Learning At Work

Tennessee Profiles in Workplace Adult Basic Education

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Introduction

This publication reports on an action research project involving practitioners representing eleven adult basic education programs in the workplace. The purpose of the Workplace Instruction Grant was to bring together teachers from workplace adult basic education programs across the state of Tennessee to share their knowledge and to document their practices in the workplace.

The goals of the project were
- to share information about current practices in workplace classrooms,
- to identify the extent to which employers and the adult education program staff are collaborating to formulate outcomes,
- to identify the kinds of assessments used to develop and customize curriculum and instructional methods, and
- to learn more about documentation of outcomes.

Over a six-month period, the participants reported on the purpose and goals of their workplace classes, the types of assessments that were being used, the instructional approaches and materials they were using, the anticipated outcomes, and the reporting procedures that were being developed and implemented. When they met together, the participants shared their experiences and knowledge and provided support and encouragement for each other during regularly scheduled meetings.

When this project began, some of the programs had already established workplace programs while others were just starting to work collaboratively with industries and businesses within their community. Some of the classes are conducted “on-site” in the workplace and others are located off-site in a centralized location or at an adult education center. The curriculum is as varied as the location of the classes.

For some of the classes, the primary focus of instruction is to increase employees’ basic skills and prepare them to take the GED exam. Other instructional programs have been developed to address very specific company or employee needs, and, in those instances, the adult education staff has worked very closely with the employers to structure the programs that address these needs.

The intent of this study was to identify those programs and practitioners in Tennessee that are partnering with business and industry to establish workplace basic skills programs and to provide a description or “profile” of their efforts. The participants began this project with the expectation of reporting on their workplace classes and expanding their own knowledge through a process of inquiry and reflection. The project participants have written about their classes with the intention of sharing their knowledge and experience in workplace adult basic education with the field.

This project was a collaborative effort of the Tennessee Department of Labor and Workforce Development, Office of Adult Education, The University of Tennessee Center for Literacy Studies, and eleven adult education programs.

PROGRAMS AND PARTICIPANTS

| Bradley County Adult Education       | Hazel Finnell |
| Claiborne County/CCARE               | Sherrie Claiborne |
| Crockett County Adult and Continuing Education | Harold Garrett and Rebekah White-Williams |
| Kingsport Adult Education/Workplace Basics | Janice Stallard and Sara Trotter |
| Greeneville Adult Education          | Joyce Hopson  |
| Metropolitan Nashville Public Schools Adult Education | Meg Nugent |
| Saint Thomas Hospital/Learning for Life | Marilyn Gentzler and Marlane Peak |
| Sevier County Adult Learning Program | Connie Mayes |
| Smith County Adult Education         | Tracy Alexander |
| Sumner County Adult Education Program | Mary Downing |
| Williamson County Adult Education    | Diane Cohn |
The intent of the WIA is to meet the needs of the nation’s business and industry as well as the needs of job seekers and employees who want to advance their careers.

**Workforce Investment Act**

The federal Workforce Investment Act (WIA) of 1998, scheduled to be fully implemented in July 2000, has placed an increased emphasis on conducting workplace education in Tennessee. The new law requires that providers deliver adult education and literacy services, including workplace literacy services that lead to measurable outcomes such as employment, retention of employment, and job advancement. One of the criteria that programs must meet is that activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace. The intent of the WIA is to meet the needs of the nation’s businesses and industry as well as the needs of job seekers and employees who want to advance their careers.

The mission of the Statewide Adult Education program is consistent with the purposes stated in Title II for the Workforce Investment Act, to provide adult education and literacy services in order to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency,
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and
3. assist adults in the completion of a secondary school education.

The workplace education goal developed by the state’s Office of Adult Education supports the intent of the WIA and reads:

*To provide adult education and skills training for those Tennesseans who are seeking employment, job retention or advancement and lack the necessary skills to be successful.*

Conducting adult education classes in a place of business is not a new concept in Tennessee. There is, however, a greater emphasis within the state to expand the partnerships between industry and adult education and to clarify the role of adult education as a provider of basic skills education programs, intended to increase the employee’s potential to be a productive member of the nation’s workforce.

**Workplace Literacy**

According to the International Adult Literacy Survey (IALS), more than 40% of the U.S. workforce and more than 50% of high school graduates do not have the basic skills necessary to do their jobs (Bloom and Lafleur, 1999). Data reported in the National Adult Literacy Survey (NALS) also indicate that 32% of the adult residents of Tennessee have neither a high school diploma nor the equivalent.

As a result of rapidly changing technology and the increased demands on business and industry due to global competition, today’s workers require skills that have generated a new concept and definition of literacy. Numbers such as those reported in the IALS and the NALS surveys reflect the need for adult education programs. The increase in the number of working adults between the ages of sixteen and sixty-four supports the placement of adult education programs in the workplace which will address the literacy needs and ensure that incumbent workers can retain their employment and advance their careers.

Rather than conceiving of literacy as an absolute, the IALS defines literacy as a “skill-based continuum.” Taking this definition and expanding on it, the study completed by
Bloom and Lafleur incorporates the IALS definition of literacy into a broader set of workplace basic skills necessary to ensure the employee’s success and performance. This broader definition integrates literacy skills with other important skills, attitudes and behaviors and includes the following:

- **Prose literacy** – knowledge and skills needed to understand and use information from texts
- **Document literacy** – knowledge and skills needed to locate and use information in various forms and formats, such as job applications and schedules
- **Quantitative literacy** – knowledge and skills needed to complete arithmetic operations
- **Communicating effectively in English**
- **Learning, understanding and applying information and analysis**
- **Thinking critically and acting logically (problem solving)**
- **Using technology, tools and information systems**
- **Other attitudes and behaviors such as working in teams, adapting to change, and meeting changing job requirements**

The definition of literacy originally proposed in the National Literacy Act of 1991 and reiterated in Title II of the WIA reads “an individual’s ability to read, write, speak in English, compute, solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”

The notion that “formal” education ends when one graduates or leaves school has been replaced by the concept of lifelong learning. There no longer exists a finite set of knowledge and skills that one can learn to be successful on the job. Rather than teaching “job specific” skills, workplace adult basic education programs must provide and include the development of knowledge and skills that enable one to think and apply any new information in a variety of situations and settings. Workplace basic education programs provide a vital service to businesses and industry because they build the solid foundation needed to support lifelong workplace learning.

**Workplace Education Programs**

The increase in basic skills education in the workplace does not reflect, necessarily, a “dumbing down” of the employees entering the workforce but a need for the higher skills levels that are required in today’s workplace (American Management Association, 1999). Global competition, technology, and the emergence of knowledge-based industries—all contribute to a workplace skills gap that poses a threat to the capacity for business to grow and compete on a global level. In a recent study reported on by The Conference Board, 25% of the CEOs representing 550 United States' companies identified employees’ deficit of key skills as a top challenge (Bloom and Lafleur).

In their report, “Turning Skills into Profit: Economic Benefits of Workplace Education Programs” (1999), The Conference Board analyzes over 100 interviews conducted with employers, employees and union representatives who participated in 45 national workplace education projects funded between 1995 and 1998 by the U.S. Department of Education. The data from this report provide compelling evidence that investing in workers’ skill development benefits both employers and employees. When companies implement workplace education programs, the benefits for the employer which can be measured directly include an increase in production and services, reduced time per task, reduced error rate, an improved health and safety record, reduced waste, increased customer retention and increased employee retention—all of which are factors that affect the bottom line.

In fact, the U.S. Department of Labor estimates that it costs a company one-third of a new hire’s annual salary to replace an employee. Even fast food companies calculate the cost at $500 to replace a crew person and about $1,500 to replace a manager.
By providing basic skills education, alone or in combination with other strategies, many workplaces are reporting increased profits. Elsdon and Iyer estimate 1.5 times the employee’s annual salary as the cost of losing an employee. This reflects the combined cost of recruitment, training, and lost productivity.

By providing basic skills education, alone or in combination with other strategies, many workplaces are reporting increased profits. In a sheet metal fabrication company, for instance, the business reported reduced overhead, the need for fewer supervisors, and a 5% increase in sales as a result of implementing a workplace education program (Bloom and Lafleur).

In addition to these measurable benefits, increasing employees’ basic skills produces other indirect benefits that are less tangible and quantifiable in the short term. Most employers, however, indicate that these indirect benefits—such as better team performance, improved capacity to cope with change in the workplace, and increased capacity to use new technology—result in tangible, economic benefits that can be measured.

Workplace education programs result in positive benefits for the individual and the community. Participants in workplace education programs report their involvement in activities that include helping their children with homework and participating in school and community functions. In addition, workers who participate in workplace education programs demonstrate positive changes in self-esteem, morale, commitment to the company, and a willingness to take responsibility for personal development.

Workplace education programs enhance the working and personal relationships among workers. When employees from different linguistic groups are able to communicate in a common language, relationships improve. As employees increase their skills and subsequently their confidence in their skills and abilities, they work more effectively as members of teams, becoming less dependent upon others. They demonstrate a willingness to take on increased responsibility both on the job and for their own personal development (Bloom and Lafleur).

Lifelong learning, which includes learning new ways of thinking and responding, has replaced the notion of teaching for “job specific” knowledge. Continuous learning is a top priority in today’s workplace and the role for adult education as a provider of basic skills education has become more focused on the workplace.

**Workplace Adult Basic Education Programs in Tennessee**

Workplace adult basic education programs are designed to develop and enhance basic skills so that workers are able to function more effectively on the job. Working with business and industry to address the basic skills needs of the workforce is not a new development in Tennessee Adult Education Programs although notable changes have occurred in the last few years. Respondents to a 1996 survey, which is discussed in “Adult Education at Work,” reported at least 281 classes or “learning events” that involved over 7,000 employees. At that time, the majority of the classes (66%) were designed to prepare the participants for the GED exam (Davis, 1997).

In May 1999, the Workplace Adult Education Survey, which followed the 1996 survey, examined data from January 1998 to May 1999 (Davis, 1999). For the purposes of this study, workplace education was defined as “a service that focuses on the basic skills needed in the workplace as defined by employers and employees.” At this time, workplace classes comprised about 12% of the total number of adult education classes being conducted in Tennessee.

Data from this follow-up survey indicate that 30% of the state Adult Education programs did not offer workplace education classes and 56% of the total classes were provided by 14% of the programs. When adult education professionals were asked to indicate the areas in which employee education and training were most needed, over 50% of the programs responded that lack of a high school diploma was the greatest employee
deficit. Other identified needs were math and computer skills and skills in communication and teamwork. A significant change that did occur in this time span in the focus of the workplace classes is reflected in the 1996 and the 1999 surveys. In 1996, 66% of the workplace classes focused specifically on completion of the GED exam and 15% on basic skills acquisition. In 1999, however, only 34% of the classes were targeting GED preparation, while the number of classes focused on work skills had increased to 39%.

Workplace education across the state represents a diverse and broad array of classes that include basic skills education, taught on-site within local businesses; GED preparation and basic skills classes that are taught in adult education centers; computer literacy classes that are typically provided for employees on a “for fee” basis; and customized classes that are developed to address the individual needs of the company requesting the adult education services. Of these customized classes, many are designed to address a particular need and are offered for a limited time period. Others are on-site, both on a part-time or full-time basis, and provide a constant presence and a service, accessible to the employees on an on-going basis. Data furnished by Dent Davis in his 1999 survey indicate that, of the 215 workplace classes that were conducted from January 1998 to May 1999, 59% were conducted at an adult education facility, while 41% were conducted at the workplace.

Action research, as a model for professional development, provides an opportunity for educators to participate in research or reflective inquiry which can include gathering information through observation, study groups, interviews, student records, lesson plans, professional reading, workshops and conferences (Drennon, 1994). Through a process of documenting and analyzing the information gathered, the participants are guided through a self-directed reflection that offers an opportunity to evaluate outcomes and judge the quality of the outcomes. The learning can then be shared with other colleagues through workshops and writing.

Program Incentive Grant Process
When the workplace incentive grant was first envisioned, the stated purpose was to define workplace adult basic education as it is currently practiced in Tennessee. In partnership with the Department of Labor and Workforce Development, Office of Adult Education, the Center for Literacy Studies hoped to identify and describe workplace education programs, particularly those that linked instruction in basic skills to the essential workplace skills and competencies necessary for employees to be successful on the job.

In 1996, 66% of the workplace classes focused specifically on completion of the GED and 15% on basic skills acquisition. In 1999, however, only 34% of the classes were targeting GED preparation, while the number of classes focused on work skills had increased to 39%.

Working collaboratively, the Center for Literacy Studies and the state Office of Adult Education invited the state adult education programs that had workplace classes to apply for the Workplace Instruction Grants. Applicants were asked to describe their workplace classes, to discuss the goals and strategies that guide their instructional practices, to explain the process they had used to identify the knowledge and skills that were necessary for the employees to learn, to address their method(s) of evaluating outcomes, and to discuss to what extent the adult educators and the employers had...
The recipients of the grant were asked to maintain documentation, to meet together to discuss their work, and to determine the scope and content of the inquiry process. At the first meeting, the practitioners introduced themselves and shared descriptions of the classes they were teaching. After reviewing the action research model, they developed the areas of discussion and the questions that would guide the study (See sidebar below).

In the two follow-up meetings, the participants continued the sharing process. Based on the information that was being discussed in the meetings and through the electronic discussion group, several of the participants prepared presentations to share with their colleagues. Participants also utilized this time to discuss the documentation process and the content and the format for the publication.

Feedback from the grant recipients supports the value of continuing this type of professional development activity. The participants felt that the opportunity to meet together and share ideas and materials was beneficial. Despite the initial technical problems experienced with the e-mail and the discussion list, most of the participants felt that this was an effective method for sharing information and communicating.

**Purpose of This Publication**
The primary purpose of the book is to “profile” some of the unique classes that comprise workplace adult basic education in Tennessee. This document chronicles the experiences of fourteen practitioners and supervisors as they share their efforts to establish relevant learning experiences in the context of the adult learner’s work. You will read about very new classes that are just starting as well as more established programs.

The practitioners who participated in this project relate their stories in their own words. They share the history of the classes, the purpose for establishing the classes, the relationships with their local businesses and employers, the assessment process and the instructional design within their setting. They speak openly and honestly about the challenges and the rewards that they have experienced as providers in workplace education.

In Chapter 3, the adult educators offer a summary of strategies that they found successful in recruitment, planning for instruction, and working collaboratively with employers.

Chapter 4 summarizes what we learned collectively, particularly in response to the research questions that were generated at the beginning of the process.

This publication is offered to assist other Tennessee educators as they implement adult basic education programs in the workplace.
The students’ participation in our program may be a matter of self-improvement, a matter of survival, or a means of job advancement.

Kingsport Adult Education/Workplace Basics

by Jan Stallard and Sara Trotter

Introduction

Workplace Basics is a learning lab located within a local industry in Kingsport, Tennessee. The program represents a joint venture between the company and Kingsport Adult Education. While Kingsport Adult Education supplies the instructors, the employer provides the learning lab, the computers and software, supplies, materials, and the salaries for the two instructors.

The students are employees who, as adults, find themselves faced with the challenge of the constantly changing demands of the contemporary workplace. Our students come to the lab for a variety of reasons. They may need help with basic skills—reading, math, or writing. They may attend because they want to take an apprenticeship-qualifying test, or take a test within an apprenticeship, or they may be interested in taking a college entrance exam. Their participation in our program may be a matter of self-improvement, a matter of survival, or a means of job advancement.

Our program began in 1989 as an effort on the part of the company’s training department to provide instruction for two employees who could not read. A computer based literacy program, IBM’s Principles of the Alphabet Literacy System (PALS) had been purchased, and it did not take long for the person responsible for this literacy venture to realize that it would take more than a computer to teach people to read.

As time went on, other employee needs surfaced. Some workers experienced difficulty with the math courses required in a company mandated training program. Other employees needed to upgrade math skills in preparation for an upcoming apprenticeship-qualifying test. More reading problems were identified. These employees were referred to us on a case-by-case basis. In time, the word spread among the employees that there was a “lady” in Building 284 who would help with these kinds of difficulties, and employees began to contact us directly for services. Increasing services eventually led to an increase in the staff. In 1995, a second instructor was added so that the employees’ needs could be served more effectively.

Purpose

Helping employees gain the skills necessary for job advancement accounts for a large portion of our current effort. Within the company, several apprenticeship and training programs are available to employees. Very competitive qualifying tests must be taken and passed as a prerequisite for entrance to the apprenticeships and some of the training programs. Employees must successfully complete several courses as a prerequisite for admission to other training programs. We have worked very closely with training personnel to determine specific skills that must be mastered and to develop appropriate assessment and training materials to aid employees in preparing for each qualifying test or training program.
Sometimes jobs are eliminated by outsourcing or as a result of the company's discontinuing a product, a process, or a service. In these cases, we work with those employees by assessing their basic skills and helping them develop the skills they need for redeployment into another work area. This frequently involves an individual's certifying at a minimum ninth grade reading level and successfully completing several mathematics courses that include such skills as percent, measurement, ratio and proportion, basic algebra, basic geometry, right angle trigonometry, and reading charts, graphs and tables.

Acceptance into a training or an apprenticeship program does not automatically ensure successful completion of that program. Learning styles are not always compatible with course delivery methods. Sometimes the student encounters difficulty and fails the test. We help those employees master the needed skill, we track their progress, and we offer assistance in determining when testing or re-testing is appropriate.

Supervisors will often refer employees who are experiencing difficulty with job-related reading. Each employee’s reading level is assessed, and a reading plan is developed. We combine one-on-one instruction with phonics-based computer instruction for learners reading at a lower level. A collection of texts and several computerized reading programs have been provided for the students as progress is made toward more interest or work-related reading. The company has historically provided 100 hours of paid time for reading instruction for those who read below a fifth grade level. Instructors have maintained ongoing mentoring relationships with many of these learners, who often choose to continue their study on their own time when the company provided hours have been expended.

Employees may request help to improve math skills or writing skills because a supervisor has recognized a problem with performance in one of those areas or because the employee identifies a need to strengthen certain skills. Other employees need to improve skills in order to pass an entrance exam for college or graduate school. Sometimes employees who are taking college or university courses request assistance in proofreading papers, planning projects or presentations, or increasing math skills.

Except for the commitment to meet employee needs, our current Workplace Basics program bears little resemblance to that venture that began in 1989. It is the product of a company that has been willing to provide the support necessary for meeting the learning needs of its employees and instructors who have been flexible enough to manage the continuous change that has become part of today’s workplace.

Each stage of growth has resulted in a move for Workplace Basics. Back in 1989, a tiny room located at the rear of the Learning Resource Center was adequate. When we outgrew that, we were located to a larger room in another building that was easily accessible to employees coming from inside or outside the plant. At that time, we acquired additional computers and took on more of a learning center identity. In 1999, we moved into a suite of rooms, which accommodates individual as well as group instruction, is easily accessible, and meets the needs of our learners.

**Assessment**

We naturally need a baseline when a student comes to us for the first time. Since many of our students qualify as project learners who have a very specific goal in mind, we try to make the assessment process as brief and as relevant as possible. Because of the demands placed upon employees by apprenticeships and family responsibilities, we have attempted to choose the assessment materials that most directly relate to the skills our learners need. We most often use the *Slosson Oral Reading Test* followed by the *Laubach Way to Reading Diagnostic Inventory* to evaluate beginning literacy level readers.
Various levels of the ABLE and TABE are used to document progress in reading and as diagnostic tools in determining math needs. We administer the TABE Survey Level D Mathematics Computation to determine whether students are ready to move into study materials that are used in preparation for several qualifying tests for apprenticeships and training courses.

Course tests (both pre-tests and post-tests) for specific company training courses are used when students come to us experiencing difficulty with a company training program or apprenticeship. Although we do not administer those tests, we can analyze the student’s pre-test or post-test performance to determine those areas where help is needed.

Teacher-made assessments may be used to evaluate progress in subject areas that are not covered by the standardized instruments. We have correlated some standardized math tests to the specific skills needed by pre-apprentices.

There are advantages and disadvantages to the assessments that we use. The standardized tests, used with reading students and pre-apprentices, are time consuming but helpful in establishing a grade level in reading and math and in providing the information we need for placement in materials and computer software. On the other hand, these assessments do not pinpoint specific skills mastery to the extent that we need, given the time constraints that we have. We are always searching for a reading assessment better suited to our needs. Standardized math assessments are also time consuming and often cover skills not needed by a student for his/her specific goal. We try to choose those forms of the standardized tests that are closest to the individual needs of the student. We have developed a skill correlation chart for our most often used math assessment (see appendix).

We make every effort to ensure that our assessment methods are consistent with the goals and needs of our learners. Although we understand the need for standardized assessment procedures, we think it is important to provide the flexibility to use non-traditional assessment methods that best meet the needs of the learner.

Our workplace education program deals with people’s lives—their jobs, their careers and their futures. Our apprentices have three opportunities to pass a test for any course on their course map. The pressure to succeed is intense, and our mandate is to provide whatever it takes to help them succeed in a timely manner.

Instruction
Because the purpose of Workplace Basics is to meet individual needs, we do not have classes in the traditional sense of the word. Our learning center is normally staffed from 9:00 a.m. until 5:00 p.m. on Monday through Friday. We accept earlier or later appointments with students when work schedules and family responsibilities require extended hours. Students come by appointment but quite often do drop by for help when time permits.

Flexibility—in scheduling, in providing for learning styles, and in subject areas of instruction—has been a key factor in the success of Workplace Basics. We always try to remember that, although a few students are allowed to attend during working hours, the majority of our learners are attending during their valuable personal time. While they may be motivated by incentives such as the opportunity for job advancement, the knowledge that they can successfully complete their training programs and self-improvement; we try to make the best use of this limited time by being available and by teaching to their individual needs.

While we, as instructors, strive to be flexible, quite often the needs of our students are pre-determined. There are required materials, goals, and objectives for each course within each company training program. We can supplement these materials when we feel it is helpful. The students themselves decide how much time they can come in to work on
When we started teaching in the Workplace Basics program, we found that we had a great deal to learn about teaching in industry. We have learned to be flexible—to teach any subject, to any one, at any time.

a course within the time frame set by the training department. For those learners who are not pursuing official company training, such as those who are college students or those who are working on reading or writing skills, we can select the materials and decide the pace and style of instruction.

In our learning lab, we have a variety of teacher-made materials, commercial texts and workbooks, company manuals, computer software, and videos. There are several instructor-developed packets of graphic math and troubleshooting diagrams available for our pre-apprentices who must take qualifying tests. In addition, there are several practice tests constructed by the teacher for the company math courses (which one of our instructors co-developed with the training staff). We have a large selection of commercial math texts available, including the company’s “official” texts, Steck-Vaughn’s *GED Mathematics* and *GED Mathematics Exercise Book*, adopted by the training department for its math courses.

