The Attleboro Workplace Education Program, a partnership of four area companies and Bristol Community College, is intended to provide workers with education that will improve the quality of their lives and their work. Housed in a corporate office building in the Attleboro Industrial Park, the program offers classes in English as a Second Language, adult basic education, and secondary education 4 days per week. Companies recruited their workers through newsletters and posters, and asked them to answer noncommitment questionnaires. After testing of English and math skills, classes were set up, mostly using commercially available materials because of time constraints. Two computers were also installed for student and teacher use. The first year of the project was a qualified success in that the project was begun and attracted some students, many of whom were grateful for and learned from the classes. However, the project also faced many delays, changes, lack of cooperation from some companies, and other frustrating occurrences. A second year of the project was scheduled, with efforts being made to correct problems encountered in the first year. (The bulk of the document consists of the following attachments: example of supervisor questionnaire, noncommitment sign-up sheets, student profile, example of a customized reading test, example of a customized mathematics test, example of a student goals sheet, examples of student pre- and posttests, examples of company pretest and posttest reports, a student self-report checklist, an example of a student evaluation, an 11-item bibliography, and a list of 18 resources.) (KC)
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Developed by:
Jane Brown and Merle Coughlin

Written by:
Jane Brown

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350 Main Street, Malden, Massachusetts 02148-5023 (617) 388-3300 • TTY: N.E.T. Relay 1-800-439-2370
September, 1993

I am pleased to present this publication developed through our Massachusetts Workplace Education Initiative. This publication is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through our Department's Workplace Literacy Program.

These resources are the result of our commitment to strengthening the capacity, knowledge base, and quality of the field and to provide much-needed and long-awaited information on highly-innovative and replicable practices. These resources also complement the curriculum framework of staff training and development initiatives that were successfully developed and piloted in conjunction with the field during the past fiscal year and represent an outstanding example of the Department's theme: "Working Together for Better Results."

Each of these publications was written by trainers and workshop presenters who have participated in the training of new workplace education staff. All publications provide invaluable information on important aspects of workplace education programming. All documents begin with an overview of the field or current-state-of-the-art section as it relates to the topic at hand. Then, they move into the practitioner's experience. Next, the training plan of presenters is discussed. Each publication ends with a list of resources.

We are confident that with this series of publications we have begun an exciting but challenging journey that will further support workplaces in their progression towards becoming high-performance work organizations.

Sincerely,

Robert V. Antonucci
Commissioner of Education
ACKNOWLEDGEMENTS

Individuals, groups, and organizations that have helped in the development of this publication:

Jane Brown, Merle Coughlin, Bob Bozarjian, Johan Uvin
Bristol County Employment and Training Consortium
Massachusetts Workplace Education Initiative
WORKPLACE EDUCATION RESOURCE SERIES:

Workplace Education Mentoring Pilot Project Final Report
17419-82-150-9/93-DOE

Workplace Education Sample Evaluation Report
17420-30-150-9/93-DOE

Workplace Education Mini-Course Pilot Project Final Report
17421-44-150-9/93-DOE

Transforming the Training Manual into a Learning Experience
17422-19-150-9/93-DOE

Math in the Workplace
17423-20-150-9/93-DOE

Learning Differently in Adult Education: Development of a Learning Disabilities Component At Hampden Papers, Inc.
17424-43-150-9/93-DOE

The Role of Counseling in Workplace Education:
Educational and Career Counseling at New England Medical Center
17425-66-150-9/93-DOE

September 15, 1993
The Attleboro Workplace Education Program

The story of setting up a collaborative workplace education program.

by Jane Brown
INTRODUCTION

On January 19, 1993 the Attleboro Workplace Education Center had its official opening hosted by the Attleboro Chamber of Commerce. Governor Weld and the area Representative sent letters of congratulations, the Mayor of Attleboro declared the Center open, the President of Bristol Community College praised the companies' effort and representatives of the Department of Education (MA) declared their backing for collaborative partnerships such as that at AWEC. The occasion was, perhaps, best summed up by Tricia Keane, the Training Manager at Jostens which had been the first company to reach out for workplace education. "Today," she said, in a thankyou letter to BCC, "I saw my dreams come true."

What is the Attleboro Workplace Education Program? How did it begin? How did it develop? Will it be a success?

WHAT IS THE ATTLEBORO WORKPLACE EDUCATION PROGRAM?

The Attleboro Workplace Education Program is a partnership between four companies (General Metal Finishing, Jostens, the Robbins Company and Sternleach) and Bristol Community College. Its primary goal is to provide its workforce with education which will improve the quality of their lives and the quality of their work on the floor. It is housed in a corporate office building in the Attleboro Industrial Park. English-as-a-Second-Language and Adult Basic and Secondary Education classes meet in the center from Monday to Thursday of each week.

HOW DID IT BEGIN?

In 1991, Jostens (a branch of a Fortune 500 company which manufactures class rings in the Attleboro Industrial Park) decided that if they were to remain competitive, it was time for major changes in their manufacturing process. They planned to introduce cells, build up teamwork and work towards TQM. The workforce, used to traditional manufacturing processes, was overwhelmed. The training manager asked Bristol Community College for help. The college held classes in ESL and in ASE and Jostens noted the changes in the members of the workforce who had taken classes. The company was impressed by the increased confidence of the workers and their improved communication skills and pleased with the surge of interest in education in the plant. It was also considering more major changes in production. Its workforce was about to double; each worker's responsibilities to increase.

The training manager was company committed but also community minded and was convinced that these two beliefs were not incompatible. Jostens and BCC staff discussed
ways in which other companies might have access to the program and applied for a JTPA grant. The proposal outlined Jostens' educational needs but also stated that the company would encourage other companies in the Attleboro Industrial Park to share in the program.

It took some time for the proposal to be accepted, partly because the partners had asked for the purchase of two computers which would access NovaNET and assist with training. When approval came through in April 1992, there were only thirteen weeks left before Jostens' shutdown and total reorganization of the floor.

BCC staff met with management and with supervisors to discuss goals and curriculum. BCC asked that they bring samples of any reading, writing or math needed on the floor and that they complete some questionnaires to give us guidelines.

*ATTACHMENT I Ex of questionnaire for supervisors

[Looking back...]

BCC staff made 'teach the teacher' visits to the plant and built up some understanding and photographs of the workflow.

BCC staff then began recruitment.

Some suggestions for recruitment are:
1. Articles in company newsletter or newsheet.
2. Posters. Start two weeks before sign up and orientation time, change and build up interest. Best are photos and quotes from former students.
3. P/A system (skits—something like Garrison Keeler's non-fund raising for public radio if you're creative) or announcements or ex-students talking.
4. Information about proposed program on pay checks.
5. Instructors become familiar figures in plant, watching jobs, asking and answering questions, finally handing out flyers etc.
6. Display/Question/Answer table of books, information, video manned by a member of the educational team and former student. This is probably best set up in the cafeteria although it's a good idea to have some time in a private office for questions from prospective but shy participants. Give out "non-commitment sheets" -- give people time to think it over.
7. Former students wear badges... "Ask me about..."
8. Orientation/question-answer meetings.

If the team had the opportunity to do this again, it would ask for initial meetings to include representatives from the floor as well as management and supervisors. We would form a planning and evaluation team. We think this the ideal start up. This sort of commitment however is not always possible, and, with more traditional companies, may hamper the workforce's chances of education.
BCC has built up a generic profile sheet for ESL testing and basic math testing which we customize for each plant. If we are testing reading we like to use examples from around the plant that we have gathered from the company and assessed the reading level. 

ATTACHMENT III (ESL profile), IV (ex. of a customized reading test) and V (ex. of a customized math test.)

While this testing was being carried out at Jostens, Jostens and BCC sent out a letter to all the other companies in the Industrial Park. We explained what we were doing, we invited them to call and ask questions and we asked them to join us. The majority of the seven companies were not interested but two - GMF and its sister company Brainin- responded immediately. Both were "traditional methods " companies but both were interested. We followed the same formula for setting up workplace education in companies as we used at Jostens; we set up classes, identified student goals and we began. 

(Looking back...ii)

ATTACHMENT VI Ex. of Student Goals Sheet. Acknowledgement and thanks to Marilyn Gillespie (see bibliography)

ii After testing we now always try to organize one-on-one meetings between instructor and potential student. Instructor and student find this meeting invaluable. Each gets to know the other a little, if the student has fears he can be reassured and each has time to discuss goals and needed skills. After the meeting, we think that it is necessary to allow at least three weeks to elapse before classes begin. It is true that momentum and enthusiasm has been built up and that there is some danger that this will die down. This should not happen if the plant and the prospective students are aware that a lot of preparation is taking place. This is the time when instructors are revisiting the plant and making themselves familiar with the manufacturing processes and the skills needed on the job. They are collecting further examples of the reading, writing and math necessary for the workplace and are rebuilding curriculum and the first sample of their lesson sequence plans. They are assessing commercial products available and ordering those which will be helpful so that they will be in place for their first lessons. We do not think that the numbers of excellent commercial products available should be dismissed. Ideally one would write ones own materials, use personal and meaningful photos and illustrations. When prep time is limited one thankfully remembers that imaginative and experienced instructors have written commercial products; students warm to a glossy book of their own. Commercial books, reference books and personal materials developed by teacher and students for themselves should all be part of the workplace education program.
Classes were held in the cafeteria at Jostens. We were all worried about the limited amount of time available for instructional time because of belated grant approval and the eleven weeks to summer shutdown. Jostens organized a certain amount of publicity (refer back of page) and Jostens was right. The Personnel Administrator from the Robbins Company, not one of the companies from inside the Park but one situated some few miles away, read the newspaper report and called up. Members of the Robbins workforce joined the classes. Belatedly—we were still drawing breath—training and personnel managers and educators formed the nucleus of our advisory board. (Looking back...iii) Classes began and—it seemed—almost immediately had to stop for the summer shutdown, to begin again for another seven week bite before the end of the grant. Our nucleus Advisory Board talked and planned. We were enthusiastic. Ideas flew. All Attleboro companies would be involved. We'd have a collaborative Attleboro Workplace Education Program—we'd reach out further. Who could resist what we were offering? We sent out more letters to other companies signed by all the CEOs of our four. "Come to classes and see for yourselves," we said. "Talk to any of us about it—we can do great things for all our workforces." Thud. Responses varied from: "We have really no need of Workplace Education but if you must, send us more information about it," to the more frigid: "Company" has no interest in providing its workforce with education programs. Classes finished, teachers and students assessed their accomplishments and completed their evaluations, supervisors made their evaluations and we filled out final reports. ATTACHMENTS VI-ex. of Student Pre-post, VII-ex. of company Pre-Post (no individual academic results to be given to company)

iii We made a mistake. We should have set up a complete Advisory Board. Our ideas were good but we were small guns. If we'd called in the Chamber of Commerce and other local organizations here, we might have made more impact. AWEC now believes that a full Advisory Board should be formed as soon as possible and should include members from companies [workers/students & management], the R.E.B., education (including representatives from D.O.E.) and outside services such as Chamber of Commerce or City Hall. The Advisory Board should elect officers and follow formal meeting procedures.
HOW DID IT DEVELOP?

