WORKPLACE LITERACY GUIDE

A guide to help organizations explore opportunities associated with starting a workplace literacy program. Learn about practices and procedures used in a variety of workplace literacy programs and how to adapt them to fit the needs of your organization and community.

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ABOUT PROLITERACY

ProLiteracy, the largest adult literacy and basic education membership organization in the nation, is committed to creating a world in which all adults are literate. It works with local and national organizations to help adults gain the reading, writing, math, computer, and English skills they need to be successful. ProLiteracy advocates on behalf of adult learners and the programs that serve them, provides training and professional development, and publishes materials used in adult literacy and basic education instruction. ProLiteracy's publishing division is New Readers Press, and its headquarters is in Syracuse, New York. In a previous project funded by Pitney Bowes, ProLiteracy worked with local partners to create workplace literacy programs in four Pitney Bowes mail processing facilities in New York, New Jersey, and Pennsylvania.

More information:

Websites: www.proliteracy.org and www.newreaderspress.org

"Workplace education programs focus on the literacy and basic skills training that workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity. Curricula are developed by educators working with employers and employee groups to determine what reading, computation, speaking, and reasoning skills are required to perform job tasks effectively. Successful efforts to institute workplace education programs require strong partnerships among educators, employers, and employees" —U.S. Department of Education, Office of Vocational and Adult Education

INTRODUCTION

Is It Really a Workplace Literacy Program?

When ProLiteracy asked local literacy organizations if they provided workplace literacy programs, many said yes. When invited to talk about their programs, some described highly effective initiatives that had been carefully planned by staff, the employers, and their employees and then approved by the organization's board members. Others, however, said things like:

> *"We have connections with a lot of employers in town. They know they can refer people to us if they need help with their reading or if they need to work on their English. Then we assign them to tutors like we do with the rest of the students."*

> *"Our tutors meet their students at a time and place that works for both of them. Sometimes transportation is a problem for students. In some cases, we have contacted the student's employer and arranged for the tutor and student to meet at that site after work."*

> *"We encourage our teachers to incorporate real-world materials into their lessons. Many ask their students to bring examples of forms, instructions, manuals, or other work-related materials that they want to be able to read or better understand."*

> *"We have teaching sites all over the city. Many of these are located in businesses that allow us to use their training or meeting rooms. We refer students to the site that is most convenient for them."*

These responses all indicate some kind of work connection. The organizations may indeed be providing quality programs, but they aren't "workplace literacy programs." Why? If you refer to the Department of Education definition, you can see that workplace programs require the strong involvement of employers as partners in the instructional program—not just in providing space or making referrals, but in assessing workplace needs and working with employees to identify information and skill gaps.

Who Should Use This Guide?

This guide is for YOU—the directors and key decision-makers of local adult literacy and basic education organizations. Many of your organizations have limited resources but still want to help local employers prepare their employees to be more effective in their jobs. You can do this and can even generate income for your organization by providing these services.

This guide will help you and members of your organization explore the practices used in a variety of workplace literacy programs. Keep in mind that you will adapt them to fit your local situation (needs of employers, available resources, and the particular expertise you have). There is no "one-size-fits-all" solution.

The one practice that is common to most workplace literacy programs is that they are held at the workplace. Some advantages of doing this are:

- It is more convenient for employees.
- Instructors and employees have easy access to workplace resources such as job-related materials, copiers, and computers.
- It allows involvement of supervisors.
- It provides a clear message to employees that their employer is sanctioning the class.

There are sometimes good reasons for holding classes in another location. Some smaller employers may not have adequate facilities to conduct classroom instruction, or the worksites themselves may be outdoors or somewhat hazardous. An example would be a small construction contractor or landscaping business. In these situations, consider offering instruction at your program or partnering with another community agency to secure a location.

Decisions About Your Workplace Literacy Program

There are many decisions to make to determine the type of workplace literacy program your organization can and should get involved in. You will be more able to make those decisions after reading this guide and meeting with local employers. Always remember that what works for your program may be very different from what works in another community.

Your organization might decide to provide trained volunteers to conduct after-work conversation classes for distribution center employees who need to develop confidence in speaking English to understand shipping and inventory instructions. Or you might look for tutors with math experience who can volunteer for classes to assist a construction company's workers in polishing their skills of estimating, measuring, and figuring quantities of material they will need for a project.

Neither of these examples represents a long-term commitment. So your organization might choose to ask that the employer cover the cost of materials, travel for a couple of volunteers, and a few hours of a program coordinator's time. Your intention wouldn't be to make a lot of money, but to invest in a relationship that can have other paybacks in the future.

Perhaps your organization wants a more significant workplace literacy programming effort and wants to also generate income. In that case, you might develop a six-month contract with an employer to set up and manage onsite classes with paid teachers to help employees improve their writing skills for communicating with customers, preparing reports, etc. In this case, your contract with the employer might include the cost of the instructor(s) to assess and provide instruction to employees; a part-time staff person to manage the project, maintain the records, and communicate with the employer and supervisors; and a designated fee for the literacy organization's overhead expenses.

If you decide to pursue workplace literacy as a serious income-generating service, you will need resources for planning, staffing, marketing, and other activities required of any successful business venture.

If you're unsure of the direction your organization should take, consider collaborating with an experienced provider. For example, you might provide—for a small fee—volunteers to assist in a workplace program managed by a community college. This allows your literacy organization to increase the skills needed to manage a successful workplace literacy program and make a more informed decision about how workplace literacy fits within the organization's mission and infrastructure. It also minimizes your organization's liability if the workplace program doesn't deliver on the promised results.

Have Patience...

If you decide to make workplace literacy a major part of your program offerings, understand it takes time to develop the skills and expertise required to produce quality results and ensure employers will recommend you to others. For this reason, you want to be sure that the organization starts with something it can manage and that will be successful.

Lots to think about, right? Let's get started...

IS WORKPLACE LITERACY A GOOD FIT FOR YOUR ORGANIZATION?

Before making any big decision about new services, your organization should conduct a self-assessment. Workplace literacy involves more than simply providing services at a work site. After reading this guide and included resources (Appendix F), use the following nine questions to evaluate the organization's ability to conduct successful workplace programs. You should be able to answer "yes" to all of them.

1. **Can you effectively describe how employers in your area (or in general) are impacted by employees who lack effective listening, speaking, reading, writing, math, and technology skills?**

   National labor market data is not very useful for your local workplace project. Most states have a workforce commission or economic security agency that provides more localized and current labor market information. You can also get current data from county agencies as well as your local Chambers of Commerce and industry associations that serve specific groups such as restaurant workers or contractors. Another option is to conduct your own survey of employers in your area.

   In addition to current data, look for projected trends or shifts. In Texas, for example, demographic projections and economic trends indicate the percentage of individuals who are at least 16 years old and eligible for adult education services will be 30 percent in 2040 compared to 23 percent in 2007.

Appendix A contains a survey Robert developed and sent to members of the Chamber of Commerce. Purchasing a chamber mailing list is expensive, so Robert created his own using publicly available information about chamber members on the chamber website. He sent the survey to chamber members electronically using the free survey service kwiksurveys.com

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As your organization engages in workplace literacy, you will develop your own collection of hard data and case studies to illustrate the need and what can be done.

2. **Are you clear about why your organization wants to offer workplace literacy services?**
Some examples are:

- You observe a need in your area and want to help meet it.

- You want to generate revenue for your organization.

- You want to increase the number of students you serve.

- An employer has requested help from your organization

3. **Is your board prepared to make the decisions and provide the support necessary for a successful workplace literacy program?**

Laying the groundwork for board support of a workplace program begins with recruiting board members who are connected to the industries you will serve, who understand the connection between their success and the literacy skills of their employees, and who can help you make the case for providing workplace literacy services as part of your organization's mission.

A workplace literacy program may look very different from the services the organization currently provides. For example:

- The program may be more intensive.

- It may take place in a group or classroom environment.

- It will focus on workplace specific skills and broader literacy skills.

- It may require a paid instructor instead of a volunteer.

- The customer will be the employer and not the student.

- You will charge a fee for the service.

Many literacy organizations have written into their mission statements/bylaws very specific language about the students they serve and how they serve them. Terms such as "free and confidential service," "volunteer tutors," "one-on-one instruction," and "student-centered instruction" are common. Your board will need to approve these changes to the organization's mission.

While you will certainly market your program and solicit clients, many businesses will also come to you. When they do, if you have prepared your board you will be in a position to take advantage of those opportunities. If you haven't, the business may not wait around while your board makes these decisions.

4. **Are you prepared for the responsibility, visibility, and liability a workplace literacy program may bring?**

Employers may expect more from your organization than what you are currently providing for students, especially if they are paying for your services. They may expect customization; higher intensity; and better assessment, reporting, and record keeping.

Because local businesses are often in the news, a workplace literacy program can bring visibility to your organization. This is usually a good thing, but if the business is in the news for a controversy, your organization could get caught in the middle.

Finally, there may be liability issues that are new or different from the organization's current concerns. Be clear about who is responsible for injuries to your staff or damage caused by your staff on the client's property. You may need to increase your general liability and auto insurance coverage. Also, be clear about union rules that may impact your program, the confidentiality of employee records, and Equal Employment Opportunity Commission (EEOC) guidelines for employee testing.

5. **Do your staff and volunteers have the skills needed to deliver these services?**

Volunteers who have only taken your organization's standard tutor training may not have the skills needed to adapt curriculum to a workplace setting or adapt general teaching strategies to a group or classroom setting. In addition, some industries may be regulated and/or require instructors to have specialized knowledge.

Consider Robert's experience providing workplace English language services to a high-profile business. There was an employee controversy because the business had made accommodations for Spanish speaking employees with bilingual signs and workplace materials, but had not made accommodations for speakers of other languages. The local newspaper did a story and his program was mentioned by name.

6. **Have you thought about the consequences if your organization is unsuccessful in its workplace literacy endeavor?**

As mentioned earlier, it takes time to develop the skills and expertise required to produce quality results. While a small and targeted beginning can improve the chances of success, consider what will happen if you aren't successful. Does your organization have standing in the community so that your reputation won't suffer? Will an unsuccessful workplace program affect your ability to seek donations from that business or other businesses? Will it impact current or future grants or collaborations?

7. **Do you have sufficient resources to start providing workplace literacy services without jeopardizing your other services?**

It's easy to get excited about a new venture, especially when it has the potential to generate revenue. Starting a workplace literacy program will take time, people, and money. Be sure you have secured enough of each to start a successful workplace program and maintain your current services.

8. **Do you know who else in your area does workplace literacy and what services they offer? Some examples are:**

- community colleges
- some universities
- some city, state, and federally supported agencies
- private training and consulting businesses
- other community-based organizations
- business and trade organizations
- unions
- Chambers of Commerce
- other literacy organizations

9. **Have you determined whether it's better to collaborate with other workplace literacy providers or compete with them?**

You will need to weigh the resources (time, people, and money) and expertise you have available against the costs of competing with other organizations and the effectiveness of their programs. If you decide not to compete, look for ways to collaborate. Perhaps you can serve an area or industry other organizations are not reaching. Or, you can provide training, tutors, assessment, or administrative assistance. Keep in mind that sometimes you won't be competing with a local organization, but with an off-the-shelf training package. This is especially common with things like safety training.

STEPS IN DEVELOPING A WORKPLACE LITERACY PROGRAM

Once you've answered yes to the questions above, you're ready to start putting your workplace literacy program in place. Answering the questions above will help you with the steps below.

Lay the Groundwork

There is work that needs to be completed before you connect with your first workplace client.

