step for adult education programs considering a workplace education program.

The Workplace Readiness Survey consists of two major components: One considers the program management/administrative characteristics needed for program success (Appendix B, Handout 2), and the other considers instructor qualifications and related instructional issues (Appendix B, Handout 3). Each component is divided into five categories. Specific criteria describing the necessary knowledge and skills are listed for each category. For each item, the reviewer must determine if the knowledge or skill is sufficient to accomplish the goals of the proposed program. Space is provided for information regarding supporting evidence and comments. If the required knowledge or skill is not sufficient, space is also provided to identify professional development needs and additional resources that will address the deficiency.

How do we use the Workplace Readiness Survey in preparation for the training we will receive?
It is recommended that this survey be completed in a team setting, with program management and instructional staff working together. The ideal team consists of the program manager and at least two veteran instructors. The program manager should have knowledge of the adult education program’s budgetary parameters.

Each adult education team member should complete either the management or instructor components and respond to each item independently. It is important
to note that there is a space to note evidence as to whether the program is ready to enter into the workplace arena. Evidence can take a variety of forms, depending on the experiences of the program staff and nature of the program. For example, in the management component, the first item asks, “Is the adult education program viewed as a strong resource by the community?” Evidence may include letters requesting various services of the program from community and business members, minutes of meetings within the community, or testimonials from community members. Similarly, in the instructor component, one item asks, “Are program instructional staff sensitive to diverse populations in nontraditional settings?” Evidence may include performance evaluations of staff, materials used by staff in the learning environment, supervisor observations, or instructional plans.

After completing either the management’s or instructor’s WRS, team members should meet to discuss their comments and to reach consensus as to priorities in preparing to deliver workplace ESOL.

If an adult education program is not currently prepared to begin a workplace ESOL program, this survey will help both program management and instructional practitioners to plan the steps that must be taken to deliver a workplace ESOL initiative in the future. The training provided by the Center for Literacy Studies at the University of Tennessee, with the full support of Tennessee’s Department of Labor and Workforce Development, Office of Adult Education, is designed to assist adult education programs in addressing their needs.

The Workplace ESOL Planning Chart (Appendix B, Handout 4) should be completed by the team, based on the consensus of the group for each item. You are asked to send the completed chart to the ESOL program director at the Center for Literacy Studies. Identified needs for professional development will be addressed in the regional training sessions delivered by the Center for Literacy Studies. In addition, CLS will provide support and assistance throughout the process of planning and implementing your workplace education initiatives.

References


Harris, H. (2000). Defining the future or reliving the past? Unions, employers, and the challenge of workplace learning (Information Series No. 380). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.


## Online Resources

http://trainwitheti.com/products/webbased.html

**Employee Training Institute (ETI) Workplace Instructor Training.** The web-based version provides a sample of some of the ten modules that appear in the ETI CD-ROM course.

http://www.jmu.edu/wdc

**James Madison University Workforce Development Campus.** The Workforce Development Campus provides basic education and training skills for the workplace and is designed for educators, trainers, and human resource professionals.

http://www2.otan.dni.us/browse/index.cfm?fuseaction=view&catid=2942

**VESL Workplace Clearinghouse.** The Clearinghouse is part of the Outreach and Technical Assistance Network (OTAN) and has a searchable database with links to workplace learning and vocational English as a Second Language materials.

http://worklink.coe.utk.edu

**Workforce Education Special Collection.** The Workforce Education Special Collection is maintained by Southern LINCS and is a gateway to specialized information on high-quality literacy practices and materials for use in workforce education.
# Workplace ESOL Readiness Survey for Program Managers

## MANAGEMENT READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
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<tbody>
<tr>
<td><strong>1.0 CONTEXT</strong>&lt;br&gt;Is your adult education program...</td>
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<td><strong>1.1</strong> Viewed as a strong workplace education resource by the community?</td>
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<td>Evidence (circle if relevant):</td>
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<td>• Recognized by civic and business organizations</td>
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<td>• Interact with business and industry</td>
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<td>• Other:</td>
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<td><strong>1.2</strong> In your opinion, innovative and flexible enough to venture into the workplace?</td>
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<td>Evidence:</td>
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</table>

___ need to learn to raise awareness of services
___ need to learn to market services other than GED
___ business and industry do not know we exist
___ interested in learning how others are doing