The Advisory Board (still the training and personnel representatives from our companies and educators) applied for a grant from the JTPA 8% Education Coordination Grant and looked for another site for classes. Jostens had doubled their workforce; their cafeteria was used for meetings and training sessions. They had generously agreed to allow workers from other competing factories to enter the plant but their strict security system had made this an extra load on their security people plus intimidating some of the outside students. Then we had a break through. A sister company of one of the partnership expressed interest in joining the program. Its parent company had vacant premises in the Industrial Park which had been on sale for four years. There was a chance that we might be permitted to use it while it remained on the market.

One might have thought that AWEC'S problems were over. But they weren't. The partnership had hoped to have received information on whether or not the JTPA 8% Education Grant had been approved in September. We did not. Negotiations over the use of the building were carried out privately between G.M.F. and its sister company. No final decision came. As the year moved into October, the partnership decided that it would look optimistically at the chances of grant and building and we held our usual beginnings. Posters, meeting, flyers, display/QA tables, sign up sheets in five companies. The need and the enthusiasm was there. One company, however, did not want to allow any company time for classes; the others had agreed to release workers on half company and half personal time. This company dropped out. Another company had all its workers on maximum overtime schedules; no students could be interviewed or any class scheduled until the last weeks of January, 1993. The year moved into November. AWEC heard unofficially that the proposal was approved. Negotiations for the building continued.

Understandably, experienced instructors who had hoped to begin classes at AWEC in September could not wait in the uncertain expectation of classes and salaries. They applied for, and got, other jobs. Workers who had got excited about classes in October were starting to wonder what the fuss had all been about. Coincidentally, on November 30th 1992 AWEC received both official approval of the grant and permission to use the building for classes. With holidays and shutdowns December was not the month to begin classes. We had from the third week in January until June 30th to hold classes that could fit into all companies' time frames.
We accepted the fact that we had a group of workers that might be in any class, that the sign up sheets from all the plants kept altering and went ahead and planned a gala opening. We had the opening which everyone enjoyed and then had two nights when we tried to hold beginning classes and interviews with new sign ups and those who had not been assessed.

(Looking back... iv)

Three weeks after we started classes we took part in the MCET video on Workplace Education.

(Looking back... v)

AWEC continued to develop and the partnership grew in strength. The Advisory Board expanded to become a real Advisory Board. We benefitted from ideas from student members, the community members and honorary DOE members. We made decisions and found that some were wrong. We tried other alternatives. We found solutions. We made mistakes.

iv. We don't know how this can be overcome with a one year grant. Under a three year grant one can expect to be allowed a reasonable start up period of three or four months when instructors could be paid for a reasonable preparation period—especially for collaborative learning programs. We had hoped to have two learning cycles but factories close at the end of June and this grant finished in September, so we decided to start up at the end of January and hold one session of 22 weeks. I would not do this again. Next time we would give each plant a maximum number of students who could be entered. We would not begin classes until everyone had been assessed and had had time to talk and set goals with his probable instructor. Although there would still be a start up period where students and instructors could decide that another class best suited some students needs we would have a more structured beginning. Adults are already timid about embarking on "education" and although we believe in flexible team and individual work in classes, we think that initial classes should be highly organized and reassuringly efficient.

v. Don't do anything of this sort until your program is firmly established. While students enjoyed it, we frightened away several.
We lost students who went on overtime and decided that they could not afford to lose the hour's pay, others who could not organize the transportation or child care. (Looking Back. . .vi)

But students, instructors and supervisors were working closely together re-evaluating and refining. And the classes had begun to work together as teams: their confidence in themselves was growing; their skills were strengthening.

We had a party at the Attleboro Workplace Center to honor all the students. One of the student speakers made a speech in which he said. "I am fifty three years old and I always intended to get more education. I left school before I graduated. I had several jobs, went into the service and then I started in maintenance in my company. The years went on. I still had the idea in the back of my mind that one day I would do it. But I was not so sure any more. And when this chance came up, I can tell you that I was nervous. I think we all were. We were all from different companies, we were different ages, we were different. I thought what am I doing? But you know one of the best things that happened? We started to help each other. We got to be a group. We asked each other for help and we give it. We started to care about how everyone was doing. Our teachers were great and our group was great. And I can't tell you this. My company's done this for me and if there's any time that I can give it back to my company - with some extra of my time, with a bit more effort - well I'll do it. And something else. I know guys who are holding back. Well I'm going to get onto them. If I can do it - they can."

ATTACHMENT IX & X Ex. Evaluations
ATTACHMENT XI Bibliography

WILL AWEC BE A SUCCESS?

Fiscal Year 1993 is over and we are planning FY '94. The partners in AWEC have learned some necessary lessons and have made resolutions for the new educational year. AWEC believes it will succeed. All partners are committed to ongoing education for a quality workforce and all partners believe that Attleboro itself will benefit if other companies share in this educational opportunity.

vi.Next time with our limited numbers allowed we shall have waiting lists for the classes and each prospective student will be asked to consider his commitment before he signs up.
ATTACHMENT II

To Everyone at Company Name:

Would you take the time to fill out this questionnaire?

This is NOT a commitment on your part.

This is just to help your company and BCC to find out where your interests lie. Now that American companies are becoming more technological, and the work process is becoming more sophisticated, we hope that we may offer you workshops and classes to improve your skills.

Please give this back to name at the BCC table OR give it to your supervisor. Remember — this is not a commitment. This tells us how we may best plan to help you.

Thank you.
B.C.C. SIGN UP SHEETS.  SUBJECT:_______

**Name of company(ies)**

<table>
<thead>
<tr>
<th>NAME</th>
<th>COMPANY &amp; DEPT</th>
<th>SHIFT</th>
<th>DAY PREFERRED FOR CLASSES</th>
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WHAT ARE YOU MOST INTERESTED IN?

Tell us:

Check a box or add your own interest.

☐ I want to learn to speak/read/write more English.

☐ I want to improve my math.

☐ I want to improve my reading/writing.

☐ I want to improve my reading/writing /math and prepare for my GED.

Now add any subjects that you are interested in that are not on the list.

I want to ________________________________

Company name and BCC want to help you reach your goals.
We are planning a first set of workshops and classes here in your company, and we would like to include you in them.
Bristol Community College will introduce you to instructors who will work with you and materials that will best meet your needs.

Name: ________________________________

Company: ___________________________ Department: ______ Shift: ___
(Forgive us our mistakes. Your Portuguese is great and ours is poor.)

**Marque os que aplicam a si:**

- [ ] Quero aprender a falar mais inglês.
- [ ] Quero melhorar a matemática.
- [ ] Quero preparar para o GED.

Escreva outros assunto que gostaria de aprender:

__________________________________________________________________________

Name:  ______________________________________________________________________

Company: ___________________ Departmento: ____ Shift: ____
Student Profile Sheet.

Suggestions for Instructors.

The difficulty is, of course, that time tends to be limited to half an hour and sometimes strictly limited. This makes it rather stressful in the case of the more advanced students who should have ten minutes (at least) for writing and five to ten minutes for reading.

1. Keep relaxed. The first part is probably the most important so that the student is comfortable about talking with you. Change focus any time if you think that it's distressing or embarrassing. You can return or make it all impromptu and make an assessment.

2. If you need to help the student fill in his sign-up sheet, try to behave as if you fill in everybody's. (I know this is a pretty foolish suggestion.)

3. Do reading and writing when you've finished talking (although some instructors find it easiest to start with the fill-in sheet that starts off the writing section). This is at your discretion. If the student can't read or write, you may want to do a short reading aloud and ask some yes/no questions.

4. Tell students who can read to flip through and choose the passage they feel happiest with—passages are in order of difficulty.

5. Writing could be a carry-on from their telling you about their first day in or first impressions of the U.S. If they are not happy with that, fall back on “the perfect life” or describe a first or youngest daughter/son. If they say they can't write at all in English, or are faltering badly, but have told you that they can write in their own language, have them write a paragraph in their own language.

6. Reading the newspaper is more time consuming but it's useful if there's time.

Can you write any suggestions you have for improvements to/changes in this and let me have your ideas?

Thanks.
STUDENT PROFILE SHEET/Generic Form/or CUSTOMIZED FOR COMPANY NAME:

STUDENT'S NAME: ___________________ SS# ___________ (if possible)

DATE/PLACE TESTED: ___________________ BY: ______________

CLASS REC (at end of testing): ___________________

COMMENTS:

EDUCATIONAL BACKGROUND OF STUDENT:

LITERATE IN OWN LANGUAGE?

WHY DOES HE/SHE WANT TO STUDY ENGLISH?

YES  NO

ORAL PLACEMENT SCORE LEVEL: _____
ATTACHED: (please check if applicable)

SIGN UP SHEET: ____

TEST LEVEL/Comments

WRITING TEST: ________

READING TEST: ________

GRAMMAR TEST: ________

SCORING:

1 = didn't understand at all although repeated twice.

