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ABSTRACT

An external evaluation was conducted of the Workplace Literacy Program at Chinatown Manpower Project, Inc., which provided oral and written job-specific instruction in English as a second language to Chinese garment workers. The program was designed for underemployed garment industry workers with low English proficiency, including seamstresses, steam pressers, button-hole makers, hem operators, finishers, sample makers, markers and cutters, forepersons, and office workers. Data collection procedures consisted of face-to-face and telephone interviews with project administration and staff, class observations, face-to-face student interviews, student files, and a review of project materials. Findings indicated the following: 551 students were trained onsite during the 3-year funding period; thousands were actively involved in radio and television broadcast training, as shown by their submitting activities and exams from the accompanying materials by mail to CMP; and the program developed 100 radio broadcast lessons available on audiotapes with 2 companion booklets; 27 television broadcast lessons available on videotape with accompanying materials; 6 computer lessons with instruction booklets; curriculum guide; classroom visual aids; and assessment instruments. The project established relationships with the local Chinese community, local labor unions, and local employers. (Appendixes include instruments.) (YLB)

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**FINAL EVALUATION OF THE THREE-YEAR (1995-1997)
WORKPLACE LITERACY PROGRAM
AT CHINATOWN MANPOWER PROJECT, INC.**

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I. INTRODUCTION

The purpose of this document is to describe the procedures and the results for the external evaluation of the Workplace Literacy Program for underemployed garment industry workers with low English proficiency (including merrow operators, seamstresses, steam pressers, thread cutters, button-hole makers, hem operators, finishers, sample makers, markers and cutters, forepersons, and office workers) at Chinatown Manpower Project, Inc. (CMP) in Chinatown in New York City. The evaluation was carried out by Joan E. Friedenberg, Ph.D., Professor of Linguistics at Southern Illinois University at Carbondale and Chair of the English for Specific Purposes (ESP) Interest Section for the International TESOL (Teachers of English to Speakers of Other Languages) organization. The contact person for the Workplace Literacy Program for the purpose of this evaluation was Ms. Ivy Au Tse, Program Director.

The project was funded by the U.S. Department of Education through the Adult Education Act, (National Workplace Literacy Program (NWLP)). The purpose of this national program, the largest public sector program of its kind, was to improve the quality of work and productivity of the workforce through the improvement of literacy skills by providing assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships among business, industry, labor organizations and educational organizations.

The time span for this 3-year project was January 1, 1995 through December 31, 1997, for purposes of this evaluation. However, since this agency had received two National Workplace Literacy Grants prior to January 1, 1995 (beginning May 1992), since recent development built upon work from the former grants and since the funding program has been permanently terminated at the federal level, this

report will attempt to integrate some overall findings over the more than 6 years of federal workplace literacy funding.

The Workplace Literacy Program at CMP, in conjunction with union partner Local 23-25 (sportswear and blouses) of the Union of Needle Trades, Industrial and Textile Employees (UNITE), and industry partners the Greater Blouse, Skirt & Undergarment Association and the Continental Garment Manufacturers Association of Greater New York (CGMA), provides oral and written job-specific English as a second language (ESL) skills to Chinese garment workers. This instruction was provided via weekend classes at CMP as well as through garment-related ESL lessons broadcast on Chinese cable radio and television.

The program, funded for three years (January 1, 1995 to December 31, 1997), consisted of two approximately 18-week training cycles of 50 hours of instruction each year. The on-site part of the data collection occurred during 2-day site visits (See appendices for the site visit schedules) on August 17-18, 1996, during the fifth week of the second cycle of the second year of the grant and November 1-2, 1997, during the 13th week of the second cycle of the third year of the grant. Data collection procedures consisted of face-to-face and telephone interviews with the project administration and staff, class observations, face-to face student interviews, student files, and a review of project materials, including the funding proposal, internal evaluation results, project records, videos, bulletin boards, other instructional materials, and curriculum. Data collection instruments can be found in the appendices.

II. EVALUATION DESIGN AND METHODOLOGY

The evaluation of any program should have a strong practical and theoretical model which provides the structure and guidance for implementing the evaluation. While many leaders in the field of educational program evaluation recognize that standard program evaluation models are seldom used in their entirety, the identification of a standard evaluation model to serve as a guide in conducting the evaluation is useful. The evaluation model selected for the Workplace Literacy Program at CMP is a modified CIPP (Context, Input, Process, Product) Model, originally developed by Daniel Stufflebeam. It is one of the most widely implemented educational evaluation models in existence.

Evaluation Model Used

A brief description of the purpose for each of the four components follows below.

- (1) **Context Evaluation.** To assess the degree to which the program has defined clearly the context within which the program will operate (i.e. the need for the program).
- (2) **Input evaluation.** To assess the degree to which the program's objectives and proposed procedures correspond to the program's context, as well as how well they represent best-accepted practice in the field.
- (3) **Process Evaluation.** To determine the degree to which proposed and planned procedures are being implemented and to identify any difficulties associated with the implementation of these procedures; also commonly referred to as a formative evaluation.

(4) **Product Evaluation.** To determine the degree to which program goals have been attained and to determine the final outcomes of the program. Also referred to as a summative evaluation.

Both the process and product components of the evaluation will be reviewed in terms of best accepted practice in adult vocational ESL, as well.

Data Collection Procedures

Data were secured by the following data collection procedures:

- Examination of program documentation relevant to the evaluation, including the funding proposal, formative evaluation report, program evaluations (student and employer surveys conducted by the program internally), samples of promotional materials, recruiting and company placement records, intake and assessment materials, meeting minutes, and curriculum materials.
- On-site interviews with the project director, CMP administration, individual staff members, and a representative sample of students from each class.
- Observations of classes.
- Tour of the facilities.
- Observations of non-instructional activities, such as interpersonal relationships among staff.
- Telephone interviews with selected employers.

Data Sources

Data sources for each evaluation component are as follows.

1. Context Evaluation

- Funding proposal
- 2. **Input Evaluation**
 - Funding proposal
- 3. **Process Evaluation**
 - Promotional materials
 - Recruiting data
 - Intake and assessment materials
 - Curriculum materials
 - Interviews with project director, staff, and students
 - Two on-site observations of program activities and facilities
 - Student small group discussions
 - Meeting minutes
 - Interim evaluation report
- 4. **Product Evaluation**
 - Post-test scores
 - Interview with project director

Evaluation Schedule

The evaluation procedures and schedule are described below.

A. Plan the Evaluation

- Review funding proposal and discuss evaluation with project director
- Develop evaluation questions, procedures, and schedule
- Develop data collection instruments

B. Conduct the Evaluation

- Conduct first site visit (August 1996)
- Develop draft interim report (December 1996)
- Submit to project director

- Revise, print, and submit (December 1996)
- Conduct informal data collection via telephone or mail (as-needed)
- Provide ongoing, informal technical assistance via telephone and mail (as-needed)
- Conduct second site visit (November 1997)
- Develop draft final report (February 1998)
- Submit to project director
- Revise, print, and submit (March 1998)

III. EVALUATION RESULTS

This section of the report presents answers to the evaluation questions posed for each of the four evaluation components. Results are presented by component. Results from portions of the interim report will be incorporated, as appropriate, into this report.

Context Evaluation

The context evaluation examines how well the program has defined the context within which the program will operate (i.e. the need for the project).

Has CMP documented the need for a Workplace Literacy Program for Chinese garment workers in Metropolitan New York?

Based on the funding proposal, CMP has documented the need for ESL and literacy classes for Chinese garment workers in New York. For example, the funding proposal documents the following facts:

- From the mid 1980's to the mid 1990's there was a 121.5% increase in Asians in New York City.
- Chinese immigrants supply the large majority of the labor force for the New York garment industry.
- In Manhattan's Chinatown, 71% of the residents are high school dropouts and 55% do not speak English.
- Due to language limitations, Chinese immigrants in the garment industry are unable to compete for higher paying jobs and they often stay in entry-level positions.
- Over 15,000 adults are on waiting lists for literacy classes in New York.

- Since 1988, the number of students receiving English language services at CMP has increased from 140 to 700 a year.

Input Evaluation

The input evaluation examines how well the program's objectives and procedures correspond to the context.

1. What are the project's objectives and outcomes?

According to the funding proposal, the project's objectives and outcomes are as follows.

Objectives

- #1 To further develop, validate, refine the existing WLP curriculum through more in-depth job-task analyses and input from WLP partners, workers, supervisors, and employers.
- #2 To provide ESL/job-related English classes to 120 adult garment workers to improve their survival English, daily usage of the language, and job-related English competency.
- #3 To provide Basic Skills/Job-specific English classes to 120 adult garment workers to upgrade their job-related English competency, communication skills, and knowledge of regulations and benefits.
- #4 To retain at least 25% of the graduates to advance to the next level of studies.
- #5 To develop 20 garment-related video tapes, materials, and self-tests to enhance classroom instruction and to allow participants to make up missed lessons at home.
- #6 To broadcast job-specific English lessons to promote the WLP, as well as to recruit participants. The broadcast lessons can reach a possible audience of

20,000, of which an estimated 100 will become "registered viewers" for tracking purposes in the 4-month broadcasting period.

- #7 To provide ongoing educational and vocational counseling for participants and information on and referral to job and vocational training institutions, such as the CMP clerical training or computerized marking and grading skills training at the Garment Industry Development Corporation. Educational counseling will help those facing learning difficulties at the WLP and those interested in applying to high school, college, and for scholarships and student loans.
- #8 To conduct follow-up to assess the impact of the WLP on the graduates 90 days after completion of the program. The follow-up would include documentation of their job improvement and progress at the workplace or other outcomes (e.g. enter vocational training programs or other jobs).

Expected outcomes

- #1 Enroll 200 participants in the first year of the grant period
- #2 At least 25% of those enrolled will be retained participants. and continue to the next cycle
- #3 Seventy-five percent of all program participants will complete at least 50 hours of literacy training
- #4 Seventy percent of the ESL participants will attain an increase of 20 points after each 50 hour cluster of instruction, based on the *John Test.*; and will obtain an increase of at least 30 points in the written garment-related test.
- #5 Seventy percent of the Basic Skills participants will attain one grade level after each 50 hour cluster of instruction, based on the NYS Placement

Test and will obtain an increase of at least 30 points on the written garment-related test.

- #6 At least 25% of participants will be referred for vocational training or higher education or jobs after 100 hours of instruction.
- #6 At least 25% of un/underemployed participants will be placed in jobs after 100 hours of instruction.
- #7 At least 70% of the participants will achieve a score of "7" or better on the supervisor's evaluation which includes increased productivity levels, reduction in errors, and added job responsibilities, attendance and job retention.
- #8 At least 70% of the participants will give themselves a score of "6" or better on the Participants' Feedback forms: the score will be adjusted for cultural modesty, e.g., the "6" will be interpreted as a "7".
- #9 Twenty video tapes, related materials, and a self-tests on job-specific lessons will be developed in the first 8 months of the grant period. These lessons will be broadcast in the last 4 months.
- #10 At least 25% of the estimated 100 registered viewers of the TV broadcast lessons will complete the self-test (figures are estimated within a 4-month period).