___ need help in understanding the process
___ just how flexible and innovative do we need to be?
### MANAGEMENT READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
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</thead>
<tbody>
<tr>
<td><strong>Do you as a program manager</strong></td>
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<tr>
<td>1.3 Understand the workplace culture and how it differs from education?</td>
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<td><img src="https://example.com" alt="How is it different?" /> <img src="https://example.com" alt="Need to know more about my customers—employer, employee, and other stakeholders" /> <img src="https://example.com" alt="How does this impact instructional delivery?" /></td>
<td><img src="#" alt="Evidence:" /> <img src="https://example.com" alt="Familiar with local labor market needs" /> <img src="https://example.com" alt="Understand local economic trends and job stability" /> <img src="https://example.com" alt="Working relationship with local workforce development board" /> <img src="https://example.com" alt="Know who employs non-native speakers of English" /> <img src="https://example.com" alt="Keep up with local businesses leaving and joining the community" /> <img src="#" alt="Other:" /></td>
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<tr>
<td>1.4 Have a good understanding of the demographics of your community and its workforce?</td>
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<td><img src="https://example.com" alt="Need guidance in accessing labor market information" /> <img src="https://example.com" alt="Don’t know who employs non-native speakers of English" /> <img src="https://example.com" alt="How to get more involved in community" /> <img src="https://example.com" alt="How to learn about local companies, labor, and management" /></td>
<td><img src="#" alt="Evidence (circle if relevant):" /> <img src="https://example.com" alt="Familiar with local labor market needs" /> <img src="https://example.com" alt="Understand local economic trends and job stability" /> <img src="https://example.com" alt="Working relationship with local workforce development board" /> <img src="https://example.com" alt="Know who employs non-native speakers of English" /> <img src="https://example.com" alt="Keep up with local businesses leaving and joining the community" /> <img src="#" alt="Other:" /></td>
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<th>Category</th>
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<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
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<td><strong>2.0 RESOURCES</strong>&lt;br&gt;&lt;small&gt;Fiscal: Does your program&lt;/small&gt;</td>
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<tr>
<td>2.1 Have sufficient internal resources to initiate &quot;start-up&quot; programs (adequate finances and staff)?</td>
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<td>___ need assistance in preparing instructors ___ need to re-examine spending trends ___ need a coordinator—I can’t take on any more!</td>
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<td>Evidence:</td>
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<td>2.2 Currently receive any corporate training dollars?</td>
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<td>___ need guidance in how to access corporate dollars</td>
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<td>Evidence (circle if relevant):</td>
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<td>• For instructional materials</td>
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<td>• For instructor salaries</td>
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<td>• Donations to program</td>
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<tr>
<td>• Other:</td>
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<tr>
<td>Personnel: Does your program have</td>
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<tr>
<td>2.3 Upper administration’s buy-in necessary to support a workplace ESOL program?</td>
<td></td>
<td></td>
<td>___ need tips on how to strengthen support within my institution ___ other</td>
<td></td>
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<tr>
<td>Evidence:</td>
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</table>
### MANAGEMENT READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.4 The capacity to locate, hire, train, and support workplace ESOL instructors?</strong></td>
<td></td>
<td></td>
<td>need to know what to look for in workplace ESOL instructors</td>
<td></td>
<td></td>
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<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td>need help in training workplace ESOL instructors</td>
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<td></td>
<td></td>
<td></td>
<td>what kind of support?</td>
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<tr>
<td><strong>Technology: Does your program have</strong></td>
<td></td>
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<tr>
<td><strong>2.5 The technology/personnel to gather/analyze data to plan and evaluate workplace success?</strong></td>
<td></td>
<td></td>
<td>need guidance in how to collect and interpret such data</td>
<td></td>
<td></td>
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<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td>need more information about performance-based assessment and evaluation</td>
<td></td>
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<tr>
<td><strong>3.0 LEADERSHIP</strong></td>
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<tr>
<td><strong>Do you as program manager</strong></td>
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</tr>
<tr>
<td><strong>3.1 Know how to customize instruction to address workplace ESOL needs or have staff who can?</strong></td>
<td></td>
<td></td>
<td>wouldn’t know where to start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td>no staff with experience in customizing curricula</td>
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</table>
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</tr>
</thead>
<tbody>
<tr>
<td>3.2 Have experience in developing, implementing, and presenting a successful marketing plan to business and industry?</td>
<td></td>
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<td>Evidence:</td>
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<tr>
<td>3.3 Know how to select and/or train staff that have workplace knowledge and experience?</td>
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<tr>
<td>Evidence:</td>
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<tr>
<td>4.0 COLLABORATION AND COMMUNICATION: Do you as a program manager</td>
<td></td>
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<tr>
<td>4.1 Have experience facilitating and maintaining collaborations and partnerships with business entities in the community?</td>
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<tr>
<td>Evidence:</td>
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</tbody>
</table>

___ what do businesses and industry want to know? ___ need help developing a marketing package ___ need tips on business and industry outreach ___ need to understand workplace ESOL instructor qualifications ___ need assistance in preparing instructors for workplace assignments ___ building successful partnerships ___ partnership expectations ___ other
## MANAGEMENT READINESS