2 = understood on 2nd repetition and answered with hesitation.

3 = understood but answered hesitantly or inaccurately or ungrammatically.

4 = understood—answered with confidence but non-native speaker; structures or accent difficult to understand.

5 = understood and answered as if an American or native speaker.

Line underneath 1 2 3 4 5 is for notes on obvious problems (i.e. leaves out articles, no auxiliary verbs, no past tense—or scribble example of common error.)
LEVEL A1
1. RELAXING—No notes—put students at ease. Notes can be made when students are looking at photos (show them one or two even if they have not completed Level A1) or at end of interview.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Response</th>
<th>Score/Actual Response &amp;/or comment</th>
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<tbody>
<tr>
<td>1. Hello. Please sit down. How are you?</td>
<td>Hello. Fine thanks. And you? (etc.)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. My name is ______. What's your name?</td>
<td>It's ______</td>
<td>1 2 3 4 5</td>
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<td>3. I work for Bristol Community College. You know that Company Name and Bristol Community College hope to start a class to help people with English. (Chat a bit here until student looks comfortable) I want to talk to you and see what you want from classes and what we can do to work together to help you</td>
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<td>I'm a teacher. What's your job?</td>
<td>I'm a ______</td>
<td>1 2 3 4 5</td>
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<tr>
<td>OR What does a ______ do?</td>
<td>A ______ and ______</td>
<td>1 2 3 4 5</td>
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<td>4. What do you do on the job?</td>
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<tr>
<td>OR What does a ______ do?</td>
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<td>5. Do you like your job?</td>
<td>Yes./Yes, I do</td>
<td>1 2 3 4 5</td>
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<td>No. No, I don't</td>
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<td>6. Why do/don't you like it?</td>
<td>Because ______</td>
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<td>It's ______</td>
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<td>7. What time do you start work? At ______</td>
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<td>I start at ______</td>
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<td>8. Who's your supervisor?</td>
<td>It's ______</td>
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<td>She's/He's ______</td>
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<td>9. Where are you from?</td>
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<td>From ______</td>
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<td>10. How long have you been in America? Since</td>
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<td>For ______</td>
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</table>

STOP HERE IF STUDENT IS HAVING PROBLEMS. Chat a little reassuringly—CHANGE THE FOCUS—if possible, bring out newspaper in student’s tongue—apologize that you can’t speak his/her language. ASK if he/she can read it to you. ASK what it means in English (if student cannot read own language, REASSURE.) DECIDE if he/she needs help to fill in sign up sheet & if you want him to try Grammar/Reading/Writing. IF NOT, thank student, say how much you've enjoyed talking to him/her and that you hope to see him/her again soon.
**Level A 2**

HERE YOU COULD START TO RECORD A LITTLE IF STUDENT IS RELAXED AND CAN STILL CONTINUE. THERE NEED BE NO REAL BREAK BETWEEN THIS AND A1 EXCEPT THAT YOU COULD PICK UP A PEN.

11. How many hours do you work every day?  
   **Eight**  
   **I work eight.**  

12. Where do you live?  
   **(In)**  
   **I live in**  

13. Can you drive a car?  
   **Yes. Yes, I can.**  
   **No. No, I can’t**  

14. (If yes) Do you drive to work?  
   **Yes or Yes, I do**  
   (If no) How do you come to work?  
   **With my friend, by bus etc.**

15. How long does it take you?  
   **It takes (me)**  
   **About**  

16. Do you have to work on Saturdays?  
   **Yes. / Yes, I do**  
   **No. / No, I don’t**  
   **Sometimes**

17. (If no) What are you going to do this Saturday?  
   **I’m going to**  
   **I’ll**

   (If yes) What are you going to do when you finish work?  
   **I’m going to**  
   **I’ll**

   (If sometimes) Are you going to work this Saturday?  
   (then back to if yes/if no question)

STOP HERE IF STUDENT IS HAVING PROBLEMS. Chat a little reassuringly—CHANGE THE FOCUS—If possible, bring out newspaper in student's tongue. Apologize that you can’t speak his/her language. ASK if he/she can read it to you. ASK what it means in English (if student cannot read own language, REASSURE.) DECIDE if he/she needs help to fill in sign-up sheet & if you want him to try Grammar/Reading/Writing. IF NOT, thank student, say how much you’ve enjoyed talking to him/her and that you hope to see him/her again soon.
Level B 1 (Photos attached)

We took some photos around some plants. I'd like to show them to you
Most of the photos are at company name. Maybe you can tell me something about them.

Look at Picture 1.
18. This is a sign for a company here. Is it your company?  
   Yes, it is.
   No, it isn't.

Look at Picture 2.
19. This is someone who works in your/this company.  
   Do you know her?  
   (No), I don't
   I don't know her
   (Yes), I do. It's ___.

Look at Picture 3.
20. What's this?  
   It looks like the place you clock / punch in

21. What time is it?  
   3 o'clock

Look at Picture 4.
22. What's she doing now?  
   She's ___.
   She's clock/punching in.

23. Do you clock/punch in every morning?  
   Yes, I do
   No, I don't

Look at Picture 5.
24. What's she doing now?  
   He/she's ___.
   It's eating lunch/talking/taking a break etc.
Level B2  Try to make this section more like a discussion and elicit longer answers.

25. Most Americans call people up. They don't like to write so much. I don't write a lot of letters but I call people all the time. Chat a little about who you both call most, how you call your family, does student call home/international costs etc. (CAREFUL-if student is a refugee, or from politically sensitive area, don't bring in international calls.)
Make an overall assessment.

26. Can you make calls out from Company name?
   Yes you/we can
   No, you/we can't

27. How do you make outside calls?
   You use...etc

28. This photo was taken a month ago.
   What did _______ do a month ago?
   She made a phone call

29. Did she call from home?
   No, she didn't

30. Where did she call from?
    She called from....
    A pay phone

31. How do you call from a pay phone?
    You place a dime/a quarter.....
### Level C 1

*May I ask you some questions about yourself and your country?*

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>You said you came from ________. Why did you come?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>33.</td>
<td>When did you leave?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>34.</td>
<td>Did you come by yourself?</td>
<td></td>
<td></td>
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<tr>
<td>35.</td>
<td>Were you frightened?</td>
<td></td>
<td></td>
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<tr>
<td>36.</td>
<td>(Talk a bit here - I remember when I etc.) Can you remember the day</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>you arrived? Tell me about it.</td>
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<tr>
<td></td>
<td>(This could be the warm up for the writing topic)</td>
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<tr>
<td>37.</td>
<td>Have you ever been back? (Be tactful if student is a refugee.)</td>
<td></td>
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<tr>
<td>38.</td>
<td>Why? Why not? (If student is a refugee, try Would you like to some day?</td>
<td></td>
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<td></td>
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<td></td>
<td>Or drop it.)</td>
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</table>

### Level C 2

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.</td>
<td>Have you always worked at ______?</td>
<td></td>
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<tr>
<td></td>
<td>Yes, I have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>No, I haven't</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>(If yes) How long have you worked here?</td>
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<tr>
<td></td>
<td>For ______</td>
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<tr>
<td></td>
<td>Since ______</td>
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<tr>
<td></td>
<td>(If no) Where did you use to work?</td>
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<tr>
<td></td>
<td>At ______</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>I used to work at ______</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Where's that?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(directions)</td>
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<td></td>
</tr>
<tr>
<td>40.</td>
<td>If you could choose the perfect life, what would you choose? (could be</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>writing sample if first impressions of U.S. a bit hazy)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
A SMALL LITERACY TEST — INSERT WHERE NECESSARY.

1. I bought a newspaper but I can't read any of it. Would you read this section for me?

   Reads
   1. Readily with no embarrassment
   2. Moderately readily—some hesitation
   3. Jerkily/bothered
   4. Can't

2. What does it mean?

   1. No problem
   2. A little hesitant
   3. Very hesitant

Pictures in English.

   1. No Problem
   2. Worried by ______
   3. Couldn't
Texas Instruments Reading Test

February 1993

Examined by __________________

STUDENT'S NAME: ___________________  TI NO: ___________________

DEPARTMENT: ___________________  SHIFT: ___________________

PLEASE CHECK:

PRIMARILY INTERESTED IN:

READING ____  READING GRADE ______

ESL ____  REC. ESL CLASS ______

EDUCATIONAL BACKGROUND (if student doesn't mind telling)

Comments on reading ability and difficulties:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
To: All Instructors testing TI Reading Assessment
From: Jane Brown
Re: Suggestions for TI Testing Reading Program
Date: 2.14.93.

Attachments: 1. Copy of Reading Test  
2. Copy of ESL Test  
3. Copy of Names and Results List  
4. Copy of Schedule (Collector of tests marked with a *)

1. When you arrive at your Building there will be (hopefully) someone to let you in and one group member *) with an armful of tests.

2. I hope to also have a list of those about to be tested with the person marked *

3. Those should be tested should arrive in groups on the 3/4 hour. Tests could last from 10 minutes to 3/4 hour so no-one will be assigned to particular teachers. Just take who's waiting each time you're finished and write names and numbers on attached list 4. Before each student comes in arrange new set of tests in grade order in folder so they don't flap about. (I hope all the sets are in order when you get them)

4. As Tiers come in, introduce yourself and chat for a minute. Establish whether or not they're interested in reading or ESL. Both will do reading test but if they're ESL candidates you will need to give them the ESL Profile test as well.

5. Make interviewees feel at ease. Tell them that you have some bits of reading for them that have been taken from places around TI. Tell them that TI is trying to help ways in which employees can be helped to improve their skills to deal with all the changes that are taking place in the company. Tell them that their scores are between BCC and themselves -- that the company will not be told them. Tell them that classes will be set up to improve skills -- not immediately because it takes a little time to do this -- but in April. Tell them that you will tell them the Grade level of the passage that they have chosen and how they have done as soon as they have completed the reading. Complete prelims on student cover sheet and your list
6. Show employees that you have this folder of readings about things that happen around TI. Tell them that they should look through it—it begins with the easiest and finishes with the more difficult readings. Assure them that it's not a big deal which one they decide upon doing. They should just choose whatever seems comfortable to them.