In addition, we have two comprehensive computer programs, *Passkey* and *Learning 2000*, which cover reading, writing, math, and science skills and are used to assist students who need more instruction or practice in those areas. *Speed Reader* is used for learners who need to boost their reading rate before taking the timed reading tests that are part of some company qualifying tests. Company manuals are available to us through the training department. When a student is having difficulty with a course, we ask for a text and study guide so that we can help prepare the student for the course he is taking. The atmosphere of the Workplace Basics learning lab provides a quiet space for students to view instructional videos that supplement some of the courses.

Given the diverse subject areas that are taught and the likelihood that an employee will not see the same instructor on every visit, we keep a large notebook to house an information/attendance/progress form for each student. Students studying different subject areas at the same time work in separate rooms, and the instructors make the rounds, answering questions and offering assistance.

At Workplace Basics, the majority of our time is spent with individual students. Occasionally, if students are working on the same course, we may implement some small group instruction. Our facility, which consists of five small rooms and one larger room, lends itself to private or small group instruction.

One of our biggest challenges is keeping abreast of the courses so that we can help employees, whose pay and position may depend on their being knowledgeable in a particular area, pass a qualifying test. Sometimes our employees, having had no prior experience with these disciplines, must take courses such as chemistry, algebra, geometry or trigonometry. We are constantly faced with the challenge of communicating the basic concepts that they must understand in a way that is not overwhelming and intimidating.

**Outcomes**

Certainly, in any instructional process, there are times when the desired achievement is not met. However, the overwhelming majority of our students represent success stories. Unless referred to Workplace Basics by a supervisor because of a specific skill deficit, our students’ work is considered confidential. For this reason, we do not routinely report progress to the employer. However, frequently our learners study with us in preparation for some company-administered test. In those cases, the employer would be aware of test scores, and the positive outcome would be noted. Several years ago the company tracked qualifying test scores for operator apprentice candidates, comparing those who had gone through our preparatory curriculum with those who had not. After monitoring the data for several months, they determined that our students consistently had superior scores and decided there was no need to continue the study.

Although, we continuously monitor progress, it is not always through a formal...
testing process. For example, when employees are preparing for apprentice-qualifying tests, they must feel comfortable with the skills acquired at any one level before progressing to the next step in the curriculum. In these instances, the instructor and the learner work together to evaluate progress. A teacher-made, timed practice test is administered to most of our operator apprentice and team manager candidates before they actually take the company administered timed test so that both student and instructor can determine the employee's readiness for the test. Based on the results, we then can suggest that the learner either take or postpone a test. The ultimate measurement of progress is the score on that qualifying test.

Because most of the company administered test scores are confidential, we must depend on our students' reporting back to us on their performance. Students are usually so grateful for the help they have received, that they do follow up with that information.

Our reading students are evaluated periodically. Their progress, however, is usually very obvious, both to those learners and the instructors. When a supervisor has specifically referred an employee to us, we do report progress as requested to the person who made the referral.

No information is withheld from our learners. They are told the results of any pre-testing that we do at Workplace Basics. Personal progress is obvious to our students as they make their step-by-step journey toward achieving their personal goals. Frequently, supervisors also notice secondary outcomes, such as improvement in computer skills, an increased confidence level, improved self-esteem, and increased participation in team meetings. Sometimes learners also mention secondary benefits from skills they have acquired, especially from geometry. We have no official yardstick for these measures.

We feel that our program has been formally validated in many ways, such as the performance comparison study done on our operator apprentice candidates. However, validation occurs in more subjective ways. Our learners are generally successful in their respective training programs. The training personnel who administer tests have observed the success rate of our students and routinely refer employees to us. Frequently, the success of our learners is also reflected by their referrals of their friends, spouses, and colleagues to our program. Although we have no formal documentation process for transfer of learning on the job, we do document feedback received from management, supervisors, and employees.

We feel successful when someone who entered the program with skills deficits passes a qualifying test or an apprenticeship course. It could be that because of our efforts, an employee keeps a job or advances to a more desirable position. It could also be that an adult, who is struggling to improve his/her reading, looks up at us with proud eyes and says, “I can do this!”

When we started teaching in the Workplace Basics program, we found that we had a great deal to learn about teaching in industry. We have learned to be flexible—to teach any subject, to anyone, at any time. In the workplace, work takes priority. The best plans may need to be altered because of a situation that demands that an employee stay on the job. On the other hand, a reduction in workload or an equipment failure may result in new students for whom we had not planned. What we teach today may not be what we will be teaching tomorrow! The workplace is constantly changing, and the program and practitioner without flexibility will not survive in this environment.

Over the years, Workplace Basics has grown from one instructor offering help to two reading students to a program with two instructors helping as many as 500 students in numerous areas of study during the course of a year. We feel that gearing the program toward student needs, being willing to be flexible, maintaining an open, cordial relationship with the company’s training department, and striving to make the atmosphere at
In the workplace setting, referrals often come because an employee experiences difficulty completing a company required class. One of my most interesting students came to class for this reason. He had been unable to read the questions on a post-test and had stayed around after the rest of the class had gone to ask the instructor to read the questions to him. The instructor happened to be familiar with our program and not only read the questions to him, but also talked to him about getting some help with his reading difficulty.

I will never forget our first meeting. The instructor who had helped so much brought him to our office/classroom. The new student was quite anxious and very fidgety. However, he admitted that learning to read had been a lifelong dream, and he was ready to tackle it.

The initial assessment revealed that his skills were very low. He could recognize his name and a few sight words, and that was it. He studied hard and was excited with every little bit of progress. His skills improved rapidly. After a few weeks, I suggested that a Speaking Ace might be of use to him. It would enable him to figure out words that he did not recognize when there was no one around to help him. He purchased one immediately, paying over $100 for it.

The Speaking Ace proved to be a valuable resource; however, we still had a nagging problem. When this man looked at a printed page for more than a few minutes his eyes would tear, and he constantly had to wipe them. One day I confided that he probably needed glasses since he was somewhat past the age when most of us need some help with close reading. He resisted that idea, saying that his vision had been checked recently at work and was excellent. I explained to him that his distance vision was probably fine but that birthdays cause things to happen to our close vision. He reluctantly made an appointment with an ophthalmologist.

It was just as I suspected, and glasses were duly prescribed. Having an affinity for nice things, my student chose expensive frames, bifocal lenses with no telltale lines, and all the ultra-violet rays and scratch protection that was available. It all added up to a lofty sum, and it had been my suggestion.

Finally the glasses came. He made another trip to the doctor’s office where the glasses were properly fitted and he received a bill for several hundred dollars. Returning to the car, he looked across at his wife, remembered my first suggestion to buy the Speaking Ace, which had cost him over $100, and remarked, “I swear, that Jan is worse than a wife!”

The glasses cleared up the vision problems, and the print was much easier to see. Since he had not been a reader, he had no reason to know he couldn’t see well enough to read. He continued to make progress, enjoying his new reading skills above all else, and I did not “spend” any more of his money!

—Jan Stallard

Workplace Basics: A Student Learns to Read

Greeneville Adult Education

by Joyce Hopson

Introduction

In 1998, the Greeneville Adult Education program applied for and received a 353 Adult Education Special Project Grant. The grant facilitated the creation of two Workplace Learning Centers to meet identified basic skills and workforce development needs.

During this same time period, the Greeneville/Greene County Partnership (Chamber of Commerce) assembled a group of educators, business leaders, and citizens to study local concerns. This action resulted from a previous conference that determined a need to systematically evaluate the discrepancies between area employers’ needs and the perceptions of those needs as viewed by local high school students (the future workforce) and their educators (those individuals who communicate the needs and requirements of the employers). The Greeneville Adult Education Supervisor was involved in this study. Data obtained from the Trainable Workforce Community Action Team’s GAP Analysis survey reported on employer needs in Greene County. This instrument highlighted pay and job levels, benefits, hiring criteria, attendance, skills and training, and character traits.

Using this information, the Adult Education staff worked to determine our role in addressing these basic needs and thus created our Workplace Learning Centers.

Purpose

Our first Workplace Learning Center was established at Alpha Company,* the largest Greene County employer. An excellent relationship already existed between the Adult Education program and this company due to GED instruction that was already being provided on-site. Receiving the 353 Grant

*Company names have been changed.
allowed us to introduce technology to the employees as well. This Center is equipped with ten student computers and one teacher’s station and offers basic computer instruction. Since classes started in January of 1999, almost 3000 student hours have been logged in computer literacy classes for approximately 150 employees. The computer classes meet twice a week for two hours over a five-week period, for a total of twenty instructional hours. Interested employees sign up for classes and are scheduled on a first-come, first-served basis. Currently, we maintain a long waiting list for those desiring to improve their basic computer skills. Employees attend these classes on their own time. Class time is structured in such a way that employees may attend following the first shift or prior to beginning the second shift.

The second Workplace Learning Center was established in one of our Adult Education facilities. While the class at Alpha Company serves only the company employees, this second center serves other Greene County citizens who seek basic computer literacy competencies. This center is able to serve up to fifteen students and offers classes for two hours, meeting one night per week for 10 weeks. Interested students are placed on a list and once the minimum class size requirements are met, the class schedule is arranged. Classes at this site are not advertised other than by word of mouth from our staff or from those who have previously completed classes there; nevertheless, classes continue to be full and we maintain a waiting list.

Our most recent Workplace Learning Center has just been established at Delta Center,* Greene County’s second largest employer. Currently, we have ten student computers there and five additional computers on order. Our first classes actually began in January 2000 when fourteen new computer literacy classes were scheduled. We currently are serving approximately 140 employees and/or immediate family members. Each class is held one day per week for four-hour periods and continues for five weeks, providing a total of twenty instructional hours.

The initial step in designing this program for Delta Center was to generate and administer a survey to help in determining the needs of the employees. Based on the feedback from the needs assessment, other classes are being planned to provide classes in industrial math, communication, and preparation for GED testing. Although we are just getting started with our instruction at this site, Delta Center is very excited to have us there, and the management has expressed a desire to have us conduct classes for them for many years. The company has given us a $2,000.00 donation in matching funds to support our classroom there. They have also paid for Internet communication lines and the monthly service for our classes. When our local Internet provider completes installation, we will be ready to introduce Internet technology at this site.

The industries with whom we have collaborated are very supportive of all we do. They provide us with classroom space and are always willing to provide us with additional resources. They help us schedule the classes and notify the employees, but curriculum development and selection of instructional methods and materials is the responsibility of Adult Education staff. We have a wonderful working relationship with all these industries, and each has indicated they want us to be stay involved with them on a long-term basis. Other local industries are hearing about what we are doing with the industries with which we are currently involved and are desperately seeking our help in establishing Workplace Learning Centers at their locations as well. We are experiencing great success in our workplace instruction and anticipate its growing at a rapid pace in Greeneville/Greene County.

**Assessment**

We utilize various assessment methods in the workplace for our classes both at the beginning of the class and again at the end of each class. Delta Center recently won a National Community Education Award. Without us, I feel certain they may not have won!
One of my biggest challenges in teaching is to present information so that the beginners understand, yet those who are a step ahead will not lose interest or be bored. One thing that always occurs is that those who have more advanced skills will help others in the class who are experiencing difficulty.

five-week class period. After the student has completed the enrollment application, he/she is asked to write a response to the following statement: “What I Hope to Gain and Learn in this Class.” This expository writing is helpful in determining the level of knowledge that the student already has and aids the instructor in designing lesson plans. Another informal means of assessment is to talk with each student to get an understanding of the individual’s knowledge and skill level. The final method used is an instructor-designed pre-test.

The selection of the assessments used in our Workplace Learning Centers varies according to the class and the individuals within the class. If upper management has mandated that all salaried employees type thirty words per minute or enroll in a basic keyboarding class, then assessments are necessary to identify the employees who meet the specific criteria.

However, other students enroll in our classes by choice and are there to attain personal goals and levels of achievement. Perhaps the individual comes to us solely to overcome a fear of computers. In this case, the only assessment I would find relevant would be to observe the student throughout the class and assess through observation and feedback the success that the individual has experienced. The information from the structured assessment tools assumes a less important significance. After all, learning has taken place and the student’s goal has been achieved.

Instruction
As with any class, the ideal teaching situation would be to have all students functioning on the same academic level within any given class. This scenario rarely happens. One of my biggest challenges in teaching is to present information so that the beginners understand, yet those who are a step ahead will not lose interest or be bored. One thing that always occurs is that those who have more advanced skills will help others in the class who are experiencing difficulty. This, of course, helps me since I can not work with each one on an individual basis at the same time, but it also gives those who help “teach” a sense of importance and purpose. By helping others, they realize how much knowledge and skill they have gained. In a small way, perhaps, this confirms their justification for taking the class and reinforces their beliefs that they are learning.

Given the technological advancements in the world today, learning how to use a computer has almost become a necessity for survival—a basic life skill. Instruction in my classes consists of some lecture but for the most part is structured as hands-on activities for the learners. Exercises are designed to help learners understand the technology while performing various functions and skills on the computer. Some exercises are from commercial textbooks, while others are instructor-produced. Our experiences with our adult learners has been that they prefer the “tell me, show me, let me do it” practice of teaching/learning, so the textbooks are used minimally. I will always integrate something specifically related to the job if it is possible to help learners see how they might use their new skills to be more efficient or productive in the workplace.

Outcomes
Currently, my involvement in workplace education is teaching basic computer literacy skills. Since the majority of my students are employees who have voluntarily signed up for the classes, there really are no defined outcomes that are established for the class as a whole. There are certain skills that I hope to teach during the class, but those will vary as determined by the various student levels.

As students register for a class, they may have certain things in mind that they hope to accomplish. These goals established by the students are the most important to me. Some students may list as their only outcome to overcome the fear of the computer or perhaps just to learn how to power it on/off. I
will definitely structure my teaching to the goals they wish to achieve and try to help them accomplish what they had hoped for. I usually, however, can present a great deal more information to them than they could have imagined.

In most cases, the employers are not interested in receiving student progress reports because the students self-select the classes they wish to take. In one particular industry, however, management required that their salaried employees type at a rate of thirty words per minute. In those instances where the employees were unable to type at this rate, they were mandated to attend a basic keyboarding class to improve their typing skills. Within our basic computer literacy classes, a typing test was given to all salaried employees using a software program that automatically determined the typing levels and keyboarding errors. This software allowed us to print certificates for employees with their typing levels so the employer could have this on file. For those who were then required to attend a five-week keyboarding class, the software provided continuous monitoring of progress made with each keystroke. This information was readily accessible to the students or their employer, if needed.

For the other computer literacy classes, progress is measured by means of pre-testing and post-testing. During the actual classes, progress is monitored by instructor observation to assess to what extent learners are able to carry out specific hands-on exercises during each class. Individual help is given as needed to ensure that each feels comfortable in performing basic tasks on the computer.

Other than the keyboarding certificates, there are no “official” progress reports generated for either the students or the employers. The students themselves realize progress made during each class session. On the program application, results of pre-test and post-test scores are recorded. Occasionally, copies of student generated computer exercises are filed in their individual folders.

Unfortunately, we have no way of tracking the secondary outcomes for the employers or to determine how the transfer of learning has taken place from the lab to the employee’s job. Most of the employees who are taking our computer literacy classes are doing so in hopes of acquiring a “better” position within the company in the future. Some are taking the classes for personal reasons or to be able to use their home computers more effectively. Certainly, the employee’s self-esteem increases when learning new skills. Often when completing a survey at the end of the course, employees may write about certain job functions where they perceive that their skills training has benefited their performance. These surveys are completed anonymously and we have no way of tracking these responses.

An evaluation at the end of the course is given to the learner to rate the presentation of material by the instructor, the course content, and other information concerning the class (see appendix). The personal comments that are written by the students indicate to us that what we are presenting is enjoyable and effective. Our program and reputation has grown tremendously since we have been providing these workplace classes. Because of the success we have achieved, there is a constant waiting list of employees at each of our workplace sites. It is not uncommon to see a former student and hear about a personal task they have accomplished since taking our classes.

Classes at all the Greeneville Workplace Learning Centers are thriving. Interest is high among the students as well as the industries that allow us to be there. By providing these classes, we are able to help many individuals within the community. Adult Education is able to empower local residents with basic skills that enhance their knowledge and abilities to be more productive employees, that build their self-esteem, and that increase their capacity to help their children and grandchildren with schoolwork. Even though these classes are basic and introductory, they have empowered adults to go beyond what they could have imagined both in the workplace.
Many times during a class, a student verbalizes excitement as a result of learning a useful shortcut or accomplishing a task successfully. A disadvantage, I feel, to documenting formal assessment results is that they cannot measure smiles!

and in their personal lives. These classes are more than what meets the eye on the educational level. They are motivating and uplifting. This classroom experience is a different experience than the “traditional” classroom most have attended before and is an exceptional learning environment! As one workplace learner stated, “This is therapy for me!” It seems that everyone wins!

Although we did not have to “sell” the idea for a workplace learning program, we continue to promote its benefits to reluctant employees. One of our greatest challenges is gaining support from managers. It is difficult for the managers to let their employees have time-off to attend class when the workplace is short-staffed. The immediate need takes precedence over the long-term benefit. Also, some managers do not realize the correlation between basic skills training and actual job performance. To address this, we have found that through ongoing dialogue with managers, we can sometimes help them with a training issue. The success of these efforts builds support and value for our program.

One of our greatest success stories involves an employee who applied for a supervisory position at the hospital. His reading score was too low for the job. He was promised the position if he would work to bring up his reading score. He took a lower paying job in the same department and worked hard at learning all he could. He was successful in reaching the required level in less than the average time and consequently was promoted to supervisor. He is now one of our best program recruiters!

By working with key people in the workplace, educators can help them determine if a problem is related to a lack of basic skills and can provide curriculum and training in the needed areas. It is a win-win for the employer as well as the employees.

Purpose
The mission and purpose for the Learning for Life program is to address the educational needs of the workforce with a focus on entry level or lower paid employees. We help employees gain or improve basic skills needed in a workplace where job demands change quickly. The skills they learn can also help them gain higher paying jobs within the workplace. The hospital benefits when valued employees remain on the job.

In 1997, a Literacy Task Force involving...
vice presidents and staff involved with adult education developed a plan of action to address employee literacy issues consistent with the organization’s mission and staffing requirements. The Learning for Life program is implementing this action plan.

The employer, through its Human Resource Division, establishes the overall goals of the program and periodically analyzes outcomes. The employer also influences the process by overseeing all educational program activities, ensuring that they are compatible with organizational goals. Through direct contact with our manager, we establish our own work goals that reflect those of the program. Meeting weekly with the manager, we discuss program concerns and provide feedback on learning activities, successes, and other relevant information that helps Learning for Life remain responsive to staff and business needs.

The employees are involved by participating in a job task analysis that determines the basic skill level required for their jobs. They also provide feedback as to the value the learning activities add to their job. In a significant number of cases, employees come to us on their own to express an educational goal they have. We then draw up an Individual Improvement Plan that reflects the individual’s goal and the steps necessary to reach it.

We also work with staff to learn how to integrate basic skills into training and modify the reading levels of education and training materials. Our goal is that all hospital documents are written at a 9th grade level.

Working with managers, we establish the level of basic skills required for selected jobs. We also check with them on the impact of the learning activities on their employees and the jobs they perform. The managers refer employees to us who have difficulty with mandatory training. We then modify the training content and, in some cases, deliver the modified training throughout the hospital.

As instructors, we work in full collaboration with the employer’s goals and objectives. We are responsible for assessing the participants, designing curriculum, providing training and workshops, and tracking data.

Assessment
In 1997, the director of Human Resources at the hospital looked at possible assessments that could be used for pre-hiring information and for determining employees’ skill levels. Based on research and personal experience with several assessments, we adopted the Workforce Learning System (WLS), a component of the Comprehensive Adult Student Assessment System (CASAS). Approximately fifteen staff members from Human Resources, Education & Development, and departments with employees needing help with basic skills were certified in the Workforce Learning System process.

The assessment process works as follows:
1. We conduct basic skills analyses with subject matter experts to identify the basic skills required for each job before assessing employees in those basic skills (reading, math, writing, oral communication, and critical thinking).
2. Together with managers and supervisors, we set a required skill level for each job.
3. We use the CASAS Workforce Learning System Appraisal in Reading and/or Math to determine if an employee is at the level required for his/her job. Each subject area takes 25 minutes to assess.
4. If an employee does not score at the required reading and/or math level, we administer a CASAS Competency Assessment that provides an additional opportunity to score at the required level. This check takes about 60 minutes.
5. If an employee still does not score at the required level, we complete profiles. These profiles are determined by the questions they missed on the assessment, which indicate the job competency they need help with. These competencies have been correlated with the SCANS (Secretary’s Commission on Achieving Necessary Skills) competencies.

Meeting weekly with our manager, we discuss program concerns and provide feedback on learning activities, successes, and other relevant information that helps Learning for Life remain responsive to staff and business needs.
We use the CASAS ESL Appraisal for our employees with limited English language skills to determine their reading and listening levels. The reading scores that we obtain can be adapted to the levels in the CASAS Workforce Learning System.

Instruction
Learning for Life uses a variety of instructional methods and materials. Some of the methods we use are computer-assisted learning, one-on-one tutoring, small group instruction, and group instruction. The materials that we use include commercial workbooks, software, power-point presentations, overheads, videos, workplace documents and teacher-made handouts.

The CASAS Workforce Learning System assists us in customizing curriculum. By looking at the questions the employees miss on the assessment, we can determine which job competency to target. CASAS provides suggestions of available curriculum in software or workbooks that addresses each competency. From these suggestions, we order instructional materials that address each of the competencies and use them in developing curriculum. We also take workplace documents and lower them to a 6th–9th grade reading level or create worksheets and crossword puzzles from them. An Individual Improvement Plan that addresses the missed competencies is given to the employee showing which worksheets, workshops, and/or software will be helpful in reaching the required level of the job.

We offer instruction at various times in a variety of ways. We have a computer lab where employees can come at any time to work on basic skills. The instructors are available Monday through Friday from 7:30 a.m.-4:30 p.m. To overcome the barrier of different shift times, the lab may be accessed through security 24 hours a day, 7 days a week. We also hold workshops in different classrooms throughout the hospital. These workshops are offered during different shifts and may require that the instructors extend or flex their regular hours. There are no fees for any of the services of the program. Employees attend on their own time if they are coming for personal development, and there is no tangible incentive offered by the company for them to attend the workplace classes. However, through a collaborative grant from the hospital, tuition payments at a nearby community college are offered to those seeking GED or ESOL classes.

If an employee does not reach the reading or math level required for the job, that individual may be required by management to enroll in the learning program for a minimum of eight hours a month. Students who
are required to attend are given time on the clock to do so. Employees may come into the lab for thirty minutes or more a day when they are not busy. When they have accumulated twenty-four hours of learning time, they can be retested. If they have not reached the required level when they retest, they continue in the program. They may retest after twelve hours of learning from that point on. CASAS suggests that it requires approximately 100 hours of learning to advance one level. For those employees not at the required level of the job, participation in the program is noted on their annual performance appraisal. If they participate, it helps contribute to a possible raise.