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</tr>
</thead>
<tbody>
<tr>
<td>4.2 Have opportunities to build successful relationships with service agencies, employers, and key stakeholders?</td>
<td></td>
<td></td>
<td>_ minimal; need to expand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence <em>circle if relevant:</em></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Social services</td>
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<tr>
<td>• Unions</td>
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<td>• Chambers of Commerce</td>
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<tr>
<td>• Community leaders</td>
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<tr>
<td>• Local business representatives</td>
<td></td>
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<tr>
<td>4.3 Have experience working closely with your instructors and interacting with employers on their behalf?</td>
<td></td>
<td></td>
<td>_ need to know how to do this and how to negotiate a contract</td>
<td></td>
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<td></td>
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<td></td>
<td>_ not sure what more I would have to do for and with workplace instructors</td>
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</tbody>
</table>

### 5.0 ASSESSMENT AND EVALUATION

**Do you as a program manager**

| 5.1 Have a process in place to determine instructor experience and skills for delivering, assessing, and evaluating workplace ESOL instruction? | | | _ no experience in this area to date | | |
| Evidence: | | | | | |
| | | | | | |
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</tr>
</thead>
<tbody>
<tr>
<td>5.2 Have the tools to provide professional development and resources necessary to ensure quality workplace ESOL instruction, assessment, and evaluation?</td>
<td></td>
<td></td>
<td>__ need assistance in this area</td>
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<tr>
<td>Evidence:</td>
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</table>

| 5.3 Have the skills and knowledge to evaluate the successful delivery of workplace ESOL services? |     |    | __ need assistance in capturing data that documents changes in workers’ behavior and performance |                                   |                        |
| Evidence:                                                               |     |    |                                  |                                   |                        |
|                                                                        |     |    |                                  |                                   |                        |
|                                                                        |     |    |                                  |                                   |                        |
|                                                                        |     |    |                                  |                                   |                        |
|                                                                        |     |    |                                  |                                   |                        |
APPENDIX B-3

Workplace ESOL Readiness Survey for Instructors

INSTRUCTOR READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 CONTEXT</strong></td>
<td></td>
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<tr>
<td><em>As an instructor, check if you</em></td>
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<tr>
<td>1.1 Are aware of the workplace culture?</td>
<td></td>
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<tr>
<td>Evidence <em>(circle if relevant):</em></td>
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<td></td>
<td></td>
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<tr>
<td>• Products/services offered by company</td>
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<tr>
<td>• Workshifts</td>
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<tr>
<td>• Language of the workplace</td>
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<tr>
<td>• Nature of employees’ jobs</td>
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<tr>
<td>• Employer/employee relationships</td>
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<tr>
<td>• Company expectations of workers</td>
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<tr>
<td>• Other:</td>
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<tr>
<td>___ need to increase my understanding in this area</td>
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<tr>
<td>___ other:</td>
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<tr>
<td>1.2 Are aware of the politics of the workplace, including labor and management issues?</td>
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<tr>
<td>Evidence <em>(circle if relevant):</em></td>
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<tr>
<td>• Competition and changes in labor market</td>
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<tr>
<td>• Issues of profitability</td>
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<tr>
<td>• Role of unions</td>
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<tr>
<td>• Changes in local population</td>
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<tr>
<td>• Local economics</td>
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<tr>
<td>• Other:</td>
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<tr>
<td>___ this is new territory for me; where do I begin?</td>
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<tr>
<td>___ other <em>(describe)</em></td>
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</tbody>
</table>
## INSTRUCTOR READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Are sensitive to demands and responsibilities of adults in the workplace?</td>
<td></td>
<td></td>
<td>____ no knowledge of these matters ____ other</td>
<td></td>
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<tr>
<td>Evidence (circle if relevant):</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>• Production deadlines</td>
<td></td>
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<tr>
<td>• Quality control issues</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Work shifts and work environment</td>
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<td></td>
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<tr>
<td>• Work-related learning needs</td>
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<tr>
<td>• Other:</td>
<td></td>
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<tr>
<td>1.4 Are aware of the issues surrounding workplace safety and security?</td>
<td></td>
<td></td>
<td>____ how do I learn about these issues?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence (circle if relevant):</td>
<td></td>
<td></td>
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<tr>
<td>• Lack of English proficiency as a safety issue</td>
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<td>• Recent employee injuries</td>
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<tr>
<td>• Company under investigation for breach of safety or security</td>
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<tr>
<td>• Work conditions appear to be substandard</td>
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<tr>
<td>• Company recently received industry-related awards or recognition</td>
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<tr>
<td>• Other:</td>
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<tr>
<td>1.5 Recognize the differences between employer and employee needs and expectations?</td>
<td></td>
<td></td>
<td>____ need to know how to deal with multiple needs of both employer and employee</td>
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<tr>
<td>Evidence:</td>
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## Instructor Readiness

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<tr>
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</tr>
</thead>
</table>
| **2.0 RESOURCES**  
*As an instructor, check if you*  

2.1 Can use a variety of resources to enhance workplace instruction?  

Evidence (*circle if relevant)*:  
- Know how to adapt and use environmental print  
- Know how to present instruction in a functional, work-related context  
- Could use manipulatives related to workplace (instruments, equipment, etc.) to facilitate learning  
- Other:  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>not sure where to begin</th>
<th>need assistance in simplifying work-related materials for instructional use</th>
<th>other</th>
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2.2 Know how to identify the language needed by employees to perform job tasks?  