7. Let interviewee choose a passage he/she feels comfortable with. Tell him/her to read it silently to himself and that you will then have him/her read some of it aloud. (depending on confidence you may decide on some or all)

8. When interviewee is ready, have him read some/all aloud. Make notes of difficulties (i.e. falters on diphthongs, long short vowels etc)

9. When you have heard as much as enables you to make an assessment, thank the interviewee and ask him/her to read it again to himself and answer the questions. * If the interviewee has read extremely readily, it may be that he or she has underestimated himself. You could ask him/her to try the next grade level up.

10. When he/she is finished thank him/her and tell him/her how much you've enjoyed meeting him/her. Tell him/her the grade level he/she's read and if it's under fifth grade tell him/her that there's a good chance that he/she may be eligible for a reading class. Check the covering sheet if person really interested in classes. Tell him/her that these will be set up about the end of March and should start in April. Reassure again that this is to help with work at TI and is to prepare them for more sophisticated jobs—not to give them a mark on company records.

11. If the interviewee is an ESL person, ask them if you could talk to them awhile longer and administer the ESL Profile test.

12. Complete assessment, clip the test done by the student to his/her cover sheet and fill in names and results sheet before asking the next interviewee to come in.

13. At the end of the session pass your results and left over tests to the instructor marked * on your schedule. If you are interviewing again keep extra copies.

I hope it all goes well and THANKS.
### Grade levels List

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can't read</td>
<td>Ext. 1 Comic Strip</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Joanne's story</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Quit to Learn</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Employees get into Stretch/break Program</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Please don't feed the Geese</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Process Spec sheet</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Self directed groups—what do employees..... Coda Loans</td>
</tr>
<tr>
<td>Grade 7</td>
<td>The One Place Where You Must be Boss</td>
</tr>
<tr>
<td>Grade 8</td>
<td>T1 Job Posting</td>
</tr>
<tr>
<td>Grade 12</td>
<td><em>There are no questions for Grade 12 which is well outside our levels. If anyone reads it ask him/her to tell you in his/her own words and then to write in own words (about 100 words) saying if he/she is fitted for this job. Person old write this outsides if there’s a space while you interview next candidates. (Extra paper at end of black binders)</em></td>
</tr>
</tbody>
</table>
1. Is this a comic strip?
   - Yes
   - No

2. Is the boy's name Terry?
   - Yes
   - No

3. Is he happy?
   - Yes
   - No

4. Do you like comic strips?
   - Yes
   - No

Put a circle around the answer.
Joanne’s Story

My name is Joanne. I work in Building 2 and I like my job. I did not like school but now I have three children. Their names are Tomas, Maria and Cindy. They all come home from school with their books. I want to learn to read more so I can help them. So I put my name down for reading classes.

Put a ring around T (for True) or F (for False)

EXAMPLE:

This is about Joan.  

OK? Now you do it.

   T  F

2. She likes her job.  
   T  F

3. She didn’t go to school.  
   T  F

4. She has three sons.  
   T  F

5. She wants to help her children.  
   T  F
Learning to quit smoking is like learning to ride a bike. The more you practice, the more likely you are to succeed. Falling off a bike doesn't mean you won't learn to ride. Going back to smoking doesn't mean you can't quit. You may feel a little wobbly at first. You may even fall off. Most ex-smokers tried to quit at least three times before succeeding. So get back on that bike!
Put a ring round T (for True) or F (for False) for the following questions.

Example
Quit to win tells us how to lose weight.
OK? Now you do it.

T

1. If you want to stop smoking, learn to ride a bike. T F
2. When you fall off your bike, you should give up. T F
3. The article tells you it's easy to stop smoking. T F
4. Many ex-smokers had to try to quit more than once. T F
5. So get back on that bike! probably means keep trying. T F

Now write a sentence about someone you know who tried to quit smoking. Start with his /her name.

____________________________________
____________________________________
____________________________________


TI employees enjoy the stretch-break program. Why? It makes a nice break and they feel good. Employees take exercises for ten minutes twice a day. At first people didn’t want to exercise. Now they say: “My shoulders used to feel sore at the end of the day but now they don’t.” ‘I love it. It makes you feel better.’ ‘It helps tension.’ The exercise program is to encourage health and to increase fitness.
Now answer these questions:

1. How do people at TI feel about the Stretch-Break Program?

2. How often do employees take exercises?

3. Did employees want to start exercising?

4. Do you belong to the program?

5. What do you think of the idea?
PLEASE!
DON'T FEED THE GEESE!

The duck pond in the grounds of the TI plant in Attleboro has a sign. It says:

CAUTION

FEEDING WATERFOWL
MAY BE HARMFUL
TO THEIR HEALTH

Why is this? First there is the chance that too many birds will come to the pond if there is a food supply. When the population of wild geese becomes higher than it would normally be, there are problems. The geese will foul the grass and water and become a nuisance to Tiers. The birds too will have problems. As the water fouls and uneaten food decays, the birds can get botulism. Young geese who are fed low protein food like bread and popcorn can grow with deformed wings. If they cannot fly, the geese are defenceless against predators like cats and dogs. So please, don't feed the geese.
Please answer these questions:

1. Which waterfowl does the article name as a problem?

2. How can these birds be a nuisance?

3. What can happen to young birds who eat a lot of popcorn?

4. Predator most probably means

5. Do you agree with this article? Why or why not?
PROCESS SPECIFICATION SHEET

PROCESS: CIRCUIT BREAKER ASSEMBLY

PARTS NEEDED

<table>
<thead>
<tr>
<th>PART</th>
<th>PART #</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCUIT BASE</td>
<td>23XP</td>
<td>1</td>
</tr>
<tr>
<td>METAL ARM</td>
<td>54SP</td>
<td>1</td>
</tr>
<tr>
<td>1 mm SCREW</td>
<td>23-T24</td>
<td>2</td>
</tr>
</tbody>
</table>

TOOLS AND/OR EQUIPMENT

1 mm SCREWDRIVER
MAGNIFYING GLASS

QUALITY CHECKS (INSPECTION)

1. ALL CIRCUIT BREAKERS MUST HAVE SCREW HEADS FLAT AND EVEN ON SURFACE.
2. METAL ARM MUST FIT FIRMLY IN GROOVE.
3. CIRCUIT BREAKERS MUST BE FREE OF CRACKS OR OTHER VISIBLE DEFECTS.

IF PIECE DOES NOT MEET QUALITY CHECKS
SCRAP

OPERATIONS

1. PLACE METAL ARM IN GROOVE OF CIRCUIT BASE SO THAT SCREW HOLES FACE UP AND MATCH SCREW HOLES IN BASE.
2. INSERT SCREWS INTO SCREW HOLES AND TIGHTEN WITH SCREWDRIVER
3. PLACE ASSEMBLED CIRCUIT BREAKER IN FINISHED TRAY
QUESTIONS

1.) WHAT MUST THE METAL ARM BE PLACED IN ON THE CIRCUIT BASE?

2.) WHAT SHOULD BE DONE WITH THE ASSEMBLED CIRCUIT BREAKER AFTER THE SCREWS ARE TIGHTENED WITH THE SCREWDRIVER?

3.) WHAT MUST BE DONE WITH A PIECE IF A CRACK IS VISABLE?

4.) WHAT IS THE NAME OF THIS PROCESS?

5.) WHAT TOOLS/EQUIPMENT ARE USED FOR THIS PROCESS?
**Self-Managed Work Teams. What do Employees Think?**

| Self-Managed Work Teams are the talk of the workplace of the nineties. These are a way of organizing work so employees work together to meet a customer's needs. Many think that these teams are one answer to the challenge of the world market place. But, do Attleboro employees who are on self-managed teams agree? | These employees agree on four main points. *The process is not easy but it is a challenge. *They are more involved in their work than they have been in the past. *They need a great deal of management support and training. *They would rather work this way than go back to the old work patterns. |

Please answer these questions. Use full sentences if you like.

1. What is the buzz word for the workplace of the nineties?

2. How do self-managed teams in Attleboro feel about old traditional methods?

Please write what you think about self management teams:
CODA Loans

Answers to Frequently Asked Questions

Will I be charged a loan application fee?

Yes. A $25.00 loan application fee will be charged for each loan application sent to trust services. The fee will be deducted from the proceeds of your loan. If the loan application is withdrawn or not approved, the $25.00 will be collected in a one-time payroll deduction.

How will I know if my loan has been approved?

You can check this on the PSLOAN system on IMS. Go to an IMS terminal and log onto IMS. Enter PSLOAN and choose Option 5. Option 5 is “Payment History”. Enter your employee number, IMS password, and press ENTER. The screen will show all your profit sharing loans and their current status. A HOLD status means that the loan paperwork is in transit or incomplete. You will be told by Human Resources if your loan application needs more information. An APPROV (“APPROVED”) status means your loan application is accepted.

If you need help, go to your loan administrator in your Human Resources office.

When will my check be ready?

Approximately two weeks are needed to process your loan after your loan application has been received by Trust Services. An incomplete or incorrect loan application could delay loan approval.

How will I get my check?

Your check will be mailed to your home address (the address on file with Human Resources) from Trust Services in Dallas on the Friday following approval of your loan.
Please answer these questions. Use complete sentences in your answer.

1. How much does it cost you to apply for a CODA loan?

2. If you don't get the loan will you still have to pay?

3. What sign comes onto the IMS terminal screen which assures you that your loan will be granted?

4. What may happen if you don't fill out the application carefully?

5. How do you receive the money for the loan?
Transporting children is a serious business. The leading cause of death for children in this country is traffic crashes. So, the family car is an important place for exercising discipline. Keep these three points in mind: face the child in the correct direction; secure the child in the safety seat; and properly secure the safety seat in position as recommended by your car's manufacturer.

Infant seats face backward with baby in a semi-reclining position. Toddler and booster seats face forward. Always fasten the harness snugly and completely. Anchoring the child-safety seat properly is critical to the seat's performance in a crash, so make sure it fits in your car. Read your owner's manual and follow the safety-seat manufacturer's instructions carefully. If you're still unsure, get expert advice.
1. Why should you be very careful about putting a child in a safety seat?