2. Do the objectives correspond to the needs identified in the context evaluation ?

Most of these objectives correspond well to the needs documented by the program. For example, the instructional component of the program takes into consideration the fact that many of the Chinese immigrants served by the program have few or no oral/aural English skills and, therefore, need to develop these skills while developing "literacy" skills. That is, a workplace literacy program that serves limited English proficient individuals cannot define or address literacy in its

traditional, literal (i.e.. only reading and writing) sense and CMP's instructional component recognizes this fact well by making available six possible levels of instruction. In the same way, the support services certainly meet the needs of this population. For example, providing classes via radio and TV broadcasts allows participants to keep up during the work week. Also, providing participants with counseling helps them "navigate" the U.S. world of work. Finally, by basing the program's curriculum on an employment-based literacy audit, participants will be receiving the customized literacy training (as opposed to a generic literacy program) needed in order to advance in the garment industry.

The only objectives which may not relate well to the program's needs or to its plan of action are those that refer to specific point gains in standardized tests of ESL and basic skills. Recognizing the need to document the program's effectiveness in terms of increased English skills, objectives using the John Test and the NYS Placement test seem unreasonable for two reasons: first, these tests measure gains in general English and basic skills when the program is focusing on workplace (i.e. garment) English; second, 50 hours of instruction is insufficient to expect major gains in standardized tests.

3. Does the program design correspond to the project's objectives and does it adhere to best accepted practice in EOP?

The program design corresponds well to both the objectives and to best-accepted practice in workplace literacy instruction and EOP (English for Occupational Purposes). As was mentioned above, the program's curriculum was based on careful and, above all, ongoing, workplace literacy audits. The program design takes into consideration carefully the needs of the workers by providing concurrent classes for children, classes scheduled during the weekends, counseling services, and necessary referrals to other community agencies and services. Also,

the special workshops on U.S. workplace culture are designed to give participants more confidence at work.

Until recently, there were no established best practices or standards in workplace English. In February 1998, the international TESOL association set up a task force to establish worldwide standards in workplace English language training. These standards will be based on the English for Specific Purposes (ESP) Interest Section of TESOL's newly revised (February 1998) *World-wide Best Practices in English for Occupational and Professional Purposes*. It is interesting and important to note that despite the fact that such standards and best practices were not yet in existence when CMP first planned and developed its WLP, it is obvious that the WLP at CMP nevertheless adheres to these best practices quite well. Portions of these Best Practices are: Market Analysis (e.g. knowing the needs of clients and the industry), Planning (e.g. write program proposal, design project administration, determine staffing needs, provide staff development), Needs Assessment (e.g. Identify language problems of clients; conduct proficiency testing of clients; determine levels, language skills and content to focus on; determine sequence of instruction), Program Design (Identify desirable features of the design, such as its geographic location, attendance policy, schedule, etc.), Instructional Design (e.g. develop curriculum and materials), Implementation (e.g. write additional, emerging curriculum, use variety of approaches, measure client progress, keep records, maintain ongoing communication and meetings, provide on-going staff development) and Evaluation (e.g. obtain input from all parties, administer any relevant standardized tests, carry out periodic follow-up of graduates, etc.).

Process Evaluation

The process evaluation examines how well the planned procedures were implemented. Each evaluation question will be referenced with the appropriate corresponding program objective.

Program Staff and Facilities

Staff Qualifications. Due to the fact that project staff must give up each weekend to teach or work in the workplace literacy program at CMP, part-time staff were sometimes relieved or rotated periodically for their own benefit. This has left the program in the position of looking for new staff occasionally. Nevertheless, a solid and capable staff was always recruited for this program.

The staff for this program included a full-time project director (Ivy Au Tse), a full-time curriculum developer (Eileen Zhang), a part-time counselor (Joanne Liang), three part-time instructors (Kathy Huey, Bing Tuo, and Joe Mok), a full-time secretary/intake specialist (Annie Yuen), and a part-time receptionist (Katherine Chung).

The project director, Ivy Au-Tse, has almost 15 years experience at CMP and has served as a senior vocational counselor and job developer. Her B.A. is in psychology. The curriculum developer, Eileen Zhang, has 27 years of experience in ESL teaching and curriculum development. She holds a B.A. in English Language and Literature from Beijing Foreign Language Institute and has done graduate work in ESL at Leeds University in Great Britain and at City College of New York. The counselor, Joanne Liang, is completing a B.A. in Education at Brooklyn College and holds a Certificate in Art from the Mayer School of Fashion Design and an Associates degree in English Education from the Professional and Training

School for English Teachers in China. She has over ten years experience teaching English, as well as seven years experience in the garment industry.

The various part-time instructors' qualifications have been as follows:

- B.A. in English Language and Literature from South China Normal University and an M. Ed. in International Education from the University of Pittsburgh; 16 years of ESL experience.
- B.A. in Speech and Communications and an ESL Certificate; over 25 years experience in education, including two years of ESL experience.
- B.A. and an M.A. in Economics and an M.S. in Special Education; some courses in teaching ESL; K-6 elementary bilingual certificate; taught high school ESL for six years.
- B.A. in English Literature from Taiwan; M.A. in Special Education from Hunter College, NY State and NY City ESL and Special Education License; teaching certificate in ESL from Hong Kong; 20 years experience teaching ESL.
- B.A. in English Language and Literature from Xiamen University in China; M.A. in Applied Linguistics from Great Britain; 37 years of teaching experience.

Staff Development. The staff of this program has always been strongly committed to professional development. Over the years, the program has provided workshops, as well as encouraged and supported participation at numerous external workshops relating to a variety of relevant topics including language and literacy teaching, garment industry updates, grant development, management strategies, and legal issues (immigration, social security, etc.). As an example, in the last year, alone, the project director and curriculum developer each participated in over 10 professional development activities. Instructors also attended several workshops.

Facilities. Chinatown Manpower Project, Inc. has served the Asian immigrant community in New York City for over 25 years. It occupies three large floors in a

former, 100 year-old public school building in the heart of Chinatown. The agency has been supported by the U.S. Dept. of Education, the New York City Dept. of Employment, as well as the IBM Corporation who formally recognized CMP for "Performance Excellence." In 1990 the IBM and UPS Corporations helped establish CMP's Interactive Learning Center (ILC) by providing advanced computer equipment and technical support. The ILC became an integral part of the workplace literacy program when 6 comprehensive garment-related programs were developed. In recent years, AT&T has financially supported CMP in the installation of networking in its computer lab to update the computer training of CMP's students.

Student Recruitment

Numbers of Participants Recruited. During the first year of the three-year funding period, CMP was to recruit a total of 200 students for both the ESL and Basic Skills classes for both cycles. This objective was exceeded with the successful recruitment of 312 participants, of which 225 were accepted for that year.

For the second year, the program accepted a total of 240 participants. During the first cycle, 264 students were recruited, of which 115 students were accepted. During the second cycle, 149 participants were recruited of which 131 were accepted, for a total of 246 participants.

During the third year, the program was to recruit 240 students. During the first cycle 173 participants were recruited, of which 124 entered the program and during the second 130 were accepted, for a total of 254 participants.

It is important to note that each year at least 80% of the students from each first cycle wished to be continue into the second cycle. Although the program always reserved a limited number of spaces for such students, these numbers are not included in the data above related to numbers of students recruited.

These data correspond to objectives 2, 3, and 4.

Methods of Recruitment. The program was promoted in a variety of ways, including word of mouth, fliers, the local Chinese language newspaper, television (SinoVision), a Chinese language weekly magazine, and radio (Sinocast). Characteristics of program participants appear in Figure 1. A sample of 16 students from the second year of funding indicates that they learned about the program from the following sources:

Word of mouth	=	50%
Chinese newspaper	=	31%
Chinese radio	=	6%
Chinese TV	=	6%
Walk-in	=	6%

A sample of another 16 students during the third year yielded similar results:

Word of mouth	=	50%
Chinese newspaper	=	28%
Chinese radio	=	11%
Chinese weekly magazine	=	11%

Figure 1. Characteristics of Participants in the Workplace Literacy Program at CMP, 1995, 1996, 1997

<u>Gender:</u>	Females = 673	(93%)	Males = 52	(7%)
<u>Ethnic origin:</u>	Chinese = 725	(100%)		
<u>Place of Birth:</u>	Outside U.S. = 725	(100%)		
<u>Age:</u>	Under 20 = 1	(.1%)	21-30 = 84	(12%)
	31-40 = 300	(41%)	41-50 = 272	(38%)
	over 50 = 68	(9%)		
<u>Language Spoken in the home::</u>	Chinese = 725	(100%)		
<u>Employment:</u>	Employed = 572	(79%)		
	Unemployed = 144	(20%)	Temp. laid off = 9	(1%)

<u>Earnings:</u>	Below \$4.25/ hr. = 114	(19.5%)
	\$4.25 to \$5.00/ hr. = 145	(25%)
	\$5.00 - \$6.00/ hr. = 83	(14%)
	\$6.00 - \$7.00/ hr. = 62	(11%)
	\$7.00 - \$8.00/ hr. = 51	(9%)
	More than \$8.00/ hr. =126	(21.5%)

Intake and Assessment

Intake is conducted by an intake specialist who answers inquiries on the phone and in person. The normal procedure is for her to help applicants complete the application form, checks for appropriate credentials (i.e. employer's letter, union card, and social security card), and arranges for them to take the intake test which is a program-developed, assessment of garment-related language skills. However, the intake process had been expanded since the program began participating in an in-depth study of the National Evaluation of the Workplace Literacy Program, sponsored by the U.S. Department of Education. The sequence of events follows. (Intake and assessment instruments appear in the appendices.)

1. When an applicant arrived to register for the program, s/he signed a consent form in Chinese to assure that s/he had agreed to participate in the in-depth study.
2. The applicant completed a bilingual (Chinese/ English) IDS Baseline Data Form.
3. The applicant completed the regular program application form used mainly to ascertain the applicant's availability at various times over the weekend.
4. Applicants were given a date on which to return to CMP and take two exams, the John Test and a garment-specific literacy test used for both placement as well as pre/ posttest purposes.

5. CMP staff transferred assessment scores to an "Eligible Worker Selection Form" and forwarded this information to the U.S. Department of Education's contractor, Mathematica Policy Research, Inc. (MPR), for their random selection of applicants to study.
6. Students who placed in one of the three Basic Skills level classes (i.e. any of the program's highest three levels), took the New York State Placement Test, an oral English proficiency test.
7. Upon completing the cycle (17- 18 weeks), all participants re-took the garment-specific literacy test and/or Applied Performance Assessment Test for IDS, John Test or NY State Placement Test, to assess their gains, and complete the IDS or follow-up for the study by MPR.