Evidence (*circle if relevant)*:  
- Have participated in language task analyses before  

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<th>this is new territory for me</th>
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</table>

### 3.0 INSTRUCTIONAL COMPETENCE  
*As an instructor, check if you*  

3.1 Are skilled in teaching basic skills including thinking skills, problem solving, and decision making?  

Evidence:  
-  
-  
-  
-  

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<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th>I am relatively new to adult ed</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3.2 Have experience delivering ESOL in nontraditional educational settings, such as the workplace?</strong> Evidence:</td>
<td></td>
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<tr>
<td><strong>3.3 Are able to customize curriculum and resource materials to meet the workplace needs of ESOL learners?</strong> Evidence (circle if relevant):</td>
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<tr>
<td>• Can simplify work-related manuals, safety instructions, etc.</td>
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<tr>
<td>• Can adapt materials</td>
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<tr>
<td>• Am aware of workplace topics that must be addressed</td>
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<tr>
<td>• Already familiar with a variety of work-related instructional materials</td>
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<tr>
<td>• Other:</td>
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<tr>
<td><strong>3.4 Are able to adapt instructional practices to meet the needs of the workplace?</strong> Evidence (circle if relevant):</td>
<td></td>
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<tr>
<td>• Can teach classes at unusual hours</td>
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<tr>
<td>• Can teach in unconventional settings (break room, plant cafeteria)</td>
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<tr>
<td>• Can create learning activities to simulate job-related skills and processes</td>
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<tr>
<td>• Can quickly adjust to employees’ immediate work-related needs</td>
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<td>• Other:</td>
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<td>___ I am new to adult ESOL</td>
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<td>___ I have no experience in workplace settings</td>
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<td>___ need assistance in this area</td>
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<tr>
<td>___ not familiar with these expectations</td>
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</table>
### 3.5 Are able to use appropriate instructional strategies for ESOL learners in nontraditional settings with work-related language needs?

Evidence (circle if relevant):
- Can contextualize learning to employees’ work
- Know how to extend learning beyond the few hours of formal instruction
- Understand the challenges of attending classes at the beginning/end of a workshift
- Other:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

- ___ need assistance in making workplace ESOL relevant and contextual
- ___ need to better understand how to extend learning beyond the limited formal instruction time

### 3.6 Can provide frequent and varied opportunities to apply learning in a workplace context?

Evidence (circle if relevant):
- End classes with assignments workers can practice at their work stations
- Reinforce contextual learning at the start of each class by asking learners for examples of application
- Build vocabulary based on work-related needs
- Other:

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
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- ___ need assistance in this area
- ___ other
## INSTRUCTOR READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
</tr>
</thead>
</table>
| **4.0 COLLABORATION**<br>
*Are you as an instructor able to?* | | | | | |
| 4.1 Interact well with corporate management and workers’ frontline supervisors? | | |  ____ have no experience dealing directly with business and industry  
  ____ other | | |
| Evidence *circle if relevant:* | | |  ____ have no experience dealing directly with business and industry  
  ____ other | | |
|  ____ Have attended business meetings in the community  
  ____ Have visited a worksite and met the employer and management types  
  ____ Understand their language  
  ____ Other: __________________________  
  __________________________  
  __________________________ | | | | | |
| **4.2 Participate as a team member in a corporate setting?** | | |  ____ would like to participate in job shadowing, employee orientation, or a plant tour to prepare myself for a workplace ESOL assignment  
  ____ need assistance in balancing employer’s needs with employees’ needs  
  ____ other | | |
| Evidence *circle if relevant:* | | |  ____ would like to participate in job shadowing, employee orientation, or a plant tour to prepare myself for a workplace ESOL assignment  
  ____ need assistance in balancing employer’s needs with employees’ needs  
  ____ other | | |
### INSTRUCTOR READINESS