2. What should you read before you start putting a safety seat into your car?

3. If you put a four year old in a safety seat which way should he face?

4. Should a baby be seated upright?

5. Where would you go for 'expert advice'?
EFFECTIVE AS OF 10/28/92, THE FOLLOWING PERMANENT POSITION WILL BE AVAILABLE

JOB TITLE: PRODUCTION OPERATOR - SELF MANAGED WORK GROUP
GRADE/CODE: 4/5 3140
CC/SHIFT: 295 PSM 2 OPENINGS ON 2ND SHIFT
HOURS OF WORK: 15:30 - 24:00 (OVERTIME AS REQUIRED)

DUTIES TO BE PERFORMED: BE A MEMBER OF A SELF MANAGED WORK GROUP WHICH DETERMINES WHAT IS REQUIRED TO MEET PRODUCTION GOALS. FOR EXAMPLE, TEAM WILL DECIDE NUMBER OF PEOPLE NEEDED, OVERTIME REQUIREMENTS, AND SUPPORT REQUIRED FROM MAINTENANCE, ENGINEERING, AND QUALITY. EACH MEMBER WILL BE THE LEADER OF THE GROUP ON A ROTATING BASIS. THE LEADER WILL BE RESPONSIBLE FOR UPDATING THE STATUS ON THRUPUTS, YIELDS, ATTENDANCE, PERFORMANCE, ETC. THE LEADER WILL ALSO HANDLE ALL COORDINATION WITH ENGINEERING/PRODUCTION CONTROL/QUALITY/MAINTENANCE.

MUST OPERATE AND MAINTAIN ALL THE EQUIPMENT IN THE PRODUCTION LINE (EXCEPT AMI MACHINE), PERFORM STATISTICAL PROCESS CONTROL CHECKS AND PREVENTATIVE MAINTENANCE. MUST BE ABLE TO READ AND INTERPRET DRAWINGS AND MAKE DIAGNOSTIC EVALUATION OF MACHINE AND PRODUCT RELATED PROBLEMS.

QUALIFICATIONS REQUIRED: MUST BE A SELF MOTIVATED INDIVIDUAL WITH A POSITIVE ATTITUDE THAT CAN WORK IN A TEAM ENVIRONMENT. MUST BE ABLE TO EFFECTIVELY COMMUNICATE WITH THE GROUP. MUST BE ABLE TO READ AND FOLLOW PROCESS SPECIFICATIONS, USE VARIOUS MEASURING INSTRUMENTS, AND MAKE MATHEMATICAL COMPUTATIONS. MUST HAVE AN EXCELLENT ATTENDANCE AND PERFORMANCE HISTORY.

IF INTERESTED, CONTACT VICTOR JENKINS / DONNA PEREIRA AND YOUR NAME, COST CENTER, SHIF, AND SERVICE DATE WILL BE PLACED ON THE DEPARTMENTAL BID LIST.

DECISION WILL BE MADE AFTER JOB HAS BEEN POSTED FOR THREE (3) DAYS.

A TIER MUST BE IN THE SUPERINTENDENT'S RESPONSIBILITY AND CURRENT JOB CLASSIFICATION FOR 6 MONTHS BEFORE BEING ELIGIBLE TO BID. TIME LIMITATIONS MAY BE WAIVED IF THE CHANGE WOULD SERVE THE MUTUAL GOALS OF THE TIER AND TI.
Do not be worried by these questions. If you make mistakes it does not matter. Aerovox is planning to train all employees to understand new methods and Statistical Process Control. This quiz is just to help us decide if there are ways that we can help you to deal with any new methods.

Não se preocuparem com estas perguntas. Se fizerem erros não faz mal. O Aerovox está planeando em ensinar a todos as empregados a compreenderem o novo sistema e control de processo estatístico. Este questionário é para ajudar-vos a melhor compreenderem este sistema.

1. Read these examples:
Leiam os seguintes exemplos:

(a) Write 204 in Portuguese.
Escreva 204 em português.
Answer / Resposta = duzentos e quatro

(b) Write this number the American way.
E'escreva o número a maneira American
5.609
Answer / Resposta = 5,609
Now do this:
Agora responda às seguintes perguntas:

(a) Write 574 in Portuguese.
   Escriva 574 em português.
   Answer/ Resposta = 

(b) Write this in the American way.
   Escreva à maneira American.
   6,202,402
   Answer/ Resposta = 

(c) Read this example.
Leiam o exemplo.

In America we do this:
Na América fazemos a divisão assim:

\[
\begin{array}{c}
5 \longdiv{10} \\
\underline{-10} \\
0
\end{array}
\]

In Portugal we do this:
Em Portugal fazemos a divisão assim:

\[
\begin{array}{c}
10 \longdiv{5} \\
\underline{0} \\
2
\end{array}
\]

(c) Now do this which ever way you want
Faca estes problemas da maneira que preferir

\[
\begin{array}{c}
7 \longdiv{49} \\
\underline{49} \\
7
\end{array}
\]

Remember these examples as you do the rest of the quiz. The questions will be written the AMERICAN way. A period is a decimal point. Use a scrap sheet to work out the answer any way you want. It doesn't matter which way you do it.

Lembrarem-se destes exemplos para quando fizerem o resto do questionário. O ponto (.) em português significa 'o décimo'. Use papel branco para resolver os problemas da maneira que queira. Não interessa que sistema use.
2. (a) 452 +165 2. (b) 4,801 +1,609

3. (a) .92 +.46 3. (b) 19.07 +12.5

4. (a) 382 -51 4. (b) 806 -454

5. (a) .54 -.08 5. (b) 72.6 -1.02

6. (a) 28 x 21 6. (b) 407 x .53

7. (a) .3 x .3 7. (b) 38.6 x 4.02

8. (a) 3 ) 144 8. (b) 400 ) 16,000

9. (a) 3 ) 15.6 9. (b) .04 ) .116

10. Change these fractions to decimals
Mude para decimos as seguintes fracoes.
(a) \( \frac{3}{4} \) (b) \( \frac{7}{10} \)
MPP Capacitors/Assy
Percent Defective Units/Final Test

% DEFECTIVE

JUL-89 AUG '89 SEP OCT NOV DEC JAN-90 FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

BY MONTH 1990

MONTHLY %

1990 GOAL (1.14%)
11. This is a line graph that shows the monthly percent of defective units at Final Test of MPP Capacitors. This actual monthly percent is compared to a goal that has been set for each month.

(a) What is the goal for the percent of defective units for 1990?

(i) 36 % (ii) 1.14 % (iii) 2 % (iv) .5 %

Approximately what is the percent of defective units for the month of January?

(i) 1 % (ii) .5 % (iii) 1.5 % (iv) .8 %
### Solder Flow Chart

#### Tab #1

<table>
<thead>
<tr>
<th>ACTION</th>
<th>TIME</th>
<th>Ind. X</th>
<th>MR</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Tab #2

<table>
<thead>
<tr>
<th>ACTION</th>
<th>TIME</th>
<th>Ind. X</th>
<th>MR</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Tab #3

<table>
<thead>
<tr>
<th>ACTION</th>
<th>TIME</th>
<th>Ind. X</th>
<th>MR</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Action Instructions**

The process must be in control state. Any out of control will require investigation and corrective action.

---

**Data Table**

<table>
<thead>
<tr>
<th>Setup / Frequency</th>
<th>Operator</th>
<th>Date</th>
<th>Part Name</th>
<th>Tab Assay</th>
<th>Characteristic</th>
<th>Tab Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tab #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tab #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tab #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Control Chart**

- **Mean (X)**
- **Upper Control Limit (UCL)**
- **Lower Control Limit (LCL)**

---

**Shift:**

- **1**
- **2**
12. If you don't know how to do this, leave it and go on to the next question.
Se não souber responder a esta pergunta deixe-a e responda seguinte pergunta.

Directions: Below are sample testings taken at the Pull Test Gage after the tabs have been soldered onto the section. Record the sample readings on the SPC chart for Tab Solder and plot the points on the graph.

Direção: em baixo estão leituras tiradas de amostras do "Pull Test Gage" depois dos "tabs" terem sido soldados a unidade. Ponha a leitura das amostras no SPC quadro para o " Tab solder" e ponha os pontos no gráfico.

<table>
<thead>
<tr>
<th>TAB 1</th>
<th>TAB 2</th>
<th>TAB 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>7.4</td>
<td>7.6</td>
</tr>
<tr>
<td>7.0</td>
<td>6.9</td>
<td>6.8</td>
</tr>
<tr>
<td>7.4</td>
<td>7.2</td>
<td>7.2</td>
</tr>
<tr>
<td>8.0</td>
<td>7.8</td>
<td>7.6</td>
</tr>
</tbody>
</table>

13. What is the average of these five numbers?
Qual é media destes cinco numeros?

25, 40, 35, 20, 45

OR
25
40
35
20
45
Maria came to the U.S. from Portugal when she was ten. She came with her mother and father and her three brothers and sisters. In Portugal the whole family worked in the fields. They wanted a better life in America.

When Maria went to school in the U.S. she did not get put into a class with kids her own age. Instead she was put in with the babies. She learned to speak English fast, but she had missed out on years of school. Her math, reading and writing never caught up with that of her friends. She started to feel it was no use trying any more.

So when she was 16, she left school and started work in a factory. At eighteen she met Nick. They got married and now they have two little girls. Nick and Maria want a lot for their kids. They both work hard, they have a large, sunny apartment, and their little girls are happy and loved.

But Maria and Nick want more. They like their apartment but it’s not theirs. They want their kids to grow up right and Maria is not comfortable with the day care. When she gets home, she makes supper and by the time she gets the kids to bed she is too tired to do anything except to collapse in a chair and watch a little TV. By ten o’clock she is in bed.

Maria loves her family but sometimes she feels that there must be more to life than this. She decides that she will do something for herself and her family.
GOALS LIST

Name: ___________________ Date:________________

Here are some goals that other students in the program have come up with.