Because managers have identified a variety of skill needs, we have integrated the following into our curriculum:

- basic math skills for cashiers, cooks and employees who do inventory,
- basic reading skills with workplace words for ESOL and employees with literacy deficits,
- basic writing skills for employees who do written assessments, evaluations, and write memos,
- basic test-taking skills for certification requirements,
- basic typing for those whose jobs require better accuracy and speed, and
- GED preparation.

Given the various levels within a class, managing instruction can be challenging. With computer assisted learning, we are able to work individually with the employees as they advance at their own pace. In our workshops or one-on-one instruction, we use teacher-made worksheets written at different levels. In all of our classes we try to incorporate auditory, visual and kinesthetic learning styles with a special emphasis on illustrations and simple vocabulary. We also try to make sure everyone understands by getting feedback orally or through a written assessment. Occasionally, for mandatory training such as Safety or Orientation, we provide separate ESOL classes with translators.

**Outcomes**

The organization establishes the outcomes they want from the program for their employees. The required reading and math levels are established through CASAS Workforce Learning Systems and are approved by supervisors. Managers and trainers establish core competency requirements in basic skills.

In 1998-1999, the organization wanted our program to target four departments that had entry level employees. In the first department, Nutrition and Food Service, participation in the Learning for Life program was mandatory for those employees not at the required level. We achieved the following outcomes:

- The majority of the employees that entered the program reached their reading and math levels.
- Every employee we helped passed his or her core competency.
- Three specific outcomes set by the organization for this department were met. They were 1) a decrease in attrition rate, 2) improved timeliness of food tray delivery, and 3) an increase in accuracy of food tray preparation.

In the food service department, we were able to report the following outcomes for the organization and the employees:

- 19 employees achieved the required reading and/or math level required for their job
- 6 employees passed their core competencies
- The attrition rate decreased from 34% to 27%
- The failure rate on the safety test went from 35 to 8
- Timeliness of tray delivery decreased 22%
- Accuracy of tray preparation increased 56%
- 20 employees participated voluntarily
- 7 employees earned promotions
- 1 employee passed the GED exam

We were not able to accomplish all that we hoped for in the other departments because we found some managers reluctant to accept our program. One manager was concerned about the employees’ response to

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_Tennessee Profiles in Workplace Adult Basic Education_
This program has helped my reading, math and typing skills. It changed my attitude toward learning. I was able to move up from my regular job to supervisor. I want to keep coming and keep learning for life.

—Employee

mandatory testing. Another manager made the program voluntary and few participated. In the third department, the manager would not give his employees the release time to attend the educational program. Although our program has been successful, we have found that we must have management buy-in to accomplish the organizational outcomes.

We measure progress in the following ways:

• results from pre-tests and post tests,
• passing scores on certification exams,
• passing core competencies,
• passing mandatory testing,
• teacher/supervisor observation, and
• documentation of participants’ hours.

We report progress in the following three ways:

• To employers – monthly reports on attendance and progress; annual report on outcomes and results
• To students – monthly reports on attendance and progress
• To program supervisor – weekly meetings

to discuss projects and progress

By tracking the outcomes and the participants’ progress, we are able to validate the need for our program to the organization. To measure the value of secondary or unexpected outcomes to the organization, we track transfers, promotions, GED recipients, hours employees put in voluntarily and anecdotal information that we obtain from managers and participants.

To obtain information related to the transfer of learning to the job, we obtain oral feedback from the supervisors and managers. Passing core competencies and scores on performance appraisals are also indicators of transfer of learning. We do not have a formal way of documenting the transfer of learning; however, the managers in the departments keep all the employees’ core competencies and performance appraisals on file.

We believe that providing adult education basic skills programs in the workplace benefits both the company and the employees. By investing in the training of entry-level employees, a company can realize higher profits because of a better understanding of the job and, consequently, improved job performance. We have also found workplace education can lower the turnover rate. The cost of replacing an employee has been estimated to be 1.5 times the person’s salary. The employees gain not only by being able to keep the jobs they have, but also by acquiring new skills to get promotions and transfers to higher paying jobs. Our program has demonstrated that adult education in the workplace can be a win-win for everyone involved.

In the Nutrition and Food Service Department, the manager has seen an increase in the number of employees who request direct deposit as the preferred method of receiving their wages since the inception of or our program. Prior to the class, the employees had a fear of electronic banking. The manager attributes the change to employees’ increased confidence in the use of computers and their ability to read and understand how direct deposit works for them. She feels our program has helped to break the cycle of receiving paper checks versus using direct deposit, which is a savings for those employees who relied on cashier’s checks to pay bills.
Introduction
Workplace classes in Claiborne County meet in various locations across the county, including the Adult Learning Center and the regional community college. To overcome the widening gap between employees’ current skills levels and those needed to maintain a competitive position, Claiborne County companies are finding that workplace education programs are needed.

Promoting adult education in Claiborne County occurs in various ways. We have been successful making appointments with companies and asking the employers what they need to improve productivity. We then offer assistance in this process, offering our expertise in helping the company remain competitive.

One of the most successful methods we found for recruiting businesses and industry for our computer and Internet classes was advertising by fax. For many years we have advertised on the local television cable stations, mailed letters, spoken at manufacturing associations, and posted information for our classes on local company bulletin boards. The fax was intended to target the companies that we refer to as the “Ma and Pa shops,” small hometown businesses that need assistance providing basic skills education on the computer and using the Internet. The response was overwhelming. Within the first week, we had over 100 employee names from various companies on a waiting list.

As the demand for computer basic skills and basic Internet skills has increased in the Claiborne County workforce, the need for instruction has become evident. Various companies have called the Adult Education program to ask for assistance with this need.

Purpose
Our program goal is to be a customer-driven program. As a result the local companies have been involved in establishing the goals and objectives for the workplace classes.

One of the goals expressed by the employers is to improve employees’ computer skills. The goals of the courses described for this project are based on these needs. The purpose of the workplace computer classes is to introduce the workforce to the basic computer skills and basic Internet skills and to improve the participant’s basic skill level in these areas.

To accommodate the needs that were being identified by the companies and their employees, we began looking for instructors and computer space.

Assessment
Assessment for the workplace classes is an essential part of the program. The program staff work as a team to develop the assessment tools. The first phase of assessment begins when the supervisor and/or the coordinator meet with the company contact person to discuss program needs and outcomes.
The adult education contact person then meets with the instructor to share the information that has been gathered. Together, the adult education supervisor or coordinator and the instructors develop the assessment instrument. Working in this way, we are able to establish and maintain the quality standards for our program, which are designed to align with the quality standards discussed in the Workforce Investment Act.

The assessment instruments that we use as pre-tests and post-tests in the computer literacy classes are designed by the instructor (see appendix).

**Instruction**

The classes are taught in various locations across the county. As we planned for the classes initially, we needed a large enough lab to accommodate all of the students. The local community college offered us the use of their computer lab for afternoon classes. This partnership not only provided space for us, but also included the use of the college’s Electronic Teaching Station.

From surveys that we conducted, we learned that most employers prefer that class instruction occur off-site. One reason for not scheduling the class on the worksite is that the employees are more comfortable in a class located off-site.

We have found that the time the class is scheduled is also very important to its being successful. Classes are conducted at varying times. Usually, an afternoon class is conducted from 1:00-3:00, and other classes meet in the evenings from 5:30-8:30. Some individuals attend on their own time and some participate during company time. Often students are given incentives to attend the class. Some students attend, anticipating a possible job promotion. Participation is totally voluntary. The classes are offered at no charge through the Claiborne County Adult Education Program.

The course is presented using a combination of lecture and hands-on experience. A textbook is used to develop the course outline. The instructor provides a syllabus, which outlines the learning objectives of the class. This is used to pace the class while each student practices the skills on the computer. Individual instruction is provided so that students may advance at their own pace. The materials that we use are a combination of teacher-made materials and commercial texts.

In order to help learners in the area of life skills, we incorporate the workplace KSAs (knowledge, skills, and attitudes) throughout our instruction. Areas such as dependability, following instructions, getting along with others, doing the right thing, work ethics, accurately working, working as a member of a team, cooperating, listening, talking respectfully, following standard procedures, and quality in the workplace are important topics for the facilitator to address during the class.
Integrating these skills and attitudes with the basic computer skills provides the students with an opportunity to become valuable quality workers. Integrating the KSAs with the basic skills facilitates the transfer of knowledge to applications in daily life skills.

In helping participants learn and practice “real-world” skills, the most important role of the instructor is that of a coach/facilitator. If the goal is to have participants improve their ability to follow instructions, for example, they might begin the lesson discussing something familiar that they do well, such as following instructions to prepare food. This skill can then be related to the work environment by asking a student to follow the instructions necessary to use a copy machine or a fax machine. During instruction, participants are encouraged to take the risks necessary to complete a task and are taught how to apply their learning experiences in other areas of their lives.

Once general instructions are given, each student receives individual instructions tailored to meet his or her ability level.

Dealing with the students’ fears of the computer is one of our greatest challenges. The teacher must make students feel comfortable and help them overcome these fears before effective instruction begins.

Another challenge, as in any typical adult education program, is structuring the class to deal with the various levels of knowledge. It is very difficult to teach a computer class when participants function at different skill levels. We have found that careful advertising, including a complete description of the class, is the key to solving this situation. Additionally, when a participant enters the class, goals and objectives are established. At this point, the participant may decide this is not the appropriate class.

A third challenge is the transfer of classroom experience to on-the-job performance. Ensuring that the class content matches the participant’s expectation is critical. If a participant needs a particular skill and leaves the class without that skill, precious time has been lost and the reputation of the program is jeopardized.

**Outcomes**
The student is expected to achieve the basic computer skills or the computer Internet skills as established in the class syllabus. Progress is measured through testing and hands-on demonstration of the skills, which is then assessed by the instructors. Students also evaluate their progress through feedback from the instructors. Both employers and employees involved in these workplace classes are kept informed of progress, and, upon the completion of the course, a certificate of accomplishment is presented to the student.

Our Adult Education program benefits the company because students leave the course with a better understanding of the basic operation of the computer, basic word processing skills, and basic Internet skills. Secondary outcomes for the employers derive from the employees’ increased understanding and application of the workplace knowledge, skills, and attitudes that are reinforced in the classes. Additionally, the enhanced self-esteem and pride that many of the participants experience make for happier and more productive employees.

The pre-tests and post-tests along with the instructor’s observation of “hands-on” skills, are used to measure the progress of the students. Students experience further validation when they receive a certificate of accomplishment given upon successful completion of the course. We report the number of students to the state in our year-end report.

Adult education provides an educational opportunity that the companies are not equipped to provide. Our local companies do not have computers or training labs to provide the learning opportunity that is offered through the Adult Education Learning Center. This service and the skills learned are invaluable to both the student and the companies.

At the beginning of the project, we had a clear understanding of the expectations of...
Our continued close relationships, built on effective communication and consistent quality of work, ensure a win-win situation for both the company and our adult education program.

the employers, the students and the state. Customer feedback from initial needs assessments and surveys that we conducted assists us in evaluating the effectiveness of our programs. We compare our results to see if the goals have been met. In addition, we conduct an evaluation asking the students how they have transferred knowledge from class to life experiences.

Working with employers in Claiborne County requires careful planning, time, and open communication. A strong sense of trust must be earned with these companies, and it is our responsibility to earn this trust by ensuring that we follow through on all the commitments that we make and that we maintain the quality of our programs. Our continued close relationships, built on effective communication and consistent quality of work, ensure a win-win situation for both the company and our adult education program.

Smith County Adult Education

by Tracy Alexander

Introduction

Smith County Adult Education provides a variety of workforce development classes for local industries. Often, the companies request the classes with a specific goal in mind. One customer asked for a measurement and tool reading class for his employees. For another company, we designed and implemented a “basic” measurement class and an “advanced” measurement class. I have also taught basic math classes that were developed through the joint efforts of the local employers and the staff at the adult education center. The class curriculum spanned basic math skills, such as addition, subtraction, fractions, decimals and metric measurement. Following completion of the basic math classes, others on staff teach the more advanced class on instrument reading. All of these classes have been offered at the worksite.

Employees from several businesses attend joint classes in computer instruction. These classes are conducted in the computer lab located at the Adult Education center. We offer classes in basic computer skills, use of the Internet, and some other introductory computer classes. I also work with businesses whose employees need GED preparation or refreshers in language and/or math basic skills.

The Adult Education staff has developed an effective working relationship with industry in Smith County. The Adult Education supervisor and instructors are frequently asked to participate at local Rotary Club meetings, and we work closely with the Smith County Industrial Education Alliance. We have made ourselves available and accessible to any company that may have questions about working with us or asking us to help locate other practitioners in our field. We attend local Chamber of Commerce meetings and are constantly advertising our program in the local paper and on local radio stations in order to raise the public’s awareness about our classes and our facility.

There is much strength within our program. I am fortunate to be able to maintain flexibility in terms of the structure and the class content as well as the way that I schedule classes. I feel that the ability to be flexible and the variety of classes that we offer for business and industry has made us successful. One of the challenges is working with the employees in such a way that they too can see the benefits of continuing education.

Purpose

Our purpose is to provide educational services to the adult population in Smith County who are in need of additional education. Emphasis is placed on those adults who have the least education. This includes those who
are in need of the basic skills necessary to obtain a job, to retain their present job, and to earn promotions within the workforce.

Workplace activities focus on the particular skills that the employer expects of the employee, and the programs are negotiated with the employers. The instruction may be for the purpose of providing the student an opportunity to learn a particular skill in a functional context or it may be to assist the student toward obtaining the general educational skills and knowledge that result in a credential.

When we started the classes at one local company, the AAA Company,* the plant owner contacted us to teach employees the correct use of industrial instruments. After discussions with the Adult Education supervisor, it became clear that some students might need basic math classes before taking the instrument class. Those workers who took the math class and felt confident then went on to take the industrial instrument class.

When I teach a computer course, the students taking the course establish the goals for the class. Those students, who have set the goal of becoming more comfortable with their personal computers, enroll in the introductory class that we offer. Many students need the office courses for advancement in their current position. Our curriculum is based on Microsoft Office Uniform Standards.

We have one facility that requires that their employees have continuing education classes. The facility bases part of the employees’ pay raises on the number of classroom hours they have completed. We provide these employees with general business related courses. We offer Introduction to Computer, Excel, Introduction to the Internet, and Microsoft Office courses. The employees elect a representative, usually a shift leader, to make arrangements for the class, the payment of fees, and scheduling the class time.

Assessment
We use the ABLE as a pre-test and post-test in basic skills courses. Other instruments, such as teacher-made tests, are used with specific courses. We have correlated the questions on the ABLE to specific skill lists.

Often, the students in workplace classes may enter the classes for short periods of time in order to reach specific goals. By using the ABLE, we are able to complete assessments quickly and accurately. We identify each skill that needs to be mastered and develop focused instructional plans. When students obtain mastery of a particular skill, they are not required to spend time on those skills in class. As the student completes study in any given skill area, instructor-designed tests are often administered to demonstrate the student’s increased knowledge in that area.

Following a post-test, learners can return to their focused instructional plan and see the progress they have made. This visual achievement of goals boosts the morale of the students and the staff.

There is not a standard assessment for several workplace courses that we offer. We are currently developing assessment instruments for our computer classes such as Excel, Introduction to the Internet and Microsoft Office.

For purposes of assessing project learners, we use instructor-designed instruments

*Company name has been changed.
Our classes are initiated and organized through the efforts of the plant owners, managers, human resource directors, shift and line leaders, and often the employees themselves. And our evaluations are more subjective. For example, if the project learner accomplishes the goals established at the beginning of the class, we feel the learner has been successful.

**Instruction**

I teach a variety of workplace basic skills classes. For example, I am responsible for the “Introduction to Computer Class,” “Introduction and Advanced Excel,” “Microsoft Office 2000: Introductory and Advanced Concepts and Techniques,” “Microsoft Office 2000: Advanced Concepts,” and the basic math class. The Smith County Aged Education Program has a wonderful relationship with the businesses in our industrial park. Our classes are initiated and organized through the efforts of the plant owners, managers, human resource directors, shift and line leaders, and often the employees themselves. They contact our office and let us know that they are interested in a class and the supervisor or I arrange a registration session. We give them a window of time to come to our office or we go to their facility and register the employees. These classes are conducted in the computer lab at the Adult Education Center which is located in our local high school vocational center.

**Computer Classes.** The computer classes are offered for the most part in the spring and fall. One local business requires that its employees have continuing education classes and incorporates their class enrollment and attendance as part of the review process for pay increases. Although the employees must select and schedule their own classes, the employer reimburses them for any expenses they incur while taking the class. To accommodate the learners who attend on their own time, classes are often arranged around shift schedules.

The “Introduction to Computer” curriculum covers several aspects of computing. We discuss the components of the computer and the cost of these components as originally purchased and as they are upgraded. We review the desktop and each icon that is shown, the accessories software, the control panel and default settings, how to install and uninstall software, and printers and basic word processing. The course also includes a section on how to maintain the computer both internally and externally.

Students taking “Introduction to Excel” build a basic spreadsheet and format the information in a variety of ways. They learn how to create spreadsheets with multiple pages, formulas and formatting. Using the information from the spreadsheets, they learn to plot graphs and to format charts.

In the “Microsoft Office 2000” course, the students learn basic steps in Word, Excel, PowerPoint and Access. The Word portion of the class covers creating and editing a Word document, creating a research paper, using a wizard, and creating a resume. The Excel portion covers creating a worksheet and embedded chart, formulas, functions, formatting and Web queries, charting and working with large worksheets. The Access projects include creating a database using design and datasheet views, querying a database and maintaining a database using the design and update features of Access. Using PowerPoint, the students use a design template and auto layouts to create a presentation and use the outline view and clip art to create a slide show.

We use the *Shelly Cashman Series* from Course Technology to teach Microsoft Office and the *Course Illustrated series* to teach Excel.

**Basic Math Courses.** Our basic math classes are taught as a prerequisite for the industrial instrument class. The content of this class includes lessons in fractions, decimals, geometry and measurement. The instructor for the instrument class then provides instruction in using industrial rulers, calipers and micrometers (digital and manual). This is an ongoing class offered for the company. We start classes as they add new employees. To date, two classes have been taught, with a third testing date scheduled.
The average length of the class is six to eight weeks for basic math and four to six weeks for industrial measurement.

When we started the basic math class at AAA Company, we used the pre-test to separate the students into ability groups. We chose to separate them according to skill level, rather than grade level. I started teaching the class by providing a short refresher on basic addition, subtraction, multiplication and division.

As an icebreaker activity and a means of assessing the students, I begin by asking them if they have used a calculator regularly. I want to know how they balance their checkbooks—with a pencil and paper or with the calculator? Since most of the students use the calculator, I explain that I also use the calculator and that has caused me to “forget” my basic multiplication tables. I occasionally need to refresh my memory about the basics and I suspect that several members of the class might also benefit from an opportunity to refresh their memories. Engaging in this kind of discussion puts the students at ease if they do not remember the multiplication tables. We spend one and one-half classes just reviewing the basics; those who need more time with multiplication receive a chart that they can keep handy.

As we continued the class and started new skill areas, other students joined the class. Many students were interested initially in learning how to compute decimals and percentages and continued the class to learn geometry and measurements. This gave the class a continuous flow of students. On those occasions when employees have to remain “on the floor” to complete job assignments, those students who have been to class are able to help them with the missed assignments. Since our class is scheduled in the break room, the sound levels from the floor of the plant occasionally interfere with my explanations to students, but accustomed as they are to the noise level, they do not seem to mind.

The classes, which meet two or three times per week, are three to six weeks in duration. The students in this class are paid by the company to take the class and attend on company time. Another incentive for taking the class is the opportunity for the employees to receive a pay increase or to acquire a new position within the company. If the students are able to learn the industrial measurement instruments, they have an opportunity to change jobs and this could mean a pay increase for some students.

We use Steck-Vaughn Math Concepts to teach the basic math course and instructor-designed materials to teach the industrial instrument class. The basic math students are pre-tested and post-tested using the ABLE 3 tests, and the computer students are tested using instructor-designed tests.

Although we are often asked to structure classes based on specific company needs, many of our classes involve the teaching of basic skills such as math and writing, and we are able to integrate these skills into the requested curriculum.
The basic skills courses offer the participants an opportunity to increase their reading or writing abilities, to be able to help their children with homework, and to obtain the skills needed on the job.

Outcomes
In the “Introduction to Computer” class, the students work toward accomplishing individual goals that they have established for themselves. For many students, the ability to turn the computer on or off properly completes their goal. I have had many students who start the class for the express purpose of being able to print a document; for those students the goal is easily achieved.

The employers in our community contact our offices with specific needs. If we currently have a course developed, such as Introduction to Excel, we enroll the employees in the course and our instructors set the goals and expected outcomes of the course. If we develop the course to meet the employers’ specific needs, they discuss with us the skills they expect their employees to have when the course is completed and together we determine outcomes and outcome measures.

In the AAA Company class, we were able to stagger the students’ entrance into the class according to individual skills and abilities. Students were encouraged to complete the entire class; several students completed just the basic math course and did not attend the industrial measurement class.

When offering the course for the plant employees who must take continuing education courses in order to receive pay increases, we establish what the students want to learn in the first class meeting. We openly discuss why they are taking the class and what they hope to gain. Many are there only for the chance of the pay increase and want the class to be as simple as possible; others have home computers or work with computers in the plant and want to increase their own knowledge. The class is then geared to accommodate the needs and wishes of both groups of students. We do as many fun projects as possible while increasing the knowledge of those interested students. It keeps the class exciting and balanced.

The basic skills courses offer participants an opportunity to increase their reading or writing abilities, to be able to help their children with homework, and to obtain the skills needed on the job. I help the students establish personal goals that often meet the same purpose as the employer’s. This helps the students not only meet the goals established by the employer but also facilitates their personal motivation for the class.

Crockett County Adult and Continuing Education
by Harold Garrett and Rebekah White-Williams

Introduction
The Crockett County Adult and Continuing Education Program has been involved for some time in providing workplace education programs in response to the needs of local industry. This profile will include a description of three workplace classes that have evolved as a result of the collaboration among the employers, the adult education program and the local technical school.

In the fall of 1997 when a local clothing manufacturing plant closed, the employer and the employees requested that the Adult Education Program provide training classes for dislocated workers. At the same time, the technical school contacted the adult education program to request training and classes that would prepare students who were enrolling in their programs. The class that is currently offered annually by the adult education program in response to these requests is “Workplace Math.” Designed for those students who are enrolling in the LPN course taught at the technical school, this class is offered for three and one-half hours per week over a six-week period and is taught at the Crockett County Vocational School. Due to the continuing need to provide this academic
upgrade in math, two additional classes were added during the spring of 2000. Other needs were surfacing in Crockett County. During county-wide Workforce Investment Board meetings, the Adult Education supervisor began discussing local educational needs with area business people. Throughout these meetings, employers voiced a need to increase the employees’ basic arithmetic skills.