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<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
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<tr>
<td>5.0 ASSESSMENT AND EVALUATION</td>
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<tr>
<td>Do you as an instructor feel you</td>
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<tr>
<td>5.1 Are able to determine skills and skill levels needed in nontraditional settings, such as the workplace?</td>
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<tr>
<td>Evidence (circle if relevant):</td>
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<tr>
<td>• Have participated in job task analysis process before</td>
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<tr>
<td>• Know how to identify job-related language skills</td>
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<tr>
<td>• Have surveyed employers and frontline supervisors to determine perceived language needs of workers</td>
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<tr>
<td>• Other:</td>
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<td>5.2 Are able to assess existing skills and knowledge in nontraditional settings?</td>
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<td>Evidence (circle if relevant):</td>
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<tr>
<td>• Experienced in conducting employer/employee interviews and surveys that assess current workplace skill levels</td>
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<tr>
<td>• Familiar with the BEST and its application in workplace ESOL assessment</td>
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<td>• Other:</td>
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___ have no experience in performing a language task analysis for ESOL workers
___ need to experience the workplace firsthand
___ want to know how to survey perceived language needs
___ have not used interviews and surveys as means of assessing workers’ knowledge and skills
### INSTRUCTOR READINESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Professional development needed</th>
<th>Resources needed (who, what, how)</th>
<th>Timeline for completion</th>
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<tr>
<td>5.3 <strong>Are able to determine gaps in skills and knowledge and provide appropriate instruction?</strong></td>
<td></td>
<td></td>
<td>___ need assistance in this kind of lesson planning</td>
<td>___ need assistance in proposing realistic goals and objectives for instruction</td>
<td></td>
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<tr>
<td>Evidence:</td>
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<tr>
<td>5.4 <strong>Are able to prepare and disseminate information on student progress?</strong></td>
<td></td>
<td></td>
<td>___ need guidance in assisting the program manager in preparing reports of this nature</td>
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<tr>
<td>Evidence (circle if you know how to):</td>
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<tr>
<td>• Document changes in workers’ performance and behavior</td>
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<tr>
<td>• Know what to do with baseline assessment info and how to illustrate progress</td>
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<tr>
<td>• Know how to capture testimony from workers’ supervisors</td>
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<td>5.5 <strong>Are aware of confidentiality issues related to employer/employee communications?</strong></td>
<td></td>
<td></td>
<td>___ not sure what the confidentiality issues are</td>
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<td>Evidence:</td>
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APPENDIX B-4

Workplace ESOL Program Planning Chart

Directions: Based on responses to the instructor and management sections of the Workplace Readiness Survey, complete the following chart with your team. Input from both program management and instructional personnel is critical. You are asked to bring this chart with you to your training session (or you may be asked to submit in advance).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Our program is currently ready to offer workplace ESOL instruction but requires assistance in some areas.</td>
<td></td>
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<tr>
<td>Our program is not ready to considering offering workplace ESOL instruction at this time; a plan is needed to address our needs in preparation for offering such services.</td>
<td></td>
</tr>
<tr>
<td>Our program is on the right track and has a good start in offering workplace ESOL but has identified some issues needing attention.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs (in order of priority)</th>
<th>Person(s) primarily responsible for addressing needs</th>
<th>How to address needs</th>
<th>When</th>
</tr>
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<tr>
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</table>
APPENDIX C

References


Manuals for Workplace Language Training


Additional Valuable Resources

Conference Board of Canada: http://www.workplacebasicskills.com

LINCS: http://worklink.coe.utk.edu/

National Institute for Literacy: http://www.nifl.gov

National Workforce Assistance Alliance: http://www.ed.psu.edu/nwac

Technical Assistance, Training, and Professional Development

Sawyer, Pat. ESOL Professional Development Coordinator. University of Tennessee, Center for Literacy Studies, psawyer@utk.edu

Tondre-El Zorkani, Barbara. Consultant, Research, and Training Development. Texas Trade & Consulting, btondre@earthlink.net
**APPENDIX D**

_workplace tools_

**ESOL In the Workplace**

Getting Started Process

**Training Essentials are**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Our market knowledge is  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Our community and workplace knowledge is  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Our best option is  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Our action and implementation plan is  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

We will improve by  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

We will sustain and grow by  
________________________________________________________________________
________________________________________________________________________
ESOL In the Workplace Getting Started Process

Know Your Market and Your Adult Education Program

Know Your Community and Workplace

Design Action Plan and Implement It

Select Best Option

Study Results and Improve the Initiative

Sustain and Grow the Initiative
Sample Marketing Pieces for ESOL Adult Education Classes

Presenting

TOPS
Tennessee’s Opportunities for People’s Success
In the Workplace

It Works for Tennessee

Tennessee Department of Labor and Workforce Development:
Office of Adult Education and the University of Tennessee
Center for Literacy Studies
Employer Survey

Tennessee Department of Labor and Workforce Development
Office of Adult Education

Your local adult education office is conducting this survey to determine the need for workplace education programs particularly for English for Speakers of Other Languages (ESOL). Please take a moment to fill out the survey and return it in the enclosed envelope or FAX it to ___________. Community-wide survey results will be compiled in a report. Please check the box if you would like to receive a copy of the report.