I. PERSONAL/FAMILY

Read these personal goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

______ Read more about children and family issues (ex. Discipline, TV habits)
______ Read to your children/grandchildren
______ Read/write notes to/from school
______ Take part in school related meetings and events (ex. meet with teachers)
______ Help children with their homework
______ Read labels/instructions (ex. on medicine)
______ Read/discuss renting/buying a house/apartment/condo
______ Read/discuss renting/buying a car/bike
______ Read/discuss insurance (life, medical/house/fire etc)
______ Use a phone book
______ Read maps
______ Read information related to health/discuss visits to dr./hospital
______ Fill out forms (ex. change of address, taxes, medical)
______ Read the newspaper (which sections?)
______ Use a dictionary
______ Improve handwriting

Any other suggestions? ____________________________
II WORK

Read these work goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

Fill out a job application
Use reading to find out about jobs or open a business
Read or write work reports, logs, announcements
Fill out order forms / lists
Participate in work-related meetings; take notes
Read and interpret quality control tools (ex. checksheets, graphs, charts)
Read and understand company statements in newspapers, reports etc
Read and interpret basic health, stress avoidance and safety procedures on the job
Read and interpret basic instructions and labels in operating equipment / using supplies
Read and interpret information from written materials (ex. contracts personnel policies, MPIs)

Any other suggestions? ____________________________
III COMMUNITY /COUNTRY/WORLD AFFAIRS

Read these Community goals through, cross out those you think are not important to you and choose the five you think are really important. Number these 1-5. 1 will be the most important, 5 will be the least important of the five. You will probably have some left over.

_____ Register to vote
_____ Apply for citizenship
_____ Read leases/contracts
_____ Apply for a library card
_____ Take a driver's test

_____ Participate in community meetings/ clubs/religious meetings
_____ Join a group to work on a problem
_____ Learn more about drug problems and treatment
_____ Learn more about unemployment
_____ Learn about resources in the community
_____ Learn about classes and clubs in the community
_____ Learn about the system of government in the U.S. /local and national
_____ Learn about the geography of the U.S.
_____ Learn more about international affairs

Any other suggestions? ____________________________________________
In this section put an X in the column that tells how you feel about each skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Already know</th>
<th>Want to know right away</th>
<th>Want to know sometime</th>
<th>Don’t care about this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find amount of savings with sales prices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find unit prices to get the best buy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure total cost of buying on an installment plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find interest on saved or borrowed money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set saving goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance a checkbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand property tax</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a ruler</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure fabric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure amount of materials to buy for home improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase or decrease a recipe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find car mileage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a map</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find weekly pay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find net pay after deductions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a pay check stub</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find gross pay including overtime</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours on a time card</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use nutritional information given on labels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find total calories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compute cost of generic and brandname medicines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare an income tax return</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

63
<table>
<thead>
<tr>
<th>Already know how</th>
<th>Want to know right away</th>
<th>Want to know sometime</th>
<th>Don't care about this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform computations of addition, subtraction, multiplication and division using common or mixed fractions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform computations of addition, subtraction, multiplication and division, including multiple operations using decimal fractions and/or percentages. Eg. counting money, calculating sales tax, figuring discounts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compute averages using whole numbers, fractions, decimals or percentages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret ratio and proportion, eg. preparing mixtures, figuring pay rate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret data from graphs eg. line, bar, picture and circle graphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and interpret basic measurement and numerical readings on measurement instruments eg. ruler, scale, micrometer, gauge, scope, including identifying fractions in progressive sizes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE Attleboro Workplace Education Center

Brainin, General Metal Finishing, Jostens, Robbins, SternLeach

&

Bristol Community College

Name: ______________________
Company: _________________
Number: _________________  Shift: __________
Years with this company?
Please circle

0-5
6-10
11-15
16+

<table>
<thead>
<tr>
<th>Pres/prog</th>
<th>Name</th>
<th>Dates</th>
<th>Instructor</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

65
Date: ___________________  Interviewer: ___________________

1. Name: ____________________________________________ (Last) (First) (middle initial) 

2. Address: ________________________________________ (Street) (City) (Zip) (*) 

3. Telephone Number: (______) _______ _______ (area code) 

4. Date of birth: _____ _____ 5. Country of Origin: ________________ (month, day, year) 

6. Social Security Number: ___________ _______ _______ 


9. Are you a Single Head of Household? YES NO 

10. Do you describe yourself as: (Please check) 

   ____White ____Black ____Hispanic 

   ____Asian / Pacific Islander ____American Indian / Alaskan 

11. Native language:  12. Other languages spoken: 

   ____English ____Portuguese ___________________ 

   ____Spanish Other: ___________________ 

13. Language(s) used (at home:) ___________ (at work:) ___________ 

14. Year of Arrival in US: ________________ 

15. Occupation (in country of origin:) ________________ (in US) ________________ 

16. Education in country of origin: (from age _____ to _____) 

   Last Class completed ___________________ 

17. Education in US: What ___________________ 

   When__________ How long__________ 

18. Why do you want to join the Education Program? ___________________
BRISTOL COMMUNITY COLLEGE AND RAND MCKNALLY
English as a Second Language (Multi-level class)

Dates:
Beginning: 11/9/02
Ending: 3/20/02
Instructor: Carmen Botelho

Name: [Redacted]
Number: [Redacted]
Shift: [Redacted]
Dept: [Redacted]
Job: [Redacted]

Comments: Pre Test
Beginning
Understands
NAA = Not at all
LBC = Little but confused
Fuliy = See below
Comments: Post Test
Imp = Improved
G.I. = Greatly Improved
Fuliy = Fully Understands to Brings the same capabilities/skills as average native born American though with some hesitations with language.

<table>
<thead>
<tr>
<th>A COMMUNICATION &amp; READING</th>
<th>NAA</th>
<th>LBC</th>
<th>Fuliy</th>
<th>Imp.</th>
<th>G.I.</th>
<th>Fuliy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductions/address/age etc</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. Health Issues</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe physical symptoms</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visiting doctors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apointment/policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Identify types of doctors/specializations</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>able to follow/comprehend labels on med</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Insurances</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>car/house/apartment/health/life</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4. Consumer Information</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buying/selling cash/credit</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5. Occupational skills</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>common occupations/necessary</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>skills*/ reading job openings posted</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. Employment /Workplace</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ask for directions/clarification</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>explain - notify absence:*</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>understand work schedules:*</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* asterisked sections refer to intermediate group only
### A. COMMUNICATION & READING (contd)

<table>
<thead>
<tr>
<th>Item</th>
<th>NAA</th>
<th>LBC</th>
<th>Fully</th>
<th>Imp</th>
<th>G.I</th>
<th>Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Pay and Benefits/ understanding pay stubs/deductions W2 forms/benefits/taxes</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Safety at Work safety rules/manual/reporting accidents</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Vocab Build Up/ workplace/survival/</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. READING & WRITING

<table>
<thead>
<tr>
<th>Item</th>
<th>NAA</th>
<th>LBC</th>
<th>Fully</th>
<th>Imp</th>
<th>G.I</th>
<th>Fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Can write answers in reference to topics mentioned in Section 1</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Can fill out forms (work personal)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Can answer comprehension questions about reading matter</td>
<td>✓</td>
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<tr>
<td>13. Can locate facts and information in a simple article/passage</td>
<td>✓</td>
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<td>14. Can locate the main idea in a simple paragraph</td>
<td>✓</td>
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<td>15. Can write a complete sentence (subject verb object)</td>
<td>✓</td>
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<tr>
<td>16. Can write short messages/notes for job and personal matters</td>
<td>✓</td>
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<tr>
<td>17. Can write a coherent passage using simple grammatical sentences</td>
<td>✓</td>
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</tbody>
</table>

* Asterisked sections refer to Intermediate group only
C. GRAMMAR

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<th></th>
<th>NAA</th>
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<th>Fully</th>
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<th>Fully</th>
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</thead>
<tbody>
<tr>
<td>16. Recognizes/uses pronouns-subjective, objective, possessive</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>20. Recognizes/uses adjectives</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>21. Recognizes/uses adverbs</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>22. Recognizes/uses prepositional phrases</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>23. Recognizes/uses noun/verb agreement</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>24. Recognizes and uses verb 'to be' present and past</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>25. Recognizes/uses irregular verbs present and past</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>26. Recognizes/uses/understands verb tense - simple present - continuous present - simple past - past continuous *-perfect *-future</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>27. Recognizes/uses/understands contractions</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>28. Recognizes/uses homonyms/synonyms/antonyms</td>
<td>✓</td>
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<td>✓</td>
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<td>29. Uses punctuation</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>30. Uses capitalization</td>
<td>✓</td>
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* Asterisked sections refer to intermediate group only
D. SUGGESTIONS FOR ON-GOING LEARNING/OTHER COMMENTS/IDEAS

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ATTACHMENT V111

BRISTOL COMMUNITY COLLEGE AND JOHNSON AND JOHNSON

English as a a Second Language

Dates:
Beginning:__
Ending:__

NUMBER IN CLASS:_____
DEPARTMENTS:_______

Instructor: CARMEN BOTEHLHO

Comments: Pre Test
Beginning
End
Poss. Score:__
Poss. Score:__

A COMMUNICATION & READING

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<thead>
<tr>
<th>Area</th>
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<td>1. Personal Information</td>
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<td>introductions/address/age etc</td>
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<td>2. Health Issues</td>
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<td>visiting doctor</td>
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<td>/appointments/policies</td>
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<td>3. Housing Issues</td>
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<td>renting/buying/selling/</td>
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<td>contracts/leases etc</td>
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<td>responsibilities/landlord-tenant</td>
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<td>4. Consumer Information</td>
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<td>buying/selling/warranties/car</td>
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<td>/house/appliances/return policies</td>
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<td>5. Occupational skills</td>
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<td>common occupations/necessary</td>
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<td>skills/abilities/</td>
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<td>6. Pay and Benefits/</td>
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<td>understanding pay stubs/</td>
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<td>asking for clarification/questioning</td>
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<td>7. Reading/understanding job</td>
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<td>openings posted/necessary skills/</td>
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<td>abilities</td>
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<td>8. Understanding company procedures</td>
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<td>/issues/participating in meetings</td>
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<td>9. Giving and understanding</td>
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<td>directions</td>
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 settling issues