Curriculum Development and Instructional Materials

Outstanding curriculum planning and development have always been a driving force in this program's success. The curriculum was developed based on a thorough literacy audit of the garment industry. The program's instructional materials consist mainly of custom-made garment-related materials, a commercially available ESL text, computer-based garment-related courseware, and video lessons. All teachers are provided with a detailed syllabus, as well as materials. The curriculum developer continually adjusted the curriculum, based on feedback from both students and teachers. For example, she found it necessary to cut down on some of the detail for some topics (e.g. collars) while increasing some of the focus on writing. In that vein, she has the students write one sentence each day in a journal. In another example, she deleted from the curriculum the pattern layout technique for tailors in order to make "room" in the curriculum for more survival and work-related ESL. Most recently, she also changed the textbook series from *Side-by Side* to *ExpressWays* because it offered a situational text syllabus and a workbook instead of

a grammar-base one. In addition to the garment-related (hard copy) materials and ESL text, the program has developed a total of 100 radio broadcast lessons (with two accompanying booklets), 6 computerized garment-related lessons which students employ in the program's laboratory, and 27 episodes of 10-15-minute garment-related ESL lessons on video which were broadcast 2 or 3 times a week on SinoVision (September 1995 - March 1997) to reach the tri-state areas of New York.

Radio Broadcast Lessons. From 1992 to 1995, the NWLP received free air time from the Sino Radio Broadcast Corporation which aired the 5-minute garment-related ESL lessons throughout North America and major cities of Canada. During that time thousands of listeners benefited from these lessons, with the aid of accompanying booklets developed by the program and completed in 1996. Officially, there were 1,248 registered listeners, 60 of whom came from outside the tri-state area, including California, Illinois, Florida, Massachusetts, and Canada. In some cases, garment workers were able to listen to the lessons while working on the factory floor. The mini-lessons feature garment-related terms and dialogues and are currently available on audio tapes (along with the two booklets). The titles for the 100 lessons appear in the appendices.

Computer-Assisted Lessons. The 6 computer lessons are as follows:

1. Job Titles and Descriptions
2. Men's and Women's Clothing
3. Seasonal Clothing
4. Parts of a Garment
5. Measurement and Size
6. Safety at Work.

The basic format for each lesson includes material to read (bilingual glossaries of terms and expressions), a self-score test (matching English/Chinese, English/English, and English/pictures; Multiple choice in English; identification based on color graphics; fill in the blanks in English, and true/false in English). All

instructions are bilingual, in English and Chinese. These lessons are accurate, realistic, flexible, motivating, and highly interactive. Students are assigned to the lab for 1 hour a week. A lab monitor and instructor work together to assist students in the computer room. Before beginning, the students were given basic computer instruction in using the computer to learn ESL.

Video Lessons. The 27 video episodes are as follows:

1. Job Titles and Job Descriptions, Part I
2. Job Titles and Job Descriptions, Part II
3. Garment-making Processes
4. Principal Parts of a Sewing Machine
5. Problems with a Sewing Machine
6. Sewing Techniques, Part I
7. Sewing Techniques, Part II
8. Closures
9. Men's Clothing
10. Women's Clothing
11. Seasonal Clothing
12. Different Parts of a Garment
13. Measurement and Size
14. Fabric Materials and Care Instructions
15. Reading a Specification Sheet
16. Colors and Patterns
17. Garment-related tools and Sewing Machine Attachments (Part I)
18. Garment-related tools and Sewing Machine Attachments (Part II)
19. Safety at Work
20. Health at Work
21. Workers' Benefits
22. Workers' Rights
23. Reading a Pay Stub
24. Job Search
25. Job Application Form
26. Job Interview
27. Talking with Co-workers

The basic format is as follows:

1. Review vocabulary two times (once with visuals and once without; includes bilingual labels)
2. Present a dialogue designed to use the vocabulary
3. "What is this?" practice

For the purposes of this evaluation, Lessons 9 and 16, "Men's Clothing" and "Colors and Patterns" were reviewed formally. While not overwhelmingly creative or completely linguistically accurate (e.g. demonstrative pronouns, sentence and word stress, lack of contractions in earlier episodes, occasional lapses in parallelism, and some unusual lexical choices) the video episodes are to-the-point, well organized, and effective, especially for a highly motivated audience as this one is. The topics are appropriate and the episodes should make an important contribution to garment workers who lack opportunities to upgrade their English skills. By March 1997, there were 1,285 official registered viewers for these video lessons all of whom had and used the supporting material upon registering at CMP.

These data correspond to objectives 5 and 6. A list of the official titles for each product developed by CMP's workplace literacy program, along with a description of each appears in the appendices.

Counseling

The role of the counselor in this program is to present general survival skills workshops, job referrals, and, in some cases, job placement. Two or three times a term, the counselor provides 30-60 minute workshops covering such personal development topics as reading nutrition labels, study skills, cultural adjustment (e.g. differences between American and Chinese systems of family, marriage, religion, attitude toward life, education, and character; New York ethnic groups, and facts about New York City) and child care. The handouts for this segment of the program are printed in Chinese and English. A few of the handouts appear to be in need of updating. The counselor's hours are arranged so that she can serve the students on the weekends and work more closely with program staff and other relevant agencies and employers during business hours during the week. On the weekends, the counselor is available to students on a one-to-one basis to help handle personal problems. The counselor indicated that personal problems are normally related to

legal, medical and child-care issues. Examples of personal problems that the counselor has helped address include missing child, child care, children's sicknesses. She also assists students with employment issues and resume development.

These data correspond to objective 7.

Quality of Classroom Instruction

According to the funding proposal, the ESL (I, II, and III) classes are designed for piece workers and would focus on oral/ aural language development, vocabulary building, safety and survival English, workplace terminology, and simple (i.e. basic) workplace communication skills. The basic skills (I, II, III, and IV) classes would focus on reading and writing, workplace terminology, fabric types, spec. sheets, understanding garment construction processes, handling telephone inquiries and other job-related conversations, labor laws and benefits, safety language, and basic computer literacy.

During the first site visit (year two of the grant), the following classes were observed: ESL I, Basic Skills I (Saturday), Basic Skills I (Sunday), and Basic Skills II.

During the second site visit (year three of the grant), the following classes were observed: Basic Skills I, ESL II, Basic Skills II (Retained Class), and Basic Skills III (Retained Class).

These classes are described below. A sample schedule appears in the appendices.

First Site Visit. (August 17-18, 1996)

Basic Skills I/Saturday

The materials for this class include *Side by Side* for grammar and writing and the garment curriculum. The instructor indicates that the methods she favors most are to use questioning first and to then supply handouts. She also indicated that she favors infusing grammar and phonetic points, as appropriate. She also indicated

that the program provides a good deal of support, including curricular materials, syllabi, as well as professional development via meetings and outside trainers.

The topic for the class observed was employability skills and count/non-count nouns. Twenty students were present. The instructor began by listing examples of count and non-count nouns on the chalkboard, as illustrated below.

<u>Countable</u>	<u>Non-countable</u>
Tables	Orange juice
Shirts	Sugar
Apples	Oil
Oranges	Gas
Underwear	Noodle

She used questioning a good deal to elicit responses from students and then switched to the text and continued her instruction of count and non-count nouns. After this, she addressed employability skills and used questioning to generate a list on the board of sources of job information, as illustrated below.

Job Opening Sources
newspaper want-ads
counselor
library bulletin board
union
ask friend
postings on street
employment agency
walk in
company bulletin board
etc.

The instructor's strengths included using the chalkboard effectively to generate lists, using questioning very effectively to keep students active and speaking, using Chinese interpretations as-needed to clarify concepts and to provide helpful contrastive linguistic information, using strong and enthusiastic positive

reinforcement when students respond, providing helpful cultural contrasts (e.g. bowls of rice, Confucianism and modesty), and conducting the class at a nice, quick and dynamic pace.

The only weaknesses in this instruction were having students answer in complete sentences when it sounded unnatural and some occasional English errors, which is not unusual among non-native ESL teachers. Such errors were mainly grammatical (e.g. count vs. non-count, articles, and word order) and phonological (e.g. /s/ vs. /z/).

Student satisfaction in this class was high with all emphasizing that the program helps them specifically with their English at work. A sampling of their responses to "Is your English improving?" is below:

Yes, I'm learning new words, writing, and spelling."
"Now I know the names of the collars I saw on the samples."
"This is my only opportunity for English."
"Yes."
"A lot."

Basic Skills II/Sunday

The materials for this class include *Side by Side* (both the book and the video) and the garment curriculum. The instructor indicated that he had an opportunity to visit a garment factory in Brooklyn as well as to review some garment videos. Those experiences, coupled with the team approach to curriculum and teaching at CMP make for his comfort in teaching such a technical and specialized curriculum.

The topic for this class was collars and necklines, darts, and pleats. There were 19 students present. The observation began with the instructor giving a quiz on collars and necklines. The quiz entailed their writing the names and drawing five of each (i.e. collars and necklines). After the quiz, the instructor addressed darts and

pleats by using some questioning and writing the types of darts on large newsprint with a red marker, as illustrated below.

"Types of Dart"

1. Single Point Dart
2. Shaped Dart

The students copied what he wrote. The instructor used visuals and hand movements to illustrate things like curves and the types of darts. After addressing "darts," he moved on to "pleats." To do this, he used examples from clothing worn by individuals present in the classroom.

The instructor's strengths included his effective use of newsprint and red marker, demonstrations with his hands (when illustrating curves), using clothing worn by individuals in the class as illustrations (this was fun and made for a motivating experience for the students), and his pleasant, cheerful, and friendly manner with the students.

The main weakness in this instruction was in how the instructor used questioning. He needed to use it more often, form more answerable questions, and resist the temptation of answering his own questions. Questioning should be increased when checking comprehension, especially. When students do respond, their responses should be received with enthusiastic positive reinforcement. Finally, like other instructors, there were some English errors in grammar (e.g. word order, subject-verb agreement, WH questions) and pronunciation (e.g. /r/ vs. /l/; /s/ vs. /z/; and /s/ vs. /o/).

Students indicate a high degree of satisfaction and especially appreciate the opportunity to learn the names of garments, to have weekly quizzes, and to use the computer. A couple indicated a desire for more pronunciation instruction.

Basic Skills I/Sunday

This instructor indicated that he finds the garment materials provided by the program, "amazing." He also indicated that he favors communicative approaches to teaching, as well as using pair practice more than small group practice. He works hard to force students to communicate.

Twenty-three students were present during observation. The topics addressed were Parts of a Garment and Pockets. The instructor used realia for questioning the students about the parts of a garment (e.g. shoulder pad, collar, sleeves, yoke, dart, cuff, gather, etc.). He also reviewed each instructional segment twice by reading the terms and having students repeat them. He also conducted a small group game.

The strengths of this instruction include the instructor's effective use of realia, his appropriate use of questioning (i.e. He did not require students to answer in unnatural complete sentences and both his grammar and pronunciations skills in English were quite strong), his enlightening cross-cultural analogies (e.g. water buffalo to explain yoke), his appropriate use of Chinese to clarify concepts, as-needed (e.g. belt loops), and his nice friendly manner with the students.

The only possible weaknesses were that the pace was a bit slow and the instruction could have been a bit more dynamic. These were not significant and student satisfaction with his class is quite high.