1. **Prepare your board.** Recruit board members from the business community who will help build relationships with the business community. Make sure the board understands the importance of literacy in improving the business climate, and that they agree to add workplace literacy to the organization's mission.

2. **Identify startup funding.** Even if your long-term plan is for the workplace literacy program to generate funds for your organization, you need initial funding to get started. Some items that may require money include staff, research on the business community, marketing materials, instructional materials, training, assessments, or databases. Look for funders that target specific industries or will fund a pilot workplace project.

3. **Develop a preliminary business plan.** The business plan should state the connection between business and literacy; identify potential employers/customers, administrative staff, instructors, and other resources needed; an initial pricing structure; and a timeline.

4. **Prepare your marketing materials.** Keep them simple and focused on business needs: "Did you know…; why it matters…; how we can help…." Include success stories and testimonials with pictures. Consider additional perks you can offer business clients or collaborative partners, such as displaying their logo on your website.

5. **On the next page is a sample timeline for a 13-week workplace project.** Notice that about half the time is spent planning and preparing, with the rest spent on instruction.

13-WEEK WORKPLACE PROJECT

TASKS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEKS 10-12	WEEK 13
MAKE THE INITIAL CONTACT										
HOLD THE INITIAL MEETING										
TAKE THE INFORMATIONAL TOUR										
CONTRACT FOR SERVICES										
FORM AN ADVISORY TEAM										
RECRUIT EMPLOYEES										
DEVELOP JOB PROFILES										
SET GOALS AND MEASUREABLE OBJECTIVES/DEVELOP SUCCESS CRITERIA										
INTERVIEW AND ASSESS EMPLOYEES										
DESIGN AND PROVIDE INSTRUCTION										
MONITOR THE PROGRAM										
PREPARE THE FINAL REPORT										

Finding Clients

It is ideal to have a large marketing budget, but few literacy and adult basic education organizations do these days. Below are some ideas for reaching potential clients without a large marketing budget. Remember, it takes time to get the word out and build a list of satisfied employers who will recommend you to others. And that should be your goal!

1. **Read local newspapers, Chamber of Commerce newsletters, and especially local and regional business periodicals to learn more about your local business community.**

2. **Target industries that are more likely to employ people at entry level or low- to medium-skill jobs such as housekeeping and environmental services in hotels and hospitals, entry-level construction, general labor, restaurant workers, and production workers in manufacturing environments.**

3. **Become a vendor in your city, county and state purchase order systems.** Most government agencies have lists of organizations that want to be vendors. The organization chooses the appropriate categories and then receives RFPs for those when they are released. Here is an example of an online vendor registration form: www.ongov. net/purchase/vendorregister.html

4. **Consider joining an industry membership organization such as the restaurant association or the contractors association as an associate member**. See the federal government's list, A-Z Index of Trade Associations, at www.usa.gov/top- ics/consumer/trade-organizations.pdf

Robert got a workplace literacy client through the RFP process. The city put out an RFP for organizations to provide basic financial education to waste management employees. Robert put in a proposal to offer financial literacy courses. The other bidders were banks and insurance companies. Robert got the contract because the city felt the other options would be talking over the employees' heads.

5. **Offer to speak at local business meetings about basic skills and how they impact employers.**

6. **Display a booth at a local business expo or trade show.**

7. **Browse the Occupational Safety and Health Administration (OSHA) website for safety issues that can be addressed with workplace literacy. Examples:**

   • OSHA has a special web page about safety issues related to young workers at www.osha.gov/youngworkers/hazards.html. If employers have undereducated older youth or young adults who are new to the workplace, promote a workplace literacy and safety program to help employees understand important safety information.

   • OSHA provides data for different industries, such as Workplace Injuries and Illnesses—2011 at www.bls.gov/news.release/archives/osh_10252012.pdf. These can help you make the case for workplace literacy programs for specific industries in your area.

8. **Join your local Chamber of Commerce.** To find the contact information go to www.uschamber.com/chambers/directory

9. **Contact your city or county government to get involved with your city's economic development agency.** You can obtain contact information for your state economic development agency from the U.S. Small Business Administration website at www.sba.gov/content/economic-development-agencies

10. **When shopping, pay attention to the customer service you receive from different businesses.** Ask family and friends about their experiences, and then approach the business. Poor customer service is often a sign of inadequate training.

11. **Write articles for local periodicals.** You can find a list by state of many publications that focus on business at www.newslink.org/biznews.html

Personal contact provides the best introduction for your services. Marketing materials should serve as a takeaway piece that supports the meeting. Using a brochure or a mailer as the first contact is the least effective way to reach business clients. Most businesses are bombarded with literature, it is often difficult to know the real decision makers, and you can't ensure your materials reached the right person if you mail or drop it off.

Those strategies you use to find clients will be affected by the size of the business with which you hope to work. The chart below summarizes some key differences between small, medium, and large businesses. You can see some of the differences on the "Finding Clients" row. It will be useful to revisit this chart regularly as you think about creating a workplace literacy program that fits your organization and your community.

AT-A-GLANCE CONSIDERATIONS WHEN DEALING WITH BUSINESSES OF DIFFERENT SIZES

	1-20 EMPLOYEES	20-100 EMPLOYEES	100-500 EMPLOYEES	500+ EMPLOYEES
FINDING CLIENTS	Focus on community relationships: service clubs, local TV news and newspaper, church, golf course, sporting events, and Chamber of Commerce	Community relationships: service clubs, local TV news, newspaper, church, golf course, sporting events, and Chamber of Commerce. Also business associations and periodicals; local hotels, hospitals, and contractors; local government departments like city parks and street	Local TV news and newspapers, local business periodicals and business associations, local hotels, hospitals, and contractors; local government departments like city parks and street	Newspaper and TV news, local business periodicals and business associations, OSHA reports, Google alerts, industry periodicals research on large industries in your area
INITIAL CONTACT	Telephone call/face-to-face	Telephone call/face-to-face	Telephone call or letter	Telephone call or letter
INITIAL MEETING	Non-business hours	Non-business hours or appointment at client's office	Appointment at client's office	Appointment at client's office
INFORMATIONAL TOUR	Schedule during a slow time	Schedule during a slow time.	May involve more than one area	May involve more than one area
BIDDING FOR THE JOB	Letter or verbal bid	Letter, verbal bid, written bid	Formal written bid	Formal written bid
CONTRACTING	Simple contract or Memorandum of Understanding (MOU)	Simple contract or Memorandum of Understanding (MOU)	Written contract	Written contract
FORMING ADVISORY GROUP	Usually not necessary	Maybe a small group	Strongly recommended	Absolute must
JOB TASK ANALYSIS	Observation may suffice	Simple job task analysis or observation may suffice	Formal job task analysis	Formal job task analysis
ASSESSMENTS	Informal	Customized	Standardized or customized	Standardized or customized
INTERIM REPORTING	As required by owner	Regular reporting or as required by owner	Weekly reporting	Weekly reporting
SUPERVISOR FEEDBACK	May not be applicable	As appropriate	Every two weeks	Weekly if possible
EMPLOYEE EVALUATIONS	Upon program completion	Upon program completion	Upon program completion	Upon program completion
FINAL REPORTING	Letter and meeting with owner	Formal written report and meeting with owner	Formal written report	Formal written report with charts and graphs; possible presentation to a staff group

Initial Contact

You've identified potential clients. You've made contact in person, by phone, or by letter. You've provided an overview of how your organization can help and followed up with print information about your services. An employer is interested in meeting with you. Now what?

Before your first meeting with the employer, do the following:

1. **Find out everything you can about the employer's business and the industry.**

2. **Decide who should attend the meeting.** You will probably want to take an instructor and whoever will be managing the project.

3. **Have a brochure or informational piece(s) to leave behind (even if already sent by mail).**

4. **Be prepared with a "ballpark" price for your services.** You will be asked! Explain that pricing depends on factors to be discussed (such as number of students, hours of instruction, assessments, materials, shift differentials). You can provide a quick estimate based on discussion of those factors and follow-up with a more firm price once decisions are made.

5. **Know what information and skills the employer might ask you to address with employees and why they are important in the workplace.** Decide which skills your organization is prepared to assist with and bring a list with you. See examples in Appendix B.

6. **Create a sample instructional plan to illustrate how you would teach a skill related to this particular business/industry.**

7. **Be prepared to answer questions that employees might ask (sample responses are in Appendices C and D).**

Unlike your organization's traditional services, in workplace programs your customer is the business—not the student. The goals of the class, the content and skills taught, and the evaluation will be business-centered and not learner-centered. Employees definitely benefit by gaining skills and information to keep their jobs, perform their jobs better, or move into better jobs. Improvement in general reading, writing, and language skills will almost certainly happen in a workplace literacy program, but it's not usually what you should stress to the business.

Most businesses want to solve a specific problem or meet a regulatory requirement, such as

- help housekeeping staff better respond to a hotel guest pleasantly and correctly

- help employees understand time-off rules, be able to complete appropriate forms, and be able to call in sick when necessary

- help employees understand and follow safety rules or use safety equipment properly

- help employees communicate effectively with each other about equipment or other aspects of the job

Many businesses attempt to address these issues with "off-the-shelf" training videos, print materials, or conversations with supervisors. Explain how your organization can address these specific issues more effectively because of your expertise in working with adults with low-level reading and writing skills or with adults with limited English language skills.

Initial Meeting/Informational Tour

This is the "getting-to-know-each-other" stage. Hopefully, by the end of the meeting the employer is eager to secure your services. Find out what problems the employer has and why he or she thinks that a workplace literacy program can address them. Talk about your organization's experience in workplace literacy (or if just starting, how students in your organization have been able to get jobs, improve their job skills, etc.). Help the employer make the connection between your services and the issues the business needs to address. Appendix C contains questions an employer may ask. Appendix D contains points to think about when answering.

If the employer seems interested, discuss specific services you can offer in enough detail to draft a proposal after the meeting. Be sure to discuss the questions in Appendix C help you to draft a proposal. The proposal is the starting point—you can work with the employer to modify it later.

If you haven't visited this business before, the employer will probably give you a tour. If not, ask for a good time to return for a tour to get a better sense of the employees and the work done. Look for things that verify or conflict with what you've been told in your conversations. Your initial conversations may have been with owners, upper management, supervisors, and/or HR personnel who may not have a full understanding of all that takes place in the job. An accurate assessment of the required job skills is crucial to designing a successful program.

In one company Robert worked in, he met with a supervisor who told him the employees had very little need for math skills and did very little verbal communication in their jobs. When Robert took the tour, he saw that the employees had calculators with piles of tape and paperwork, and that they continuously got phone calls. The supervisor's perception was wrong and Robert modified the class content based on what actually happens on the floor.

BID THE JOB

As soon as possible, follow up with a preliminary proposal or bid. It should describe the services, terms, conditions, and pricing that you and the employer can then use to negotiate what will be included in a formal contract. Below are two examples of bid sheets. When starting, use the detailed bid sheet to ensure you capture all costs involved in the workplace literacy program. Then condense and simplify the figures into the final bid. After you've had some experience, you can develop a simpler bid sheet where the instructional, assessment, and materials costs, as well as profit, are embedded in the hourly costs.