In the spring of 1999, Crockett County’s Adult and Continuing Education Program surveyed local companies and reported on the results of this “Work Skills Survey.” Employers were asked to indicate the literacy skills that were necessary for people to have in order to be employed within their companies. In addition, employers were asked to rank the knowledge, skills and attitudes that were most important (see appendix). Two specific areas reported in this survey were a need for upgrading employees’ basic math skills and a need for professional ethics training.

As a result of these contacts and the feedback from the survey, a new class in math and statistical process control was scheduled for ABC Manufacturing,* which produces plastic containers. The company provided the space on-site as well as some of the equipment needed for instruction.

In addition to these two classes, Rebekah White Williams taught a class called Professional Ethics and Attitudes. At the company’s request, adult education provided multiple sessions for the employees of the XYZ Company.* These sessions were designed to provide a general overview on ethics in the workplace and to provide instruction related to appropriate, assertive responses that would facilitate teamwork in the workplace.

**ABC Manufacturing**
Utilizing feedback from the employer, the instructor established the goal for the class at ABC as providing the basic skills that would support the employees’ capacity to perform their assigned job tasks as a step toward meeting ISO 9000 standards. The employer hoped to upgrade the academic level of the workers to reduce employee attrition as well as improve product quality by upgrading employees’ basic skills and professional work ethics. The class was scheduled to meet twice weekly, on-site, for two hours each session in the afternoon to accommodate employees from both first and second shifts.

The assessment tool intended to be used initially in this basic math class was the CASAS. The assessment process was interrupted, however, due to the CEO’s request that the physical plant expansion be completed prior to beginning the classes. Classes were postponed and scheduled to begin in the fall of 2000.

**Workplace Class**
Following the closing of The Clothing Company,* the dislocated workers who responded to the survey conducted by Adult Education indicated that they wanted an opportunity to attend classes that would prepare them for the medical field and would lead to state certification. As a result, a partnership with the Crockett County Executive’s Office, JPTA, and the technical school was forged. The local education agency donated the site and local businesses and county government provided $16,000 for site renovation, furniture, and medical equipment for an on-going twelve-month course. Opening ceremonies were March 1997, and the first class graduated in April of 1998.

This adult education class was designed to upgrade the skills of displaced workers and adults entering medical training in the community college/technology center. The class meets one evening a week at the Crockett County Vocational School in Alamo. This class includes preparation for the GED exam; instruction in math for medical training, including metrics; and instruction in math and language skills to assist learners preparing to take the California Achievement Test (CAT) including those who have previously

*Company name has been changed.*
taken the test and scored less than 80 percent. Training in computer technology is also a component of the class. Offered continuously throughout the school year, this class is designed to prepare those individuals entering medical training programs or re-entering employment.

The objectives established for the participants is that they attain a score of 83 percent on the CAT; that they demonstrate written knowledge of metric conversions for medical office work and/or nursing classes; and that they be able to complete transcriptions according to standards established by the technical school to enter the LPN program. Other goals are based on the Tennessee Department of Nursing Curriculum Guide for Health Science Information Program.

The instructor selects instructional materials and teaching methods in accordance with the guides and goals for the specific training program in which the individual is planning to enroll. All instruction is individualized.

Outcomes for the students are evaluated based on the student’s goal and the program that the student is entering. We have established a minimum score of 80 percent on the post-test, as well as on categorized components of respective instructor-designed math exams (in such areas as metric conversions, dosages, and fractions) in preparation for the CAT and the LPN training (see appendix for Pre/Post Test: LPN Math Prep). A higher score is required by the technical school in order to enroll in pharmacology. In addition to these threshold scores, we evaluate our success by the number of students who are accepted into the nursing course as well as the number who graduate from the twelve-month LPN program.

A local businessman in Crockett County, who owns four nursing homes within the area, has promised jobs to every individual who graduates from the LPN class. To date, he has employed sixteen of the twenty-one graduates. The class size for year 2000-01 has doubled.

We receive additional feedback through student testimonials and from the nursing instructor in the community college.

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I was amazed by the number of students...and their eagerness to learn.

—Instructor

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I would like to start by saying that when I enrolled in this class, I had been out of school for ten years. It was a great feeling to know they were offering a math refresher class. When I started the classes, I was totally lost but Mr. Garrett made it a pleasurable experience.

I would like to thank Mr. Garrett for his time and for the people involved in making this class available to help those like me.

—Adult learner

Mr. Harold Garrett has been a tremendous help to our nursing program. Good math is a must for the nursing profession. Our course is a fast-track program, and with the help he has given in the math classes we have been able to keep on schedule.

Mr. Garrett started with my first year of teaching. I was surprised that so many students were able to pass the math section of nursing with minimal help. The students that did not take the course had a hard time keeping up.

I really appreciate all the hard work and dedication he has shown in working around our schedule, and by working with individual students if needed.

—Nursing Instructor

I attended Mr. Garrett’s math class prior to starting my Nursing Course. The math that Mr. Garrett taught is going to be very beneficial to me in my nursing classes. He was always very understanding and helpful; he made sure that you understood the problems before going on. I would like to say “Thank you” for the opportunity to be able to attend this class as I know that it is going to be very helpful in my nursing.

—Adult learner

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In the third class described in this project, XYZ Corporation requested assistance from Crockett County Adult Education in providing a class on professional ethics for its employees. After a discussion with company officials, the goals that were established were as follows: 1) to empower participants to handle situations ethically in the workplace, 2) to develop integrity in interactions with others, and 3) to respond to others as a team player.

To accommodate the large number of employees, the adult education staff conducted six sessions throughout the day. Before beginning the classes, the participants were asked to complete a set of questions intended as a pre-test to check for knowledge and understanding. Following the session, the employees added new information to the assessment as a means of checking for new knowledge.

To introduce the concept of ethics in the workplace, each session began with the video, “A+ in the Workplace: Developing Positive Behavior,” by Meridian Education Corporation. The session continued with a cooperative, “hands-on” exercise that was introduced and modeled by Dent Davis during a Families First training session. In this activity, a group is assigned the task of engineering a device that will prevent an egg from breaking when it is dropped from a height of eight feet. “The Egg Drop” is designed to get the members of the class working together to problem solve.

Using handouts and overheads, a discussion on appropriate workplace behaviors and responses was conducted (see appendix). Included in this discussion was information on the management’s responsibility as well as responsible employee behavior.

In addition to the pre/post checklist, we received an evaluation sheet from each employee to obtain feedback on the session as well as the session’s facilitator. The majority of the respondents gave high ratings to the session, indicating that they felt the presenter was well prepared and knowledgeable and that the information was important and beneficial. Employees also provided suggestions for additional information to be added to the content. During the session, we discussed three types of behaviors and classified them as passive, aggressive and assertive. As part of the discussion, some employees felt that a fourth category that should be included is “indifference.”

In retrospect, I was surprised at the number of employees who did not understand the concept of work ethics and its importance in the workplace. After each presentation, several employees realized that they were demonstrating behaviors that were not considered appropriate within the workplace. They were unaware of the legal problems that could result from such behaviors.

As a result of these sessions, the company management asked the adult education staff to repeat the class for management and supervisors. Furthermore, the local high school has requested this same presentation for the students in the vocational classes.

Williamson County Adult Education

by Diane Cohn

Introduction

In the summer of 1999, I was asked to teach an ESOL class for the employees in a local fast food chain. As the instructor for one of only five pilot programs in the United States, my task was to create a curriculum based on students’ needs. The collaborating partners responsible for creating and coordinating this project were representatives from the restaurant’s corporate office, from Steck-Vaughn

In retrospect, I was surprised at the number of employees who did not understand the concept of work ethics and its importance in the workplace.

Rebecca White and Catherine Via did an outstanding job presenting Professional Work Ethics and Attitudes to our hourly workforce. I heard such comments as “management should go through this also” and “this training made me stop and look at myself.” We extend to you our appreciation for this partnering with industry and to personally say thank you.

—Human Resources Manager
I spent a great deal of time talking with managers and obtaining training materials to create a curriculum. I continue to design and develop curriculum, integrating life skills, grammar, and workplace lessons in a format that is enjoyable for the students.

Publishers, and from a community college in Austin, Texas.

The class was envisioned as a three-month pilot program that would enroll twenty students from four area restaurants. Using Steck-Vaughn materials exclusively, I coordinated scheduling and materials with the four Franklin site managers. Following the initial three-month pilot, I was asked to provide a comprehensive evaluation on its success.

Initially, twenty-two students attended, having been selected by the management based on their need to speak English well enough to be able to work the front counter and the drive-up window. Eventually, the class expanded to include students who hoped to become managers. As time went on, however, the restaurant management reduced the enrollment by two-thirds to control the cost, as the students were being paid to attend three hours per week.

My class is conducted in a small break room in one of the Franklin sites. Since I average between twelve and twenty-two students per session, we sometimes remove the tables to accommodate the numbers, and the students write on their laps. I have a dry eraser board, which is wonderful, and all the other materials travel with me in my car. Piped in country music, ashtrays, and people coming and going between the shifts—all are a part of our classroom environment.

Initially, the greatest challenge was the requirement to use only Steck-Vaughn materials, which were too difficult for the majority of the class members. In addition, I spent a great deal of time talking with managers and obtaining training materials to create a curriculum. I continue to design and develop curriculum, integrating life skills, grammar, and workplace lessons in a format that is enjoyable for the students.

Purpose
The goal of the class is to help the majority of Hispanic workers learn to speak English at work in order to facilitate cross training so that the employees can rotate through different stations and be eligible for promotion. Long term expectations are 1) to expand the pilot program in all regions to give all non-English speaking crew equal opportunities to learn English and to advance in the work environment and 2) to positively affect store performance in areas such as communication, training, morale, reduction in turnover, and increased customer satisfaction.

During the course of the program, individual employee progress was to be monitored and tracked and results communicated to the manager and the core team to ensure that all parties were kept informed as to the progress of the students. Initially, the employer was involved in selecting the curriculum, and I was instructed to use only Steck-Vaughn materials. Since most of my students could not read, I had to supplement this curriculum with literacy-based materials.

Teaching the second three-month class, I was given the option to select and design the curriculum. I am focusing on phonics, vocabulary, pronunciation, and commonly used phrases. In addition, I incorporate workplace phrases, questions, and common responses into regular conversational lessons.

The goal, to help promote employees within the workplace, remains the same. I write monthly updates for the store managers and district manager. I also provide them with attendance statistics and individual student progress reports.
The managers are very supportive of my class. They like having it on-site. They enjoy the enthusiasm expressed by the students. As an added incentive, they pay the students to come to the class. This incentive money is now included as part of their store budget. Although the classroom conditions are less than ideal, the support from management is a much more important factor. After the first three-month class, we had a graduation ceremony sponsored by the corporation. I believe the plan is to continue to have a ceremony following each three-month session.

**Assessment**

During the first three-month test pilot, I used Steck-Vaughn’s *English ASAP: Connecting English to the Workplace*. These materials have been adapted for the restaurant and provided at no charge. I also had to use the ASAP assessment that is provided with this series. In most cases, it was not helpful because a student had to know how to read to take the test. There was no way to assess oral comprehension or a student’s writing skills. At the same time, I did receive excellent portfolio assessment materials that were intended for use to record a student’s week-to-week progress in the class. These materials were also provided by Steck-Vaughn and the Austin, Texas pilot partner and included such categories as improvement in pronunciation, daily and weekly notes by the teacher, and weekly evaluations by the students on their progress.

For the second three-month class, I used the CASAS and an oral test that I developed (see appendix). This initial assessment can be overwhelming because of the volume of materials involved, but I have high hopes that it will report progress better in the long run.

The CASAS assessment is very time consuming. One must first give an appraisal, which requires over one hour. Following this initial appraisal, one must place the student in the proper level test booklet for another hour of testing. Since our class meets only twice a week, the assessment process takes one entire week away from instruction.

The information from this assessment helps me in several different ways. First, I obtain the level of instructional materials I should use. If the material is too difficult, the students will not return to class. Secondly, I know the skills that need to be taught. This helps in my planning and facilitates teaching sequentially. Most important, assessment helps establish a level of comfort for the student. In turn, the students become more aware of their progress.

Assessment is an important tool for the instructor and a good assessment is the most difficult to find. In the future, I will be using the BEST assessment.

**Instruction**

Following the completion of the initial three-month pilot, I began to adapt the curriculum and introduce other literacy material in order to customize the curriculum based on the needs of the students. The primary criteria I am asked to follow is that I work with restaurant training booklets; incorporate vocabulary relevant to store materials, such as “straws” and “cups;” and that I teach conversations relevant to the job.

I like to start each lesson with questions for discussion that are conversational or work-related such as, “What do you do?” or “What do you like about your job?” Then we proceed into a phonics/vocabulary lesson. Pronunciation is crucial in an ESOL class and also develops the students’ vocabulary. I like to use themes, so we started with occupations and now we are working on food, kitchen, and restaurant verbs. I use a Steck-Vaughn book called *Sound, Words, and Meaning*, which is out of print, but excellent. We practice pronunciation and usually use these words to write sentences. I also use a Golden Book called *Phonics*.

On Tuesdays, we work with our “theme,” using either the *Oxford Picture Dictionary* by New Readers Press or *Pictures that Teach Words* by Easy Aids, Inc. These lessons include practice in pronunciation, conversa-
Conducting an adult education class at a place of business is challenging and exciting. The key is communication with management. Keep them informed about the class, and always be open to their suggestions and requests. It is important for us to keep reminding management of just how valuable the services are that we provide.

On Thursdays, I include a grammar lesson using Azar’s Basic English Grammar by Prentice Hall. I have also recently added Grammarchants as another tool for teaching grammar.

I try to integrate these lessons with fun activities and activities that are relevant to the restaurant culture. Some of these lessons are focused on modeling restaurant behavior, ordering from a menu, and asking questions related to food. I have also taken the most common phrases used in the restaurant and created a game that requires putting the sentences in their correct order and writing the completed sentences. Other activities are built around naming foods found both at home and in the restaurant, including the verbs used in cooking or preparing food.

The curriculum is customized to the extent that what I teach incorporates restaurant vocabulary and activities focused on dealing with the public. At the same time, the students need life skills to help them communicate in day-to-day activities. I try to make their requests a class priority. As a result, we have studied how to write a note to a child’s teacher, how to ask questions about a work schedule, and what to say to a coworker when there is conflict. I plan to teach a medical unit in the future that will include safety at work, going to a doctor or dentist, and parts of the body. Future lessons will be developed on subjects such as driving and automobiles, banking, and traveling. If students and their family members are able to function in our culture, they become happier workers.

Working with different levels in an ESOL class is always difficult, whether or not the class is conducted in a workplace. The key to addressing this challenge is planning cooperative activities. Everyone helps each other. All activities are written and oral at the same time and involve practice, practice, and more practice. We model conversations and each student must spend time completing oral assignments. Without good pronunciation, the end result for the student may not be positive. The important issue for the teacher is to ensure that what is being taught is useful to our students. The bottom line is keeping the students happy, interested, and coming back for more.

Outcomes
When I met with the representatives from the corporate office last summer to begin the ESOL test pilot, we discussed at great length what the corporation wanted to achieve. Their primary goal was to enhance the internationals’ English proficiency. They wanted workers who could work the grill, the front counter, or the drive-thru window. Workers who could not speak English were restricted to working the grill and, therefore, had a higher turnover rate because of lack of flexibility on the job.

Another major goal of the corporation is to have more Hispanic managers and assistant managers. Since 80% of their national workforce is Hispanic, they want their management to reflect this diversity as well. My goal for these students is that they can be understood when speaking English. We spend the majority of class time on vocabulary, pronunciation, and simple sentence structure. We have a lot of fun discussing the different pronunciation of words. Consequently, my students work very hard at pronouncing words correctly. In that respect, we are accomplishing our target goal.

During the pilot, we received feedback that employees’ job performance had improved. Attendance also improved, and the students showed confidence when dealing with customers and asking supervisors questions. Two of my former pilot students are now in management training. The majority of the students have been promoted to work the drive-thru window or the front counter. Employees have been more comfortable asking for help with family issues. The results of this three-month pilot class have been positive for both the company and the individual.

The challenge of a workplace class is trying to meet the employer’s needs while addressing the educational and life skills
needs of the students. Although I provide monthly updates to the managers and to a corporate representative detailing attendance, course of study, and providing anecdotes; I do not obtain consistent feedback from the managers. One of the students’ coworkers did comment recently that he could see an obvious difference in the students’ abilities to communicate.

I think communication with company management is essential for the success of the class. This is not always easy to accomplish. Since my classroom is located in a company break room, I make an effort to talk to the managers a couple of times a month to inquire if there are any problems or if they have any suggestions as to what they want me to teach. Their primary concern is that employees be able to communicate effectively with the customers. I try to include conversational dialogues and questions in the lessons. We work a great deal on sentence structure related to how to respond to customer inquiries.

The corporation would like to continue this class in three-month cycles. This type of schedule allows management to make sure that the program is cost effective and allows them to reassess which workers are allowed to come to class (they select the students). After this class ends, I have been given a verbal commitment that they will continue the classes in the fall again—summers are too busy. Although, the local region is getting no assistance from the corporate level, they have continued to budget for the class. I appreciate their support and think that they must feel it is effective for them to want to continue.

In the meantime, the students wanted to continue learning, so I approached a nearby Mexican restaurant and will be conducting a class there two afternoons a week. Two of the waiters and a hostess from that restaurant have already indicated that they will attend the class. I am anticipating a larger number of students because some of the students want to bring their families.

When I finished the three-month pilot, I felt very good. I had taken something quite nebulous and created a successful environ-

| At the end of the test pilot in November, I provided documentation on the students’ achievement in various forms. I used the English ASAP “Individual Competency,” chart, which included five skills that were covered in the class (see appendix).
| 1. Introduce yourself
| 2. Makes introductions
| 3. Completes work forms
| 4. Communicates clearly (pronunciation)
| 5. Repeats confirmations

One of the store’s managers created a “Class Cumulative Competency Chart” (see appendix), using skills that she wanted employees to have. The skills were grouped in the following eight areas:

- 1. Greetings
- 2. Handling cash
- 3. Requesting condiments
- 4. Asking questions (this is on the job, especially if one did not understand directions from a manager)
- 5. Speaking to customers
- 6. Speaking to coworkers (in English)
- 7. Speaking to managers
- 8. Understanding procedures

I plan to use both forms again at the end of the class as a post-test. I will also provide the managers with a questionnaire to solicit their feedback about the workers’ progress and suggestions for the next class.
When students know the company cares about their need to learn and teachers can address both personal and work-related needs—this is the recipe for successful workplace instruction!

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Metropolitan Nashville Public Schools Adult Education

by Meg Nugent

Introduction

I teach an ESOL class at a local industry that launders, presses, repairs and ships uniforms, towels, napkins and aprons. Beginning in November of 1998, the class was scheduled to meet two times per week for one hour at the end of the shift.

Established for the purpose of increasing the communication skills of the company’s international employees, the class has as its primary goal to increase those communication skills pertinent to the employees’ jobs, so that they can function more effectively at work.

Initially, I recruited students for this class by creating flyers, translated into several languages, and placing them in a central location. I asked the company personnel managers to mention the class during their orientation sessions with new employees. Before each new class begins, I spend time walking through the plant so that people will get to know me. As a further way of encouraging people to attend, I have stood by the time clock to find out who was planning to attend class and, at times, asked the production manager to join me.

The company’s production manager has been exceptionally supportive of the program. Through her efforts, we have been provided with a good location to conduct the class. In addition, she has provided materials and release time for the students to attend class and has helped with recruiting efforts. She was even able to enlist the help of another company manager to decorate the classroom.
Purpose
The production manager, the supervisor of Metro Nashville's English Language Training Program and I worked together to establish the goals for the class. Both the supervisor and I met several times with the production manager to determine the specific communication problems that were present within the plant and agreed upon a plan to provide the educational services. We also obtained copies of all the written policies and forms that employees are required to complete as part of their job. As part of the initial planning process, we also met with on-line supervisors to gather information.

Not only did the employer assume an active role in establishing the goals initially, but she continues to be involved and influence the process. I interact with the production manager rather frequently and, at times, she has asked me to teach a specific skill. My strategy has been to keep the production manager as fully involved as possible as a way to demonstrate to her the value of the class.

The employee is also involved in this process of setting goals. I periodically solicit feedback from the students by asking them what they want to learn so that I can structure instruction accordingly.

Assessment
As part of the initial assessment, I conducted a job task analysis, which included learning the jobs of the employees and interviewing line supervisors and co-workers to gain more specific knowledge about job duties and tasks. I found it necessary to spend several days learning about the jobs, both initially and then routinely at intervals throughout the duration of the class.

I also used an assessment for verbal communication that I produced at the beginning of the class to determine each student's ability to speak English (see appendix). Since our class work is focused more on oral communication than reading and writing, the assessment provided the information that I needed to prepare lessons. Although it required little time to administer it was not useful as a post-test because it was not possible to use it as a means of quantifying student gains.

Instruction
I do not use one particular method or model to structure class, although I do follow Mainstream English Language Training (MELT) guidelines. MELT is a learner-centered competency-based system of curriculum development used by the National Refugee Center.

The materials that I use are primarily teacher-made and customized to meet the needs of the company employees. I have used the company manual to guide decisions on curriculum, but the manual was never an integral part of the curriculum. Commercial textbooks have a limited value for this class. I have used Steck-Vaughn's Language Exercises to structure grammar activities and Oxford's Speak Up in the Workplace, but I routinely adapt the material for my class.

The class is scheduled to meet two days per week for one hour following the end of a shift. In the beginning, the class was open to any employee. We then restricted the number of students to twelve and established guidelines for attendance. If a student was absent two times without a compelling reason, that student would lose his or her space in the class.

We have also experimented with closed enrollment, as opposed to open enrollment, developing both three-month and six-month courses. As a result of making these adjustments, attendance has improved and we found we had a waiting list for the next class.

The plant manager was realistic about what improvements she could expect as a result of my class. At the same time, I remained flexible to her needs and adapted the content if she requested a specific need within the company. For example, one day we discussed appropriate footwear in class because no one seemed to be paying attention to company policy. If we stay in touch with and remain flexible to the needs of the employers, this process works well.
The employer was eager for me to integrate the life skills needed by the employees in addition to teaching the basic skills needed to function on the job. We have covered such topics in class as preparing taxes, going to the bank, and scheduling appointments with dentists and doctors.

An example of such an activity that I created was a module on “Calling in Sick.” We spent several class sessions talking about why calling in sick is important, discussing appropriate reasons for doing so, and learning the vocabulary related to this skill. We practiced dialogues as a large group, followed by practicing in pairs. Each person had the opportunity to play the role of supervisor as well as that of the employee. We practiced further by allowing each student to actually call the production manager from another telephone within the plant. (I had given the production manager a script to follow ahead of time). Students also had an opportunity to listen to themselves on a recorded message that they placed on the production manager’s answering machine.

The levels within the classes were not as diverse as many ESOL classes experience across the state. This was intentional. During the job task analysis, I determined the levels of potential students and then targeted my recruitment efforts to a certain range of abilities. I planned to enroll beginning/intermediate students for this class, but not students with more advanced skills.