Second Site Visit. (November 1-2,1997)

Basic Skills I

The materials for this class include program-made garment-related materials, ExpressWays Book 3, ExpressWays Activity Workbook 3, garment-related video lessons book 1. The instructor indicates that she spends about 1/3 of the class time on employability skills, 1/3 on garment content, and 1/3 on conversation. The rationale for providing employability skills training is that it helps prepare students

for better job opportunities than their present jobs and that the counselor provides employability classes only twice a cycle saving the rest of her time for one to one counseling of issues of a more personal nature. She indicates that she favors questioning as an instructional strategy "so that they think" and feels comfortable using Chinese, as needed, for clarification and reinforcement.

Nineteen students were present for this class. All were women. Students were working from ExpressWays, Book 3. The teacher used questioning and students responded chorally from the book. She stopped at each segment to provide explanations, used Chinese for clarification, and made applications to the garment industry. she then switched to garment content and reviewed the names and functions of various hand tools (See Appendices for sample handout from this lesson).

<u>Name</u>	<u>Function</u>
Scissors	to cut
Rulers	to measure
Screwdriver	to change a needle or pressor foot or to repair the machine
Awl	
Chalk	
Thread clipper	
Sewing machine	
Measuring tape	
Tracing wheel	
Marking pencil	

The strengths of the instruction included the instructor's expert use of questioning, translation, pictures, realia, labels, graphic organizers, and a card game. Its only weakness was the instructor's occasional problems with incorrect syllable

stress (seam ripper, thread ripper, etc.), incorrect unvoicing of /z/ and /z/ (/sIsers/, /meSer/), article omissions ("Can we sew with needle by itself?") and past tense -ed morpheme omission ("Then what happen?"). These are common English errors for Chinese speakers and had little impact, if any, on the ESL lesson.

ESL II

The materials used for this class included the program's garment-related materials, ExpressWays Book 2, ExpressWays Activity Workbook 2, and the garment-related videos, book 1. The instructor was the same one as for the previously described class.

Eighteen women students were present for this class. The topics covered included signs (traffic, road, and building), friends and neighbors, friends, food, and personal finances. The instructor showed the class various traffic signs (e.g. "Stop," "Do not enter," "No left turn," "No U turn.") and asked them to explain the implications of each, using questioning in both English and Chinese. The lesson included a choral reading of a dialogue by the class, a substitution drill based on pictures, and choral response to questions. The instructor was adept at making quick lesson adaptations based on students' responses and used a variety of learning activities and a quick pace to keep the lesson interesting. Despite the fact activities like dialogues, choral response and substitution drills have fallen out of favor in some modern ESL writings, they seem to be welcomed by and effective with this particular population. The only weakness seen was the instructor's seeming lack of awareness of gender neutral and "people first" language. Police officers were always referred to as "policemen" and "he" and persons with disabilities were referred to as handicapped.

Basic Skills II -Retained

This Basic Skills II class is for retained students, students who completed one cycle of the program and wished to continue. Instructional materials included the

program's garment-related materials, ExpressWays Book 3, ExpressWays Activity Workbook 3, and the garment-related video lessons, Book 2. The instructor indicated that he favors discussion, repetition, substitution, and translation as instructional strategies and that he spends about 2/3 of the class time on garment-related content and 1/3 on ExpressWays and general ESL topics.

Nineteen students were present for this class, 17 women and 2 men. The topic covered was quality control/ garment defects. The instructor distributed a handout and listed various types of defects on the board. He showed actual samples and asked students if defects were present. Examples are as follows:

Pockets

Drill hole visible
crooked stitching on pocket
pocket set crooked
pocket set high/ low
flaps crooked
flaps narrower than pockets

Zippers

defective operation
visible when closed
insecure bottom stop
uneven bottom closing

Buttons/Buttonholes

alignment incorrect
too many/ few buttons
stitching unraveling
buttons too small/ large
buttons damaged

Hem

wavy
hem size varies
blind stitch visible on outside
excessive roping.

Belt Loops

crooked
missing
too small/ large
uneven

The instructor explained each type of defect with samples, explanations, descriptions, and translation. In an amusing moment, he put his own sports coat on, expecting no defects and invited students to find defects. He was surprised by the number of defects they found on his coat. The main instructional strategy used was lecture and graphic organizers (i.e. lists). Occasionally, the instructor gave 1-2 students a folder with defective work to examine. After reviewing all types of defects, he had students chorally repeat the name of each one after him. The strengths of the lesson include its well organized lecture, the instructor's use of

graphic organizers and visual aids. The weakness of the lesson was in the length of the lectures. The instructor should have given examples of only two types of defects at a time (e.g. pockets and zippers) and then introduced some kind of interactive activity. Then he could return to two more defect types and introduce another activity. The students were too passive for long periods of time.

Basic Skills III-Retained

Instructional materials used for this class included the program's own garment-related materials, ExpressWays Book 4, ExpressWays Activity Workbook 4, and garment-related videos Book 2. The instructor indicated that he favors small group instruction for conversation practice and that he uses about 50% of the class time for garment-related content and 50% for general ESL and phonics (decoding and spelling).

Nineteen students were present. The topic of the class was "how to inspect a garment/quality control/finding defects." The instructor began by asking the class, "How many parts of garment we should inspect every day?" The students remained quiet and finally began responding with which parts to inspect (instead of how many). As they called out the answers (e.g. pockets, collars, zippers, buttons; buttonholes, waistband, darts, and pleats), the instructor wrote them on the board. The instructor continued with the following questions:

"Do you know the defects of the pockets?"

"Where can you find the defects.....?"

"How do you know the defects?"

He then invited students to "share their experience." Next, he put students into small groups and gave each small group a folder with samples of defective garment pieces in it to discuss. He then gave each group a large piece of paper in order for them to write down the types of defects found in their folders. He went around the room helping each group.

The strengths of this lesson were the instructor's use of visual aids and the small group activity in which they had to write down the types of defects found. The weaknesses included the instructor's ineffective questioning and lack of positive reinforcement. For example, "Do you know the defects of the pockets?" actually requires only an answer of "yes" or "no." "Where can you find the defects of the pockets" is difficult to respond to. A better question would be, "What is an example of a defect in a pocket?" In addition, he simply was not as cheerful and friendly with the students as the other instructors, unless this reviewer's presence made him nervous. Like some of the other instructors, he had some pronunciation (/crUkt/ for crUkid/ and /caw/ for /cal/) and grammar ("Can you roughly telling us about that") problems. Since this instructor's English skills were lower than the other instructors', it might have made more sense for him to have taught a lower level.

Student Satisfaction with Instruction

A sample of 32 students during Years Two and Three was interviewed. When asked, one hundred percent (100%) of them indicated that their English had improved. Sample responses include:

- "Definitely better ... 100% sure"
- "Yes! Factory English, before only Chinese"
- "Yes! I can understand people at work"
- "Yes, I'm learning new words, writing, and spelling."
- "Now I know the names of the collars I saw on the samples."
- "This is my only opportunity for English."
- "A lot."

When asked what they appreciated most about the program, their responses were:

Videos and other materials	teachers
that it's free	computers
convenient time	weekly quizzes
garment words	
English conversation	
convenient location	

These data correspond to objectives 2 and 3.

Product Evaluation

The product evaluation examines the outcomes of the project and whether it achieved its general goal or purpose.

Student Outcomes

This section presents data based on test score gains, supervisors' (i.e. employers') evaluations, and self evaluations and basically addresses how many students had improved English skills and how great the improvements were.

Program completion. During the first year of the three-year funding period, CMP recruited 225 participants. Of the 225, 168 (75%) completed the program. For the second year, the program recruited 246 participants. Of the 246, 207 completed the program (84%). During the third year, the program enrolled 254 students. Of the 254 students, 222 (87%) completed the program. In sum, the completion rate for the three-year funding period was 82%. This completion rate is excellent. Reasons given for non-completion are presented in Figure #2 below.

Figure 2: Reported Reasons for Program Non-Completion (in order of frequency).

1. Heavy demands for over-time in factory work.
2. Family or health problems
3. Moved from area
4. Fell behind in class

Post-test Gains.

CMP agreed to participate in a nationwide study of federal workplace literacy programs, sponsored by the U.S. Department of Education. As a result of this participation, CMP was required to enroll students with scores below 20 (and as low as 13) on the John Test, which it did not normally do.

Over the 3-year funding period, 53% of the ESL students (i.e. those with the lowest English proficiency) attained an increase of at least 20 points on the John Test,

after 50 hours of instruction. Eighty-one percent (81%) percent of the ESL participants attained an increase of at least 10 points on the John Test. Besides the John Test, a written garment-related test was designed as a more reliable measurement of improvement of garment-related literacy proficiency. Eighty-seven percent (87%) of the ESL participants attained an increase of at least 30 points on the garment-related test, after 50 hours of instruction. These gains are quite good.

Employer Responses.

All responding job supervisors of participants from each cycle of the three-year funding period exceeded the program's goal of a mean of 7.0 for all questions on the survey. As reported in an earlier report, an unannounced telephone call to a sampling of supervisors and company owners by the evaluator found employers to be quite impressed with the program. Examples of comments by three employers are:

Employer #1: "Her English is very much better"

Employer #2: " She speaks much better; I don't know what they're doing there, but they're doing a great job;"

Employer #3: " Her English is much much better. I didn't even realize she was taking these classes and I finally had to ask when I began noticing a big difference. Now she can talk to me on the phone and I don't have to use her daughter as an interpreter anymore. She even understands complex vocabulary and directions."

Students' Self Assessment.

Participants also completed (self-evaluative) a 10-item survey at the end of each cycle. The mean score for each question on the survey exceeded the program's goal of 7 for all cycles for all three years. A copy of the student self-evaluation survey appears in the appendices.

Follow-up Data.

CMP regularly conducted a 90-day follow-up survey of its participants. One hundred percent or nearly 100% of 92 of the former participants from Cycle Two of Year Two indicated that they understood more about garment work, safety, and rights and benefits at work, have more confidence at work, can function better in English outside of work, and would continue to study in the program if it were available. About 1/3 indicated that they had gotten a raise since completing the program and 5% had gotten better jobs. Similarly, 100% or nearly 100% of the 95 respondents from Cycle One of Year Three indicated that they understand more about garment work, have more confidence at work, understand more about health and safety and rights and benefits at work, can function better in English outside of work and would continue to study in the program if it were available to them. Twelve percent from this group had gotten raises since completing the program and 4% had gotten better jobs.

These data correspond to objective 8.

Dissemination

One of the program's charges was to disseminate its materials. During the last two summers of the grant, the project director traveled to San Francisco, Los Angeles, Seattle and Vancouver British Columbia to disseminate garment-related materials developed at CMP. Materials disseminated included sets of audio (radio broadcast) materials with accompanying booklets, the curriculum, video lessons, and all other program products. In addition, materials were displayed and disseminated at the annual Workplace Learning conference in Milwaukee where the Project Director also made a presentation one year.