American though with some hesitations with language.
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<tr>
<td>10. Safety /work related /safety manual</td>
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<td>11. Community Issues/ school meetings</td>
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<td>12. Government/Federal-Local/ Understanding the system</td>
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<td>13. Citizenship/ elections/what's involved in citizenship</td>
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<td>14. Vocabulary Buildup -Workplace vocab -saturday</td>
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<tr>
<td><strong>B. READING &amp; WRITING</strong></td>
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<tr>
<td>15. Writing answers in reference to topics mentioned in Section A</td>
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<td>16. Filling out forms work/personal/community</td>
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<td>17. Writing Messages notes/letters/job and personal</td>
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<td>18. Writing complete sentences /practicing complete grammar usage</td>
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<td><strong>C. GRAMMAR</strong></td>
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<td>19. Recognizes/uses pronouns-subjective,objective,possessive</td>
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<td>21. Understands/practices noun/verb agreement</td>
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<td>22. Recognizes/uses adjectives</td>
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<td>23. Recognizes/uses adverbs</td>
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<td>24. Recognizes/uses prepositional phrases</td>
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<td>25. Recognizes and uses verb 'to be' present and past</td>
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<td>26. Recognizes /uses irregular verbs present and past</td>
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<td>27. Recognizes /uses irr. verbs as past participles.</td>
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</tbody>
</table>
| 28. Recognizes /uses /understands verb tense  
  - simple present  
  - continuous present  
  - simple past  
  - past continuous |   |   |   |   |   |
| 29. Recognizes /uses /understands contractions |   |   |   |   |   |
| 30. Recognizes /uses some idioms |   |   |   |   |   |
| 31. Recognizes uses some homonyms |   |   |   |   |   |

D. SUGGESTIONS FOR ON-GOING LEARNING / OTHER COMMENTS / IDEAS

________________________________________________________________________

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[73]
ATTACHMENT IX

BRISTOL COMMUNITY COLLEGE & COMPANY

English as a Second Language Program

Education Program Participants Self Report Checklist

CLASS: ______________
TIMES: ______________
CYCLE BEGINNING: __________
CYCLE ENDING: __________

THIS SURVEY IS ANONYMOUS.
DO NOT WRITE YOUR NAME ANYWHERE.
THINK ABOUT EACH QUESTION AND ANSWER WHAT YOU TRULY THINK.
Do you think that being part of the workplace education program has changed the following for you?

Please circle 
Saturday the same OR improved OR improved a lot

I. Foundation—knowing how to learn

<table>
<thead>
<tr>
<th></th>
<th>stayed the same</th>
<th>improved</th>
<th>improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to learn.</td>
<td></td>
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</tr>
<tr>
<td>I'm not afraid to ask questions about something I don't know.</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
<tr>
<td>I know where to go for information to answer my questions (to a library, to a person).</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
</tbody>
</table>

II. Competence—reading, writing and computation (per class). See attachment.

III. Communication—listening and oral communication.

<table>
<thead>
<tr>
<th></th>
<th>stayed the same</th>
<th>improved</th>
<th>improved a lot</th>
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</thead>
<tbody>
<tr>
<td>I understand directions.</td>
<td></td>
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<tr>
<td>I listen to my co-workers' questions.</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
<tr>
<td>I listen to my family members—wife/husband/children/other family/friends.</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
<tr>
<td>I ask questions clearly.</td>
<td></td>
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<tr>
<td>I give explanations.</td>
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IV. Adaptability

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<th></th>
<th>stayed the same</th>
<th>improved</th>
<th>improved a lot</th>
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<tbody>
<tr>
<td>I don't wait for someone else to tell me what to do—I figure it out for myself.</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
<tr>
<td>I think about new/better ways to do things at work.</td>
<td>stayed the same</td>
<td>improved</td>
<td>improved a lot</td>
</tr>
</tbody>
</table>
V. Personal Management

I value my opinions and my contributions.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I offer my opinions to others.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I plan ahead in my personal life.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

(IIf you wish, please say what your plans are:

I plan ahead at work.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

(IIf you wish, please say what your plans are:

I am comfortable working alone.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I am a more active member of my community (e.g., Church, school groups, community groups, other). Please name group/s:

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

VI. Group Effectiveness

I work well with my co-workers.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I like to work in a team.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I am willing to talk about my needs with my department head or group leader.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I try to help others' efforts to increase their skills.

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

I try to help others' learning efforts at home (e.g.: husband/wife, children, other family, friends). Please name who you help:

\textit{stayed the same} \hspace{2cm} \textit{improved} \hspace{2cm} \textit{improved a lot}

3 76
VII. Influence—organizational effectiveness and leadership

I understand the long term goals of my company, and the part that education plays in making these goals a reality.

| stayed the same | improved | improved a lot |

I understand that it is possible for me to advance in the company as I increase my skills.

| stayed the same | improved | improved a lot |

VIII. Other job-specific tasks or skills

I can describe my job.

| stayed the same | improved | improved a lot |

I can relate my job to the overall production.

| stayed the same | improved | improved a lot |

I inspect parts of my equipment.

| stayed the same | improved | improved a lot |

I practice maintenance of my equipment.

| stayed the same | improved | improved a lot |

I practice cleanliness of my equipment/surroundings.

| stayed the same | improved | improved a lot |

I take safety precautions.

| stayed the same | improved | improved a lot |

I understand need for Total Quality Management.

| stayed the same | improved | improved a lot |
CLASS EVALUATION

I thought that the lesson was useful to me.
never sometimes often usually always

I understood most of the lesson.
never sometimes often usually always

When I didn't understand the instructor(s) and/or my classmates helped me.
never sometimes often usually always

I could ask and answer questions or give ideas without feeling worried or embarrassed.
never sometimes often usually always

I enjoyed the lessons.
never sometimes often usually always

I got a chance to talk enough—I was asked questions.
never sometimes often usually always

I could bring real life problems to the class and talk about them and work on solutions.
never sometimes often usually always

I thought that the instructor understood his/her subject.
never sometimes often usually always

The instructor was interested in my homework and gave me helpful suggestions on it.
never sometimes often usually always

Are you interested in continuing this class?
Yes No

If your answer was Yes, please say why you would like to continue.

If your answer was No, please say why you don't want to continue.
I liked these parts of my class:

[Blank lines]

I wish we had done more:

[Blank lines]
ATTACHMENT X

Name: ___________________________  Position: Department Head/Supervisor
Company: _________________________
Department: _______________________
Date: ____________________________

1. I currently have _____ employees enrolled in the Workplace Education Program

2. To date I have had _____ workers enrolled

3. I do/do not actively encourage workers to enroll in the program

4. I do/do not understand the workplace literacy program in place now

5. I do/do not keep track of the errors made and who made them when I check my daily production reports

6. When employees go to class I find that it interrupts my production
   never  seldom   sometimes   often

7. I do/do not believe that I should identify areas needing improvement of specific enrolled employees with the coordinator of the program

8. Please circle which alternative you believe that participation in the education program has proved for workers under your supervision
   *Workers are not afraid to ask questions about things they don't understand
     stayed the same
     improved
     improved a lot
   *Workers understand directions
     stayed the same
     improved
     improved a lot
   *Workers figure out ways to do things themselves
     stayed the same
     improved
     improved a lot
   *Workers discover and apply new/better ways to do things at work
     stayed the same
     improved
     improved a lot
   *Workers work well with co-workers
     stayed the same
     improved
     improved a lot
   *Workers are developing sense of team work and team identity
     stayed the same
     improved
     improved a lot

80
Workers can describe their jobs

- stayed the same
- improved
- improved a lot

Workers can relate their jobs to overall production

- stayed the same
- improved
- improved a lot

Workers inspect parts of their equipment

- stayed the same
- improved
- improved a lot

Workers practice maintenance of their equipment

- stayed the same
- improved
- improved a lot

Workers practice cleanliness of their equipment/surroundings

- stayed the same
- improved
- improved a lot

Workers take safety precautions

- stayed the same
- improved
- improved a lot

Workers understand need for Quality Control

- stayed the same
- improved
- improved a lot

Workers can read graphs around the plant

- stayed the same
- improved
- improved a lot

Workers can understand SPC procedures in the plant

- stayed the same
- improved
- improved a lot

Workers have gained confidence

- stayed the same
- improved
- improved a lot

9. I think the program could be better if it addressed these needs:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

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BIBLIOGRAPHY


6. *Massachusetts Coalition for Adult Education: Workplace Education Directory*. Order from: David Rosen, 7 Newsome Park, Boston, MA 02130. Phone: (617) 522-6481


8. *Workplace Basics*  
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   Jossey-Bass Publishers  
   San Francisco 1990

9. *Adult Literacy: Issues for Policy and Practice*  
   Hal Beder  
   Krieger Publishing Company  
   Malabar, Florida 1991
10. The Adult Learner: a Neglected Species
Malcolm Knowles
Gulf Publishing Company, Book Division
Houston 1984

11. Many Literacies: Modules for Training Adult Beginning Readers and Tutors by Marilyn Gillespie

RESOURCES

For Business:

Frederick Ritzau, Vice President for Human Resources, United Electric Controls Company, 180 Dexter Ave, Watertown, MA 02172. Phone: (617) 926-1000.

Robert Fowler, President, Hampden Paper Company, 100 Water St., P.O. Box 149, Holyoke, MA 01041. Phone: (413) 536-1000.

Joseph DiRoberto, Assistant Vice President/Facility Manager, T.J. Maxx Distribution Center, 135 Goddard Dr., Worcester, MA 1603. Phone: (508) 797-8600.