Outcomes

Outcomes for the students are based on a combination of factors, such as the employees’ interests as well as the company goals. Outcomes for the company were established by talking with the managers about the performance and skill improvements that they were seeking. This was a fairly simple task since the employer was of the opinion that teaching English that was useful outside the job was as valuable as teaching specific workplace English skills.

I measured student progress by assessing students at the end of a three-month class. The evaluation tool consisted of a “test” based on the material that we had covered. For example, one test at the completion of this unit included evaluating how well the students could understand and give directions. I would ask the student to start walking around the plant, following the verbal directions that I gave. Following this exercise, I would have the students give directions for me to follow.

Other methods of evaluation include obtaining feedback from learners and talking to supervisors and the production manager to determine the results they have observed. Many homework assignments involve communication with management so that they may more readily assess improvements and progress.

We do not always accomplish the intended outcome. Employers may not realize the literacy skills that are essential as a foundation for learning other competencies. Continuous dialogue between the teacher and the company representative is critical to working toward a successful outcome. For example, in preliminary meetings with the company production manager and a supervisor, we discussed the company’s specific needs. Writing numbers correctly, following production standards, and the communica-
tion needed to support these skills were issues that the plant manager initially wanted addressed. I did not teach much about writing numbers since it turned out that the people in my class were not the people who wrote numbers incorrectly on forms. Furthermore, because of the students’ low literacy levels, I was unable to provide instruction relevant to production standards. The employer may not always realize that some of the skills and knowledge that they want their employees to know is very complex and class instruction must be systematically and sequentially introduced. In my situation, communication with the employers about realistic expectations resolved any issues related to setting goals and demonstrating outcomes to the company.

Progress was reported to the company by means of a report that I created which “graded” the student on each particular task we had studied. Students also received a copy of this sheet (see appendix). The program received reports of progress through the federal government reports that were required.

Secondary outcomes are measured by keeping in close contact with the employer. It is vital to include an interview with both direct-line supervisors and plant managers as part of measuring progress. At one point, the production manager mentioned to me that the employees in my class were no longer avoiding conversations with her. Before the class, they would turn away to avoid talking when she walked by. After the class, they were more willing to talk to her. This is a good example of an outcome that I would not have planned to ask about, but one that clearly demonstrates transfer of learning. The continuous communication with the managers and supervisors enabled me to obtain this information as well as other important feedback.

We receive validation for what we do by asking for and providing consistent feedback to employers. By establishing good communication processes, we can keep employers involved in the learning of their employees. The student sees more directly the benefits of the class when instruction is structured to meet individual needs.

In summary, the language skills taught in the ESOL class in the workplace transfer to improved on-the-job performance. The learners have an opportunity to practice and apply the language needed to communicate effectively. Adult education demonstrates its value to the company through a process that includes maintaining documentation; providing classes that are structured to teach specific skills, customized for the workplace; and maintaining close communication with both students and employers.

Sevier County Adult Learning Program

by Connie Mayes

Introduction

In September, I was approached by one of the managers at a local restaurant chain in Sevier County about classes for the Spanish-speaking employees in two restaurants. The management was encountering problems with employees who were experiencing difficulty understanding their jobs and communicating effectively. In addition, promotions were not possible for these employees who could not speak English.

Since some of the employees did not have transportation, I suggested that we conduct the class at the restaurant. The manager liked that idea, so arrangements were made to conduct the classes in the training room at the larger of the two restaurants, combining employees from both restaurants.
The classes actually got off to a rocky start. The problems revolved around scheduling and having a place to conduct the lessons. The training room was very cold and loud music played continuously. There were not many students (I had been told there would be at least ten); they arrived late; and if business was brisk, the employees could not attend class. As a result, I suggested that we discontinue class in October, which is our county’s busiest month for tourism, and I started the class again in November.

In November, things were not much better. Even though I always called ahead to let management know that I was coming to class, I still had few students and they did not arrive on time. When the training room was in use, we had class in the restaurant with customers all around us. It is difficult to conduct class maintaining a level of quiet that will not draw attention from the customers.

In January, I went back to the original contact person and told him it was not working, but he said that the students who had been coming were showing progress around the store, I suggested that we change locations and return to the original restaurant since most of the students were from that store anyway. He agreed.

This move made a tremendous difference. We were given the use of a small but comfortable room. In addition, the store employees and management were friendly and more cooperative. Classes were scheduled for two hours once a week. We were finally able to pass out books and assign lessons.

Students are “on the clock” during class. They are enthusiastic, and because they attend regularly, we have finally been able to establish a core group of students.

Assessment
Since I use Steck-Vaughn’s English ASAP: Connecting English to the Workplace for instruction, I initially used the placement test that accompanies these books. This is fine, if the students are able to read; however, some of these students initially could not speak or read more than the word “hello.” More recently, I began using the BEST assessment, which is fast, easy, can be used with anyone, and tells me what I want to know. It is an oral test of auditory comprehension, fluency and communication. The drawback is that it is administered one-on-one and it needs to be completed privately. This is not always easy to accomplish when teaching in the workplace.

Instruction
When I began planning the class, I asked the manager for suggestions as to what he wanted the students to learn. In response, he listed some tasks that the employees could not understand, and he gave me copies of the restaurant handbooks. I have planned my lessons around these books and the Steck-Vaughn English ASAP books.

My typical lesson begins with a conversation that we repeat several times. The selection is made from the Jazz Chants Books or is written by the teacher. This activity is often structured by having the students conduct role-plays with each other.

The next part of the session is a study of phonics. I use a modified version of the Laubach method. Basically, I teach the sounds with the clue words and utilize the Laubach stories for reading.

The English ASAP book is used for all students, with adjustments for the various levels. Progress in this book is slow, as I gear all instruction to the restaurant tests and vocabulary and adapt the scenarios to accommodate terms and phrases used in the store as much as possible. Using the employee handbooks, I am able to relate the lessons to the students’ job duties. I incorporate the store vocabulary into everything we do in class.

Finally, we close our session by working on vocabulary from the Oxford Picture Dictionary. I use this book for teaching vocabulary and sentence structure.

I have been using Brainchild with the more advanced students so that I can focus
more time on the beginning level students. *Brainchild* is an electronic device with cartridges containing grammar lessons.

I also work with a tutor, an advanced ESOL student who has experience as a special education teacher in the Czech Republic. She has been a great help to me, especially in terms of structuring the class for the various ability levels.

The greatest and most immediate incentive is offered by the company to the students is that they are able to attend on company time.

**Outcomes**

Outcomes were established during the initial interview with the employer. This was an informal process and nothing was written. I do, however, teach the skills that were suggested by the employer.

Although there were no criteria formally established for monitoring student progress or reporting to the employer, I have planned to write a progress report for the employer at the end of the school year. Pre-tests were administered initially, and the plan was to administer post-tests in May. However, classes were halted abruptly when students became ill—an event that coincided with the beginning of “the season.” Tourism in Sevier County is the primary industry, and employees were not able to attend classes on company time once the season began.

We evaluate the effectiveness of the instruction by monitoring the progress of the students and from the feedback that we receive from store personnel. Supervisors, managers, and even floor employees have often commented on the changes seen in the students. Comments that we receive indicate that the class participants attempt to communicate in English and have become more outgoing. Managers stop in from time to time just to greet the students.

Just keeping this class going since September has made me feel successful. I have managed to keep a small core group, and some students have even attended my other adult education classes.

I consider my greatest success to be the acceptance offered by the restaurant personnel and the positive feedback I receive from the manager indicating that he sees results. The restaurant’s home office heard about the program and decided to implement classes in other stores. Even more exciting to report, one of the students who initially spoke no English has been promoted to prep cook as a result of his studies. It seems that his entire personality has changed, and he is making many friends in the restaurant.

We had planned to continue the classes until the end of May and break for the summer, but I have been asked to prepare some employees for PAR testing this summer. When they pass these corporate tests, the employees receive stars to wear on their uniforms and they receive salary increases.

Having taught special education before becoming an adult education teacher, I know how to individualize and how to teach to the different senses. When teaching ESOL, I think it is important to use the whole body, and I work at that all the time.

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**Bradley County Adult Education**

*by Hazel Finnell*

The Bradley County Adult Education Program for Workplace implemented two classes during the past year. One industry requested a GED preparation class and the second requested an ESOL class. These classes were established with different proposals and different outcomes and represent the first attempts by this program to conduct classes on a business site.

One of the students who initially spoke no English has been promoted to prep cook as a result of his studies. It seems that his entire personality has changed, and he is making many friends in the restaurant.
The object of the project was to improve the educational level of the employees by offering a GED class. It was projected that at least twenty of the 150 employees did not have a high school diploma.

Beta Company*

Introduction
The partnership with Beta Company developed subsequent to a contact with the Human Resources Manager, who had attended an employment fair. About one month later, in August, the Manager of Human Resources called the Adult Education office and inquired about establishing a GED class on-site for the employees. A date was set for the initial meeting to discuss the needs and framework for the project.

The object of the project was to improve the educational level of the employees by offering a GED class. It was projected that at least 20 of the 150 employees did not have a high school diploma, and the company felt that by having classes at the workplace, their employees would be more likely to attend.

Since the company was relatively new, funding to assist in the development of this class was not budgeted for this year. However, since adult education felt a need to establish itself in the workplace, arrangements went forward. The company would provide a classroom, take responsibility for recruiting employees, and would support those employees who would attend. Adult education would supply the instructor and the materials needed to conduct the class. Adult Education made the commitment to provide the classes for at least six months with open enrollment.

The Adult Education staff planned to retest students after three months. The goal we established initially was for learners to advance one grade level in either reading or math. Documentation would be provided by means of test results and classroom work obtained from the students. The company would not be furnished with scores.

In September, the Adult Education office provided a written announcement that included information about the planned classes and a form to be completed and returned to the Human Resources office. The company placed these notices in employees’ paychecks.

It was the company’s goal to have a response from at least twenty employees before proceeding with interviews and testing. In October, three Adult Education staff members began the intake process with the employees who had completed the forms. Sixteen intakes were completed that first day, and from this process we gathered information that was useful for planning class content as well as class structure. Six individuals requested assistance with math in order to help their children. As interviewers asked employees to state their preferred time and days for classes, we recorded this information, which was used to establish class schedules.

Assessment
Following the intake process, two testing dates were scheduled in late October. The teacher and staff decided to use the TABE test. By using a timed test, only one staff person was needed to evaluate employees. The TABE reading and math takes only one hour and the results could be correlated with instructional materials. The teacher and supervisor scored all of the tests and planned each student’s individual study plan. Each person would receive materials based on the assessment score.

Instruction
In November, classes began meeting on Tuesday evenings from 5:00 to 7:00 p.m. The classroom was located in the plant’s break room. Aside from the plentiful tables and chairs, the plant provided a white board for writing. The disadvantages of this location were that the other employees used this room as an exit from the building when they clocked out and that the employees on the second shift used the vending machines that were also in this space.

Packet, containing a variety of materials, were made for each employee. Some of the materials used were English Workout – Pre-
GED and GED Language Skills for the Workplace, Writing for the Workplace – Building Writing Skills Through Practical Applications, Basic Skills with Math, and GED study skills booklets. Also included in each packet was information on the Adult Education Program, the GED and Pre-GED test dates, a fact sheet on “How to Study,” and a report from a workplace survey on what employers and employees expect.

Employees were excited and ready to begin class. Since the expected outcome was that each learner would increase one grade level in three months and that one-third of the students would obtain their GED after six months, learners were encouraged to complete assignments outside of class.

Outcome
By December, attendance had declined due to the overtime that the plant management was requesting from its employees. The week before Christmas, the plant experienced a lay-off. Classes were temporarily closed; however, the Manager of Human Resources asked that the classes begin again in February, after production start-up.

It soon became evident, however, that the company had been sold and the management had changed. When former students were contacted, we learned that most of these employees were no longer with the company.

The results were disappointing because we did not reach the project’s goal. The Adult Education program has learned a great deal from this experience. When outcomes were initially established, we did not take into account all of the variables that could impact the project’s effectiveness. The change in management, the company layoffs, and the Human Resources Manager’s leaving the company—all had a significant impact on the projected outcome. However, the experience of using a company as an educational site and the visibility of the Adult Education program at the site was a worthwhile endeavor.

The Mill Store*

Introduction
The second project was conducted as a partnership that included the Mill Store, a local college, and the Adult Education Program. Initially, the college instructor, who wanted to provide classroom experience for some of her students, first proposed the project. The purpose was to implement a six-week program as a pilot project to provide on-site classes for Hispanic employees, placing emphasis on workplace conversations and terms.

When the company agreed to participate in this project, I met with the instructor to review and select the materials and tests that would be used for this pilot project. A Spanish professor from the college joined us for this first meeting. During this discussion, the partners agreed upon the contribution that each would make to the project. Adult Education was to be responsible for assessment and selection of materials.

The company agreed to provide employees with one-hour of pay per session if the student attended two hours of instruction. They provided a classroom with a whiteboard. Classes were scheduled two afternoons a week between the first and second shifts for a total of twenty-four hours.

Assessment
In late February, the Adult Education staff met with and evaluated seventeen students and completed the intake and enrollment process. All of the students tested above literacy level.

Instruction
Based on the assessment, the materials selected for the sixteen students were Steck-Vaughn’s English ASAP: Connecting English to the Workplace and Workforce Writing Dictionary.

The college provided the instructor and

*Company name has been changed.
Eight employees graduated from the course. According to the instructor, “the employees increased their English skills and had conquered their fear of learning the language.”

Eight tutors, each of whom was assigned to work with two employees. During the first class meeting, the instructor provided an overview of the procedures that the class would follow. The first hour would be for review and new vocabulary development, and the second hour would focus on the ASAP materials. The Workforce Writing Dictionary was provided so that the students could write words they encountered during the previous week, and they could develop their own personal dictionary. The class would go over these new words as a group, working on the most needed ones until they were mastered. The instructor also informed the students that this would be their last time to speak Spanish in this classroom.

Outcome
Eight employees graduated from the course. According to the instructor, “the employees increased their English skills and had conquered their fear of learning the language.” The employees were also asking for more classes and stated they would even consider attending classes “off-site.”

The project was such a success that the college and Bradley County Adult Education are planning to work collaboratively again. Once again, the ESOL student teachers will serve as tutors and Adult Education will provide testing and teaching materials. Classes will be scheduled for a longer time period, lasting from eight to twelve weeks.

In addition to the achievements experienced by the learners, Adult Education received a great deal of positive publicity. I have been contacted by another local employer for the purpose of establishing an ESOL class for his employees.

Dear Hazel:

The Mill Store ESL project was an enormous success. On April 13, we “graduated” eight employees from our six-week English course. The student employees had each increased in their English skills, but perhaps more importantly they had conquered their fear of learning the language. They asked for more classes and indicate that they would eagerly now go “off-site,” if necessary, to have additional instruction in English.

The materials provided us by Adult Education proved invaluable in allowing us to individualize the instruction to accommodate the various English proficiency levels of the employees.

Thank you for your cooperation with and support of this project both in terms of materials and enthusiasm. The partnership of Adult Education and the college in this endeavor produced multiple positive outcomes not only for the employees but for our college student volunteers as well. It has been a privilege to work with you, and, as a result of the successful pilot program, we have the invitation and the possibility of continuing to serve the ESL needs of this community in the future.

*Company name has been changed.*
staff first conceived the class, it was proposed as a way of offering employees an opportunity to advance academically and to increase their job prospects by obtaining their GEDs. Since its inception, however, both businesses in the community and the adult education staff have worked collaboratively to meet the needs of the participants.

Some adult learners enroll in our program with many fears about coming back to “school.” The most important thing that I do at the beginning of a new class is to provide a non-threatening environment that is conducive to learning and is also enjoyable. I tell my students that the only rule I have in my class is that if they have a question, they need to feel free to ask it. The message that I want to convey is that we can learn from each other’s questions. I give a great deal of positive reinforcement to encourage my students and to help them feel successful.

It is important to be realistic with students when explaining the length of time that will be needed to improve skills, achieve personal goals, and/or pass the GED exam. Some students enroll in class thinking that they can attend for just a short time and then be ready to take and pass the GED exam. Trying to keep adults attending class on a regular basis is one of my greatest challenges.

**Purpose**

We establish goals for workplace instruction in a variety of ways. When employees first come to class, they fill out personal goal sheets. Our program wants to enable the employees to reach some, if not all, of their stated goals. Our objective is to teach skills that can be applied across a variety of different situations. Reading and critical thinking skills, for instance, are taught to help the employees reach a higher literacy level that can help them excel not only in the classroom but also in their daily living and on the job.

Employers also take an active role in formulating desired goals for their employees. When the Bluff management first contacted our supervisor, their purpose was to create a class that would help employees who had dropped out of school obtain their GEDs. When the Frame Plant shut down, a person from Human Resources came to our office to discuss different options of study for the employees who had limited job opportunities because they had not graduated from high school.

Our curriculum is selected with a focus on GED mastery and job skills enhancement. The employer is not as actively involved in the selection of the curriculum as it pertains to the GED; however, the adult education program staff and the employer collaborate to design customized curriculum that will benefit employees at their specific job sites.

Employees work in academic areas in which they specifically need help as determined from the pre-test that is given prior to their enrolling in class. Some employees may come to class with excellent reading skills, for example, but are lacking basic math skills. We target deficit academic areas for instruction. Thus, the employee determines the direction of individual class instruction based on personal needs. Although the employee does not select the curriculum, there are a wide variety of materials that can be used in the classroom.

As the instructor, I am involved in formulating goals that will increase an employee’s literacy level. By looking at the employee’s pre-test, I can determine those academic areas on which to focus. There is a continuous dialogue between the employees and myself to assess present and future goals and also to document employees’ progress.

**Assessment**

Prior to enrolling in class, employees are required to take pre-tests to determine their skill levels in mathematics and reading. This process begins with the administration of the Tests of Adult Basic Education (TABE) Locator Test. The scores that an employee obtains on this test indicate the level of TABE that should be given as the next step during this testing process. We do not administer the
Language sub-test. An employee who is very limited in his/her reading ability is tested individually by a person in our office using a TABE–Level L.

If an employee obtains a higher score on a TABE, Level D or A, the most difficult level of screening test administered, this is a good indication that the person is ready to take a Pre-GED test. An average score of at least a fifty on this test indicates a level of readiness to take and pass the GED exam.

Following a minimum of thirty hours of instruction, an employee is then given a post-test or a Pre-GED test, depending upon the learner’s initial literacy level.

One of the most important components of the assessment process is to create a testing environment that is non-threatening and is conducive for optimal testing results. Our office staff does an excellent job of trying to put everyone at ease in a situation that many consider stressful.

Assessment and classroom placement are both completed in a timely manner. An employee is able to start class the same week that he/she is tested. During the first session of class, test results and personal goals are discussed, and teaching strategies are implemented.

Assessment is an on-going process during the class. In addition to standardized testing, samples of students’ work are collected and filed monthly as a means of monitoring progress.

Information about our program and dates for pre-testing are advertised in local newspapers, in school newsletters that go home with the children, and also on radio. Both day and evening testing sessions are available for people who are interested in enrolling in our program. We offer evening testing at the Civic Center, a centrally located building. Testing scheduled during the day is conducted at the Board of Education in a room that is next to our office. Anyone who is interested in enrolling in our program can call the office to reserve a seat for the next available testing session. Learners are told at the end of the pretest that they can call the office the next day to find out about their test results and the location of the class. They can start attending the next time the class meets.

The benefit of this method of assessment is that everyone is tested prior to being sent to a class. This is beneficial in that the teacher is already aware of individual levels in reading and mathematics. Appropriate grade level materials can be selected for each employee and teaching strategies can be formulated to ensure optimal use of class time.

One disadvantage of this method is that some students would be more comfortable being tested individually. However, except for non-readers and very limited students, our pretests are administered in a group setting.

Another disadvantage for some is the difficulty to attend the pre-testing session when initially scheduled. Our office staff works hard to make testing accommodations for special cases; although, for the most part, pre-testing does occur on specific advertised dates.

Project learners come to our program with very specific goals. Whether the goal is related to work or to daily living skills, project learners want to increase their performance levels. Project learners are evaluated by the progress they show toward the mastery and completion of their individually stated goals.

Instruction

The curriculum is selected with a focus on the GED and job skills enhancement. The Adult Education program staff works collaboratively with the employers to develop curriculum that will benefit employees at their specific job sites.

Instructional programming and materials are selected based on several factors. Employees complete personal goal sheets when they first enroll in class. Our objective is to teach the skills that can be applied in different situations. Reading and thinking skills taught to help students increase their literacy levels, not only enhance the learners’ classroom progress but also transfer to their daily living and job specific skills.
Based on the results of the assessment that each student takes prior to enrolling in class, instructional programs are designed. Thus, the employee determines the direction of class instruction based on individual needs.

Finally, the instructor analyzes the assessment information with the goal of increasing the person’s literacy level. There is a continuous dialogue between the employees and the instructor to assess present and future goals and to document the progress that has been achieved.

I use a variety of instructional methods in my classroom. I usually begin a particular lesson with a lecture. I encourage my students to interrupt if they do not understand what is being explained, and I address any questions that might arise. Once the new material has been introduced and discussed, they begin working individually in their books. When everyone has completed the work, their answers are shared and explained by both students and myself.

Sometimes when I am teaching a lesson on essay writing, the whole group “brainstorms” together about a specific topic. We divide into groups, and each group is responsible for writing a specific paragraph contained within the essay. We accomplish a great deal working together on these lessons.

I also use peer tutoring as a method of instruction. When I am busy with a student and another student has a question, I will ask someone else who understands the material to help. I have always felt that there is more than one instructor in my classroom. Explaining to others what they themselves have already mastered gives my students a sense of accomplishment.

Several different types of materials are used for instruction. I use commercial textbooks that are the appropriate level for each student. I have also made practice sheets that reinforce skills that were previously taught in class. My classroom has six computers that have GED 2001 installed on them. Each student has the option of working on a computer for testing and/or tutoring in the five subject areas contained on the GED. The Bluff Company has provided employee handbooks to use in my classroom when we are learning the importance of reading comprehension skills and how these skills can be applied in the workplace.

Mastery of new material is achieved on an individual basis. Most of my students are currently using the same level math book; however, they are working in different sections within the book itself. Many of my students are also on different reading levels.

Class is scheduled two mornings a week from 8:00 – 10:00 a.m. We tried to offer a time early enough in the day that would not interfere with an afternoon or evening work schedule. Individuals that are in this class come on their own time and are not being paid to attend. Most companies do offer to reimburse their employees once they have taken and passed the GED exams. There is always the implied incentive that the higher the educational level achieved by each person, the greater the opportunities to advance in the workplace.

As an instructor, I want my students to realize the importance of becoming life-long learners. Learning did not begin when they enrolled in class nor will it end when the class ends. In order to reinforce this concept, I teach skills that can be applied not only in the classroom, but in the workplace and in daily living as well. Comprehension skills, for instance, are taught to improve overall reading ability. These skills enhance individual reading performance whether a person is reading for pleasure or for information. I always try to show my students the relationship between what is taught in the classroom to applications in daily situations and to the workplace. For example, when they learn how to calculate percentages of numbers, we talk about how this can help them to determine the sale price of an item that has been marked down.