___ Yes, I would like a copy of the report

Business Name: ____________________________________________
Product(s): _______________________________________________
Number of Employees with limited English skills: ________
Number of shifts: ____________________________
Contact person: ___________________________________________
Address: _________________________________________________
Phone Number: ____________________________
Fax Number: _____________________________________________
E-Mail ________________________________________________

Does your company have a Training Department? ___ Yes ___ No___

Does your company have a staff member who focuses on training and education ___ Yes ___ No___

How important is training and education for the future of your organization? (Circle one)
1 (not important) 2/3 (somewhat important) 4/5 (very important)

How receptive are employees in your organization to participation in education programs?
1 (not receptive) 2/3 (somewhat receptive) 4/5 (very receptive)

To what degree are learning programs focusing on basic skills needed in your organization?
1 (not needed) 2/3 (somewhat needed) 4/5 (very needed)

Does your company have a room dedicated to training needs? ___ Yes ___ No___

Does your company have one or more computers that you use for training programs? ___ Yes ___ No___

Thank you for your time and support. ___________County Adult Education
Workplace Adult Education Program

Dear Employer:

[County Adult Education] is funded by the Department of Labor through the Workforce Investment Act. Our mission is to assist underprepared adults to reach their full educational and employment potential by providing instruction in a variety of areas, including English for Speakers of Other Languages (ESOL), reading, and writing. In fulfillment of our mission, Adult Education has the ability to work with businesses to provide a variety of educational services. These services could help certain employees meet the company's expectations and requirements for successful job performance.

Our area of the country has seen substantial growth in its immigrant population over the last several years, leading to increasing problems with language and communication. These factors contribute to an undereducated workforce that may be unprepared to learn the skills necessary to cope in the modern workplace.

Adult Education can assist you and your employees in a variety of ways, including:

- Evaluating your employees and determining a course of study for individual employees;
- Setting up a curriculum and classes at your workplace to meet your company's needs;
- Establishing workplace classes for limited English (ESOL) workers with concentration on basic workplace vocabulary, safety vocabulary, or other language skills deemed necessary by the company;
- Working with adults through our established ESOL programs.

If you think your company or any of your employees might benefit from any of our services, or if you would like more information regarding the Adult Education program, please contact me at the ............County Adult Education offices at (---)---- ---- . I would be happy to meet with you to discuss your particular needs.

Sincerely,
APPENDIX E

Power Point Slides

INTRODUCTION

TENNESSEE WORKPLACE ESOL

A collaborative initiative of the Tennessee Department of Labor and Workforce Development, Office of Adult Education, and the University of Tennessee, Center for Literacy Studies

FREQUENTLY ASKED QUESTIONS

• What is workplace education?
• What is a workplace ESOL program?
• Why do we need ESOL classes in the workplace?
• Where does adult education fit into the workplace?
• Why this course of training?

ESOL WORKER COMPETENCIES

• To get a job
• To survive on a job
• To thrive on a job

FAQs, continued

• What are the training goals and objectives?
• What is included in the training?
• What are the expectations once the training is complete?
• What kind of technical assistance is available?
• How is success in workplace ESOL measured?

FAQs, continued

• Are there historical and legislative precedents for adult education’s involvement in workplace education, particularly in workplace ESOL?
• Are there pitfalls to be avoided?
• How does an adult education program initiate a workplace ESOL program?
• How is the workplace readiness guide to be used prior to the training?
MODULE ONE

WORKPLACE READINESS GUIDE

• Introduction/Frequently Asked Questions
• Workplace Readiness Survey for Program Managers/Supervisors
• Workplace Readiness Survey for Instructors
• Workplace ESOL Program Planning Chart
• Glossary of Terms (Appendices A, B)

FOUR-STEP PROCESS FOR TENNESSEE’S WORKPLACE ESOL

• Know your adult education program and how to present your services to business & industry
• Know your community’s needs and understand the workplace
• Design a plan to deliver and sustain services
• Know your results—monitor and evaluate learner progress and program success

TEACHING BASIC SKILLS IN THE WORKPLACE

• Workbook, chapters 1–6
• CD-ROM, modules 1–6
• Supplementary: CD-ROM, modules 7–10
• Worksheet

WHY ESOL IN THE WORKPLACE?

• Demographic changes—every state impacted by increase in adults with limited English skills
• ISO/quality demands require a more educated workforce that can communicate with one another and customers in English
• Lack of language proficiency impacts workplace safety, productivity, quality
• Limited work opportunities for nonnative speakers of English in uncertain economic times

WHY THE GROWING NEED? continued

• Limited language skills = confinement to entry level jobs
• Employee turnover costs @ $11 billion yearly
• The workplace is where adult learners are if there are jobs to be had
• Increase the numbers served by adult education
WHAT YOU ALREADY KNOW ABOUT ADULT LEARNING

• Adults are self-directed in their learning
• They have reservoirs of experience/prior knowledge that serve as resources
• They are practical, problem-solving oriented learners
• They want their learning to be applicable
• They want to know why they are learning what they are learning

WHAT YOU ALREADY KNOW ABOUT WORKPLACE EDUCATION

•

BASIC PRINCIPLES OF ADULT SECOND LANGUAGE LEARNING

• Language is acquired via meaningful use and interaction
• Instruction must include many opportunities for practice (listening, speaking, reading, writing)
• A mix of instructional approaches is needed
• What is taught must be applicable, transferable, and reinforced to be learned
• Language learning is a process and takes time

HOW DOES WORKPLACE ESOL COMPARE WITH TRADITIONAL ESOL?