SIMPLE BID SHEET
ESOL Class Fee Structure
Planning Costs: Instructor needs 1 hour planning time for every 2 hours class time

PRICE FOR ESOL CLASS MEETING 2 HOURS, 2 TIMES A WEEK, FOR 45 WEEKS			
	Hours/Week	Rate	Total
Instructor	6	$35/hour $210/week	$9,450
Administration Fee (includes planning, assessment, materials, etc.)			$2,500
		Total	$11,950

PRICE FOR ESOL CLASS MEETING 1 HOUR, 1 TIME A WEEK, FOR 45 WEEKS			
	Hours/Week	Rate	Total
Instructor	1.5	$35/hour $52.50/week	$2,362.50
Administration Fee (includes planning, assessment, materials, etc.)			$2,500
		Total	$4,862.50

DETAILED BID SHEET

SERVICE DESCRIPTION	HOURS	HOURLY RATE	NUMBER OF PARTICIPANTS	NUMBER OF CLASS GROUPS	NUMBER OF CLASS WEEKS	COMMENTS	TOTAL COSTS
Document review and analysis	8	$75	N/A	N/A	N/A	One time fixed cost	$600
Initial employee interview/ assessment (rate per participant)	.75	$70	50	N/A	N/A	Based on # of participants	$2,625
Summarizing interview data	4	$50	N/A	N/A	N/A	One time fixed cost	$200
End of cycle assessment (rate per participant)	.75	$70	50	N/A	N/A	Based on # of participants	$2,625
Summarizing end of cycle assessment data	4	$50	N/A	N/A	N/A	One time fixed cost	$200
Instruction (4 hrs/week per group)	4	$25	N/A	3	13	Based on # of groups and # of weeks	$3,900
Instructor prep time (2 hrs/week per group)	2	$25	N/A	3	13	Based on # of groups and # of weeks	$1,950
Weekly preparation of customized curriculum	4	$45	N/A	N/A	13	Based on # of groups and # of weeks	$2,340
Final reporting and meeting with management	8	$50	N/A	N/A	N/A	One time fixed cost	$600
Materials and supplies	N/A	N/A	N/A	N/A	N/A	One time fixed cost	$250
Total Cost							$15,290

CONTRACT FOR SERVICES

The contract states the intentions, promises, and expectations of both parties in order to avoid misunderstandings. Appendix E contains two sample contracts:

- A memorandum of understanding (MOU) which you might use with a small business or a larger business with which you have had a long relationship.

- A detailed contract to be used for a larger business or with a more complicated workplace program.

In either case, the contract should include some basic elements:

- Identify the two organizations.

- Describe the workplace literacy services to be provided. Provide important details such as number of participants, hours and sessions, duration, and use of materials.

- Describe the responsibilities of the employer—providing space, access to materials and equipment, identifying and recruiting participants, on-the-clock/off-the-clock participation.

- Describe the terms of payment—total costs, an invoicing schedule, and payment terms.

- Clarify additional items, such as ownership of materials developed. Most manufacturing is proprietary, so the employer will likely want to maintain ownership of materials containing company procedures. However, if working with a hotel, you could claim ownership of materials to use with different hotels or additional hotels within that chain.

- Describe conditions to terminate the contract.

- Signatures of representatives from both organizations.

FORM AN ADVISORY TEAM

An advisory team can provide guidance and oversight, protect against misunderstandings, and assist with the evaluation process. They can be an invaluable resource to enhance organization-wide acceptance for the program. Depending on the size of the business, the advisory team may include these stakeholders:

- the owner and manager (if it's a small business)

- a representative from the human resources department

- front-line supervisors

- a model employee(s) that represent(s) management's expectations

- union representative

- onsite instructor(s)

- project manager from your literacy organization

Working together, the team of stakeholders will:

- Identify knowledge, skills, and abilities workers need and the desired performance level.

- Determine which skills the workplace literacy program will address.

- Define the business's goal and the program's objectives.

- Develop specific, measureable objectives focused on learning outcomes. It is important to agree on outcomes to be achieved within the client's budget and time frame. Clients are often unrealistic, especially when involving English language learners.

- Assist with the procurement of authentic materials and resources from the workplace to create a work context for the instruction.

- Define what will constitute evidence of "success." Clearly defining expected outcomes and how they will be evidenced will help ensure that you create solid criteria for evaluating the program.

- Determine what, if any, incentives will be offered and how employees will earn them.

- Provide opportunities to tour facilities, observe processes and employees, get photos, and ask questions.

  Note: It can be helpful for you to compare the following:

    - the written job description

    - the employee's description of his or her job

    - the supervisor's description of the job

    - your observation of the job and/or job shadowing

It is not uncommon for the above descriptions to differ slightly. Your documentation can be a value-added proposition for the employer. It can also enhance the scope of instruction. If you discover significant differences among perceptions of job(s), review them with the advisory team to avoid confusion later.

RECRUIT EMPLOYEES

Essentially, there are three types of workplace literacy programs: mandatory, voluntary, and hybrids with elements of each. In mandatory programs, employees are typically required to attend and are paid for their time. These programs usually focus on specific need(s) identified by the employer and are less concerned with other skills. An example might be a business that is rolling out new benefits that will require employees to take more control and management over their plan selections and assets. The existing documentation and training may be written at a level that is not understandable by employees with limited English skills.

Similarly, there may be a new product line that requires changes in the production process and supporting documentation. Again, this could be a very focused and limited request for training.

When employees attend voluntarily, it presents different challenges since the employer will rely on you to assist in identifying needs. Employees who won't be paid to attend must be "sold" on the program. Hybrid programs that involve an employee volunteering hours with some level of employer match also require recruitment efforts.

Recruitment efforts may range from targeted one-to-one interactions in smaller businesses to special events in larger organizations designed to generate employee interest. Your decision about the type of recruitment should not solely be based on the size of the business. It should also consider the culture of the organization. The reality is that workplaces differ in terms of the levels of fear and trust as well as the level of "informal leadership." If there is a predominant group (such as Hispanics, Southeast Asians, or Ethiopians), there are often one or more individuals who are recognized as leaders among their peers. It is important to get them on board early since others may follow their lead.

Public events are more successful in organizations with a culture of trust and transparency. Having folks attend and sign up in a public setting (such as the company cafeteria) may stigmatize employees in organizations where trust is low. Here are some tips to follow if you decide to do a public event:

- Develop a theme for the program that can easily be recognized on flyers and other recruitment pieces.

- Keep recruitment literature simple and straightforward, especially if your target audience is workers with limited English speaking skills.

- Show respect for the cultures represented.

- Highlight the benefits of participation.

- Clearly explain any incentives and the related criteria.

- Be present for all shifts.

DEVELOP JOB PROFILES

It is critical to represent each type of job done by employees who will participate in the program. That information will be important when developing the curriculum. You can use a job profile worksheet (see example below) or some form of task analysis to develop a composite job profile based on employee interviews, supervisors' descriptions, and your own observations.

SAMPLE JOB PROFILE WORKSHEET

JOB TASK	Listening	Reading	Speaking	Writing	Math	Technology	Notes/Comments
Read a work order		X				X	Using the computer
Fill out a requisition for supplies				X	X	X	
Use measurement tools					X		Linear and liquid measures
Talk with supervisor	X		X				Using a phone at workstation
Fill out end-of-shift report				X			Handwritten on a form

Observe the tasks for each unique job noting the category of skill such as Listening and Reading.

Enter more specific information in the Notes/Comments section and attach the actual documents or screen shots when possible.

A matrix such as this will be very helpful when you're selecting or developing curriculum. When aligned with the employees' assesments, it should help prioritize the areas of instruction.

Once you have completed the job profiles, set a meeting with the stakeholders to review the job tasks. Solicit input from supervisors and key employees to identify the tasks that need improvement.

SET GOALS AND MEASURABLE OBJECTIVES/
DEVELOP SUCCESS CRITERIA

Once the tasks needing attention are identified, they should be prioritized. You and the employer should agree on specific goals and objectives for the workplace program. They should meet the SMART test: Specific, Measurable, Attainable, Realistic, and Timely, within the scope of the program. A goal must produce a "yes" response to all five SMART criteria.

The goals should be job related and not related to the student's skill level. If two individuals have the same job, the goals and objectives would be the same for both since they must be able to perform the job satisfactorily. The difference occurs in how you teach and reach those goals and objectives if the students are at different levels in their basic listening, speaking, reading, and writing skills.

Most literacy organizations want to help everyone. However, if you choose to be involved in workplace literacy, you must think carefully about which employees with which you work. To agree on specific learning goals with the employer and then accept employees into the program who you know will not achieve success within the time frame will ensure failure and an unhappy client. Time is absolutely a key constraint. For this reason, it is critical that all instruction addresses objectives identified for the workplace program. If you discover that the employer has many staff with very low-level skills, consider asking the employer about setting up an additional class with less ambitious goals as an interim step.

As you develop the plan, get consensus on what criteria the employer and stakeholders will use to evaluate the program's success or failure. Don't allow your enthusiasm to trap you into promising unachievable outcomes. Examples of achievable outcomes might be:

- Participants will attend 80 percent of class hours.

- A minimum of 75 percent of participants will be able to accurately complete a personnel time off request form as documented by written exercises and performance observation by the instructor.

- A minimum of 100 percent of participants will demonstrate ability to accurately follow safety shutdown procedures as documented by written exercises and performance observation by the instructor.

INTERVIEW AND ASSESS EMPLOYEES

Your chosen assessment method will depend on your audience and identified needs. You should use a valid assessment process. In general, there are two primary ways that assessments are validated:

Criterion Validation

These assessments correlate success on the test with success on some measure of job performance. Examples of such academic assessments include the Workplace TABE, ACT KEYS, CASAS, and BEST PLUS. Standardized assessments have had some challenges in the courts so keep this in mind during your selection. The assessment methodology must relate to the needs identified and also guide instruction. At times, academic assessments have little or no bearing on the project goals and objectives. For example, does performance on the BEST PLUS validate that an employee understands a production schedule?

Content Validation

In these assessments, the tasks on the test closely approximate the tasks to be performed on the job. Project specific assessments can address listening, speaking, reading, and writing as they relate to the specific work environment.

These, for the most part, are customized assessments that the service provider creates or adapts from another instrument. They take significant time to develop but are typically more informative. If you decide to develop your own assessment, the employer must be willing to pay for that time. Appendix F has additional information on the types of validated tests. Appendix G has an example of a customized assessment developed for English language workers in a hotel environment.

The initial assessment is used to separate employees into broad groups (for example, those who need a lot of help, those who need some help, and those who don't need any help). Build in time during the assessment to dialog with the employees and address concerns or questions they have about the program. Make certain that they understand the purpose of the assessment and that it is designed to discover areas where they can improve their job skills. The final assessment will measure the employee's ability to meet specific goals set by the employer for the project. It will most likely include actual demonstrations that allow employees to show that they can perform the task(s).

If you create an assessment that is successful for you in a given industry, you will be able to constantly improve it over time. You might also find that it gives you some unexpected—but very meaningful—information.

Robert does a lot of workplace literacy programs around safety. In his initial assessments he asked the question, "Who is responsible for safety?" After using this question in more than 30 businesses, Robert saw a pattern emerge. When the employee responded "I am," it reflected a management style that gave employees responsibility for decision-making and was open to feedback. When the employee responded "the boss" or "the manager," it indicated a company with a hierarchical management style that inhibited two-way communications between employers and their employees. At times, such responses even indicated a culture of fear. Knowing this upfront was valuable in determining how to interact with the organization.

You should develop a form that includes a general evaluation of how each employee performed on the initial assessment, such as the Employee Competency Form that follows. It lists skills that were assessed and allows you to identify which students might need more help and in which areas.