Given the various levels within a classroom, managing instruction can be a real challenge; however, it is not an impossible
task. I am constantly moving around the classroom explaining and checking individual work. The access to six computers that have a tutorial component as part of the installed program enables students to have instant feedback on their progress. The computers are definitely a teaching aid when trying to manage different levels within the same classroom. The students are eager to help each other. We all work together to make sure that everyone understands the new material.

Outcomes

It is important to be realistic when establishing outcomes for the students in our program. Pre-testing is a helpful tool when trying to determine an educational plan for students. It gives the teacher a starting point in order to select appropriate material. Students are required to fill out a personal goal sheet at the onset of class. The students are then tracked during the course of the class to see if their goals are being met and if results are being achieved. Gains in their abilities to master new skills are continuously documented.

Our program is committed to producing a workforce with a higher literacy rate and an increased ability for problem solving, with an emphasis on teamwork on the job. Employees that become better workers due to increased skills benefit not only their employers but themselves as well.

According to the 1998-99 Statistical Performance Report for the Sumner County Adult Education Program, our overall participant progress rate ranges between eighty to ninety percent. The data indicate that we do indeed achieve what we set out to accomplish.

Aside from statistical information, we rely on other feedback to evaluate our program’s success. We are successful in creating a learning environment that enables our students to gain confidence in themselves and their abilities. This helps them recognize the importance of becoming life long learners. This is certainly a key factor to our overall success rate.

For employers, we measure progress by our ability to create a more capable employee who feels a greater sense of commitment to the workplace due to an increased literacy level. Feedback from employers themselves helps us gauge the success of our program and teaching methods.

For students, we measure progress by means of post-testing to demonstrate academic gains. We also regularly collect and file samples of students’ work. Personal goal sheets that were filled out by learners at the beginning of class are reviewed to see if initial goals are being met. Informal teacher observations in the classroom are also used to determine possible gains made on the part of students.

Progress is monitored through documentation, by means of the ongoing dialogue maintained among all who are involved, and through frequent feedback from the instructor.

Increasing literacy levels empowers individuals. They have more confidence in themselves and in their abilities. This in turn enables them to be more productive at the work site. Adult Education benefits companies by producing employees with enhanced comprehension and thinking skills. The more educated the workforce becomes, the more equipped workers are to do a better job overall.

When I help students learn something new and they feel good about themselves, then I feel successful. When I hear the excitement in my students’ voices when they find out they have passed their GEDs, I also feel their excitement. Watching our graduation ceremony at the end of the year and seeing all our graduates provides a sense of pride in what our program accomplishes in our community.
1. Establish a contact person within the company.
Remain in close communication with this person and keep that individual informed on a routine basis. Stay in contact with direct-line supervisors as well. Assign “homework” that involves the students’ interacting with their supervisors. This keeps the supervisors involved but also provides an opportunity for students to demonstrate the progress that they are making. Check frequently with the employer to assess workplace and employee needs and to evaluate outcomes.

2. Obtain a commitment from the employer, if possible, to offer an incentive to employees who attend class.
The incentive may be time-off or release-time to attend class. Some businesses offer to pay employees for one hour of class when they attend for two hours. Some companies link attendance and progress to pay raises and advancement within the company. The more involved the employer is, the more value the class has for the employee. Many of the workplace instructors mention the importance of having supervisors just “drop-in” occasionally to greet the learners. Recognition ceremonies conducted by the company are also very meaningful for the learners.

3. Establish a method for outcome reporting to the employer.
Working collaboratively with the employer and/or the contact person within the company, develop a reporting system. Provide monthly updates and maintain records that include assessment information or pre/post tests that can demonstrate progress. If possible, keep written documentation that incorporates on-the-job performance measures or transfer of learning.

4. Learn the jobs of the students—thoroughly. Return periodically to learn more.
The job is an excellent source of material. Use real-life objects and workplace forms to develop contextual learning activities in the classroom. Learn the language of the industry and integrate and use the workplace vocabulary and language into classroom activities.

5. Determine the type of class structure that will be implemented.
Class schedules may need to be adjusted depending upon the organizational needs as well as the needs and goals of the students. Questions for consideration include decisions about open enrollment versus closed enrollment, time-limited classes versus open-
ended classes, and days and times the class will be scheduled. The time of day the class is conducted is a critical factor. Often the class is scheduled to overlap shift changes so that workers from both shifts have an opportunity to attend.

6. **Determine the location of the class.**
The location of the class is important. Although on-site classes are more conducive to employee attendance, often the facility does not have an adequate space for class. Break rooms and other working areas are not ideal settings.

7. **Plan time to recruit and assess potential students.**
Plan to maintain visibility by walking through the plant and meeting employees. Conversations can be part of an informal assessment, particularly when planning an ESOL class. Develop flyers (in native languages) that can be centrally located within the plant. Ask the company to market the class as part of their orientation program. Maintain continuous recruitment efforts. Be visible and establish contacts with both employees and supervisors.

8. **Be flexible.**
Be prescriptive—be prepared to adapt lessons and activities to address both employee and company needs. Teach what the students need to know. In order to accommodate the learners, be willing to adapt instructional methods and materials as well as the day and time the class is scheduled.

9. **Create a non-threatening environment that is conducive to learning.**
Treat adult learners as equals and acknowledge the skills and knowledge that they bring to the classroom. Integrate peer tutoring as another means of demonstrating the concept that we all learn from each other.

10. **Be prepared to develop customized curricula and instructional materials.**
Plan time for curriculum development. If the needs of the employer and the employee are to be met, most commercial materials will have to be modified, especially for ESOL classes. Conduct skills analyses for relevant job competencies and certification requirements within the organization and develop instruction to address the basic skills required to assist the learner in attaining job advancements and required job certifications.

11. **Teach in the context of the workplace.**
Demonstrate or point out the connection of the classroom work to the application of these skills on the job. Use concrete examples to further assist the learner in making the connection and linking the classroom activities to the workplace. Obtain company training books and materials to use for conversation, sentence and vocabulary development. Request lists of words and phrases used in the organization and use these to develop activities and lessons. Use objects from the workplace to teach vocabulary.

12. **Adapt the reading level of the workplace documents.**
Instructors in one of the programs were instrumental in influencing a change in the reading level of the company’s newsletter from a 12th grade level to a 9th grade reading level. These instructors conduct “lunch and learn” workshops for supervisors to offer information and guidance on writing company documents at a level that is more easily understood by their employees. In addition, they offer assistance to managers in rewriting documents. A standing committee reviews patient education documents to ensure that customers are able to read these workplace forms and documents. The adult education instructors review the materials and documents for all mandatory company training for readability.

13. **Identify other services that will benefit the company.**
Find out if there are other services that adult
education can offer. By becoming familiar
with the kinds of competencies and certifica-
tion requirements employees must achieve,
the adult educator can complete a literacy
task analysis and develop a program and
materials that will move the employee toward
the mastery of these requirements.

Marketing and Recruiting Strategies

1. Learn about the local industry within the
community.
As much as possible, the Adult Education
Supervisor should be involved with the local
Chamber, manufacturing associations, or
other business organizations. It is important
to develop these relationships and to be
aware of the relationships that exist between
any given company and the community.

2. Learn about the jobs within the company.
A close working relationship with employers
is key to learning about the jobs within the
companies. Often the contact person will be
the Director of Human Resources. By estab-
lishing these relationships, the adult educa-
tion staff is more readily able to determine
the needs of the company and the classes that
will best meet those company needs. One
program routinely schedules appointments
with company officials and interviews them
to learn what they identify as their needs in
order to improve productivity. The adult
education program then offers to develop
programs in basic skills education that will
prepare employees to contribute toward the
achievement of these goals.

3. Maintain clear communication.
This is the key factor to the success of the
workplace basic education programs. Estab-
lishing expectations that are clearly commu-
nicated, reviewed, and modified as necessary
minimizes the occurrence of misunderstand-
ings. It is best to select one primary person
within the company with whom to commu-
nicate from the onset of the program. Sched-
ule frequent follow-up visits or contacts to
ensure that program objectives are being met
successfully. Through a process of collabora-
tively checking and reevaluating the purpose
and goals, the employers are more likely to
support the adult education program.

4. Earn the trust of the company officials.
Trust is built upon careful planning, investing
time in establishing the relationships and
gathering the information, and in demon-
strating open communication. Developing
and maintaining a quality program and
keeping commitments earns trust.
Chapter 4

Reflections

In the initial phase of this project, we identified areas on which to focus our research and developed questions that guided our reflective study.

Reviewing the Research Questions
As a result of this project, we discovered that workplace adult basic education, as currently practiced in Tennessee, reflects a diverse range of classes and approaches that include the following:

• worksite classes – traditional ABE classes such as GED preparation offered to employees at a particular workplace but not necessarily linked to a specific job,
• worksite classes that are customized to address specific job skills,
• basic skills classes and GED preparation conducted off-site, but in response to employee or employer requests for skills enhancement,
• ESOL classes taught both off-site and at the worksite, usually at the employer’s request, and
• content or skill specific classes, such as Professional Ethics, which are requested by the employer in response to a specific need that has been identified within the company.

Purpose
All of the adult education professionals involved in this study worked collaboratively with their business partners to establish the program goals. Continuous dialogue between the educator and the employer was vital to this process. While the adult educator assumed responsibility for instruction, the decisions about what to teach and how to provide the content were the result of much discussion and were always subject to modification based on the learners’ needs, the employer’s needs, and trends within the industry. The practitioners reported positive experiences in working together to establish the goals and purpose and reported that the best outcomes resulted when adult educator, employer and employee acted as partners.

Assessment
Assessment instruments ranged widely from class to class and included the use of standardized tests, teacher-made pre/post tests, interviews, and job task analysis. The tool or method selected by the program staff was based on a multitude of factors, including, but not limited to, the learners’ goals, the effectiveness of the instrument in terms of selecting curriculum and activities, and the time required to administer an assessment. Many of the instructors reported that they are still evaluating various methods and tools, while others have selected tools that are providing the information needed to design or select instructional materials and activities.

Instruction
Often, workplace instructors are developing their own materials and customizing existing curriculum. To a great extent, the instructors are using company manuals, policies, forms, and workplace vocabulary as the basis for planning their lessons and activities. The instructor typically spends a great deal of time working with the employers and supervisors in order to develop relevant, contextualized materials and learning activities.
Structuring the time for the class is also a critical factor. Again, the instructor must be willing to adapt as needs arise and flex the times if necessary. Shift changes, company lay-offs, and overtime that is either required or voluntary—all impact attendance.

Most of the educators mention company incentives as important components of recruitment and retention efforts. Incentives may range from pay reimbursement, granting release time or company time to attend the class, company recognition and award ceremonies, management’s involvement with the students, and pay advances or job advances as a result of academic gains or attaining competency in specific skills.

Outcomes
Successful outcomes result from collaboration among employers, employees, and adult educators. All of the participants in this project express the importance of discussing and clarifying outcomes with the employer in order to avoid miscommunication and assumptions that are not grounded in reality. Initial discussions should include decisions about performance indicators and reporting mechanisms. This is a continuous process that necessitates keeping the company employer, or some key person within the company, involved and informed. The potential benefits of individual achievement and program accomplishments should be articulated using language and data that can be easily understood.

In order to integrate basic skills education into the worksite, the adult education instructor must become knowledgeable about the workplace skills necessary for the job. This may require the practitioner’s spending time conducting a job task analysis and interviewing supervisors and employees. By learning about the job and assessing the learner’s skills, whether through employee interviews or a formal task analysis, the instructor is better equipped to identify the areas in which to target instruction.

Facilitators’ Reflections
Although a variety of workplace classes encompassing a variety of instructional goals emerged from this study, we identified recurring themes throughout the documentation and the discussions. Clearly, the growth of the international population is having an impact on the workplace—four of the grant participants are providing ESOL instruction. Employers want employees who are able to understand procedures, follow protocols, communicate effectively and respond to changing job requirements. Workplace basic skills classes not only offer an opportunity for employees to learn to communicate in a common language, but they also improve the working and personal relationships among employees (Bloom and Lafleur).

Curriculum Development
The need to develop and modify existing curriculum is a necessity. As one participant wrote, “…part of your job as a teacher will be to develop curriculum.” Most of the project participants mention structuring instruction in order to ensure the application of basic skills to the work setting. Whether instructors are conducting job task analysis or using a standardized assessment to evaluate learners’ needs in relationship to workplace needs, the goal remains the same—to offer basic skills instruction that will support the employers’ goals.

Communication
The importance of communication was mentioned by all of the participants as a continuous process that is key to the success of the workplace programs. Most of the educators found this process most effective when one individual within the organization was identified as the primary contact person. Working in partnership with this individual, the educator can establish goals, determine outcomes and reporting mechanisms, and gain a commitment from the employer to develop other procedures that will support
the workplace class and the employees who attend. This process is identified by all of the practitioners as instrumental in developing a trusting working relationship.

**Flexibility**

Flexibility is mentioned repeatedly throughout the profiles and applies to scheduling, class location and adapting curriculum and instruction in order to meet the evolving needs within the company. While all of the practitioners agreed that break rooms are never ideal for classroom space, they were willing to accommodate and provide classes in these areas if necessary. Given the constantly changing work schedules, the demands of production in the workplace, and the reorganization issues that many businesses experience, education programs must be prepared to deal with adjusting class times, students' absenteeism due to production demands, less than optimal classroom environments, and, in some instances, even lack of management's support to continue the classes. Even though most employers articulate and truly believe that providing workplace basic education is important, production always takes priority. The adult education practitioners must be willing to adapt to the changes and situations that are intrinsic to the workplace environment.

**Involvement of Management**

The success of the workplace education program is dependent to a great extent upon the employers' support. The kind of support that is extended is diverse and spans a range of activities and commitments. Employers can and do offer incentives, such as time-off to attend class, full or partial tuition reimbursement, job advancement, pay increases, certificates of achievement, and award or recognition ceremonies. Many of the teachers mentioned that even the employer's occasional appearance in the classroom provided an incentive for the learners.

**Summary**

Adult Education is basic to building and supporting a stronger and more prosperous economy in Tennessee. In addition to the ever increasing need to upgrade their basics skills, workers are challenged to develop higher order thinking skills, the ability to communicate effectively, and the capacity to understand and work with increasingly complex technology. By working collaboratively to develop the strong partnerships that support workplace basic education programs, employers, employees and adult educators produce a win-win for everyone.

Employers benefit when production and profit increase, employees gain job security and job satisfaction, and the community profits from both (Bloom and Lafleur). One of the educators offers this statement in her reflections:

“Adult Education is able to empower local residents with basic skills that enhance their knowledge and abilities to be more productive employees, build their self-esteem, and to help their children and grandchildren with schoolwork. Even though these classes are basic and introductory, they have empowered adults to go beyond what they could have imagined both in the workplace and in their personal lives. These classes are motivating and uplifting. As one workplace learner stated, ‘This is therapy for me!’ It seems that everyone wins!”
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Appendices

APPENDIX 1
From the Executive Summary of
What Work Requires of Schools: A SCANS Report for America 2000

APPENDIX 2
Resources

APPENDIX 3
Kingsport Adult Education

APPENDIX 4
Greenville Adult Education

APPENDIX 5
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APPENDIX 6
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APPENDIX 7
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APPENDIX 8
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APPENDIX 9
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APPENDIX 10
Metropolitan Nashville Public Schools Adult Education

APPENDIX 11
Bradley County Adult Education

APPENDIX 12
Sumner County Adult Education Program
The Secretary’s Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

• Define the skills needed for employment;
• Propose acceptable levels of proficiency;
• Suggest effective ways to assess proficiency; and
• Develop a dissemination strategy for the nation’s schools, businesses, and homes.

This report results from our discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels we established to examine all manner of jobs from manufacturing to government employment. We also commissioned researchers to conduct lengthy interview with workers in a wide range of jobs.

The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

Two conditions that arose in the last quarter of the 20th Century have changed the terms for our young people’s entry into the world of work: the globalization of commerce and industry and the explosive growth of technology on the job. These developments have barely been reflected in how we prepare young people for work or in how many of our workplaces are organized. Schools need to do a better job and so do employers. Students and workers must work smarter. Unless they do, neither our schools, our students, nor our businesses can prosper.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

We believe, after examining the findings of cognitive science, that the most effective way of learning skills is “in context,” 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 five SCANS competencies span the chasm between school and the workplace. Because they are needed in workplaces dedicated to excellence, they are hallmarks of today’s expert worker. And they lie behind the quality of every
product and service offered on today's market.

The competencies differ from a person's technical knowledge. For example, both accountants and engineers manage resources, information, systems, and technology. Engineers require competence in these areas even though building a bridge has little to do with balancing a set of books. But in each profession, the competencies are at least as important as technical expertise. The members of the Commission believe these competencies are applicable from the shop floor to the executive suite. In the broadest sense, the competencies represent the attributes that today's high-performance employer seeks in tomorrow's employee.

To describe how this know-how is used on the job, our report provides a series of five scenarios that portray work requirements in the context of the real world. The scenarios show that work involves a complex interplay among the five competencies we have identified and the three elements of the foundation—the basic skills, higher order thinking skills, and diligent application of personal qualities.

The scenarios make clear that tomorrow's career ladders require even the basic skills—the old 3 Rs—to take on a new meaning. First all employees will have to read well enough to understand and interpret diagrams, directions, correspondence, manuals, records, charts, graphs, tables and specifications. Without the ability to read a diverse set of materials, workers cannot locate the descriptive and quantitative information needed to make decisions or to recommend courses of action. What do these reading requirements mean on the job? They might involve:

- interpreting blueprints and materials catalogs;
- dealing with letters and written policy on complaints;
- reading patients' medical records and medical instructions; and
- reading the test of technical manuals from equipment vendors.

At the same time, most jobs will call for writing skills to prepare correspondence, instructions, charts, graphs, and proposals, in order to make requests, explain, illustrate, and convince. On the job this might require:

- writing memoranda to justify resources or explain plans;
- preparing instructions for operating

### A Three-Part Foundation

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

A. **Reading** – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

B. **Writing** – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

C. **Arithmetic/mathematics** – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. **Listening** – receives, attends to, interprets, and responds to verbal messages and other cues

E. **Speaking** – organizes ideas and communicates orally

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

A. **Creative Thinking** – generates new ideas

B. **Decision Making** – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. **Problem Solving** – recognizes problems and devises and implements plan of action

D. **Seeing Things in Mind’s Eye** – organizes, and processes symbols, pictures, graphs, objects and other information

E. **Knowing How to Learn** – uses efficient learning techniques to acquire and apply new knowledge and skills

F. **Reasoning** – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

A. **Responsibility** – exerts a high level of effort and perseveres toward goal attainment

B. **Self-Esteem** – believes in own self-worth and maintains a positive view of self

C. **Sociability** – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. **Self-Management** – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

E. **Integrity/Honesty** – chooses ethical courses of action
simple machines;
• developing a narrative to explain graphs or tables; and
• drafting suggested modifications in company procedures.

Mathematics and computational skills will also be essential. Virtually all employees will be required to maintain records, estimate results, use spreadsheets, or apply statistical process controls as they negotiate, identify trends, or suggest new courses of action. Most of us will not leave our mathematics behind us in school. Instead, we will find ourselves using it on the job, for example, to:
• reconcile differences between inventory and financial records; estimate discounts on the spot while negotiating sales;
• use spreadsheet programs to monitor expenditures;
• employ statistical process control procedures to check quality; and
• project resource needs over the next planning period.

<table>
<thead>
<tr>
<th>Five Competencies</th>
</tr>
</thead>
</table>
| **Resources:** Identifies, organizes, plans, and allocates resources.  
  **A. Time** — selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules  
  **B. Money** — uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives  
  **C. Material and Facilities** — acquires, stores, allocates, and uses materials or space efficiently  
  **D. Human Resources** — assesses skills and distributes work accordingly, evaluates performance and provides feedback |
| **Information:** Acquires and uses information  
  **Acquires and Evaluates Information**  
  **A. Organizes and Maintains Information**  
  **B. Interprets and Communicates Information**  
  **C. Uses Computers to Process Information** |
| **Systems:** Understands complex inter-relationships  
  **A. Understands Systems** — knows how social, organizational, and technological systems work and operates effectively with them  
  **B. Monitors and Corrects Performance** — distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance and corrects malfunctions  
  **C. Improves Designs Systems** — suggests modifications to existing systems and develops new or alternative systems to improve performance |
| **Technology:** Works with a variety of technologies  
  **A. Selects Technology** — chooses procedures, tools or equipment including computers and related technologies  
  **B. Applies Technology to Task**  
  **C. Maintains and Troubleshoots Equipment** — prevents, identifies, or solves problems with equipment, including computers and other technologies |
APPENDIX 2

Resources

Books


### Computer Programs

1. **Brainchild Electronic Unit**

   This small electronic device (similar to a Gameboy) is excellent for multi-level classes. The Adult Workforce Series of cartridges “...gives adults the tools to achieve success in the workplace. This includes federal and state welfare-to-work programs or in-house business and industry courses. All of the information is relevant for establishing high levels of workplace literacy.” There are also cartridges for language, math, and ESOL.

2. **PassKey Prescriptive Learning System** – Glencoe McGraw-Hill

   PassKey is a computer-based teaching and learning tool that can easily be coordinated with any curriculum. Instructors may choose appropriate lessons to assign based on a particular curriculum, based on the results of TABE, or based on specific standards (such as Work Keys, GED, ASVAB, Terra Nova, and a host of others). Multiple lessons may be assigned in advance so that the learner progresses at his/her own pace.

   PassKey is ideal for use in a workplace setting since learners may work for brief periods of time, and lessons do not have to be completed in one sitting. The management system bookmarks the stopping point so that the learner returns to the screen he/she left. The management system also enables instructors to generate and print several different kinds of reports for accurate documentation of student progress.

   PassKey includes 424 lessons at six levels of difficulty – covering Reading, Language Arts, Mathematics, and Science (optional). Skill levels span elementary to college levels. Each lesson is based on one outcome and generally takes 30 to 60 minutes to complete. Content is not juvenile and very suitable for adults.

   Lessons have four parts:
   - Pretest – 5 questions. The instructor sets the mastery level.
   - Instruction – an excellent interactive tutorial for learners who do not achieve mastery on the pretest.
   - Guided Practice – questions about the instruction with guidance provided for incorrect responses.
   - Post Test – assesses new skill level after taking tutorial. The instructor sets the mastery level.

   Students have three opportunities to pass any lesson. After three failures, the management system will not allow the course to be repeated unless the instructor reassigns it.

   PassKey has been an excellent resource for us. It is user friendly and easy to navigate. However, since it is completely loaded into the computer, it does require significant hard drive space. It may be networked or stand alone.


   Learning 2000 is a CD-ROM based interactive multimedia learning system for math, writing, and reading that presents foundational skills, applies those skills to real life situations, and allows learners to use a variety of media. It is a useful tool for developing employability and life skills, as well as academic skills. Skill levels span elementary to secondary. Very good; very easy to use.