For Organized Labor:

Charles Colby, President, New England Joint Board, Mechanical and Allied Production Workers Union, Local 444, Pneumatic Scale Company, 65 Newport Ave., Street, Quincy, MA 02171. Phone: (617) 328-6100, Ext. 369.

Warren Peppicelli, Manager, Boston Joint Board, International Garment Workers Union, AFL-CIO, 33 Harrison Ave., Boston, MA 02111. Phone: (617) 426-9350.

For Education

Johan Uvin, Director, ILGWU Workplace Education Project, Chinese American Civic Association, 90 Tyler St., Boston, MA 02111. Phone: (617) 426-8673.

Kathy Rentsch, Workplace Education Coordinator, Center for Lifelong Learning, Quinsigamond Community College, 670 West Boylston St., Worcester, MA 01606. Phone: (508) 853-2300.

Merle Coughlin and Jane Brown, Adult Learning Center, Bristol Community College, 64 Durfee Street, Fall River, MA 02720. (508) 578-2811 ext. 2274 or 2368.

Resources: Offices and People to Contact

The State partners in the Massachusetts Workplace Education Initiative
Robert Bickerton, Director, Bureau of Adult Education, 1385 Hancock St., Quincy, MA 02169. Phone: (617) 770-7500.

Robert Bosarjian, Coordinator, Federal Workplace Education Programs, Bureau of Adult Education, 1385 Hancock St., Quincy, MA 02169. Phone: (617) 770-7473.

Kathy Carroll Day, Special Program Administrator, Department of Employment Training, 19 Staniford St., 2 Fl., Boston, MA 02144. Phone: (617) 727-6480.

Judy Hikes, Basic Education Specialist, Industrial Services Program, 1 Ashburton Place, Rm. 1413. Boston, MA 02108. Phone: (617) 727-8158.

Allyne Pescevitch, the Coordinator of the Commonwealth Literacy Campaign, can be reached at 1385 Hancock St., Quincy, MA 02169. Phone: (617) 770-7376.

Resources, including reports on workplace education and sample curricula, will be available through the Central Resource Center for the System of Adult Basic Education Support (SABES), the statewide training and assistance agency supported through the Massachusetts Department of Education. Sally Waldron, the Director of SABES, can be reached at World Education, Inc., 210 Lincoln St., Boston, MA 02111 Phone: (617) 482-9485.

The Adult Literacy Resource Institute provides free staff development, technical assistance, and library services primarily to Greater Boston Adult Basic Education Programs. It is also the Regional Support Center for Greater Boston for SABES (see above). The Adult literacy Resource Institute has a workplace education library and a workplace education teacher sharing group. The address is 989 Commonwealth Ave., Boston, MA 02215. Phone: (617) 782-8956.

The Massachusetts Workplace Education Directory is a directory of workplace education programs throughout the State. It was published in May 1991 by the Massachusetts Coalition for Adult Education, and edited by David Rosen. For more information, you can reach David Rosen at Newsome Associates, 7 Newsome Park, Boston, MA 02130. Phone: (617) 522-6481.

The Adult Literacy Subcommittee of the Greater Boston Chamber of commerce has become very active in workplace education. It sponsors workshops and seminars on workplace education throughout the year. Mary Ann Hardenbergh is the Chairperson of Adult Literacy Subcommittee. She can be reached at the Mt. Auburn Hospital, 300 Mt. Auburn St., Cambridge, MA 02238. Phone: (617) 499-5088.

For more information about the Greater Boston Chamber of Commerce, call or write Karen O'Connor at the Education Department, Greater Boston Chamber of Commerce.
ATTACHMENT I

BRISTOL COMMUNITY COLLEGE ENGLISH SKILLS TRAINING NEEDS ASSESSMENT

Name: ___________________________ Title: ___________________________

Department: ___________________________ Company: ___________________________

Date: ______________

Please identify the English language skills needed on the job. Re-number these in order of importance for your particular department.

EXAMPLE

(7) Warn others about emergency on floor. Add more specifics if you wish

(1) Listen to /understand basic directions & ask questions when didn't understand.

(2) Understand Right to Know & chemical safety.

(3) Problem solve.

(4) Understand and complete production sheet.

(5) Understand written instructions i.e. Traveler when read aloud.

(6) Read and comprehend written instructions i.e. Traveler on his/her own.

(7) Warn others about emergency on floor.

(8) Be an effective team member & understand need for TQM.

(9) Communicate desire for absence from work for personal or family reasons (i.e. sick leave).

(10) Read and interpret quantitative data (charts, graphs, diagrams).

ADD others if necessary.

What math skill (if any) is most important in your department? (Use of ruler? Subtraction of decimals?)
<table>
<thead>
<tr>
<th>LANGUAGE FOR THE FLOOR:</th>
<th>LANGUAGE RELATED TO THE JOB:</th>
<th>LANGUAGE RELATED TO THE WORKPLACE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lift these boxes.</td>
<td>Can you show me how to ______?</td>
<td>Can you explain this deduction?</td>
</tr>
<tr>
<td>Switch off that machine.</td>
<td>Have you completed your report?</td>
<td>Where's the training class?</td>
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</tbody>
</table>
# BCC English Skills Training Needs Assessment

## Reading and Writing

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Not Important</th>
<th>Very Important</th>
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<tbody>
<tr>
<td>1. Read/interpret notices around the plant.</td>
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<td>2 3 4 5</td>
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<td>2. Read/interpret manufacturing process instructions.</td>
<td>1</td>
<td>2 3 4 5</td>
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<tr>
<td>3. Read/interpret basic health, stress avoidance, safety procedures on job.</td>
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<td>2 3 4 5</td>
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<tr>
<td>4. Read/understand company statements.</td>
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<td>2 3 4 5</td>
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<td>5. Read/interpret quality control tools - i.e. checksheets, graphs, charts.</td>
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<td>2 3 4 5</td>
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<tr>
<td>6. Fill out order forms/lists/time sheets.</td>
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<td>2 3 4 5</td>
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<tr>
<td>7. Participate in work related meetings/take notes.</td>
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<td>8. Complete reports/logs.</td>
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<td>9. Complete application forms - promotion/leave.</td>
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<td>2 3 4 5</td>
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<tr>
<td>10. Complete/interpret insurance claim forms.</td>
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List below other reading/writing needs of your workers:

<table>
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<th>Skill Description</th>
<th>Not Important</th>
<th>Very Important</th>
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</table>
BCC & (Company Name)

PARTICIPANTS LIST

NAME ___________________________ DEPT_________________________ FLOOR____

List below the workers in your department who might benefit from training classes. Indicate level — Beginner, Intermediate, or Advanced. Add comments, such as “Long range goal is HS diploma.”

Beginner:  May know some words or phrases in English.  
          Does not understand explanations in English.  
          Cannot ask for assistance in English.  
          Supervisors must give instructions/explanations in Portuguese/Korean/Spanish, etc.

Intermediate:  Appears to understand instructions in English.  
               Unsure about asking questions in English.  
               May be able to follow some basic parts of Traveler.

Advanced:    Able to read Traveler and ask questions.  
             Makes some errors but communicates in English.  
             Not afraid to ask questions in English.  
             Does not know many technical terms in English.

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<thead>
<tr>
<th>Name of Worker</th>
<th>Circle Language Level:</th>
<th>Comments:</th>
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NAME: __________________ DEPARTMENT: __________________

Circle your answer

I. Do the workers in your department need to understand whole numbers?

If your answer is YES, please check the procedures that they need to learn to understand how to use whole numbers in your department.

Check here:

- 1. Reading, writing, and counting single- and multiple-digit whole numbers.
- 4. Using addition, subtraction, multiplication, and division to solve problems with single- and multiple-digit whole numbers.
- 5. Rounding off single- and multiple-digit whole numbers.

II. Do the workers in your department need to understand how to use fractions?

If the answer is YES, please check the procedures that they need to learn to understand how to use fractions in your department.

- 1. Reading and writing common fractions.
- 3. Multiplying and dividing common fractions.
- 4. Solving problems with common fractions.

III. Do the workers in your department need to understand how to use decimals?

If the answer is YES, please check the procedures that they need to learn to understand how to use decimals in your department.

- 1. Carrying out arithmetic computations using dollars and cents.
- 2. Reading and writing decimals in one or more places.
- 3. Rounding off decimals in one or more places.
- 4. Multiplying and dividing decimals in one or more places.
- 5. Adding and subtracting decimals in one or more places.
- 6. Solving problems with decimals in one or more places.
IV. Do the workers in your department need to understand how to use percent?  

If the answer is YES, please check the procedures that they need to learn to understand how to use percent in your department.

- 1. Reading and writing percentages.
- 2. Computing percentages.

V. Do the workers in your department need to understand how to use mixed operations?  

If the answer is YES, please check the procedures that they need to learn to understand how to use mixed operations in your department.

- 1. Converting fractions to decimals, percentages to fractions, fractions to percents, percentages to decimals, decimals to percentages, common fractions and mixed numbers to decimal fractions, and decimal fractions to common fractions and mixed numbers.
- 2. Solving problems by selecting and using correct order of operations.
- 3. Performing written calculations quickly.
- 4. Computing averages.

VI. Do the workers in your department need to understand how to use measurements and calculations?  

If the answer is YES, please check the procedures that they need to learn to understand how to use measurements and calculations in your department.

- 1. Reading numbers or symbols from time, weight, distance, and volume measuring scales.
- 2. Using a measuring device to determine an object's weight, distance, or volume in standard (English) units.
- 3. Using a measuring device to determine an object's weight, distance or volume in metric units.
- 4. Performing basic metric conversions involving weight, distance, or volume.
- 5. Solving problems involving time, weight, distance, and volume.
- 6. Using a calculator to perform basic arithmetic operations to solve problems.
VII. Do workers in your department need to understand how to use estimation?

YES  NO

If your answer is YES, please check this procedure if your workers need to understand it.

1. Determining whether a solution to the problem is reasonable.

THANK YOU VERY MUCH. IF YOU HAVE ANY MORE SUGGESTIONS FOR NEEDS FOR MATHEMATICS IN THE WORKPLACE, PLEASE WRITE THEM ON THIS SHEET.