The project director also met with Chinese language radio and television stations to attempt to keep the garment ESL lessons on the air. Although discussions were incomplete, they appeared to be promising.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The National Workplace Literacy Program at Chinatown Manpower has come to its end of federal funding. Its accomplishments over the years have been enviable. During the last three-year funding period, a total of 551 students (725 if retained students are counted along with new students) were trained on-site at CMP for a grand total of 1,179 students (1,527 if retained students are counted along with new students) being trained since the inception of CMP's national workplace literacy program in 1992. In addition, thousands of persons were actively involved in radio and television broadcast training, as evidenced by their submitting activities and exams from the accompanying material by mail to CMP.

The amount of materials development by this program has been unprecedented, including 100 radio broadcast lessons available on audio tapes and accompanied by two highly produced booklets, 27 television broadcast lessons, available on video with accompanying materials, 6 computer lessons with instruction booklets and diskettes, a hefty curriculum guide, classroom visual aids, and garment-related assessment instruments.

Other accomplishments include the relationships they have been able to establish with the local Chinese community, local labor unions and local employers, as well as employers and labor unions in other parts of the U.S. (as part of their dissemination activities). It should be noted that the downfall of most workplace literacy programs is likely the result of poor relationships among employers, training/educational institutions and labor unions. The WLP at CMP has been able to maintain excellent working relationships with all of its partners through its

quarterly meetings of its advisory committee, as well as through frequent telephone conversations and visits.

The success of this program has also benefited the garment industry, the field of workplace literacy, especially in developing an effective model for the LEP client, as well as the field of workplace program evaluation.

Finally, despite the fact that no official standards for EOP ((English for Occupational Purposes) were in existence when CMP first designed its WLP, the project's foresightful management designed a project that would adhere quite well to the best practices established by the English for Specific Purposes Interest Section of TESOL several years later. Indeed, this program was 1 of only 3 selected (out of over 45) by the U.S. Department of Education for an in-depth study of national workplace literacy programs. Despite the tremendous burden participating in this study has placed on the program, it nevertheless is an indication of the program's superiority and effectiveness among such programs nationwide and the government's high level of confidence in it .

Recommendations

Normally, a section on recommendations indicates to a funded program how it can improve in the future. The termination of federal funding makes such suggestions mute. However, it does make sense to make recommendations concerning what direction this program and its staff might take, given the termination of funding.

First and foremost, this program was a huge success and all means possible should be taken to continue as many of the services to this community as possible. In fact, it is the understanding of this evaluator that the main purpose of federal funding for education is to help local agencies develop models for new and

innovative programs, including providing support for program design, curriculum and materials development, implementing the program with opportunities to monitor, evaluate and adjust accordingly, and disseminate results. Once the program is functioning effectively, it is no longer really the responsibility of the federal government to sustain it; it is then the responsibility of the local agency to create ways to sustain it, once the development has taken place. Possible ways to continue all or some of the services might include eliciting volunteers from local MATESOL or TESOL certification programs and using the class videotapes to train them; making the lab available for students to use the computerized lessons, charging students a modest fee for the program and materials, selling materials nationwide, seeking additional funding, lowering the wages, if possible, of the staff, training other CMP staff to at least grade the materials that accompany the broadcast lessons, and continuing to encourage Chinese language radio and television stations to broadcast the lessons for free.

Given the tremendous investment the federal government has made in the development of this program and how fully established this program has become within the Chinese community in New York City as well as throughout much of North America, the importance and full expectation of sustaining this program and even expanding it to other occupational areas is paramount.

APPENDICES

1. Site Visit Schedules (2 pages)
2. Data Collection Instruments (5 pages)
3. Program Intake and Assessment Instruments (44 pages)
4. Titles of 100 Radio Broadcast Lessons (2 pages)
5. Sample Class Handout (1 page)
6. Sample Schedule of Classes (1 page)
7. Employer Survey (2 pages)
8. Participant Self Evaluation (1 page)

Schedule for Joan Friedenber, External Evaluator

8/17/96 (Saturday)

8:30-9:30 a.m. Breakfast meeting with Program Director, Ivy Au Tse and May Chen, Education Director of UNITE

10:15-11:15 a.m. Observe Class #323 (Basic Skills I) Room 407

11:15-11:35 a.m. Interview Students of Class #323

11:35-12:00 p.m. Interview Instructor: Kathy Huey

12:00-12:20 p.m. Interview Counselor: Joanne Liang

12:20-2:00 p.m. Lunch

2:00-3:00 p.m. Observe Class #319 (ESL I) Room 407

3:00-3:20 p.m. Interview Students of Class #319

3:20-3:40 p.m. Watch Video Tape (Optional)

3:45-4:30 p.m. Wrap Up

8/18/96 (Sunday)

9:00-9:30 a.m. Interview Curriculum Developer: Eileen Zhang

9:30-10:30 a.m. Observe Class #324 (Basic Skills II) Room 407

10:30-11:30 a.m. Observe Class #322 (Basic Skills I) Room 410

11:30-12:00 p.m. Interview Students of Class #322 and #324

12:00-12:15 p.m. Interview Instructor: Joe Mok

12:15-12:30 p.m. Interview Instructor: Bing Tuo

12:30-1:30 p.m. Lunch

1:30-2:00 p.m. Wrap Up

Schedule for Joan Friedenber, External Evaluator

11/1/1997 (Saturday)

9:30 - 10 a.m. Interview Ivy Au Tse, Project Director
10 - 11 a.m. Observe class #334 (Basic Skills I), Rm 411
11 - 11:20 a.m. Interview students of class #334
11:30 - 12 noon Interview Kathy Huey, P/T Instructor
12 noon - 1:30 p.m. Lunch Break
1:30 - 1:50 p.m. Interview Joanne Liang, P/T Counselor
2 - 3 p.m. Observe class of #332 (ESL II), Rm 411
3 - 3:20 p.m. Interview students of class #332
3:30 - 3:50 p.m. Watch video tape
3:50 - 4:10 p.m. Observe students in the computer laboratory
for using computerized NWLP lessons
4:10 - 4:30 p.m. Wrap up

11/2/1997 (Sunday)

9:15 - 9:45 a.m. Interview Eileen Zhang, Curriculum Developer
9:45 - 10:45 a.m. Observe class #335 (Retained Class of Basic
Skills II), Room 410
10:45 - 11:05 a.m. Interview Bing Tuo, P/T Instructor
11:10 - 12:10 p.m. Observe class #336 (Retained Class of Basic
Skills III), Room 411
12:10 - 12:30 p.m. Interview retained students of class #335 and
#336
12:30 - 1:35 p.m. Lunch Break
1:40 - 2 p.m. Interview Joe Mok, P/T Instructor
2 - 2:10 p.m. Wrap up

CMP/WPL Site Visit Interview/Data Collection Guides

Director (Ivy Au Tse)

Date _____

1. Review dates and cycles

2. Changes in the program

3. Updates on the #'s and locations of receivers of broadcast lessons?

Get:

- Class Schedules
- #'s of participants recruited and retained
- Participant characteristics
- Records of upgraded literacy skills
- Resumes of any new staff

Curriculum Developer Interview (Eileen Zhang)

Any changes in the curriculum?

New materials?

Suggestions?

INSTRUCTOR INTERVIEW

Name _____

Date _____

1. Curriculum/Syllabus:

2. Materials:

3. Favorite Methods?

4. Like most about job?

5. Biggest frustration about job?

6. Suggestions for improvement?

7. Training/Support?

STUDENT GROUP INTERVIEW

Date _____

1. How did you hear about this program?

-

-

-

-

-

2. Is your English improving?

-

-

-

-

-

3. What do you like best about the program?

-

-

-

-

-

4. Do you have any suggestions to make the program better?

-

-

-

-

CMP/WPL: CLASS OBSERVATION

Date _____

Site:

Class:

Instructor:

Topic:

Observations:

applicant:

Thank you for applying for the course. Because you've applied, we'd like to include information about you in a study conducting to find out the best ways to provide training to workers like you. The purpose of this letter--which will go on to thousands of workers in the United States who are taking courses like this--is to ask your permission to include information about you in our study called the National Evaluation of the Effectiveness of Workplace Literacy Programs. This study is being conducted for the U.S. Department of Education by Mathematica Policy Research, Inc.

By signing this form, I understand that:

All information I provide will be kept confidential and I will not be identified by name. Information about me -- and thousands of other workers like me -- will be gathered into statistics. No information about me as an individual will be given to my employer, the U.S. Department of Education, or anyone else.

Participation in this study is voluntary. If I decide to sign this form or decide not to sign, it will not affect my job, my application, or the evaluation I receive from my instructor. However, my participation will help the U.S. Department of Education continue to improve programs that give workers like me effective education services.

Check (✓) One of the Following:	
I have:	<input type="checkbox"/> read the information provided on this sheet and understand it.
	<input type="checkbox"/> had the information on this sheet read to me and understand it.
By signing this form, I agree to participate in this study	
Signature: _____	Date: _____
Print Your Name Here: _____	
Street Address: _____	Apt. #: _____
City: _____	State: _____ Zip Code: _____
Home Telephone: _____	Work Telephone: _____

If you have any questions about the study, please call Mathematica Policy Research, Inc. at 1-800-293-6702. We will be glad to answer any of your questions about the study.

Sincerely,

BEST COPY AVAILABLE

Mary T. Moore
Study Director

What is the In-Depth Study?

The purpose of the In-Depth Study is to learn more about the effectiveness of education programs like the one you are applying for. This information will help the U.S. Department of Education make NWLP more effective for helping workers achieve their educational goals.

Who is sponsoring this study? Who is conducting this study?

The study is being sponsored by the United States Department of Education and is being conducted by Mathematica Policy Research (MPR), an independent research and survey company, and its subcontractor, COSMOS Corp.

- **How will workers be selected to take part in this study?**

Altogether, about 3,500 workers in several places throughout the U.S. will be asked to take part in the In-Depth Study. The workers who participate will be selected at random from among the names of workers who apply, have a signed consent form, and are considered eligible for the NWLP program. Selecting names at random will mean that all workers have the same fair chance of being selected to participate in NWLP. What these workers have in common, by applying to NWLP, is an expressed interest in their future.

- **Does this mean that all workers who participate in the In-Depth Study will also participate in NWLP?**

NWLP projects have only a limited number of openings each year. Only about half of the eligible workers who apply to NWLP can be served immediately; the remaining workers will be able to join the program after about _____ weeks.

- **Why select eligible applicants at random?**

Selecting workers from a list of randomly ordered names means that all workers have an equal chance of being selected for NWLP, the same way that a tossed coin has an equal chance of coming up heads or tails. This method is the best available for designating two equivalent groups of workers that differ only with respect to their participation in NWLP. By following the progress of these two groups of workers over the next year or so, researchers will be able to understand how the NWLP program helps workers reach their educational goals and how it can be improved so it better meets the needs of workers in the future.

- **Will workers in the delayed treatment group ever have a chance of getting into the NWLP program?**

Yes. All workers who are placed in the delayed treatment group may enter the NWLP program after a _____ week period.