4. **Language Tune Up Kit** – Glencoe McGraw-Hill

   This is a CD-ROM based reading program for adults. It provides basic reading instruction to functionally illiterate/low reading adults by means of sequential, structured phonics instruction.

   The program begins with letters and sounds and progresses...
through word building, word attack, word recognition, and reading comprehension. Each lesson includes listening, speaking, decoding, and encoding. The various learning styles are addressed as words, sounds, and sentences are seen, heard, and written.

There are 86 lessons, each requiring up to 1 hour to complete. The management program bookmarks accurately, and reports may be generated that detail incorrect responses so that the instructor can provide additional practice with the skills which are causing difficulty. This is an excellent program and user friendly.

5. Ultimate Speed Reader – Davidson
This program really does help users read more efficiently. We find this program especially helpful when our learners need to take timed tests. We have seen reading rates and comprehension scores increase dramatically as a result of Speed Reader. It is good to use Speed Reader two or three times per week, spending about 30 minutes per session. The program is CD-ROM based, economical and easy to use. Content is geared to adults.

6. Alge-Blaster 3 – Davidson
Alge-Blaster 3 has some games which might appeal to a younger audience, but the Challenger activity provides excellent practice problems. The section on factoring is alone worth the purchase of this package. It is CD-ROM based, economical, and easy to use.


**Organizations**

<table>
<thead>
<tr>
<th>CASAS</th>
<th>DDC Publishing, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8910 Clairemont Mesa Boulevard San Diego, California 92123-1104 800 255-1036 Fax: (858) 292-2910</td>
<td>275 Madison Avenue New York, NY 10016 1-800-528-3821 attn: Paul Wray</td>
</tr>
</tbody>
</table>

**Web Sites**

**Adult/Continuing Education**

Web Address:
http://adulted.about.com/education/adulted/mbody.htm
Offers links to many subjects in the adult and continuing education areas.

**Brainpop**

Web Address:
http://www.brainpop.com/
Animated movies with sound on health, science, and technology

**CNN San Francisco**

Web Address:
http://www.cnnsf.com/
On-line news stories from CNN in two reading level versions with excellent comprehension questions.

**Computer Literacy Instructor’s Guide**

Web Address:
http://gateways.unhny.org/curriculum/currix.phtml
View projects and lesson plans and their corresponding skills and assessment levels for the following areas: Word Processing, Spreadsheets, Presentation, Graphics, Internet Skills, and general Computer Skills.

**English as a Second Language**

Web Address:
Reading lessons for use in English as a Second Language classes.

**Free English**

Web Address:
http://www.freeENGLISH.com/english/index.cfm
Program developed by English as a Second Language specialists and linguists. This site utilizes quizzes and games to practice pronunciation, improve English skills, work on grammar skills and vocabulary. Offers language resources and printable teacher aids.

**Free Translation**

Web Address:
http://www.freetranslation.com/
FreeTranslation.com is an easy-to-use site for rapid transla-
tions where you can get the “gist” of foreign language text and web pages.

Harnessing Technology to Serve Adult Literacy
Web Address:
http://www2.wgbh.org/mbcweis/ltc/alri/integratech.html
Offers web pages that can help adult literacy education (ABE/GED/ESL/ESOL) teachers and learners to use computers, television, audio and video cassettes, and other electronic technology to help solve learning and instructional problems.

Integrating Technology in Adult Literacy Education
Web Address:
http://www.wgbhh.org/mbccweis/ltc/alri/integratechh.html

Interactive Learning Resources
Web Address:
http://www.otan.dni.us/cdlp/education/education.html
News stories on two reading levels. Each story is accompanied by five sets of comprehension questions: vocabulary, factual recall (two sets), sequencing, and drawing conclusions.

The Key
Web Address:
http://www.keynews.org/
News stories with questions; high interest, easy reading.

Knowledge Hound
Web Address:
http://www.knowledgehound.com/topics/careerli.htm
Offers various “how to” tips for developing career and life skills.

Lesson Plans Search Index
Web Address:
http://lessonplanz.com/
Search or browse over 3,500 lesson plans to find the teaching resources you need!

Literacy Assistance Center
Web Address:
http://easternlincs.worlded.org/teachers/surfing/index.htm
A professional development guide to integrating the World Wide Web into adult literacy instruction.

Merex Corporation
Web Address:
http://www.merexcorp.com/indexm.htm
An online test to check math skills. User selects the math category and a test is generated for that category.

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

Online Psych
Web Address:
http://www.allhealth.com/onlinepsych/
Online Psych gives you a variety of interactive tests, quizzes, and surveys to challenge, inform, intrigue, and educate you. You’ll find everything from online screening tests for mental health issues to fun surveys about relationships.

Quality and Assessment Accountability Systems
Web Address:
http://www.casas.org

Quia
Web Address:
http://www.quia.com/index.html
Quintessential Instructional Archive with many games and activities in lots of subject areas. Includes very good multiplication facts, drills, and games.

School World Resource Center
Web Address:
Offers links to various curriculum resources and miscellaneous lesson plans.

Teaching and Learning with Internet-Based Resources
Web Address:
http://novel.nifl.gov/susanc/inthome.htm
A set of lesson plans and activities for beginning internet users.
### APPENDIX 3

**Kingsport Adult Education**

**TABE Math Classification**

<table>
<thead>
<tr>
<th>Category</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Number Multiplication</td>
<td>1, 3, 7, 11</td>
</tr>
<tr>
<td>Whole Number Division</td>
<td>9, 15, 18, 31</td>
</tr>
<tr>
<td>Fraction Addition</td>
<td>13, 17, 19, 21</td>
</tr>
<tr>
<td>Fraction Subtraction</td>
<td>2, 24, 26, 28</td>
</tr>
<tr>
<td>Fraction Multiplication</td>
<td>16, 25, 32, 38</td>
</tr>
<tr>
<td>Fraction Division</td>
<td>27, 30, 33, 36</td>
</tr>
<tr>
<td>Decimal Addition</td>
<td>4, 8, 10, 12</td>
</tr>
<tr>
<td>Decimal Subtraction</td>
<td>6, 20, 23, 35</td>
</tr>
<tr>
<td>Decimal Multiplication</td>
<td>5, 14, 22, 29</td>
</tr>
<tr>
<td>Decimal Division</td>
<td>34, 37, 40, 42</td>
</tr>
</tbody>
</table>
Post Course Evaluation

1. Rate your overall satisfaction with this course on a scale of 1 to 5 with one (1) being low and five (5) being high.

2. What did you learn from this course?

3. One thing that was most helpful in the course?

4. One thing you would like to see changed in the course?

5. What will be different in your work as a result of having taken this course?

Rate the following:

<table>
<thead>
<tr>
<th>Rate the following</th>
<th>NO</th>
<th>PROBABLY NOT</th>
<th>MAYBE</th>
<th>YES</th>
<th>FOR SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will help me get ahead in this company.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will help me do my job better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned new things that are important for my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will take other courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course was a positive experience for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Comments:
APPENDIX 5

Saint Thomas Hospital

Learning for Life Plan

Name___________________________________________________Employee Number_____________________________
Department____________________________________________Job Title______________________________________
Team_______________________________Manager___________________________Work Hours_____________________

Current Level _________________ Required Level ____________________
Assessment Tool ______________ Assessment Date__________________

<table>
<thead>
<tr>
<th>Activities</th>
<th>Amount</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Workshops</td>
<td>1 every other week</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2.Worksheets</td>
<td>1 set every other week</td>
<td>60+ minutes</td>
</tr>
<tr>
<td>3.Workplace Reading</td>
<td>1 per week</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4.Workplace Computer Lab</td>
<td>no more than one hour per week</td>
<td>60 minutes</td>
</tr>
<tr>
<td>5.Workbooks</td>
<td>no more than 30 minutes per week</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

In order to raise my current level to my required level, I agree to spend at least 8 hours a month on learning. This means I will attend workshops, complete worksheets, do workplace reading, work on the computer and/or work in workbooks.

I understand that I must sign my time in and out of the blue book located in the computer lab when I work on the computer or work in the workbooks. I must also sign in for all workshops I attend. I will be notified of my hours at the beginning of each month.

Finally, I realize that I will be tested during the year to see if I have improved. When I reach the level required of my job, I will be able to exit the program. I also understand that at the end of one year it is my responsibility to have participated in learning and to be at my required level or have made acceptable progress toward reaching that goal.

Tennessee Profiles in Workplace Adult Basic Education
Available Learning Activities

Listed below are the activities that are available through the Learning For Life Program. Those that are checked are activities that will help you reach the level required for your job.

___ SmartRadio Software
___ Reading and Writing Procedures (ITC Software)
___ How to Read for Every Day Living (Software)
___ Workshops
___ Worksheets
   ___ NFS
   ___ Reading
   ___ Math
___ Math Software
___ Vocabulary Software
___ Grammar Software
___ Typing
___ ESL Software
___ Additional Software

Acknowledgement
I have reviewed this document and understand its content. In order to raise my level to the level required for my job, I am aware that I need to spend 8 hours per month in learning activities. I understand that I will be retested periodically. When I reach the required level, I will be able to exit the program.

_______________________________  ______________  ___________________________
EMPLOYEE SIGNATURE          DATE                INSTRUCTOR SIGNATURE
The Readability Statistics Dialogue Box

(Located in Microsoft Word)

1. Directions for making sure the Readability Statistics Option is checked:
   - Click on Tools
   - Click on Options
   - Click on Spelling and Grammar
   - Check box that says “Show Readability Statistics”

2. Directions for checking a Word Document:
   - Type Document
   - Click on Tools
   - Click on Spelling and Grammar
   - Change as suggested
   - At end of passage, Readability Statistics Dialogue box will appear

3. Directions for checking E-mail:
   - Highlight or Bold entire passage
   - Click on Edit
   - Click on Copy
   - Close Document
   - Open Word
   - Click on Paste
   - Click on Tools
   - Click on Spelling and Grammar
   - Change as suggested
   - At end of passage, Readability Statistics Dialogue box will appear
MATH 107

Increasing Recipes

Skill Review

Reducing Fractions
2/4 reduces to 1/2
*Divide the top and bottom number by 2*

4/8 reduces to 1/2
*Divide the top and bottom number by 4*

Changing Improper Fractions
3/2 changes to 1-1/2
*Divide 2 into 3 \( \frac{3}{2} \) \[ \underline{2} \] \( \frac{1}{2} \)

5/4 changes to 1-1/4
*Divide 4 into 5 \( \frac{1}{5} \) \[ \underline{4} \] \( \frac{1}{4} \)

Multiplying Fractions By Whole Numbers
Any whole number can be written as a fraction with a bottom number of 1.

*For example,*
2 is the same as \( \frac{2}{1} \) and 4 is the same as \( \frac{4}{1} \)

\( \frac{3}{4} \times 2 = \frac{3}{4} \times \frac{2}{1} = \frac{6}{4} = \frac{1}{2} \) or 1-1/2

Try These:
\( \frac{1}{4} \times 3 = \frac{1}{3} \times 2 = \frac{3}{4} \times 4 = \)

Multiplying With Mixed Numbers
To multiply with mixed numbers, change each mixed number to an improper fraction.

\( 4\frac{1}{2} \times 2 = \frac{9}{2} \times 2 = \frac{18}{2} = 9 \)

Try These:
\( 1\frac{1}{2} \times 2 = 2\frac{1}{4} \times 3 = 3\frac{3}{4} \times 2\frac{1}{2} = \)
Baked Apples

Portions: 125

Ingredients: Apples, whole peeled 125 apples
Light brown sugar 3 lb
Cinnamon ground 2 tbsp 1-3/4 tsp
Margarine 1-1/4 cup

Instructions: Make this recipe for 250 portions

Critical Step: 250 2 (This is the number of times the recipe is to be made)

OPTION 1
Add each ingredient twice

125 apples +125 apples
250 apples
3lb sugar +3lb sugar
6lb sugar

2 tbsp 1-3/4 tsp cinnamon +2 tbsp 1-3/4 tsp cinnamon
4 tbsp 2-6/4 tsp or 3-1/2 tsp cinnamon

4 tbsp + 3-1/2 tsp = 5 tbsp 1/2 tsp

1-1/4 cup margarine +1-1/4 cup margarine
2-2/4 cup or 2-1/2 cup margarine

OPTION 2
Multiply each ingredient by 2

125 apples x 2
250 apples
3 lb sugar x 2
6 lb sugar

2 tbsp + 1-3/4 tsp cinnamon x 2
4 tbsp + 7 x 2 = 14 = 3-2/4 tsp = or 3-1/2 tsp

4 tbsp + 3-1/2 tsp = 5 tbsp 1/2 tsp

1-1/4 cup margarine x 2
5 x 2 = 10 = 2-2/4 or 2-1/2 cup margarine
4 1 4
Saint Thomas Hospital, continued

#0529 Meat Loaf
Yield: 4 Loaves

Portions: 60

Ingredients:  Margarine 1-1/2 ozs
           Onions, chop/fine 11-1/2 ozs
           Green pepper, chop/fine 1/2 oz
           Eggs—fresh medium 7-3/4 ozs
           Dry ground bread crumbs 15-1/2 ozs
           Iodized salt 1 TBSP & 2-3/4 tsp
           Ground white pepper 1 tsp
           Beef ground—80/20 11 lbs 8 ozs
           Skim milk 1 pint 4 flz

Instructions: Make this recipe for 120 portions.

Critical Step:  \( \frac{120}{60} = 2 \) (This is the number of times the recipe is to be made)
PRE-TEST
Microsoft Word

NAME _______________________________________________     DATE__________________

1. What is a “menu bar”?

2. What does the “minimize button” do?

3. What are “bullets”?

4. What are three things you can change when choosing the “font” button on the menu bar?
   A. 
   B. 
   C. 

5. You want to work with a saved file. To put the file on the desktop you would click the _________ button.

6. To move a type section to another part of the document or to another document, you would use _________ and _________.

7. Which device does not communicate information to the computer?
   A. Keyboard       B. Printer       C. Mouse       D. The user

8. When the mouse pointer changes from an arrow to an hour glass, you must
   E. Reset the computer       F. Take a break       G. Type faster       H. Wait

9. If you want to preview what you have typed before you print it,
   you should go to ____________________________

10. Name the piece of hardware that allows you to view your work as you
    input it. ____________________________
POST-TEST
Microsoft Word

NAME _______________________________________     DATE__________________

1. What is a “menu bar”?

2. What does the “minimize button” do?

3. What are “bullets”?

4. What are three things you can change when choosing the “font” button on the menu bar?
   A. 
   B. 
   C. 

5. You want to work with a saved file. To put the file on the desktop you would click the _________ button.

6. To move a type section to another part of the document or to another document, you would use _________ and _________.

7. Which device does not communicate information to the computer?
   A. Keyboard   B. Printer   C. Mouse   D. The user

8. When the mouse pointer changes from an arrow to an hour glass, you must
   E. Reset the computer   F. Take a break   G. Type faster   H. Wait

9. If you want to preview what you have typed before you print it,
   you should go to __________________________

10. Name the piece of hardware that allows you to view your work as you input it. __________________________
PRE - TEST
Internet Workshop

Name __________________________________________________     Date ________________

1. What three letters are used to access the World Wide Web? ________________________

2. What is a clickable image? _____________________________________________________

3. Name a popular search engine. _________________________________________________

4. Why should you never type in all CAPITAL LETTERS? _____________________________

5. What is a “hyperlink”? _________________________________________________________

6. The expression “E-mail” is an abbreviation for what? ____________________________
POST – TEST
Internet Workshop

Name _____________________________ Date __________________

1. What three letters are used to access the World Wide Web? ______________________

2. What is a clickable image? _____________________________________________________

3. Name a popular search engine. _________________________________________________

4. Why should you never type in all CAPITAL LETTERS? _____________________________

5. What is a “hyperlink”? _________________________________________________________

6. The expression “E-mail” is an abbreviation for what? _____________________________
 Claiborne County Adult Education  
COMPUTER LITERACY TEST — 101

Name: _____________________________________________ Date: _________________________

1. The 3-1/2'' floppy drive is usually referred to as the
   A. C-drive  B. A-drive  C. D-drive  D. Hard drive

2. Which device does not communicate information to the computer?
   A. Keyboard  B. Printer  C. Mouse  D. the user

3. To disable a screen saver and return to your working screen, you can:
   A. re-boot  B. turn your monitor off and on  C. strike any key

4. Which of the following is the “brain” of the computer?
   A. hard drive  B. CPU  C. monitor  D. motherboard

5. When the mouse pointer changes from an arrow to an hour glass, you must
   A. reset the computer clock  B. wait  C. type faster  D. take a break

6. True or False The screen saver’s main purpose is to allow us to put colorful images on our screen for everyone to enjoy.

7. True or False It is not necessary to “close” programs before shutting down the computer.

8. Name the piece of hardware that allows you to view your work as you input it

9. Give an example of an input device

10. The terms “click,” the “left-click,” “double-click,” and “right-click” are all performed with the ________________________________.
Claiborne County Adult Education

COMPUTER LITERACY TEST — 102

Name: ___________________________ Date: __________________

Circle the best answer to each of the following questions.

1. In keyboarding, what are the keys A-S-D-F-J-K-L-; referred to?
   a. home row keys   b. base keys   c. middle row keys

   Which key moves the cursor to the beginning of the next line of text?
   a. backspace   b. enter/return   c. escape

2. F1-F2 are referred to as
   a. funny keys   b. hot keys   c. function keys

3. In order to type all capital letters, you could hold the Shift key down while typing the letters. However, an easier way would be to toggle on which key?
   a. Caps   b. keyboard   c. Scroll Lock

4. Which device is most commonly used to enter text into a word processing program?
   a. mouse   b. keyboard   c. printer

5. Which key is available to get us out of predicaments?
   a. delete   b. escape   c. space bar

6. Which of the following describes the physical components of a computer?
   a. case   b. hardware   c. software

7. All of the following commands can be use to work on a file except which one?
   a. open   b. split   c. copy

8. What is the function of a disk drive?
   a. to give the computer the power to run
   b. to instruct the computer, based on the data the user inputs
   c. to read from or write information to a floppy disk
Use the following terms to fill in the blanks below:

monitor computer disk drive printer
software floppy disk hardware operating system
keyboard hard disk application software

9. An electronic device that performs complex tasks at high speed and with great accuracy; it has two main parts—the processor and the memory. ________________

10. The group of parts that make up the computer system; it can be seen and touched. ________________

11. A device used to enter data and issue commands to the computer. ________________

12. Software that does a specific task, such as word processing. ________________

13. A large capacity storage area that offers fast access to store and retrieve data. ________________

14. A magnetically coated disk on which information can be stored and retrieved. ________________

15. A mechanical device that you use to transfer information back and forth between the computer’s memory and a disk. ________________

16. A device that makes a hard copy of data in the computer. ________________

17. Instructions that tell your computer how to perform a task. It is stored on disks in program files. It cannot be seen or touched. There are two main kinds: application and system. ________________

18. Software that acts as a link between you, application software (program), and hardware. ________________

19. A screen that displays the information in the computer. ________________
Introduction to Windows
PRE-TEST

NAME: _____________________________________________________

DATE: ______________________________________________________

1. What is Microsoft Windows 98?

2. For most of the work performed in Windows, you will use the mouse. Name three (3) mouse actions.

________________________________________

________________________________________

________________________________________

3. When the mouse pointer changes to a hourglass, what does this indicate?

4. What does Windows display when you start your computer?

5. (True or False) Windows does not allow the user to switch from one open window to another.

6. Types of files are identified by a three-character code. List two (2) of these file extensions.

________________________________________

________________________________________

7. (True or False) Explorer is the same whether it be Windows Explorer or Internet Explorer.
Introduction to Windows
POST-TEST

NAME: ________________________________

DATE: ________________________________

1. What is Microsoft Windows 98?

2. For most of the work performed in Windows, you will use the mouse. Name three (3) mouse actions.

   ________________________________
   ________________________________
   ________________________________

3. When the mouse pointer changes to a hourglass, what does this indicate?

4. What does Windows display when you start your computer?

5. (True or False) Windows does not allow the user to switch from one open window to another.

6. Types of files are identified by a three-character code. List two (2) of these files extensions.

   ________________________________
   ________________________________

7. (True or False) Explorer is the same whether it be Windows Explorer or Internet Explorer.
Questions for Computer Class

1. On a scale form 1 to 10 (with 10 being the highest), how competent do you feel on a computer?

1 2 3 4 5 6 7 8 9 10

2. On a scale form 1 to 10 (with 10 being the highest), how comfortable do you feel with a computer?

1 2 3 4 5 6 7 8 9 10

3. Do you own a computer? If so, what kind is it?

4. What is your main reason for attending this class?
   - My own personal knowledge.
   - To learn some job skills to apply for a job.
   - To learn skills to advance at my present job.
   - Other ______________________________

5. Have you had any experience with computers in the past? What kind of experience?

Define the following terms:

6. hardware ____________________________________________________________

7. software ____________________________________________________________

8. Why do you need an operating system?
9. What can you do with a word processing program?

Fill in the blanks using the following terms:

a. Laser
b. Ink jet
c. Right
d. Left
e. Windows 98
f. Dot matrix
g. Calculator
h. Notepad
i. Disk

10. What should you save information on so that you can take it to another computer?

11. Which button on a mouse is most commonly used, right or left?

12. Name three kinds of printers.

13. What is one example of an operating system?

14. Name one type of accessory.

Please furnish the following information:

Have high school diploma: _____Yes _____No
Have GED: _____Yes _____No
Have had job training: _____Yes _____No
Smith County Adult Education, continued

**Excel Course Evaluation**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

1. What did you like best about the course?  

2. What suggestions do you have to improve this course?  

3. What other courses would you like to see offered?  

4. Please rate the speed of presentation:  

   **TOO FAST**  5  4  3  2  1  **TOO SLOW**  

5. A cell is:  
   a. the intersection of a column and a row.  
   b. a collection of worksheets.  
   c. a rectangle indicating an active cell.  
   d. a graphic symbol.  

6. A button is:  
   e. a graphic symbol that depicts a task or function  
   f. an area that contains a grid of columns and rows.  
   g. a rectangle indicating an active cell.  

7. What character is used to make a reference absolute?  
   h. &  i. ^  j. $  k. @  

8. The object in a chart that identifies patterns used for each data series is a:  
   l. data point.  
   m. legend.  
   n. plot.  
   o. range.  

9. Which of the following is not a valid chart type?  
   p. column  
   q. scatter.  
   r. area.  
   s. cake.  
   t. pie.  

10. A chart and its worksheet can be viewed at the same time.  
   u. True  
   v. False  

11. The Excel worksheet has the following number of columns:  
   w. 256  
   x. 640  
   y. 8192  
   z. 16384
Work Ethics Workshop Assessment

Below is a group of questions we would like to get your response to. We will be asking for these responses twice, at the beginning of the session and then again at the end of the session. This is just an assessment to see just how much you already know about work ethics and how much you hopefully will have learned after the session.