EMPLOYEE COMPETENCY FORM

COMPETENCY	STUDENT A	STUDENT B	STUDENT C
Maintaining Employment	3	1	1
Understanding job tasks, policies, standards	4	2	2
Understand pay, benefits and payroll deductions	3	2	2
Request schedule changes and other personal adjustments	3	1	1
Demonstrate appropriate communication	3	2	1
Follow safety procedures related to job	2	1	1
Understand work performance evaluations	3	1	1
Understand workers rights	3	1	0
Understand safety procedures	3	2	0
Telephone communication	3	2	1
Take and report accurate messages	3	2	1
Give and request information clearly by telephone			
Take notes from recorded messages, reporting			
Reading, speaking, listening			
Recognize and restate sequence of events			
Listening and comprehension			
Identify the main idea, topic sentences, and details			
Interpret diagrams, tables, graphs, and schedules			
Listen and follow directions			
Skim and scan to locate information			
Clarify meaning by asking relevant questions			
Writing			
Respond to short conversations orally and in writing			

EVALUATION RUBRIC

"4" Skilled—can accomplish the task(s) understandably and with completeness

"3" Moderately skilled—can perform the task(s) with some difficulty and incompleteness

"2" Limited skilled—requires a lot of prompting to attempt the task(s) with minimal performance and completness

"1" Unable to perform the task(s) after prompting, and reinforcement of the concept

"0" No response or knowledge in this area

Develop a sheet like this so you can group together employees that perform similar tasks. In addition to providing a quick overview. It will also help identiffy students and/or areas that need more work. It will become a reporting tool to summarize results at the project's completion.

DESIGN AND PROVIDE INSTRUCTION

Design your curriculum to address gaps in skill levels you identified earlier in the process. Be careful not to get sidetracked with other student needs. The employer is paying you to close specific skills gaps and your time is finite.

Apply the same instructional principles and strategies you use in your organization's regular literacy or English language services to the workplace content. Your instructional approach should include a mix of multisensory techniques, build on what participants already know, reinforce what they are learning, encourage discussion, and provide opportunities for application and demonstration of mastery.

Below is an example of how those adult education principles and strategies would apply to a safety lesson. The specific lesson is about mixing acids and water. You want students to understand the following:

> Mixing acid and water in a workplace can be hazardous. A large amount of heat is released when strong acids are mixed with water. Adding more acid releases more heat. If you add water to acid, you form an extremely concentrated solution of acid initially. So much heat is released that the solution may boil very violently, splashing concentrated acid out of the container! If you add acid to water, the solution that forms is very dilute and the small amount of heat released is not enough to vaporize and spatter it. So always add acid to water, and never the reverse.

Here are some techniques you would use in teaching this concept:

- Read the printed passage above. Read to the students and/or have students read to each other. Use vocabulary, fluency, and comprehension teaching strategies.

- Show the containers holding the acid and water. Have students examine the empty containers and hold them.

- Study the labels on the acid container. Use flash cards or other vocabulary activities to make sure students recognize the labels.

- Watch a brief video about handling this procedure properly. Have students discuss and/or write about what they saw.

- Show photos of an injury caused by improper handling. Ask students if they have ever seen an injury like that.

- Role play with colored water and plain water.

- Teach this kind of singsong warning: "Add acid to water just like you oughta. If your life is too placid add water to acid."

Develop clear lesson plans for your tutors and teachers. If a teacher gets sick, a good lesson plan makes it much easier for someone substituting. If the program is successful, it will also help replicate that success in this company or another company. In general, lesson plans should include a purpose statement, objectives for the lesson, a list of materials needed, specific activities, suggestions for additional practice, and evaluation. Appendices H and I contain sample lesson plans.

Instructional schedules will be set in the contract. How those hours are delivered will be constrained by the business' available space, production/shift schedules, and business needs. Establish a schedule that will be the least disruptive and provide a sufficient intensity of time on tasks each week.

MONITOR THE PROGRAM/PREPARE THE FINAL REPORT

Reports To and From Supervisors

Prepare and share weekly attendance and performance reports with the employees' supervisors. This will allow potential problems to be discovered and amended early. They will also serve as an ongoing evaluation. The following is an example of a form to help track this.

SAMPLE WEEKLY STUDENT PERFORMANCE REPORT

Warehouse Staff Week 5	C1	C2	C3	C4	C5	Brief Individual Student Comments
Student A						
Student B						
Student C						
Student D						
Student E						
Student F						

EVALUATION RUBRIC

"4" Skilled—can accomplish the task(s) understandably and with completeness

"3" Moderately skilled—can perform the task(s) with some difficulty and incompleteness

"2" Limited skilled—requires a lot of prompting to attempt the task(s) with minimal performance and completness

"1" Unable to perform the task(s) after prompting, and reinforcement of the concept

"0" No response or knowledge in this area

C1 Updated stock records and maintain files.

C2 Conduct physical inventory and update stockkeeping records.

C3 Monitor stock levels, stock quanities, and safety stocks.

C4 Submit emergency order (as needed,using local guidelines).

C5 Separate expired stocks and move to secure area.

You should also give supervisors a summary report showing how much improvement each employee made over the course of the class. The following is an example of this type of report.

SAMPLE SUPERVISORY FEEDBACK FORM

	Student A	Student B	Student C	Student D	Student E	Student F
Understanding verbal instructions						
Reading work-related documents						
Error rate						
Working in teams						
Writing notes and reports						

How far has this persons ability to (refer to column A) improved as a result of attending the training?

USE A SCALE OF 1 TO 5
where 1=no change, 5=very much improved

EMPLOYEE EVALUATIONS

It is also important to give the employees an opportunity to evaluate your instruction. Share what they say about the class(es) in your final report, and their feedback will be helpful if you decide to continue involvement in workplace literacy programs. The following is an example of a form used to collect employee feedback.

ABC COMPANY: ENGLISH LANGUAGE LEARNING PROGRAM STUDENT EVALUATION FORM

Instructor: _____ Date: _____					
		Agree Strongly	Agree	Disagree	Disagree Strongly
1.	The teacher always answers my questions.				
2.	I have chances to speak in class.				
3.	The class is helping me speak more English.				
4.	The class is helping me understand more English.				
5.	The teacher respects my culture.				
6.	The teacher uses different ways to help me learn.				
7.	The teacher keeps the class interesting.				
8.	I would not change anything about the class.				
9.	The teacher gives attention to everyone.				
10.	I would like the company to continue this class.				
11.	The class helped me do my job.				
12.	I would recommend this class to my coworkers.				
13.	The class also helps me in my life away from work.				
14.	I can deal with changes better now.				
15.	I have more confidence in my work.				

FINAL REPORT

At the completion of the project, prepare a formal report for the employer. The report should focus on the "success" criteria that were agreed upon when goals and objectives were established. Include data on employee progress, employee evaluations, supervisors' feedback, and comments and observations. Present as much information as possible in graphic formats since that is what managers and supervisors often use in other areas of their work.

APPENDICES

APPENDIX A: SAMPLE EMPLOYER SURVEY

1. **Has your firm hired any new employees in the last 12 months?**

   ☐ Yes

   ☐ No

2. **Did your firm have any difficulty finding qualified applicants?**

   ☐ Yes

   ☐ No

3. **How did your firm/organization respond to the difficulty finding qualified applicants? Check all that apply.**

   ☐ Increased recruiting efforts

   ☐ Hired a less qualified applicant

   ☐ Increased overtime hours for current workers

   ☐ Did not fill the job opening

   ☐ Increased wages to attract more applicants

   ☐ Outsourced work or purchased services from another firm

4. **Did you have difficulty finding employees with the following skills? Check all that apply.**

   ☐ Occupation specific   ☐ Accepts supervision

   ☐ Work habits   ☐ Technology

   ☐ Problem solving   ☐ Teamwork

   ☐ Communication   ☐ Writing

   ☐ Adaptability   ☐ Math

   ☐ Customer service   ☐ Reading

5. **Did you experience difficulty finding qualified applicants with the different education levels listed below in the last 12 months? Check all that apply.**

   ☐ No high school diploma or GED

   ☐ High school diploma or GED

   ☐ Some training beyond high school

   ☐ Vocational diploma or certificate

   ☐ Vocational/Associate degree

   ☐ Academic Associate degree

   ☐ Bachelor's degree

   ☐ Master's degree

   ☐ PhD

6. **In the last six months has your organization experienced difficulty with entry-level workers demonstrating the following skills? Check all that apply.**

   ☐ Solve problems and make decisions

   ☐ Take responsibility for learning

   ☐ Listen actively

   ☐ Observe critically

   ☐ Resolve conflict and negotiate

   ☐ Use information and communications technology

   ☐ Cooperate with others

   ☐ Read with understanding

   ☐ Use math to solve problems and communicate

   ☐ Speak so others can understand

   ☐ Interact well with customers

7. In the next five years will your organization need employees with any of the following credentials? Check all that apply.

☐ No high school diploma or GED

☐ High school diploma or GED

☐ Some training beyond high school

☐ Vocational diploma or certificate

☐ Vocational/Associate degree

☐ Academic Associate degree

☐ Bachelor's degree

☐ Master's degree

☐ PhD

8. How will the organization's need for employees with the following education levels change over the next five years? Check all that apply.

	Increase	Decrease
No high school diploma or GED	☐	☐
High school diploma or GED	☐	☐
Some training beyond high school	☐	☐
Vocational diploma or certificate	☐	☐
Vocational/Associate Degree	☐	☐
Academic Associate Degree	☐	☐
Bachelors Degree	☐	☐
Masters Degree	☐	☐
PhD	☐	☐

9. In the last three years, have the skills required to adequately perform production or support jobs (primary or front-line services or support jobs) increased, decreased, or remained the same?

☐ Increased

☐ Decreased

☐ Remained the same

10. How many people do you currently employ?

☐ 1–5   ☐ 31 –40

☐ 6–10   ☐ 41–50

☐ 11–20   ☐ 51 or more

☐ 21–30

APPENDIX B: SKILLS AND CONTENT FOR WORKPLACE LITERACY PROGRAMS

Workplace Communication

- Greet co-workers

- Ask questions

- Make "small talk"

- Report problems and progress

- Call in sick or late

- Request time off or permission to leave early

- Respond to interruption and criticism

- Make suggestions

- Accept and decline requests and invitations

- Ask for and give clarification and verification

- Apologize

Workplace Reading

- Locate, understand, and interpret written information in prose and documents

- Locate, understand, and interpret written information in manuals, graphs, and schedules

- Learn from text by determining the main idea or essential message

- Identify relevant details, facts, and specifications from written material

- Locate the meaning of unknown or technical vocabulary

- Judge the accuracy, appropriateness, and plausibility of reports

Workplace Writing

- Communicate thoughts, ideas, information, and messages in writing

- Record information completely and accurately

- Create relevant and appropriate documents

- Pay attention to detail and check, edit, and revise for correct information

- Use appropriate emphasis, form, grammar, spelling, and punctuation

Following Directions and Instructions

- Identify listening strategies for directions

- Understand quality control language

- Understand words of sequencing

- Give feedback to directions

- Ask for, give, and follow directions

- Give and respond to warnings

- Understand and follow worksite rules

- Follow safety rules

Job-Specific Terminology

- Identify your job

- List the job tasks

- Describe the tasks

- Identify and describe the tools, equipment, and machinery needed

- Identify the products and processes used

Cross-Cultural Factors

- Food and eating habits

- Personal hygiene, habits, and appearance

- Bathroom practices

- Cultural values of the American workplace

- Understanding workplace hierarchies

- Understanding "unwritten rules"

- Recognizing problems and understanding appropriate problem-solving strategies

Company Organization and Culture

- Management functions

- Union functions

- Personnel policies, procedures, and benefits

- Understanding paychecks and taxes

- Performance evaluations

- Rewards and recognition

Upgrading and Training

- Understanding career opportunities and the need for training

Computer Literacy Skills

Many entry-level jobs do not require computer skills except being able to sign in and out of work or complete online forms. Production line workers, laborers, housekeepers, sanitation workers, and many others rarely use a computer to perform job tasks. The job task analysis will dictate what technology skills should be addressed. For example, if an employee must produce an end-of-shift or weekly report on Excel, teach the skills necessary but don't expand into other software or computer skills.