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- **If I apply for enrollment, will my answers on the questionnaire influence my chances of being selected for NWLP?**

No. The responses you give on the questionnaire are in no way connected to selection for NWLP

- **If I'm not chosen for enrollment in NWLP, why should I participate in the In-Depth Study?**

Even if you are not selected for NWLP, your participation is vital to the success of the study. Without a comparison group it would be impossible for researchers to understand how NWLP effects the lives of its workers. Participation will not take much time: you will fill out another questionnaire a few months from now. You may also be asked to take several standardized assessment tests.

- **What kinds of information will be collected?**

The questionnaires will ask about your background, your family, your job, and your reading and writing.

- **Why do I need to sign a consent form?**

Everyone applying for enrollment in a NWLP course as part of the In-Depth Study must sign a Statement of Consent. This will indicate that participants understand the selection process and agree to let their employers provide information about their job performance.

- **Will the information be confidential?**

Yes. All information collected in connection with this study will be kept strictly confidential and used only for research purposes with no names attached. Results of the study will only be reported as percentages, such as "xx percent of the workers need to read written instructions as part of their job."

親愛的申請者：

多謝你申請這個課程。因為你已經提出申請，我們想將有關你的資料包括在一項我們正在進行的研究中，以便找出對像你這樣的工人提供訓練的最好方法。這封信將寄給全美國正在修讀這課程的成千工人，其目的是要求你允許將本研究中有關你的資料包括在全國在職英文班效果評估計劃內。這項研究是由 Mathematica Policy 研究公司為美國教育部而進行的。

填了這份表，我明白：

我提供的所有資料將被保密，且不會由名字而被認出。有關我的資料及和我一樣的成千工人的有關資料都將被搜集到統計中。有關我個人的資料將不會交給我的僱主、美國教育部或其他任何人。

參加這項研究是志願的。即使我決定填這份表或不填這份表都將不會影響我的工作、我的申請，或我的導師對我的評價。無論如何，我的參加將會幫助美國教育部繼續改進對像我這樣的工人提供有效的教育服務計劃。

在下面方格中之一作 (√) 記號

我已經： 閱讀過這頁所提供的資料，且我明白它。

聽讀過這頁所提供的資料，且我明白它。

填這份表，說明我同意參加這項研究。

簽名：_____ 日期：_____

在此用正楷寫你的名字：_____

地址：(街道) _____ 住宅號碼：_____

城市：_____ 州：_____ 郵區編碼：_____

住家電話：_____ 工作電話：_____

如果你對此項研究有任何問題，請致電 1-800-293-6702
Mathematica Policy 研究公司，我們將樂意回答你有關
此項研究的任何問題。

瑪麗 T·穆爾
研究主任
謹啟

※ 深入研究些甚麼？

深入研究的目的是要知道更多關於像你正在申請的這個教育課程的效果。這資料將幫助美國教育部使在職英文班更有效去幫助工人達到他們的教育目標。

※ 誰資助這項研究？誰在進行這項研究？

這項研究是由美國教育部資助，由一個獨立研究公司，Mathematica Policy 研究公司，及其承包者COSMOS公司負責進行。

※ 工人們將如何被選中參加這項研究？

在全國七個地區總共大約有3,500 工人將被要求參加這項深入研究。在參加的工人申請名單中隨意選出已填了同意表格且符合參加在職英文班要求的工人。用隨意方法選出名字意味著所有工人都有均等機會被選中參加在職英文班。這些申請參加在職英文班的工人的共同之處在於他們表達了對他們將來的興趣。

※ 所有參加深入研究的工人是否意味著都能參加在職英文班？

在職英文班規劃每年的名額有限，在符合條件申請參加在職英文班的工人中大約只有一半被錄取，其餘的工人將可能在大約若干週後參加這個課程。

※ 為甚麼以隨意的方式選出合格的申請者呢？

從隨意安排的名單中選出工人意思是所有的工人都有均等機會被選中就讀在職英文班，正如拋錢幣一樣，有同等機會得到正面或背面。對條件相同，只是在參加在職英文班機會有所不同的兩批工人的選取來說，這個方法是最有效的。

通過跟進這兩批工人大約一年之後的進展情況，研究人員將可了解在職英文班如何幫助工人達到他們的教育目標，和如何改進，從而在將來能更好地符合工人們的需要。

※ 被延遲處理的工人究竟有沒有機會修讀在職英文班呢？
有。所有被延遲處理的工人可在若干週後修讀在職英文班。

※ 如果我申請入學，在問卷中我的答案將會影響我被選入在職英文班的機會嗎？

不。你問卷的回答和你是否被選入在職英文班毫無關係。

※ 如果我没有被選入在職英文班，為甚麼我要參加這項深入研究呢？

雖然你没有被選入在職英文班，但是，你的參加對此項研究的成功極其重要。如果沒有對照組，研究人員就不可能了解在職英文班課程對其工人的生活有何影響。參加此項研究不需花很多時間：從現在起的幾個月內，你將填另一問卷。你可能還會被要求參加幾項標準的評估測試。

※ 甚麼資料將會被收集？

問卷將會問及有關你的背景、你的家庭、你的工作和你的英文閱讀及書寫能力。

※ 為甚麼我需要簽這份同意表格？

在職英文班是深入研究計劃的一部份，所以每個申請者都必須簽一份同意書。這表示參加者明白選擇的過程和同意他們的僱主提供有關他們工作表現的資料。

※ 這資料將被保密嗎？

是的。所有收集到的與此研究有關的資料，將被嚴格保密，且不附上名字，只用作調查目的。研究結果將以百分比作出報告，例如「百分之幾的工人在他們的工作中需要閱讀書面指示」。

IDS BASELINE DATA FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C.1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 30 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

深入研究基本資料收集表格

美國教育部關心及保護自願參加問卷調查者的個人隱私。你的答案將與其他參加問卷者的答案合在一起，而你的個別答案絕不會被認出。這一問卷調查已為法律（20 U.S.C. 1221, e.1）所認可。你可以拒絕回答你不願意回答的問題。但是，我們希望你儘量回答所有的問題。據估計，完成此表格大約需要30分鐘的時間。如果你對此填報有心理負擔，或對與此資料收集有關的任何評論，請寄往華盛頓特區 20202-4651，美國教育部轄屬的資料管理及匯編部門，以及華盛頓特區 20503 管理和預算、文書削減計劃 1875-NEW 辦公室。

IDS BASELINE DATA FORM

深入研究基本資料收集表格

Name:
姓名

(Last) (姓) (First) (名)

Social Security Number:*
社會安全卡號碼:

|_|_|_|-|_|_|-|_|_|_|_|

Age:
年齡

|_|_| years old
歲數

Were you born in the United States?
你是否在美國出生?

- 01 Yes
是
- 00 No
否

Sex:
性別

- 01 Female
女性
- 02 Male
男性

6. Are you of Spanish or Hispanic origin or descent?
你是否西班牙裔或有西班牙血統?

- 01 Yes
是
- 00 No
否

7. Race:
種族

(MARK ONE BOX)

(只選一項)

- 01 White
白種人
- 02 Black (African American)
黑種人(美國非洲裔人)
- 03 Asian or Pacific Islander
亞裔或太平洋區島嶼居民
- 04 American Indian or Alaskan
Native
印第安人或阿拉斯加人
- 05 Other (Please specify:
其他(請註明):

_____)

our Social Security number is completely voluntary and there is no penalty for not disclosing it. It is needed so that any obtained later gets correctly matched with the same individual; your identity will be removed from all records once this ide. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

8. What language is spoken most often in your home?

在你家中，最經常講的是甚麼語言？

(MARK ONE BOX)
(在一方格作記號)

- 01 English
英文
 - 02 Spanish
西班牙文
 - 03 French
法文
 - 04 German
德文
 - 05 Italian
意大利文
 - 06 Chinese
中文
 - 07 Polish
波蘭文
 - 08 Korean
韓文
 - 09 Vietnamese
越南文
 - 00 Other (*Please specify:*
其他(請註明)：
-

9. Who was most responsible for your taking this class?

甚麼人或機構最支持你讀這課程？

(MARK ONE BOX)
(在一方格作記號)

- 01 Employer
僱主
 - 02 Union
工會
 - 03 Friends
朋友
 - 04 Family
家人
 - 05 Other (*Please specify:*
其他(請註明)：
-

10. How many years of school have you completed?
你完成了多少年教育?

(MARK ONE BOX IN BOTH COLUMNS)
(請在兩項中均選一方格)

In the United States:

- 在美國
- 01 No schooling
不曾受教育
- 02 1-5 years
一至五年
- 03 6-8 years
六至八年
- 04 9 years
九年
- 05 10 years
十年
- 06 11 years
十一年
- 07 12 or more years
十二年或以上

In Any Other Country:

- 在其他國家
- 01 No schooling
不曾受教育
- 02 1-5 years
一至五年
- 03 6-8 years
六至八年
- 04 9 years
九年
- 05 10 years
十年
- 06 11 years
十一年
- 07 12 more years
十二年或以上

11. Do you have a high school diploma or GED?
你是否有中學畢業文憑或中學同等學歷文憑?

- 01 Yes
有
- 00 No
沒有

12. Please rate your ability to perform each of the following activities:
請評估你以下各項目的能力:

(請在每一項中均選一格)
(PLEASE MARK ONE RESPONSE
FOR EVERY ACTIVITY)

	Poor 差	Fair 一般	Good 好	Excellent 優良
Read English 閱讀英語	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Understand English 理解英語	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Speak English 說英語	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Write in English 英語寫作	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Work as part of a team 與同組他人合作	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Use math 數學運用	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>
Solve problems/use reasoning 解決問題/推理運用	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>	04 <input type="checkbox"/>

Are you a union member?

你是否為工會會員？

- 01 **Yes** → What is the name of your union? _____
是 → 你的工會名稱？
- 00 **No** _____
否

Do You have any health problems or disabilities that limit your ability to work or do other activities?

你有沒有健康上的問題或傷殘而限制你工作的能力或做其他活動的能力呢？

- 01 **Yes**
有
- 00 **No**
沒有

When you read, do you have trouble seeing the words or letters (even if you wear glasses or contact lenses)?

當你閱讀時，你對看單詞或字母有困難嗎？(即使你戴上眼鏡或隱形眼鏡)。

- 01 **Yes**
有
- 00 **No**
沒有

When you speak with people, do you have trouble hearing what is said (even if you wear a hearing aid)?

當你和別人講話時，你有沒有困難聽懂別人說話的內容？(即使你戴上助聽器)。

- 01 **Yes**
有
- 00 **No**
沒有

Below is a list of things that people may write. Please tell us how often you write these things at home.

下面是一些事物的目錄。請告訴我們你在家是否經常寫這些事物。

對每項作一記號回答
(PLEASE MARK ONE RESPONSE FOR EACH ITEM)

	Not at All 完全不	Rarely (Less than once a month) 很少 (少於每月一次)	Occasionally (Once or twice a month) 偶然 (每月一或二次)	Regularly (Every week) 經常 (每週)
Checks..... 支票	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Notes or memos..... 筆記或備忘錄	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Food recipes..... 食譜	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Forms or applications..... 表格或申請表	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Appointments on a calendar..... 日曆上約定時間	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Letters..... 信件	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Stories or poems..... 故事或詩	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Crossword puzzles..... 填字字謎	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Grocery lists..... 雜貨購物單	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
Journal or diary..... 日記帳或日記	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>

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18. Please tell us how often you read these things at home.