Before the session begins list your 1st response. This information is based on your thoughts regarding the respective question. At the end of the session, list your 2nd response. Write any new idea or opinion you have gained from this session.

1. Name three characteristics that an employer looks for in a company.
   - 1st response:
   - 2nd response:

2. Name three types of behaviors found in the workplace.
   - 1st response:
   - 2nd response:

3. What does being a team player mean?
   - 1st response:
   - 2nd response:

4. What does interacting mean?
   - 1st response:
   - 2nd response:

5. Tell me what you feel your legal obligation is to your employer and fellow employees.
   - 1st response:
   - 2nd response:

6. What do you hope to gain from this session?
   - 1st response:
   - 2nd response:
Work Ethics Guidelines
By Rebekah White-Williams

Recently, Industry has been requesting from school systems more in-depth work on students and their work ethics. It is surprising how many students are not aware of the appropriate manner in which to handle certain situations that will and do occur within the workforce.

Now, employers are coming to teachers and other professionals to request further assistance within the workforce itself. Problems are occurring in which employees themselves are not prepared for workforce ethics. It is our duty to help with this current situation and provide some guidelines for students and adults alike.

Below is a list of areas that should be covered with each person. Please do not assume that a person understands these concepts. You will be surprised how many people are not aware of the appropriate ethics to be used within the workplace.

1. Always dress appropriately. Make sure that clothing is clean and neat, and shoes are clean and not worn out. Also make sure any unnecessary jewelry is left at home.

2. Good hygiene is necessary.

3. Always be polite! Manners can go a long way.

4. Make sure that you make yourself clear when talking to others.

5. Show respect to supervisors, management, employees, etc.

6. Never discuss pay scale with other employees. If you are concerned about your pay scale, set up an appointment with the personnel manager to talk over specifics.

7. Keep lunch and break facilities clean. Take pride in where you work. An unhealthy lunch facility can cause health problems within the company.

8. If someone offends you, let this person know his/her behavior is not acceptable. If this does not handle the problem, go to a person with authority to ask for help. Never try to handle the problem completely on your own.

9. Always be on time to work. The company is expecting you there. If you are having problems due to sickness, contact your employer ahead of schedule so they can cover your spot. If you are having problems with transportation, again call your employer to discuss the problem and, at least, try to get there as soon as possible. Remember, “No call, no show, no job.”

10. Try to set up personal appointments on lunch breaks or after hours. If this can’t be avoided try to keep these appointments to a minimum.

11. No personal phone calls during company hours. These can be placed during break time and lunchtime. Most companies will provide phones for personal use.
12. Remember, you were hired to do a certain number of hours of work per day. Keep focused on the task at hand. You can always socialize and handle personal items on your own time.

13. Always remember that you represent the company. Take pride in your work and your company.

14. Show respect for company property. DO not abuse the facilities by littering or misuse of equipment.

15. There should be no use of company equipment for personal use (i.e., fax machines, computers, typewriters, etc.).

16. If looking for a new job, please show consideration towards your ex-employer by giving a 2-week notice. This not only leaves you on good terms with your old boss, but places you on good terms with your new employer also.
Resources Used in Work Ethics Workshop
Rebekah White-Williams


Web Sites: http://www.right-action.com/reverse.htm
http://www.character-ethics.org/sysno.htm
http://www.character-ethics.org/charactermatters.htm
http://www.right-action.com/principles.htm
http://www.yahoo.com - check under Title VI for information concerning legal aspects of appropriate behavior.

Industry: I spoke with several different types of industry to see what type of mission statement they have implemented. I also received information concerning their company policies and procedures on work ethics and principles.
Adult Education Workforce Training
Spring 2000

LPN Math Prep
Pre/Post Test
Teacher Made: Harold Garrett

1. 6-3/4 + 4-2/3 =

2. 8-2/3 – 3-1/5 =

3. 10-1/8 – 4-2/3 =

4. 6-3/5 x 2-2/4 =

5. 8-1/2 – 2-1/4 =

6. .4 + 25.3 + .0478 =

7. 5.04 – 2.9974 =

8. 3.42 x .074 =

9. 16.8 x .089 =

10. .89√.21627

11. Arrange decimals in order, from least to greatest:

.73 .074 2.9 .8 .804 .009

_____ _____ _____ _____ _____

12. use > or < or =

a) .4___ .307  b) .29____ .2907  c) .09____ .0900  d) 6.25___ 6.0256
13. 60% of 550 = __________

14. 72.5% of 400 = __________

15. 32 is what % of 128? __________

16. 80 is 24% of what number? __________

17. Change fractions to %:
   a) 7/8 = _____%  
b) 3/5 = _____%  
c) 2/3 = _____%

18. Change % to decimal:
   a) 275% = ______  
b) 88.5% = _____  
c) 4% = ______

19. Write in roman numerals:
   19=____  
   60=____  
   99=____  
   24=_____  
   79=______
   110=____  
   36=____  
   8=_____  
   150=_____  
   44=______
   83=____  
   299=___  
   58=____  
   90=_____  
   540=_____
   12=____  
   67=____  
   709=_____  

20. A box has 5 green balls, 3 red balls, and 2 white balls. If you reach into the box with your eyes closed, what is the percentage chance on getting a:
   White ball:__________
   Red ball:___________
   Green ball:__________

21. \[ X = \frac{3.1 \times 2.2}{2.7} \]

   X=_________
22. \( X = \frac{3/4}{1/2} \times 1.6 \)

\[ X = \underline{\phantom{0000}} \]

Ratios:

23. \( 15:4 = 45: \underline{\phantom{0000}} \)

24. \( 2:5000 = 1: \underline{\phantom{0000}} \)

25. \( 4:8 = 8: \underline{\phantom{0000}} \)

26. \( 36 \text{ mg} : 1.2 \text{ ml} = 24 \text{ mg} : \underline{\phantom{0000}} \text{ ml} \)

27. \( 300 \text{ mg} : 1.2 \text{ ml} = 120 \text{ mg} : \underline{\phantom{0000}} \text{ ml} \)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Ratio</th>
<th>Common Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. .02% =</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
</tr>
<tr>
<td>29. 10.0% =</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
</tr>
<tr>
<td>30. 2.5% =</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
<td>\underline{\phantom{0000}}</td>
</tr>
</tbody>
</table>
Adult Education at Work: Pre-Hire Work Skills Survey

Business Name________________________________________________________________________________________
Contact Person________________________________________________________________________________________
Address____________________________________________City__________________________Zip__________________
Phone _________________________  Fax ____________________  e-mail ______________________________________
Product(s) ____________________________________________________________________________________________
Number of Employees ________________________
Number of Shifts _____________________________
Does your Company Require a High School Diploma or GED for employment? ___________
If not, do you plan to require a high school diploma or GED in the future? __________
Does your company administer a pre-hire test? __________

What specific skills do potential employees need in order to pass the pre-hire test or to become successful employees for your company?

- Reading work related text
- Reading for understanding/comprehension
- Writing memos, letters, and reports
- Basic computer skills
- English as a Second Language
- Basic Math Skills (tape measure)
- Basic Math Skills (percent)
- Basic Math Skills (fractions)
- Basic Math Skills (ratio & proportion)
- Basic Math Skills (metric conversion)
- Basic Math Skills (use of calculator)
- Other: _______________________

Please rank the following knowledge, skills, and attitudes in the workplace in order of importance on a scale of 1 to 5, with 5 the greatest and 1 the least important.

- Dependability
- Getting along with others
- Working as a team
- Listening
- Following standard procedure
- Having post – secondary training
  - What type? ________________
- Quality in the workplace
- Other: _______________________
- Following instructions
- Working accurately
- Cooperating
- Talking respectfully
- Having a GED/ HS diploma
- Problem solving & decision making

Thank you for your time and support.
Crockett County Adult and Continuing Education, continued

**Results of Crockett County Work Skills Survey**

<table>
<thead>
<tr>
<th>Skills:</th>
<th>%</th>
<th>Skills:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading work related text</td>
<td>100</td>
<td>Basic computer skills</td>
<td>49</td>
</tr>
<tr>
<td>Reading for understanding/comprehension</td>
<td>80</td>
<td>Basic Math Skills (use of calculator)</td>
<td>33</td>
</tr>
<tr>
<td>Basic Math Skills (tape measure)</td>
<td>80</td>
<td>Writing memos, letters, and reports</td>
<td>33</td>
</tr>
<tr>
<td>Basic Math Skills (fractions)</td>
<td>65</td>
<td>English as a Second Language</td>
<td>33</td>
</tr>
<tr>
<td>Basic Math Skills (percent)</td>
<td>65</td>
<td>Basic Math Skills (metric conversion)</td>
<td>16</td>
</tr>
<tr>
<td>Basic Math Skills (ratio &amp; proportion)</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KSAs:</th>
<th>%</th>
<th>KSAs:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>100</td>
<td>Quality in the workplace</td>
<td>80</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>80</td>
<td>Cooperating</td>
<td>80</td>
</tr>
<tr>
<td>Working as a team</td>
<td>80</td>
<td>Listening</td>
<td>65</td>
</tr>
<tr>
<td>Following standard procedure</td>
<td>80</td>
<td>Problem solving &amp; decision making</td>
<td>65</td>
</tr>
<tr>
<td>Following instructions</td>
<td>80</td>
<td>Having post – secondary training</td>
<td>32</td>
</tr>
<tr>
<td>Working accurately</td>
<td>80</td>
<td>Having a GED/ HS diploma</td>
<td>16</td>
</tr>
<tr>
<td>Talking respectfully</td>
<td>80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Oral Questions Given to All New ESOL Students

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RESPONSE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good (morning, afternoon)</td>
<td>Learner returns appropriate greeting</td>
<td>______</td>
</tr>
<tr>
<td>2. What's your complete name?</td>
<td>Learner says it and spells it</td>
<td>______</td>
</tr>
<tr>
<td>3. What name do I use to speak to you? (First and last)</td>
<td>Learner says it and spells it</td>
<td>______</td>
</tr>
<tr>
<td>4. What country are you from?</td>
<td>Learner gives place name</td>
<td>______</td>
</tr>
<tr>
<td>5. What did you do in ____ (insert country)?</td>
<td>Learner gives occupation</td>
<td>______</td>
</tr>
<tr>
<td>6. What did you like about being a ____________ (insert occupation)</td>
<td>Learner expresses his/her likes</td>
<td>______</td>
</tr>
</tbody>
</table>

Name_______________________________________

Date________________________________________

Assessment___________________________________
## English ASAP

### Level 1

### Unit 1

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCE YOURSELF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAKE INTRODUCTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPLETE WORK FORMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RECOGNIZE/ACCEPT THAT EVERYONE IS DIFFERENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATE CLEARLY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REPEAT CONFIRMATION</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Workplace Sample Lesson #1

1. I was given a list of 22 common phrases and asked to teach the students.

2. I printed these phrases out on paper and cut each word.

3. I put the words to each sentence in an envelope, one sentence per envelope.

4. The students had to put the words in correct order.

5. Each student dictated the word to me as I wrote it on the board.

6. The class re-read each sentence and discussed its meaning.

- I need 24 pies.
- I need 1 case of fries.
- I need one 20 piece nuggets.
- I need one 4 piece nuggets.
- I need one 6 piece nuggets.
- I need one filet of fish.
- Go on break.
- Please tuck your shirt in.
- Can you stay late?
- Are you on the clock?
- Where is your hat?
- Where is your nametag?
- Please watch how I do this and do it the same way.
- Have you clocked out yet?
- Please put timers on your food.
- Please clean the bathroom.
- Can you work tomorrow?
- Scrape the grill.
- Sweep the floor.
- Mop the floor.
- Clean the tables.
Workplace Sample Lesson #2

1. A student asked me what the difference was between vinaigrette and Italian dressing. She wanted to know if there were other synonyms the students should know.

2. I went to a local restaurant and, with the help of the manager, compiled a list of words the students should know.

3. Each student was given a list of the words. We read and discussed the words together.

4. The students returned the word list to me, and I handed out cutout strips with each of the words on them.

5. The students placed all the words on the table and had to match them with their synonyms.

- Apple pie = dessert
- Hash browns/fries = potatoes
- Sprinkles = candies
- Lids = tops
- Bag = sack
- Mayo = mayonnaise
- Ketchup = catsup
- Chair = seat
- Glass = cup
- Plate = bases
- Liner = paper placemat
- Condiments = sauces (ketchup, nugget sauces)
- Wastebasket = trashcan
- Meat = sausage, hamburger meat
- Door = entrance, exit
- Everyday = all of the days
- Ladle = big spoon
- Cup of water = glass of water/bottled water
- Vinaigrette dressing = Italian dressing
### ESOL Class

<table>
<thead>
<tr>
<th>TASK</th>
<th>COMPLETED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departments: Bulk fold, Shipping, Press, Repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Objects: Hanger, apron, shop towel, soda towel, bar towel, pants, shirt, zipper, button</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months/Days/Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking to Repeat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling in Sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is/Are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was/were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See/sees/saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give/gives/gave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do/does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have/has/had</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration 60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employee ESOL Assessment

1. Name_____________________________________________________________

2. Country____________________________________________________________

3. How long have you been in the U.S.?_________________________________

4. Show me a (select an object that is close by) __________________________.

    __________ yes    __________ no

5. Tell me about your family.

6. Who is your supervisor?_____________________________________________

7. Tell me about your job.

    Level:  _______ Beginning  _______Intermediate  _______Advanced

Interest:
1. Do you want an English class at Aramark?

    _______ yes
    _______ no
    _______ maybe

2. Can you come to class after work?

    _______ yes
    _______ no
    _______ maybe

3. Have you studied English before?

    _______ yes
    _______ no

4. What languages do you speak?

5. What languages do you read?
Informal Placement Test

Pre-Test

<table>
<thead>
<tr>
<th>ESL Level 0</th>
<th>ESL Level I</th>
<th>ESL Level II</th>
<th>ESL Level III</th>
<th>ESL Level IV</th>
</tr>
</thead>
</table>

Student’s Name___________________________________________________________ Date_________________

**ESL Level 0.** If the student is unable to understand or respond in English, or answers only one or two questions in Level I (in standard or poor English), Level is 0.

**ESL Level I.** If the student answers three to five questions correctly (in standard or poor English), the ESL level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. If the student answers two or fewer Level I questions correctly (in standard or poor English), the ESL Level is 0.

**Questions:**

<table>
<thead>
<tr>
<th></th>
<th>Correct Answer</th>
<th>Correct Answer</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Standard English)</td>
<td>(Poor English)</td>
<td></td>
</tr>
<tr>
<td>1. Hello! What's your name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What's your address?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What country are you from?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is your job here?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What month of the year is it?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of correct answers in Level I __________

**ESL Level II.** If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determines possible higher level ability. If the student answers two or fewer Level II questions correctly (in poor or standard English), the ESL Level is I.

**Questions:**

<table>
<thead>
<tr>
<th></th>
<th>Correct Answer</th>
<th>Correct Answer</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Standard English)</td>
<td>(Poor English)</td>
<td></td>
</tr>
<tr>
<td>1. How many years did you go to school in (native country)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you ever study English before?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How do you (or your husband or children) go to work (or school)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions:</td>
<td>Correct Answer (Standard English)</td>
<td>Correct Answer (Poor English)</td>
<td>Incorrect Answer</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------</td>
<td>------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>4. If you can’t meet with your tutor for a lesson what would you do? (or) If you have a headache what would you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (If student is employed) What kind of work do you do? (If student is not in labor market) What do you like to do for fun?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Correct answers in Level II**

---

**ESL Levels III and IV.** Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, “Tell me more.” If the student cannot give a three-sentence answer for any of the following questions, the ESL Level is II. If the student gets one correct answer (three sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Correct Answer (Standard English)</th>
<th>Correct Answer (Poor English)</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why did you move to _______ (present location)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How do you think studying English will help you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tell me how you celebrate _______ (one of student’s native holidays, or a birthday)?</td>
<td></td>
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</tr>
</tbody>
</table>

**Number of correct answers in Levels III and IV**

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Informal Placement Test
Post-Test

ESL Level 0  ESL Level I  ESL Level II  ESL Level III  ESL Level IV

Student’s Name___________________________________________________________ Date_________________

ESL Level 0. If the student is unable to understand or respond in English, or answers only one or two questions in Level I (in standard or poor English), Level is 0.

ESL Level I. If the student answers three to five questions correctly (in standard or poor English), the ESL level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. If the student answers two or fewer Level I questions correctly (in standard or poor English), the ESL Level is 0.

Questions:    Correct Answer Correct Answer Incorrect Answer
    (Standard English) (Poor English) Answer

1. What is your husband’s (son’s, mother’s) name? ________ ________ ________
2. Where does (he, she) (work, go to school, live)? ________ ________ ________
3. Do you have a brother or sister? ________ ________ ________
4. How long have you been in this country? ________ ________ ________
5. What day is it today? ________ ________ ________

Number of correct answers in Level I __________

ESL Level II. If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determines possible higher level ability. If the student answers two or fewer Level II questions correctly (in poor or standard English), the ESL Level is I.

Questions:    Correct Answer Correct Answer Incorrect Answer
    (Standard English) (Poor English) Answer

1. How did you travel to this country? ________ ________ ________
2. How long have you been studying English? ________ ________ ________
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<td>3. Do you speak any other languages besides (native language)?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. What’s your favorite TV show?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. If you cut your finger, what would you do?</td>
<td></td>
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**Number of Correct answers in Level II**

**ESL Levels III and IV.** Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, “Tell me more.” If the student cannot give a three-sentence answer for any of the following questions, the ESL Level is II. If the student gets one correct answer (three sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

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**Number of correct answers in Levels III and IV**

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Review of Dependent and Independent Clauses-Comma Placement

1. After the game we all went home.

2. Before you come into the house be sure to wipe your feet.

3. When it snows I stay inside.

4. Unless you have the money you can not buy the outfit.

5. I get a headache whenever I eat ice cream.

6. Since I studied for the test I knew all the answers.

7. I am hungry even though I ate a big breakfast.

8. Please turn off the T.V. before you leave the house.

9. When I climb stairs I become tired.

10. Because you made me mad I don't want to go with you.

11. She starts to sneeze wherever flowers bloom.

12. If you think you can beat me then you are crazy.

13. The crops will die unless it rains.

14. You can go swimming even though it is cold outside.

15. Where there is smoke there is fire.
ALGEBRA SKILLS
Rules for Signed Numbers

ADDING SIGNED NUMBERS
1. If the signs are alike, add and give the answer the sign of the numbers.
2. If the signs are different, subtract and give the answer the sign of the larger number.

ADDING THREE OR MORE SIGNED NUMBERS
1. Add the positive numbers and make the total positive.
2. Add the negative numbers and make the total negative.
3. Subtract the two totals and give the answer the sign of the larger total.

SUBTRACTING SIGNED NUMBERS
1. To subtract a signed number, change the sign of the number being subtracted and follow the rules for adding signed numbers.

MULTIPLYING SIGNED NUMBERS
1. Make the answer positive if the signs are alike.
2. Make the answers negative if the signs are different.

MULTIPLYING MORE THAN TWO SIGNED NUMBERS
1. Make the answer positive if there is an even number of negative signs (2, 4, 6, etc.)
2. Make the answer negative if there is an odd number of negative signs (1, 3, 5, etc.)

DIVIDING SIGNED NUMBERS
1. Make the answer positive if the signs are alike.
2. Make the answer negative if the signs are different.
ALGEBRA REVIEW
Adding, Subtracting, Multiplying, and Dividing Signed Numbers

1. (+7) + (+5) =
2. (–13) + (+8) =
3. (–55) – (+23) =
4. –45/-5 =
5. (–12) x (–10) =
6. (–5) – (-10) + (-7) + (+12) =
7. 150/-25 =
8. (–15) x (–5) x (+3) =
9. (+9) – (+27) – (-31) =
10. –425/+5 =
11. (–1) x (–1) x (–1) x (–1) x (–1) =
12. (–4) – (-7) + (-5) + (-30) =
13. (–9) x (–9) =
14. –36/ -6 =
15. 7 + (-7) – (-8) + (+5) – (-12) + (+9) =
GED ESSAY TIPS

1. Avoid using the word “I”. The essay is your opinion and it is not necessary to use “I”.

2. Indent all paragraphs.

3. Stay on the topic.

4. Make sure your writing is legible.

Reminder: If you get off the topic or your writing is not legible, it is an automatic zero.

GED ESSAY FORMAT

5 Paragraphs (approximately 200 words)

Paragraph 1: INTRODUCTION – Write a topic sentence. Write 3 opinions about the topic.

Paragraphs 2, 3, and 4: BODY – Take 1 opinion per paragraph and explain your position on it.

Paragraph 5: CONCLUSION – Restate your topic in different words. Write a strong finishing sentence.

ESSAY TOPIC

Baseball has been called the great American pastime. Different sports are popular for a variety of reasons.

In a composition of approximately 200 words, identify your favorite sport. Use specific details and reasons to support your choice.
“Learning is a treasure that follows its owner everywhere.”
—Chinese Proverb

As a teacher, it is just as impossible to teach specific questions that will be asked on the GED as it is to know all the different types of written communications that an employee will be required to read on his or her job site. However, by teaching reading comprehension and thinking skills, I enabled my students to become more successful readers. This not only enhanced their daily job performances, it also increased their test taking abilities when trying to pass the GED or any other type of test that requires extensive reading.

This particular classroom activity focused on the reading skills of restatement and drawing conclusions. I began the lesson by actually defining reading comprehension. I asked my students to read, and then we discussed the information that was contained on page 198 of Steck-Vaughn’s, _Complete GED Preparation_. The students used the reading skills that were just discussed (restatement and drawing conclusions) to read the passages and answer the questions that were contained on the following page.

After those two pages were completed, we looked at page 24 in Contemporary’s, _Reading Skills That Work_. This page was concerned with being able to restate information correctly that would be posted in the workplace. Pages 51 and 52 of the same book dealt with the importance of being able to draw conclusions at work. For a homework assignment, I asked my students to read and complete the material in Unit 6 entitled, “Employee Handbooks” in the book, _Reading For Job And Personal Use_, written by Joyce Hing-McGowan. During the next class session, we discussed information that is contained within handbooks in general and how comprehension skills are an effective tool when an employee is trying to read and understand certain policies that a company requires of its workforce.

Finally, I passed out employee handbooks that came from a local company to each student. The class divided up into small groups. Each group looked at a specific section of the handbook, and applied what was previously learned in class to answer questions that related to the information they read. After a short time, each group discussed their answers with the rest of the class.

The main purpose of this lesson/activity was to help my students realize that the utilization of reading comprehension skills can benefit them in any situation where reading is required. By learning these skills, students will increase their overall literacy level. Not only will this help in the area of test taking, but on the job site as well.
References


Davis, D.C. (1997). Adult Education at Work. Tennessee Department of Education, Division of Adult and Community Education. (Available from University of Tennessee, Center for Literacy Studies, 600 Henley Street, Suite 312, Knoxville, TN 37996)