- Sign in and out of work

- Find and complete online personnel forms

- Complete online order forms (may include spreadsheets or drop-down menus)

General Reading, Writing, Language, and Math Skills

- Reading comprehension

- Vocabulary development

- Conversational English

- Writing organization and mechanics

- Number sense (addition, subtraction, multiplication, division)

- Common math calculations: area, circumference, mileage, doubling, estimating

APPENDIX C: SAMPLE EMPLOYER QUESTIONS

Below are questions an employer might ask during your initial meeting. While reviewing the list, think about how you would answer. Your answers should be pragmatic and framed within the context of your own organization. After your initial attempt at answering the questions, look at Appendix D for guidelines on things to consider in your responses. Think about how your responses might change.

1. **How will the workplace literacy program you develop be tied to my company's business objectives and reflect company, employee, and customer needs?**

2. **How will the workplace literacy curricula, structure, and delivery methods reflect my workplace and its requirements?**

3. **How will the workplace literacy program be tailored to the needs of my employees?**

4. **How will the structure and delivery of the program encourage and facilitate participation and meet employee needs for flexibility?**

5. **How will you ensure that program instructors are highly skilled and well trained?**

6. **How will assessment reflect the workplace requirements in my company?**

7. **How will you use evaluations to show the workplace literacy program is successful?**

8. **What experience do you have providing literacy, basic education, English language learning, and workplace services?**

9. **How many students does your program serve each year?**

10. **What experience do you have in providing workplace literacy services?**

11. **How do you approach the development of a program? What is your process?**

12. **How long does it take to get an onsite class up and running?**

13. **What does the company have to do to make this project successful?**

14. **What is the cost to provide onsite services?**

15. **What is the intensity and duration of classes (hours per week, number of weeks)?**

APPENDIX D: RESPONDING TO SAMPLE EMPLOYER QUESTIONS

Below are the sample questions found in Appendix C along with ideas for preparing your answers. The answers must fit your organization and relate to what it wants to achieve. When reading through answers, make notes about how you would respond. Consider setting up a role play with a friend or associate to help prepare you for the first meeting.

1. **How will the workplace literacy program you develop be tied to my company's business objectives and reflect company, employee, and customer needs?**

   • Customization is key to a successful workplace literacy program. Be prepared to explain how you will use what you learn about the company and align the workplace literacy program with the company's performance objectives, workplace practices, and job requirements.

   • Involve management, supervisors, employees, and unions in development. To be successful, a workplace literacy program must be supported widely throughout the company. Explain why it is important to include key stakeholders—management, supervisors, employees, and union representatives—in all stages of development and delivery. Explain how and where in the process you will include key stakeholders, such as forming an advisory committee or using stakeholders on specific work groups.

   • Address employee needs and provide value to employees. Explain that workplace literacy training must meet company and employee needs, otherwise the employees might not participate. Explain how employees will gain skills that have value beyond their jobs and that will enhance their job security, incomes, and employability throughout the company.

   • Develop a long-term company human resource development strategy. Explain that a workplace literacy program is not a "one-shot" event. Show how you will help integrate your workplace literacy program into broader human resource development within the company's business strategy, linking employees' continuous learning with the business's continuous improvement.

2. **How will the workplace literacy curricula, structure, and delivery methods reflect my workplace and its requirements?**

   • Focus on skills needed to perform job. Explain how you will learn about employees' duties (current and prospective) and the required literacy skills. Possible methods include conducting focus groups, interviewing and/or shadowing exemplary employees, and analyzing written materials used on the job.

   • Explain how classroom activities will incorporate company work processes, tasks, materials, technology, and equipment. Show how you will customize the curriculum and classroom activities so that literacy lessons are linked to company work processes, tasks, materials, technology and equipment.

- Develop exercises for which employees solve job problems. Explain how you will identify problems that employees face and provide regular opportunities for employees to use the knowledge and skills they are gaining to solve problems.

- Promote continuous learning. Explain how you will demonstrate to employees the value of what they are learning on the job and outside of work.

- Link with other training efforts. Explain how your workplace literacy program will integrate with other training programs already in place. Agree to study existing programs and work with the employer and other providers to create a more comprehensive human resource development plan.

3. **How will the workplace literacy program be tailored to the needs of employees from my company?**

- Assess employee skills. Explain how you will learn the skills required in the workplace and the skills employees already have in order to develop curricula that bridge this gap.

- Allow for self-paced learning. Employees will come to the training with widely divergent skills and learning abilities. Explain how your program will provide extra time and practice to those requiring it while allowing those who have mastered a skill to move on. Possible ways to accomplish this include self-paced computer programs, self-paced workbooks, one-on-one instruction, or classroom assistants.

- Use a variety of instructional methods and media. Explain how you will use a variety of instructional methods and media to address differences in learning styles and in ethnic, linguistic, and cultural backgrounds of employees. Possible ways to accomplish this include lectures, small group instruction, discussions, group learning activities, role playing, tutoring, computer exercises, workbook exercises, application exercises, reading assignments, and homework.

- Tailor training to individual skill development needs. Explain how your program will allow employees to meet their individual learning goals within the context of a larger structured program. Possible ways to accomplish this include dividing the curriculum into discrete modules, providing classroom time to work on individual goals, or offering a mixture of classroom and individual instruction.

- Provide employees with ongoing feedback. Explain how you will provide employees with regular, ongoing feedback on progress and, if necessary, take steps to accelerate that progress.

- Define success as attainment of objectives, not amount of time spent in training. Explain that the success of the program will be measured by the attainment of learning objectives, not the amount of time spent in training.

4. **How will the structure and delivery of the program encourage and facilitate participation and meet employee needs for flexibility?**

- Market and promote the program to employees. Explain how you will market and promote the program within the company, and provide employees with information on the instructional process and support systems.

- Provide incentives to employees. Explain that incentives, recognition, and rewards for employees who successfully complete the program are important parts of student participation and retention. Provide the employer with ideas such as articles in the company newsletter; recognition ceremonies; small gifts; or bonuses, raises, and promotions. Remember, however, that some employees may not want others to know that they are participating in the program.

- Be flexible about when and where classes are held. Explain how you will include employees and managers in making decisions so that the time and location is convenient for all.

- Ensure program confidentiality. Explain that if employees are going to participate in the workplace literacy program, they need to feel assured that their current skill levels and performance in the literacy program will be confidential information available only to the provider. Explain how you will protect confidentiality and reassure employees with concerns.

5. **How will you ensure that program instructors and staff are highly skilled and well trained?**

If you intend to supply the instructional staff:

- Prove instructor expertise. Provide information on instructors' educational backgrounds, training, and experience in adult learning principles and literacy, English language learning, or other types of instruction.

- Prove administrative staff expertise. Provide information on administrative team members' educational background and skills in program administration, marketing/ negotiating, literacy skills analysis, curriculum development and instruction, education counseling, assessment, and evaluation. Provide an organizational resume describing earlier workplace or other types of projects.

- Demonstrate knowledge about the business. Discuss your knowledge of the business and the larger industry. Provide information about projects with similar businesses and staff connections with a specific business or industry.

- Demonstrate cultural competency. Provide information about staff and instructor experience working with people of similar ethnic, linguistic, and cultural backgrounds.

- Be well trained. Discuss your organization's commitment to preparatory and on-the-job training and continuous skills upgrading. Share details about your own in-house training program.

If you intend to train company employees to deliver instruction:

- Train employee instructors in adult education principles. Explain that while employee instructor knowledge of the workplace is an asset, these individuals need training in adult learning principles and classroom instructional strategies.

- Train employee instructors in the curriculum. Explain how you will conduct "train-the-trainer" sessions to familiarize employee instructors with the curriculum and provide opportunities for practice and feedback before instruction begins. Explain how you will support employee instructors when problems arise, and possibly team teach the first classes.

- Train employee instructors in cultural competency. Explain how you will prepare employee instructors to work with employees of varied ethnic, linguistic, and cultural backgrounds.

6. How will assessment reflect the workplace requirements in my company?

- Focus assessment on skills needed in the workplace. Common standardized literacy assessments measure literacy skills in the context of grade levels. The literacy skills measured may not reflect the skills needed in the workplace. An assessment specifically tailored to measure workplace skills may not have the validity and reliability of a standardized test. Explain how you will develop an assessment instrument that balances the need for validity and reliability with a focus on literacy skills needed in the workplace. Explain how key stakeholders will be incorporated into the development of the assessment.

- Explain assessment procedures to employees. Explain how you will communicate performance outcomes and assessment methods to employees participating in the program. Explain that many of the employees will have a history of school failure. Clear and honest information on the skill goals of the program and the assessment process can alleviate anxiety.

- Assess employee needs, interests, and abilities prior to participation. Explain that each employee's needs, interests, and abilities should be assessed prior to participating in the program to inform the employees' learning plan.

- Assess employees periodically during the program to guide their learning. Explain how regular assessment will allow you to verify employees are learning the skills they need to learn and, when employees having difficulties, you can use the assessment to identify extra, alternative instruction to bring them up to the required skill level.

- Assess employees at program completion to measure program success. Explain that program participants will be assessed upon completion to ascertain learning gains and overall program success. Stress that success of the program is measured by documenting skill gains.

7. **How will you use evaluations to show the workplace literacy program is successful?**

- Evaluate satisfaction, learning, application, effectiveness, and process. Explain how you will work with key stakeholders to develop a program evaluation that includes multiple measures of success. The evaluation should measure participant satisfaction, learning gains, and application of new skills on the job. The evaluation should also measure improvement in company productivity and profitability.

- Involve management, supervisors, employees, and union representatives in evaluation development. Explain how you will involve them in evaluating the program to ensure the evaluation captures information that is important to them.

- Incorporate feedback from evaluations into training on an ongoing basis. Explain how you will use the evaluation to monitor the program and make adjustments when necessary.

8. **What experience do you have providing literacy, basic education, English language learning, and workplace services?**

- This offers an opportunity to talk about your overall program. There may be times when you don't get the workplace contract but you may acquire a new supporter.

9. **How many students does your program serve each year?**

- Don't just give a number. Emphasize the diversity of the populations that you serve and how that prepares you to deal with groups in many different contexts.

10. **What experience do you have in providing workplace literacy services?**

- Discuss all relevant experience. If your organization has workplace experience, give specific examples and references. For the future, it's a good idea to ask for a letter of reference as you complete a project. This will also ensure that employees can reach the correct contact when following up. If your organization doesn't have workplace experience, discuss other projects and services with relevance and use the amount of planning, research, and preparation for this meeting to demonstrate the level of diligence you would have when carrying out the program.

11. **How do you approach the development of a program? What is your process?**

- Discuss steps. Explain the steps in the process, using as much detail as the employer needs. Use common language, not educational or process jargon. Your goal is to help the employer see the steps you will take to ensure this program will meet the employer's and employees' needs.

12. How long does it take to get an onsite class up and running?

- Answer with an explanation. It is OK to provide an estimate, but emphasize that the time will vary based on the size and complexity of the business, the scope of the program, and the number and composition of participants. Explain that you will be able to give a more precise answer once you agree on parameters and have gathered details about the company. See the timeline on page 11.