請告訴我們你在家閱讀這些資料的次數。

對每項作一記號回答
(PLEASE MARK ONE RESPONSE FOR EACH ITEM)

	Not at All 完全不	Rarely (Less than once a month) 很少 (少於每月一次)	Occasionally (Once or twice a month) 偶然 (每月一或二次)	Regularly (Every week) 經常 (每週)
Letters or bills.....	<input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
信或賬單				
Coupons.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
減價優待券				
Labels on food.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
食品標籤				
Food recipes.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
食譜				
Religious materials.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
宗教資料				
Instructions.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
說明書				
Street signs.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
街道路標				
Newspapers.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
報紙				
Notes from teacher or school.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
老師或學校通知				
T.V. Guide or other television listing...	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
電視手冊或電視節目表				
Magazines.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
雜誌				
Books.....	00 <input type="checkbox"/>	01 <input type="checkbox"/>	02 <input type="checkbox"/>	03 <input type="checkbox"/>
書籍				

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19. How many other adults live with you?
多少成年人和你同住?

|_||_|| Adults
成年人

20. How many children live with you?
多少小孩和你同住?

|_||_|| Children
小孩
or
或
 None
沒有

21. How many of the children who live with you are under six years of age?
多少六歲以下的小孩和你同住?

|_||_|| Children under age 6
六歲以下小孩
or
或
 None
沒有

22. How often do you read to these children under age 6?
你讀書給這些六歲以下的小孩聽的次數是多少?
(MARK ONE BOX)
(在其中一方格作記號)

- 04 Every day
每天
- 03 A few times a week
一週數次
- 02 About once a week
大約每週一次
- 01 About once or twice a month
大約每月一或二次
- 00 Almost never
幾乎沒有
or
或
- 4 No children under age 6
沒有六歲以下的小孩

你的工作
YOUR JOB

23. Do you have a job?
你有一份工作嗎?

- 01 Yes, employed
有，受僱
- 02 Yes, on temporary layoff
有，但是臨時被裁退
- 03 No, retired
沒有，已退休
- 04 No, not employed
沒有，沒有受僱

GO TO NEXT PAGE
接下頁



停止

Thank you. You have completed this form.

謝謝你。你已經完成這份表。

INSTRUCTIONS:

Please answer the following questions for the job that allows you to apply for this course.

請回答下列允許你申請此課程的工作的有關問題

4. Name of company or employer:
公司或僱主名字

|_|_|_|_|_|
(For project use only)
(只供規劃使用)

5. Job title: [For example, nursing assistant, housekeeper, construction worker.]

職稱：
(例如：護士助理、管家、建築工人)

6. On average, how many hours per week do you work on this job?

這份工作，你每週平均工作多少個小時？

|_|_| Hours per week
每週時數

7. How much do you earn at this job?

做這份工作，你賺多少錢？

(WRITE AMOUNT AND MARK ONE BOX)
(寫上總數並在一方格作記號)

\$ _____
01 Per hour 每小時
02 Per year 每年

28. Do you get any of the following at this job?

做這份工作，你得到下列哪一項？

(MARK ONE FOR EACH LINE)
(每行作一記號)

Yes No
有 沒有

- Paid vacation..... 01 00
有薪休假
- Paid sick leave..... 01 00
有薪病假
- Paid holidays..... 01 00
有薪節慶日假期
- Health insurance..... 01 00
醫療保險

29. How long have you worked at this job?

你這份工作做了多長時間？

|_|_| and |_|_|
Years 和 Months
年 月

30. What is your supervisor's name?

你的主管的名字是甚麼？

(Last) (First)
(姓) (名)

31. How do you get to your job?

你如何去上班？

(MARK ONE BOX)
(在一方格作記號)

- 01 Bus 公共汽車
- 02 Subway 地下鐵道列車
- 03 Drive a car or truck, or member of car pool 駕駛汽車或貨車或參加合伙駕駛
- 04 Walk 步行
- 05 Other (Please specify) 其他(請詳細說明)

2. How long does it take you to get to your job from where you live?

從你的家到你工作地點需要多長時間？

- 01 Less than 15 minutes
少於十五分鐘
- 02 15-30 minutes
十五至三十分鐘
- 03 30-60 minutes
三十至六十分鐘
- 04 60-90 minutes
六十至九十分鐘
- 05 More than 90 minutes
超過九十分鐘

3. At your job do you need to do any of the following?

在你的工作中，你需要做下列的項目嗎？ (MARK ONE FOR EACH LINE)
(每行作一記號)

	<u>Yes</u> 要	<u>No</u> 不要
Read instructions..... 閱讀指示	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Receive spoken instructions in English..... 接受英語口述指示	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Speak English..... 說英語	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Work as part of a team..... 與同組他人合作	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Write in English..... 寫英語	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Use math..... 應用數學	01 <input type="checkbox"/>	00 <input type="checkbox"/>
Solve problems/use reasoning..... 解決問題/運用推理	01 <input type="checkbox"/>	00 <input type="checkbox"/>

4. Do you work at more than one job?

你是否有一份以上的工作？

- 01 Yes
是
- 00 No
不是

5. How many hours do you usually work at your other jobs each week?

你在另一份工作上，通常每週工作多少小時？

|_ | _ | Hours
or 小時

- 或
No other jobs
沒有其他工作

Thank you. You have completed this form.

謝謝你，你已經完成這份表。

在職英文班申請表
Application Form
Workplace Literacy Program
Chinatown Manpower Project, Inc.

Last 姓 First 名 Chinese Name 中文姓名
English Name 英文姓名

SS# 工人咭號碼 Telephone 住宅電話

2. Address: _____
住宅地址

3. Name of Garment Factory: _____
衣廠名稱

Address: _____
工廠地址

工廠電話 Telephone: _____

職位 Position: _____

4. Check for all time periods that you may come to class.

請在所有你可以來上課的時間旁邊打 (X)

Saturday 週六上午 9:30 a.m.-12:30 p.m. ()

Saturday 週六下午 1:30 p.m.- 4:30 p.m. ()

Sunday 週日上午 9:30 a.m.-12:30 p.m. ()

Sunday 週日下午 1:30 p.m.- 4:30 p.m. ()

How did you learn about NWLP? 閣下如何得知在職英文班課程?

Newspaper _____ Radio _____ Flyer _____ Coworker _____ Friend/Relative _____

報紙 電台 街招 工友 朋友/親戚

World 世界 () Sinocast 華語 ()

United 聯合 () Chung Wah 中華 ()

Sing Tao 星島 ()

China Post 僑報 ()

Weekly Post 週刊 ()

Did you watch garment-related TV broadcast lessons at SinoVision?

閣下曾否收看美國中文電視台播出的製衣業雙語電視課程? Yes (有) _____ No (沒有) _____

Signature _____ Date _____

簽名 日期

For Office Use: 辦事處備錄

ID Type _____

Application No. _____

ERIC: _____

J Test/W Test _____

PART I: COMPREHENSION QUESTIONS

<u>Lecture 1</u>	
Is John sitting on his bed?	0 1 2
Is there anything on the table? What?	0 1 2
Is it morning or afternoon?	0 1 2
What time is it?	0 1 2
<u>Lecture 2</u>	
How does John go to school?	0 1 2
Is there a man with a beard on the bus?	0 1 2
What's the bus driver doing?	0 1 2
<u>Lecture 3</u>	
Why is the teacher sitting down?	0 1 2
All the students are men, aren't they?	0 1 2
Where's the teacher?	0 1 2
<u>Lecture 4</u>	
Where are the teacher's hands?	0 1 2
What do you think John and the teacher have been talking about?	0 1 2
<u>Lecture 5</u>	
Who's behind the counter?	0 1 2
How many customers are there in the restaurant?	0 1 2
What's John going to do?	0 1 2
<u>Lecture 6</u>	
What kind of store is John in?	0 1 2
Why did he come to this store?	0 1 2
<u>Lecture 7</u>	
What's under the bed?	0 1 2
Whose (dog) is it (that)?	0 1 2
Is John sleeping? How do you know?	0 1 2
John sleeping?	0 1 2

PART II: CONNECTED DISCOURSE

Fluency:	2	4	6	8	10	12	14
Structure:	2	4	6	8	10	12	14
Pronunciation:	2	3	4	5	6		
Vocabulary:	2	3	4	5	6		

PART III: ASKING QUESTIONS

Ask me his name.	0 1 2
Ask me his address.	0 1 2
Ask me whether he has a phone.	0 1 2
Ask me whether he's married.	0 1 2
Ask me how many brothers and sisters he has.	0 1 2
Ask me where he was born.	0 1 2
Ask me when he came to _____.	0 1 2
Ask me how long he's been in (school) (this program) (college).	0 1 2
Ask me what he'd like to do when he finishes school.	0 1 2

COMMENTS

RESULTS

	Raw Score	Minus Repeats	Final
Part I			
Part II			
Part III			
TOTAL SCORE			
67			

PART I: COMPREHENSION QUESTIONS

Picture 1

- Is John sitting on his bed? 0 1 2
- Is there anything on the table? What? 0 1 2
- Is it morning or afternoon? 0 1 2
- What time is it? 0 1 2

Picture 2

- How does John go to school? 0 1 2
- Is there a man with a beard on the bus? 0 1 2
- What's the bus driver doing? 0 1 2

Picture 3

- Why is the teacher sitting down? 0 1 2
- All the students are men, aren't they? 0 1 2
- Where's the teacher? 0 1 2

Picture 4

- Where are the teacher's hands? 0 1 2
- What do you think John and the teacher have been talking about? 0 1 2

Picture 5

- Who's behind the counter? 0 1 2
- How many customers are there in the restaurant? 0 1 2
- What's John going to do? 0 1 2

Picture 6

- What kind of store is John in? 0 1 2
- Why did he come to this store? 0 1 2

Picture 7

- What's under the bed? 0 1 2
- Whose (dog) is it (that)? 0 1 2
- Is John sleeping? How do you know? 0 1 2
- Is John sleeping? 0 1 2

PART II: CONNECTED DISCOURSE

Fluency:	2	4	6	8	10	12	14
Structure:	2	4	6	8	10	12	14
Pronunciation:	2	3	4	5	6		
Vocabulary:	2	3	4	5	6		

PART III: ASKING QUESTIONS

- Ask me his name. 0 1 2
- Ask me his address. 0 1 2
- Ask me whether he has a phone. 0 1 2
- Ask me whether he's married. 0 1 2
- Ask me how many brothers and sisters he has. 0 1 2
- Ask me where he was born. 0 1 2
- Ask me when he came to _____. 0 1 2
- Ask me how long he's been in (school) (this program) (college). 0 1 2
- Ask me what he'd like to do when he finishes school. 0 1 2