•

WHAT MAKES WP ESOL UNIQUE?

• It is focused on language and literacy skills needed to gain new employment, retain present jobs, advance in careers, or increase productivity
• It is developed collaboratively by educators, employers, and employees
• Assessment and evaluation document changes in performance and behavior

EQUIPPED FOR THE FUTURE: WORKER ROLE MAP

• Adapt to change & actively participate in meeting the demands of a changing workplace
• Do the work
• Work with others
• Work within the big picture
• Plan and direct personal and professional growth
CONCERNS, ISSUES, AND OBSERVATIONS FROM THE FIELD

- Inadequate attention to developing necessary infrastructure, capacity, and staff
- Unrealistic expectations
- No input from workers/learners
- Poorly prepared instructors
- Little integration between learning and work

SWOT ANALYSIS

INWARD FOCUS
- Identify program strengths
- Examine areas of program needing improvement

OUTWARD FOCUS
- Look for opportunities for growth and development
- Anticipate challenges and obstacles to program success

MODULE TWO

FACTORS AFFECTING ESOL LEARNER SUCCESS IN WORKPLACE ESOL

- Cultural differences can impact performance and learning
- Nonnative speakers of English may hesitate to acknowledge a lack of comprehension
- Many are concerned about the connection between classes and job retention
- Most have a good work ethic but do not know how to promote themselves

EMPLOYERS AND EMPLOYEES: REALITY CHECK

- It takes time to acquire and develop language and literacy proficiencies
- Workplace literacy is an ongoing process
- Successful programs run for several modules or cycles

DON’T FORGET TO DO THE MATH

- 20% turnover in businesses is related to basic skills deficiencies
- The minimum cost per new hire at entry level is $520 (in banking and fast food services)
- It costs a minimum of $200/worker for training
- Language and literacy deficiencies can reduce productivity by 8% or more
- Lower productivity diminishes profit
THE LANGUAGE TASK ANALYSIS

- Examines the language, literacy, and cultural issues associated with job tasks performed by nonnative speakers of English
- Helps determine program goals and objectives
- Drives curriculum development, selection and adaptation of materials, and how progress and performance are measured

THE LTA: JOB SHADOWING

- Observe job being done
- Record task(s) and steps needed to perform task(s)
- Identify language skills needed to perform task(s) successfully
- Ask questions if further clarification is needed (both worker and supervisor)
- Review notes and refine identification of needs

LTA: QUICK TIPS

- Develop and use a business vocabulary
- Follow protocol in checking in with employer
- You are not there to change company policy/procedure
- Build rapport with workers being observed and interviewed
- Use an interpreter if necessary and possible
- Use a competent native English speaker as a content area expert
- Collect job related materials, forms, manuals
- Be respectful of company nondisclosure policy

WORKPLACE ESOL FOCUS VARIES ACCORDING TO NEED

- Academic
- Employability
- Occupational and technical knowledge and skills
- Limited in scope and duration
- Delivery format
- Work-centered and worker-centered

MODULE 3

- It takes time to acquire and develop language and literacy proficiencies
- Workplace literacy is an on-going process
- Successful programs run for several modules or cycles

TEMPLATES FOR DEVELOPING A WORKPLACE ESOL PROPOSAL

- Results of LTA and proposal for services
- Budgetary worksheet
- Statement of confidentiality
- Reporting assessment results
- Letter of agreement
- Checklists of expectations
Appendix E

Qualifications of Workplace ESOL Instructors

- Flexible, creative, sensitive, and enthusiastic
- Tuned in to the culture and content of the workplace
- Willing to observe, interview, learn about corporate needs and how WP instruction fits
- Identify and clarify cross-cultural communication issues
- Evaluate the impact of ESOL services on performance and behavior
- Showcase program to business and stakeholders
- Collect and modify job related materials
- Communicate learner progress in format and time frame requested

Who Should Not Be a Workplace ESOL Instructor?