13. What must the company do to make this project successful?

- Support the project. There are many ways the employer can support the workplace literacy program, and all are important to its success: participation and buy-in from key stakeholders; providing time, space, and resources; recognition and support of participating employees; clear goals, objectives, guidelines, and evaluation of the program.

14. What is the cost to provide onsite services?

- Don't get pressured into providing an instant quote! You might regret it later. You are offering a customized program designed to meet the needs of that employer. If needed, provide a range that you feel comfortable with, stressing that you will provide an exact quote once you've gathered the information you need.

15. What is the intensity and duration of classes (number of hours per week, number of weeks)?

- Provide options. There are several factors that affect the intensity and duration of classes: the entry level of the participants and the final desired skill level; the number of participants and teachers; the amount of time employees can dedicated to instruction versus their job or home responsibilities; the amount of customization of instruction; and the employer's needs and expectations. Provide the employer with several options as a starting point for discussion. (See Sample Bid Sheet on page 17.)

- Will classes be on- or off-the-clock? This is an important point to clarify and will have impact on the intensity, duration, and budget for the program. If classes are on-the-clock, employees must be paid while attending. This places additional responsibilities on you. For example, you will need to verify that employees actually attended class, maybe by having them sign in each week. This also places additional responsibilities on the employer, especially supervisors. Many businesses have strict policies related to overtime pay. Supervisors will need to know how much time each employee spends in class to ensure overtime policies are met. Consider having all supervisors sign a statement indicating that they understand when classes are, how much time each week the employee will spend in class, and that it counts as work time. Make sure the contract specifies whether class time is considered work time or not.

APPENDIX E: SAMPLE CONTRACTS

This contract is based on the detailed bid sheet on page 18.

Contract for Services

This is a contract entered into by *<Company or Person A>* (hereinafter referred to as "the Provider") and *<Company or Person B>* (hereinafter referred to as "the Client") on this date, *<Month Name, Day Number, Year>*.

The Provider's place of business is *<address, city, state, ZIP code>* and the Client's place of business is *<address, city, state, ZIP code>*.

The Client hereby engages the Provider to provide services described herein under "Scope and Manner of Services." The Provider hereby agrees to provide the Client with such services in exchange for consideration described herein under "Payment for Services Rendered."

Scope and Manner of Services

A worksheet is attached [attach a modified bid sheet] reflecting a 13-week instructional program that will serve a maximum of 50 employees divided among three groups. This worksheet shall be referred to as "Exhibit A" and is an integral part of this contract for services. The purpose of the instruction will be [fill in the instructional goal]. Variables are indicated in *italics* on the worksheet so that we may adjust them to project costs based on the early cessation of the program after an evaluation at the midpoint of the project. Either party may determine that the program is not achieving the desired impact and terminate it after the evaluation. If that option is exercised, all costs would be calculated based on the level of participation for the 13 weeks and would be due and payable immediately upon billing.

Provider Responsibilities

- Assist with the internal marketing and promotion of the program within the organization, which will include, but not be limited to, onsite events with the Client's personnel to help "sell" the concept to employees and encourage them to participate. It is anticipated this will involve multiple onsite visits as well as assistance in developing flyers and/or informational materials. This service is included at no additional cost to the Client and is not reflected in the quotation.

- Make good-faith efforts to explore the availability of other grant funds to supplement or expand the scope of the project. This would not alter the quotation in any way unless such funds were actually received and expanded the scope of the project.

Sometimes a client's expectations may be exceeded and they want to expand the scope of the original agreement before it is completed. In both cases, you would want to renegotiate your contract or create an addendum.

- Perform a review of organizational documents, forms, handbooks, procedure, tools, etc., as they pertain to the jobs performed by the program participants.

These items would be requested from supervisors and will be reviewed to determine degrees of difficulty and to provide data for curriculum and lesson planning.

- Document benchmark data to facilitate the development of curriculum and subsequent measurement criteria of program progress. This will involve onsite time of approximately 45 minutes per employee (30 minutes of this time will be devoted to implementing the assessment).

Experience has shown that the 10-15 minutes of conversational time included herein is quite effective in building relationships, trust, and confidence within the participants.

- Prepare customized curriculum throughout the duration of the program.

- Report weekly attendance and other data as requested by the Client.

- Present cycle end data and performance results.

- Place materials and lessons in student binders and provide the Client with a Master Set.

- Provide student binders and miscellaneous classroom supplies.

Client Responsibilities

- Client's personnel will help "sell" the concept to employees and encourage participation.

- Client will provide copy services or access to a copier for class handouts. Provider will give these to the Client a week in advance of when they will be needed.

- Client will provide space for instruction and an informational tour for the instructional staff prior to the start of the program.

- Client will designate a key contact person who will serve as a liaison throughout the program's duration.

- Client will make good-faith efforts to provide an advisory group representing the diversity of the organization.

- Client will make every effort to keep instructional group size no larger than 15.

The number of actual groups does impact the cost, and this can be finalized when the employee sign-up period ends. Exhibit A is based on three groups resulting in a total investment of $15,290. Increasing the number of groups would increase the total fee. For example, having six groups instead of three would double the variable costs. See those costs on the Sample Bid Sheet on page 18.

- Upon determining the actual level of participation, the variable costs may be determined based on Exhibit A and a purchase order or invoice can be issued.

- Classes may be cancelled by the Client's stated representatives due to business necessities with 24 hours' notice so that instructors can be notified. Additionally, classes may be cancelled in the event of severe weather conditions when schools and other businesses are typically closed or by mutual agreement between the Client and the Provider for just cause. Classes cancelled by either party without the notice described herein will be billed or deducted as appropriate.

- Identify for the Provider which holidays are recognized by the Client. There will be no classes on these holidays.

- If the Client deems an instructor unacceptable, the Client will support this assessment with facts and documented examples. The Provider will replace the instructor immediately.

- The Client will approve the following documented by written exercises and performance observation by the instructor: [insert the list of specific competencies that will be addressed in the classes and the level of mastery. Base percentages on your job analysis and employer expectations. Be realistic, but understand that each situation might require a different percentage. For example, following a personnel procedure might require 75 percent mastery but a safety procedure would require 100 percent mastery. See examples below.]

  — Participants will attend 80 percent of classes in order to be counted as successfully completing the course.

  — A minimum of 75 percent of participants will be able to accurately complete personnel time off request form.

  — A minimum of 100 percent of participants will demonstrate ability to accurately follow safety shutdown procedures.

  — Classes will begin on _____.

Payment for Services Rendered

Billing for the 13 weeks will be in two installments, 50 percent due and payable upon signing the contract and the remaining 50 percent due at completion. If the project continues beyond the 13-week period, the Provider will present monthly billings for the duration of the project.

The Client shall pay the Provider for services rendered according to the Payment Schedule herein. Should the Client fail to pay the Provider the full amount specified in any invoice within 30 calendar days of the invoice's date, interest of 18 percent per annum shall accrue from the 31st calendar day following the invoice's date.

Applicable Law

This contract shall be governed by the laws of the County of _____ in the State of _____ and any applicable Federal law.

Signatures

In witness of their agreement to the terms above, the parties or their authorized agents hereby affix their signatures:

_____   _____
Printed name of Client   Date

_____   _____
Printed name of Provider   Date

This is an example of a memorandum of understanding.

MEMORANDUM OF UNDERSTANDING
FOR WORKPLACE OR ONSITE SERVICES

Between

[Company]

And

[Literacy Provider]

[Literacy Provider] will employ an instructor to provide instruction to employees of [Company]. The Agreement is valid from [Date] through [Date]. The parties agree to the following:

The Instructor will provide an average of one class per week, approximately one hour in duration. The instructor will be a paid [Literacy Provider] employee, and will also receive compensation for planning, preparation time, and any additional instruction for either individuals or groups at [Company]. The instructor will receive holiday time as noted in the [Literacy Provider] Policy manual and/or according to the annual calendar of events.

[Company] will have the option to pay [Literacy Provider] $30.00 for each hour of instruction, planning and preparation provided by the designated instructor as documented in the payroll log. [Literacy Provider] will invoice for the 10 hours planning and instruction provided each month. [Company] may choose to provide [Literacy Provider] with a tax deductible charitable donation in return for these services. [Company] and [Literacy Provider] will have the option to review and renew this contract.

[Company] will recruit employees for the class(es), provide an appropriate classroom space for instruction. [Company] will work with [Literacy Provider] and the designated instructor to plan needed lessons and/or instructional rubrics to meet the educational needs of the employees in terms of improving writing, spelling, grammar, "chat" skills and overall written communication within the framework of the business.

_____   _____
Printed name of Provider   Date

Payment: Charitable Gift _____ based on literacy services to be invoiced monthly.

_____   _____
Printed name of Client   Date

APPENDIX F: WORKPLACE TESTING

The Equal Employment Opportunity Commission (EEOC) has issued guidelines setting forth methods it deems acceptable for validating tests. Courts have struggled with the concept of validation, and many tests, even well-known standardized tests, have not survived court challenges.

The purpose of the validation requirement is to assure that the test

- accurately predicts what it claims

- is job related

- does not exclude or disqualify a disproportionate number of protected minorities or women

If a test fails to fall under one or more of these requirements, the employer is entitled to show that its use is justified by "business necessity."

There are three generally recognized methods of test validation.

Criterion or "Empirical" Validation

Criterion or "empirical" validation examines the correlation between comparative success on the test and comparative success on some measure of job performance.

There are two types of studies used for criterion validation:

- Predictive study—job applicants in a sample group take the test and are selected without regard to their test scores; later, the employees' job performances are compared to their test scores.

- Current study—the test is administered to employees, and their current job performances are evaluated against their test scores.

If a job analysis reveals that good job performance requires good vision, hearing, or other motor dexterity, tests for those skills can be validated by criterion-related studies.

"Content" Validation

Content validation occurs when the test closely approximates the tasks to be performed on the job (e.g., a typing test).

"Construct" Validation

Construct validation examines the significant relationship between the test and the identification of some trait required in the job performance.

This type of validation is appropriate for:

- traits more abstract than those subject to criterion-related validation

- traits such as intelligence, mechanical comprehension, or verbal fluency

APPENDIX G: CUSTOMIZED ASSESSMENT FOR ENGLISH LANGUAGE STUDENTS IN HOTEL ENVIRONMENT

Skill Areas to Be Evaluated

- Pronouncing work-related vocabulary

- Reading and understanding work-related words and passages

- Listening and comprehension

- Writing

- Picture dialogs

- Pronunciation

Pronouncing Work-Related Vocabulary

Prepare the following in advance:

1. **a card deck of about 30 hotel vocabulary words**

2. **a note sheet that lists the same words in the order you will show them to the student (see example below)**

_____ occupancy

_____ sanitize

_____ upstairs

_____ mattress
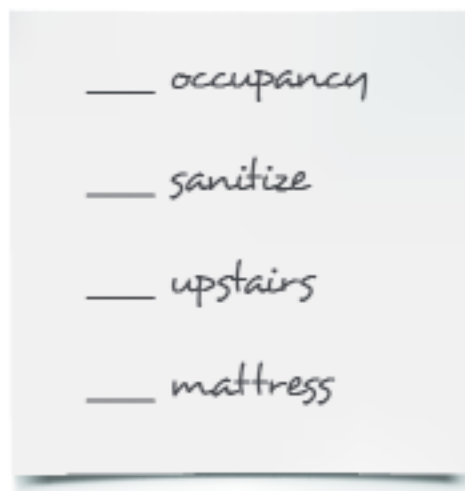
3. **Flip the cards over one at a time and ask the student to say the words.** Explain to him/her that you do not want the meaning. You just want him/her to say the word if he/she can. Don't allow more than 10 to 15 seconds per word.

4. **If the student responds correctly, make a check mark.** If he/she responds incorrectly, write the "problem sound" phonetically in the space provided. No response at all should be indicated by "NR."

Reading and Understanding Work-Related Words and Passages

This activity checks the ability of employees to understand a passage that is based on work-related words. It also checks the employee's background knowledge in this area. As an educator, you will need to determine whether any problems are due to problems with general reading skills or because the employee simply is unfamiliar with this vocabulary.

1. **In advance, prepare two large cards, each containing a reading passage of two to three sentences.** These passages should be taken from an employee handbook or some workplace material.

2. **Show each card to the student and ask him/her to read it aloud.** As he/she reads, listen for fluency and note any difficulties the student has.

3. **After the student finishes each card, check comprehension by doing one of the following:**

   - Ask three to five questions about the passage (see example below).

   - Ask the student to paraphrase or tell you what he/she read in his/her own words.

READING CARD #1

The words policy and benefits are used in employee handbooks.

They each talk about information that is necessary for employees to understand their relationship with the employer.

You will find the answers to many of your questions in the employee handbook.

READING CARD #1 ASSESSMENT

Student: _____

Reading Comprehension

Reading: List any words that the student missed:

_____

_____

Fluency: Listen for pacing, accuracy, and expression that could reflect comprehension of the text. If the employee has a problem, note whether it appears to be a fluency problem, a word recognition problem, or a lack of background knowledge related to employee handbooks, benefits, and policies.

_____

_____

Comprehension: Ask the following questions and write the student's response. Note whether or not it is correct.

1. Who writes the employee handbook?

   _____

2. What is a policy?

   _____

3. What is a benefit?

   _____

4. Can you give an example of a policy?

   _____

5. Can you give an example of a benefit?

   _____

Listening and Comprehension

This activity measures the employee's ability to listen to and understand a spoken English passage that is based on work-related words. It also checks the employee's background knowledge in this area. Again, you will need to determine whether any problems are due to general listening comprehension skills or because the employee simply is unfamiliar with this subject matter.

1. **Choose another passage from a workplace-related material. (See example below.)**

2. **Read it in normal cadence to the student. Ask him/her to listen carefully.**

3. **You may read the passage again, but no more than three times. (Note on your sheet how many times you read it.)**

LISTENING ACTIVITY#1

Read the following to the student.

> *The hotel has developed safety and health rules for your protection and the protection of the guests. You are expected to follow these rules, obey warning signs, and perform your job in a safe manner at all times. Failure to follow these rules may lead to disciplinary action up to and including dismissal.*

How many times did you have to read it to the student?
____1 ____2 ____3

Ask these questions. Write the student's answer.

1. What can happen if you don't follow safety rules?

   _____

2. Who is responsible for safety?

   _____

3. What does the word dismissal mean?

   _____

4. Who makes the safety rules?

   _____

Writing

1. Supply the student with a piece of lined paper and ask him/her to write something about his/her job or family.

2. Ask him/her to write three to four sentences.

3. Make a note about the quality of the writing and whether it is understandable.

   Example:

WRITING ACTIVITY

___ (check if applicable) STUDENT DID NOT WRITE ANYTHING.

Student wrote only 1 or 2 sentences or fragments (circle one)

        YES   NO   N/A

Student wrote entirely in English (circle one)

        YES   NO   N/A

Student wrote in (circle one)

        Manuscript   Cursive   Mixture   N/A

Picture Dialogs

1. **Select four to six pictures related to the student's job.** The ideal would be to take photos at the workplace that would elicit a descriptive response. Action pictures work best, but it is not always easy to get that type of picture. You could also search online for specific pictures such as "man slipping and falling." There are a number of sources of pictures in the public domain. By using these, you don't have to be concerned with fees or copyrights.

2. **Ask the student to describe what he/she sees in each picture.**

3. **Rate the student's response in each of the following areas on a scale of 0 to 4 (0 being no response and 4 being the best response).** Prompt for additional details.

Picture Content	Fluency	Completeness of Description	Used Complete Sentences
Man lifting box incorrectly			
Blocked exit			
Housekeeper lifting mattress			
Slip and fall			

Pronunciation

Use the following rubric to assign each student a score based on all responses and dialog throughout the assessment.

1	2	3	4	5
Pronunciation is lacking and hard to understand. No effort toward a native accent.	Pronunciation is okay. No effort toward a native accent.	Pronunciation is good. Some effort at accent, but is definitely non-native.	Pronunciation is good. Good effort at accent.	Pronunciation is excellent. Strong effort at accent.

Summary

Develop or adapt a scoring rubric (like below) to compare employees objectively. Also note other issues that arose during the assessment that might impact your decision of which employees you will be able to work with or which group in which to place them. Examples include a problem with stuttering or impaired vision or hearing.

	0	1	2	3	4
	No response or knowledge in this area	Unable to perform the task(s) after prompting and reinforcement of the concept	Limited skills: requires a lot of prompting to attempt the task(s) with minimal performance and completeness	Moderate skills: can perform the task(s) with some difficulty and incompleteness	Skilled: can accomplish the task(s) understandably and with completeness
Work-Related Skill					
Vocabulary					
Reading					
Listening and Comprehension					
Writing					
Picture Dialogs					
Pronunciation					

APPENDIX H: SAMPLE LESSON PLAN FOR HOTEL HOUSEKEEPING STAFF

Background and Purpose:

In many instances, housekeeping employees interact more with hotel guests than other hotel employees. Yet they typically receive the least training in assisting guests. A critical step in the right direction is to first help them understand other jobs in the hotel and the primary functions of those jobs—a sort of "who's who" in the hotel's organization chart. This provides them with information for referring a guest to the appropriate person for help as well as giving them a sense of how they fit in and why their job is so important.

OBJECTIVES/COMPETENCIES:

- Learn the names and functions of primary hotel departments and/or jobs.

- Describe jobs and functions in own words.

- Learn how to direct guests to appropriate departments.

- Give information.

- Ask for clarification.

MATERIALS:

- Paper

- Pencil/pen

- White board or flip chart/markers

- Job Description Chart

- Hotel Job Descriptions: Matching Exercise

- Card deck of "guest problems"

- Photos of actual hotel employees who perform these jobs

- Hotel Departments: Crossword Puzzle

Activities

Job Descriptions

It is important for employees to not only understand their jobs, but to have a sense of how they fit in the overall structure. It also provides them with knowledge that may be useful in directing guests to services or getting help with their jobs.

The Job Description Chart on page 53 contains brief descriptions of typical hotel departments and related areas of responsibilities. The goal is not memorization, but comprehension and speech production. Have the students share, in their own words, what they know about the jobs.

Talk about these jobs and ask students to provide an example of something or someone in any of these departments.

Be sure to provide pronunciation practice since many of these titles and descriptions may be difficult to pronounce.

Ensure students are familiar with these jobs, writing them on a flip chart or board as you discuss them. Have the students write on the board whenever possible. There is a lot of vocabulary to teach within these descriptions.

You might consider a "field trip" within the hotel to see where all jobs are located. This is not always possible and management's response to that will vary from property to property.

Engage all students with dialogs and role plays.

Reinforcement Activities

The matching exercise on page 54 is more appropriate for lower-level students, while the crossword on page 55 may work for the higher-level students. If students have never done crosswords, be sure to provide enough direction.

These activities will reinforce their understanding of other hotel jobs.

Card Decks

Model an example of how someone in one department might seek the help of someone in another department (such as a housekeeper calling maintenance to fix a plumbing problem).

Create a card deck with a guest inquiry/problem on each card (example: My air conditioner is not working). Working in pairs, students will role-play selecting a card and telling their partner about their problem. Role-play this with a student as much as necessary in front of the whole group before placing the students in pairs.

Try to engage each student, providing as much modeling as necessary. Once again, help them use complete sentences in their responses. Have students ask and respond to each other as much as possible.

SAMPLE GUEST STATEMENT:	SAMPLE HOUSEKEEPER'S RESPONSE:
My air conditioner is not working.	I will call maintenance to fix the air conditioner.
SAMPLE GUEST STATEMENT:	SAMPLE HOUSEKEEPER'S RESPONSE:
My laptop has been stolen!	I will call security for you.

Evaluation:

Observe students as they work in pairs to determine if additional practice is necessary. Then pair students again by putting high performers with low performers for additional practice.

Job Description Chart

DEPARTMENT NAME	BRIEF DESCRIPTION OF THEIR RESPONSIBILITIES
ACCOUNTING	Responsible for controlling all of the money
BANQUET	Helps with the meals for all functions in banquet and meeting rooms
BEVERAGE	Controls all beverage inventory and provides supplies for cocktail services
CATERING	Helps guests plan and deliver food service for group conventions, meetings, and dinners
COMMUNICATIONS	Responsible for all communication and communication equipment. This includes phone, mail, email, and communication in person.
CONCIERGE	Helps guests with information about the hotel and the area/city outside the hotel
CONVENTION SERVICES	Responsible for setting up meeting rooms with chairs, tables, stages, and equipment
DIRECTOR OF OPERATIONS	Usually responsible for all services connected with rooms, food, and beverage. In some hotels the Hotel Manager does this too.
ENGINEERING OR MAINTENANCE	Responsible for maintaining and repairing all hotel equipment
FRONT DESK	Checks all guests in and out and takes care of guest mail and messages
GENERAL MANAGER	Responsible for overall management of the hotel
GUEST SERVICES	Helps guests check in and out, helps with luggage, and answers some guest questions
HOUSEKEEPING	Cleans all guest rooms and public areas and helps with lost and found
HUMAN RESOURCES	Responsible for hiring staff, training, counseling, and all other employee relations
LAUNDRY	Supplies other departments with clean linen and also responsible for guest valet service and employee uniforms
MAIN KITCHEN	Responsible for preparation of food service for the hotel
PURCHASING	Buys and receives all merchandise for the hotel
ROOM SERVICE	Restaurant "on wheels" serving guests in their rooms
SALES	Responsible for negotiating for rooms, banquets, and other items for group meetings and conventions
SECURITY	Responsible for the safety of guests, visitors and employees. They investigate problems, emergencies, and criminal activity
STEWARDING	Responsible for supplying flatware, dishware, glassware and special items for all banquet and restaurant departments
STOREROOM OR STOCKROOM	Stores and dispenses food and other items

Hotel Job Descriptions: Matching Exercise

Directions: Draw a line to connect the job on the left to the correct description on the right.