- Reluctant to participate in orientation, job shadowing, plant tour
- Fails to ask questions and show interest in and understanding of workplace language and culture
- Suffers from tunnel vision re: academic expertise
- Fails to embrace needs and objectives of both employee and employer

Writing Contextualized ESOL Learning Activities

- Based on employer/employee needs
- Job contextual, using workplace materials
- Activity oriented and focused on application
- Tap into learners’ prior knowledge
- Specific, measurable outcomes/competencies
- Support improved job performance
- Motivate, build, model, guide, and provide independent, applied practice

Contextualized Learning

- Shifts the focus from acquisition of skills and knowledge to active application in realistic situations
- Marginally literate adults enrolled in job related programs make approximately twice the gains in performance on job-related reading tasks than on standardized, general reading tests
- Demands more hands-on, active learning that stimulates learners to think, act, and apply skills and knowledge as they would in the workplace and real life

WP Instructional Resources

- Company newsletters
- Purchase and work orders
- Invoices
- Safety and health literature
- Union material
- Signs
- Employee handbooks
- Inventory sheets
- Operating instructions
- Medical forms
- Job descriptions
- Workers’ compensation and insurance forms
- Company brochures
- Pay slips, memos, labels
- Manuals

Extending Learning Beyond Formal Instruction: Rationale

- Capitalize on what corporate America already knows and does
- Utilize what you know about adult learning (including that vocabulary activities can be boring and unproductive)
- Gain leverage to ensure buy-in, document success, and further promote your services
EXTENDING LEARNING BEYOND
FORMAL INSTRUCTION

- Strategy 1: Reading
- Strategy 2: Discussion
- Strategy 3: Class Presentations
- Strategy 4: Dictionary Check
- Strategy 5: Vocabulary Reinforcement

MODULE FOUR

WORKPLACE ESOL ASSESSMENT
AND EVALUATION

- Pre- and postassessment for baseline measures
- Qualitative assessment: portfolios, periodic observations, self-evaluations, focused work-related checklists, interviews with learners and supervisors
- State or national assessments for licensing or credentialing
- Summaries of learners’ accomplishments in context of personal and employer’s goals
- Descriptions of how instruction impacted learner’s life at work, at home, in the community

THE FINAL SUMMARY REPORT

- Specific data re: learners enrolled, attending, completing
- Aggregate data re: pre- and postassessment
- Aggregate data re: learner progress
- Quotes from participants and supervisors re: changes in performance/behavior (quantitative and qualitative in nature)
- Conclusions and recommendations for next steps

SIX CHALLENGES TO
PRACTICAL APPLICATION

- Integrating ESOL into workforce development
- Focusing on work-related language and basic skills
- Using the work context for learning
- Integrating technology into workplace learning
- Building respectful relationships
- Collaborating to build lasting partnerships

OKAY, NOW WHAT DO I DO?
NEXT STEPS

- Getting started
- Action plan
- Praxis (practical application)
- Spring follow-up sessions
- Evaluation of training
**SUGGESTIONS FOR PRAXIS**

- Prepare a marketing packet
- Prepare workplace ESOL instructors—guide them through TBSWP Workbook and CD-ROM modules (a professional development opportunity?)
- Identify and initiate collaboration with a local business for workplace ESOL services
- Arrange to conduct a language task analysis at a business employing nonnative English speakers
- Develop and conduct a survey of local businesses employing nonnative speakers of English

**REVIEW OF KEY POINTS #1: THE PLANNING PROCESS**

- Include all stakeholders and ensure that they understand the scope of the program and the expected results
- Conduct a language task analysis
- State goals initially that are minimal, manageable, and measurable
- Explain that language mastery can be a lengthy process somewhat dependent upon individuals’ formal education and native language skills
- Set course length at 6–8 weeks to optimize employer and employee commitment
- Prepare a marketing packet
- Prepare workplace ESOL instructors—guide them through TBSWP Workbook and CD-ROM modules
- Identify and initiate collaboration with a local business for workplace ESOL services
- Arrange to conduct a language task analysis at a business employing nonnative English speakers
- Develop and conduct a survey of local businesses employing nonnative speakers of English

**REVIEW OF KEY POINTS #2: ASSESSMENT**

- Participant assessment is part of planning, implementing, sustaining, and evaluating the program
- The language task analysis is a significant part of these same processes
- Assessment should be related to program goals
- Standardized tests should be used to establish baseline data but verified and amplified via other formal/informal assessments throughout instruction

**REVIEW OF KEY POINTS #3: IMPLEMENTATION**

- Include realia in instructional activities
- Think context, placing priority on skills identified as work-related
- Ensure maximum opportunity for practical use of all language skills
- Grammar and usage should be included but are not the focus of workplace instruction
- Focus on understanding and ability to communicate and succeed in the context of the workplace setting

**REVIEW OF KEY POINTS #4: EVALUATION OF A PROGRAM**

- Both quantitative and qualitative
- Related directly to program goals and objectives
- Include evaluation measures that clearly define learner progress in the final report
- Variety in assessment and evaluation approaches will capture the most data and acknowledge different types of learning