DEPARTMENT NAME	BRIEF DESCRIPTION OF THEIR RESPONSIBILITIES
ROOM SERVICE	Supplies other departments with clean linen and also responsible for guest valet service and employee uniforms
HOUSEKEEPING	Check all guests in and out and take care of guest mail and messages
LAUNDRY	Responsible for preparation of food service for the hotel
GUEST SERVICES	Helps guests plan and deliver food service for group conventions, meetings, and dinners
FRONT DESK	Helps guests with information about the hotel and also the area/city outside the hotel
ENGINEERING OR MAINTENANCE	Responsible for hiring staff, training, counseling, and all other employee relations
CATERING	Restaurant "on wheels" serving guests in their rooms
CONCIERGE	Cleans all guest rooms and public areas and helps with lost and found
HUMAN RESOURCES	Helps guests check in and out, helps with luggage, and answers some guest questions
MAIN KITCHEN	Responsible for maintaining and repairing all hotel equipment

HOTEL DEPARTMENTS CROSSWORD PUZZLE
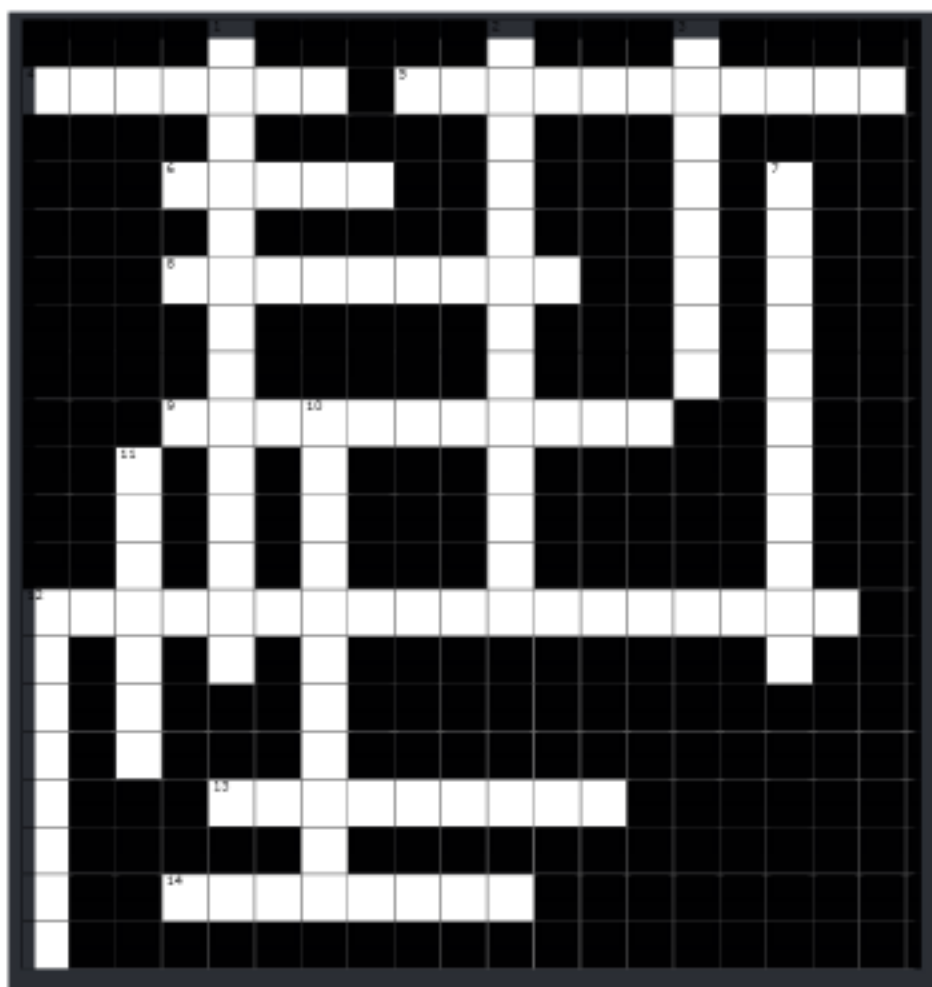
DOWN

1. Responsible for hiring staff, training, counseling and all other employee relations.

2. Helps guests check in and out, helps with luggage and answers some guest questions.

3. Responsible for the security of guests, visitors and employees. They investigate problems, emergencies, and criminal activity.

7. Responsible for preparation of food service for the hotel.

10. Responsible for maintaining and repairing all hotel equipment.

11. Supplies the other departments with clean linen and also responsible for guest valet service and employee uniforms.

12. Helps guests plan and deliver food service for group conventions, meetings, and dinners.

ACROSS

4. Helps with the meals for all functions in the banquet and meeting rooms.

5. Cleans all guest rooms and public areas and helps with lost and found.

6. Responsible for negotiating for rooms, banquets and other items for group meetings and conventions.

8. Check all guests in and out and take care of guest mail and messages.

9. Restaurant "on wheels" serving guests in their rooms.

12. Responsible for setting up meeting rooms with chairs, tables, stages, and equipment.

13. Helps guests with information about the hotel and also the city area outside the hotel.

14. Controls all of the beverage inventory and provides supplies for cocktail services.

APPENDIX I: SAMPLE LESSON PLAN FOR PERSONAL PROTECTIVE EQUIPMENT (PPE)

Literacy skills need to be taught in the context of the workplace, so it imperative that literacy organizations learn about their client's business. PPE is part of very basic and an important part of safety in many manufacturing operations. Unfortunately, it is commonly taught by showing employees a video and having them "sign-in" to prove they watched it—with no validation of their understanding. Sometimes, the video is available in Spanish, but it is rarely available in other languages. Individuals trained in adult education can learn the content and use appropriate instructional strategies to teach relevant vocabulary and ensure that employees master the following content.

Purpose:

To understand the importance of Personal Protective Equipment (PPE) and to begin to learn how and when to use PPE.

Objectives:

Upon completion of this topic, students will:

- Understand their employer's responsibility with regard to PPE at work

- Be familiar with different types of PPE used to protect the eyes, face, head, feet, hands, arms, respiratory tract, and hearing

- Be able to identify hazards that mayrequire the use of personal protective equipment.

Activities:

1. Discuss tasks and hazards that may require PPE.

2. Develop a vocabulary list based on the discussions.

3. Show examples of PPE and allow students to look at, try on, and/or use different forms of PPE.

4. Explain who is responsible for paying for PPE.

MATERIALS:

- Safety posters

- PPE

- PPE vocabulary flash cards

Detail of Activities:

Discuss tasks and hazards that may require PPE.

What are some of the causes of eye injuries?

- Dust and other flying particles, such as metal shavings or sawdust
- Molten metal that might splash
- Acids and other caustic liquid chemicals that might splash
- Blood and other potentially infectious body fluids that might splash, spray, or splatter
- Intense light such as that created by welding and lasers

What are some of the causes of head injuries?

- Falling objects
- Bumping head against fixed objects, such as exposed pipes or beams
- Contact with exposed electrical conductors

What are some of the causes of foot injuries?

- Heavy objects, such as barrels or tools, that might roll onto or fall on employees' feet
- Sharp objects, such as nails or spikes, that might pierce parts of ordinary shoes
- Molten metal that might splash on feet
- Hot or wet surfaces
- Slippery surfaces

What are some of the hand injuries you need to guard against?

- Burns
- Bruises
- Abrasions
- Cuts
- Punctures
- Fractures
- Amputations
- Chemical exposures

What are some of the causes of body injuries?

- Intense heat

- Splashes of hot metals and other hot liquids

- Impacts from tools, machinery, and materials

- Cuts

- Hazardous chemicals

- Contact with potentially infectious materials, such as blood

- Radiation

Develop a vocabulary list based on the discussions.

Post this list where everyone can see it. Teach the words and give students opportunities to use them in interactions with each other.

Show examples of PPE and allow students to look at, try on, and/or use different forms of PPE.

- Eyes: safety glasses, goggles
- Face: face shields
- Head: hard hats
- Feet: safety shoes
- Hands and arms: gloves

- Bodies: vests
- Hearing: earplugs, earmuffs, headsets
- Coveralls
- Full body suit
- Face mask ventilation

Explain who is responsible for paying for PPE.

When PPE is required to protect employees, it must be provided by the employer at no cost to employees, except for specific items such as:

- Safety-toe footwear

- Prescription safety eyewear

- Everyday clothing and weather-related gear

- Logging boots

Evaluation:

Check comprehension by asking questions like the following:

- When is PPE necessary?

- What type of PPE is necessary?

- How do you properly put on, take off, adjust, and wear PPE?

- What are the limitations of the PPE?

- How do you take care of and maintain PPE?

- How long does the PPE last, and how do you dispose of it?

- Who is responsible for PPE?

Notes:
Safety issues are an important element of any business and ignoring them can result in injuries, significant loss of productivity, lawsuits, and low morale. Using the comprehension questions above with dialog, student interaction, and role plays is very effective in ensuring understanding.

APPENDIX J: ADDITIONAL RESOURCES

SCANS: What Work Requires of Schools

wdr.doleta.gov/SCANS/whatwork/whatwork.pdf

The Secretary's Commission on Achieving Necessary Skills (SCANS) examined the demands of the workplace and whether today's young people are capable of meeting those demands. Specifically, the commission was directed to advise the Secretary of Labor on the level of skills required to enter employment. This report, released in 2000, describes the Commission's findings.

CASAS Workforce Learning Systems (WLS)

https://casas.org/product-overviews/assessments/workplace-reading

Workforce Learning Systems is a tool that pinpoints the reading skills employees must have for today's jobs and tomorrow's company growth. It includes four levels of pre- and post-tests from beginning literacy to adult secondary level.

ACT WorkKeys

www.act.org/products/workforce-act-workkeys/

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. This system was developed by ACT, which also offers a National Career Readiness Certificate to people who completed specific assessments.

Workplace Basic Skills

workplacebasicskills.com

A free site containing workplace basic skills information, tools, and advice for employers who want to raise their employees' skill levels. The site is available for historical purposes only. The information or materials in the archives such as resources, links, and contact information have not been updated and may no longer be current. Developed by The Conference Board with funding from the Department of Education.

Workplace Testing Survey

www.amanet.org

This is the American Management Association website. Registration is free and AMA membership is not required. The AMA offers many kinds of onsite and online fee-based trainings as well as several free podcasts.

Best Manufacturing Practices

www.bmpcoe.org

The Best Manufacturing Practices (BMP) Program operates out of the BMP Center of Excellence, a partnership among the Department of Commerce, the University of Maryland, and volunteer members of the U.S. Industrial Base. The (BMP) Program was created in 1985 to help businesses identify, research, and promote exceptional manufacturing practices, methods, and procedures. The site provides helpful industry information.

American Society for Training & Development (ASTD)

www.astd.org

ASTD is the world's largest association dedicated to the training and development profession. ASTD provides resources for training and development professionals, educators, and students—research, analysis, benchmarking, online information, books, and other publications. Members work in organizations of all sizes, in government, as independent consultants, and suppliers. Membership is required to access many of the resources or get a discount, but there are some interesting—and free—blogs listed under the Publications tab.

Manufacturing Skills Standards Council (MSSC)

www.msscusa.org

The Manufacturing Skill Standards Council (MSSC), a 501(c)3 nonprofit, is an industry-led, training, assessment, and certification system focused on the core skills and knowledge needed by front-line production and material handling workers. It offers both entry-level and incumbent workers the opportunity to demonstrate that they have acquired selected skills needed in the technology-intensive jobs of the 21st century. MSSC offers two certifications for this workforce.

Tests of Adult Basic Education Work-Related Foundation Skills (TABE-WF)

http://ctb.com/ctb.com/control/childNodesViewAction?categoryId=1132&adjBrd=Y

TABE-WF measures foundation skills in reading, mathematics, and language. TABE-WF provides comprehensive assessments that help employers, educators, and training professionals plan effective occupational educational programs.

Workforce Magazine

www.workforce.com

Workforce is a multimedia publication that provides articles of interest to senior-level human resources and other executives. The site also contains free blogs and current news articles.

Food Safety Training and Education Alliance

www.foodsafetysite.com/foodservice/links/

Created by the Clemson University (SC) Food Safety Education Program, this site includes links to resources for people doing training for employees working in the food service industry.

American Hotel & Lodging Educational Institute

www.ahlei.org

This site from the Educational Institute offers training and certification for people working in the hospitality industry.

British Council

esol.britishcouncil.org

This site contains free resources to help people improve their English for their job and other purposes.

Career-Life-Work

decoda.ca/read-all-about-lit/workplace-wednesday-career-life-work/

Resources from NWT Literacy Council and shared through Decoda Literacy Solutions link literacy, business, industry, and the workplace. Resources include four instructor manuals and six accompanying workbooks.