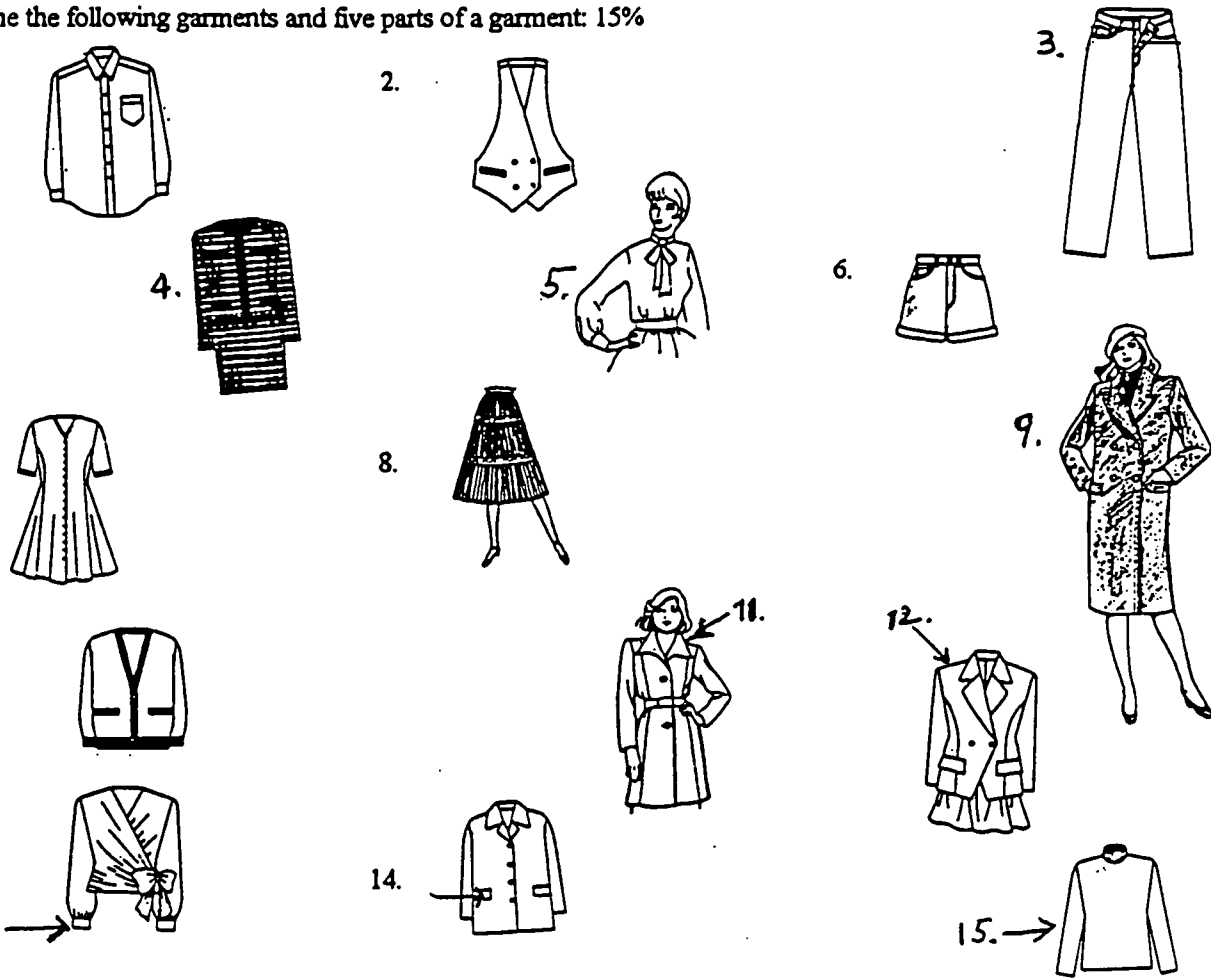
COMMENTS

RESULTS

	Raw Score	Minus Repeats	Final
Part I			
Part II			
Part III			
TOTAL SCORE			

Application No: _____ Date: _____ Score: _____

Identify the following garments and five parts of a garment: 15%



Fill in the blanks with the proper job titles and job descriptions: 12%

What is his/her job?

What does he/she do?

1. Amy is a _____.

She closes seams.

2. Jane is a _____.

She sews samples.

3. Lily is a _____.

She supervises workers.

4. Carol is a pattern maker.

She _____.

5. Michael is a cutter.

He _____.

6. Tony is a presser.

He _____.

III. Answer the following questions: 10%

1. Is this a button?

2. Is that a thread?

3. Are these scissors?

4. What are these?

5. What are those?

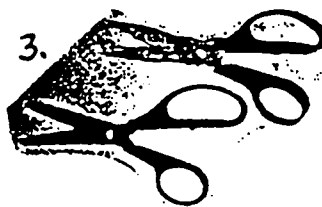
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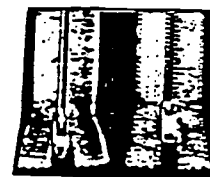
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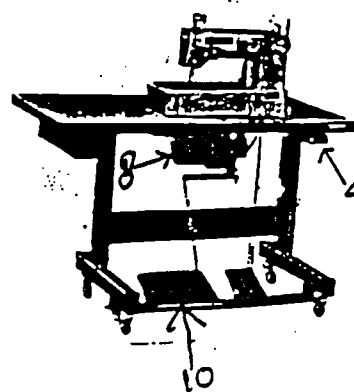
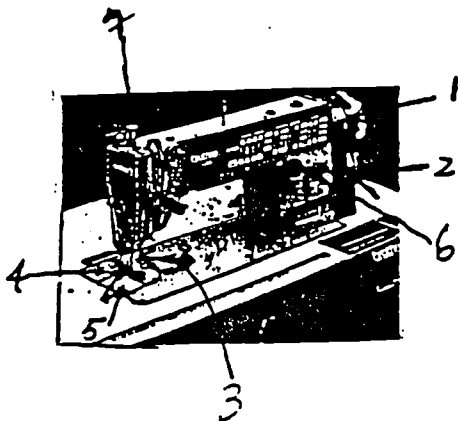
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4

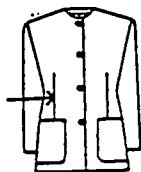


IV. Name ten principal parts of a sewing machine: 20%



V. Identify 3 sewing skills and 3 standard places for body measurements: 12%

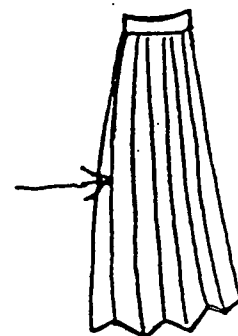
1.



2.



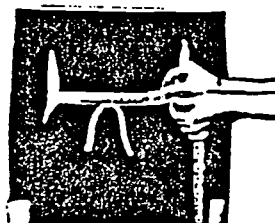
3.



4.



5.



6.



VI. Arrange the following garment-making procedures numerically (For example, "1" is the beginning and "12" is the end): 20

- Overlook machine operators merrrow garment pieces.
- Sorters separate pieces by colors and sizes and then make bundles.
- 1 A factory receives the losts with a sample.
- 12 Finishers hang up the clothes, put on hang tags, and cover the clothes with plastic bags.
- Sewing machine operators sew the pieces together to make a whole garment.
- Special machine operators hem and stitch the garments.
- Section operators sew some of the sections, such as pockets, labels, etc.
- Trimmers cut the loose thread and brush the lines off the garment.
- Pressers iron the garments.
- Button hole machine operators make button holes.
- Quality controllers from the manufacturers generally spot-check the finished garments.
- Button sewing machine operators stitch the buttons onto the garments.

VII. Multiple choice: (Circle the answer) : 11%

1. Which 3 of the following are types of benefits a company may offer to its workers?

- A) Paid vacation
- B) Wearing badges
- C) Profit sharing
- D) Health insurance
- E) Fighting
- F) Punching in/out

2. Which 3 of the following are responsibilities workers may need to carry out at work?

- A) Drinking
- B) Arriving on time
- C) Sick leave
- D) Punching in/out
- E) Good quality work
- F) Dental care

3. Which 3 of the following are problems you should report to your supervisor?

- A) Joe is eating
- B) John is sick
- C) No supply
- D) The trash is on fire
- E) The machine is not working
- F) Answering a personal call

4. Which 2 of the following are the most common ways people found jobs?

- A) Movies on TV
- B) Newspaper want ads
- C) Relatives or friends
- D) Any agencies

Chinatown Manpower Project, Inc. National Workplace Literacy Program

(Administered in June 1996)

Job-specific Literacy Assessment

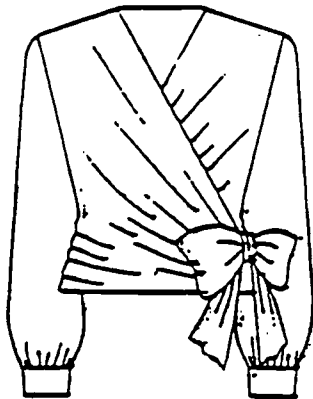
Garment-related Written Test

Pre-Test for 4th-Cycle, 3-Year Grant

Name _____ Application No. _____ Date _____ Score _____

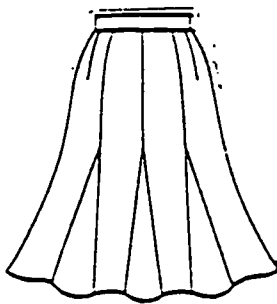
I. Look at the garments pictured on pages 1 and 2 below. Write the correct name of the garment in English on the line next to the picture.

1.



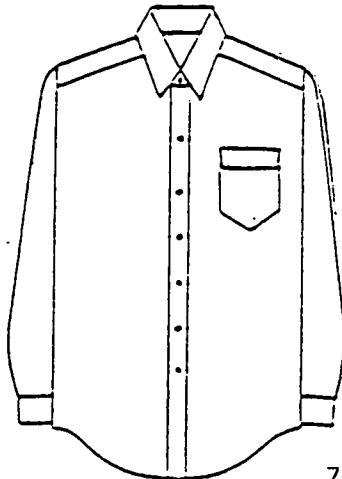
1. _____

2.



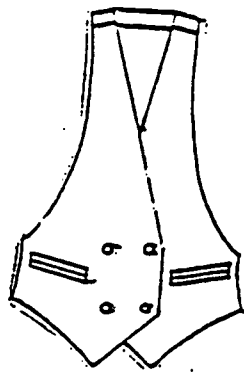
2. _____

3.



3. _____

4.



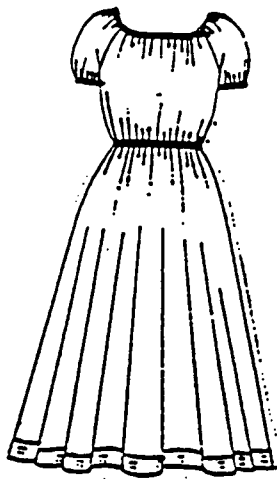
4. _____

5.



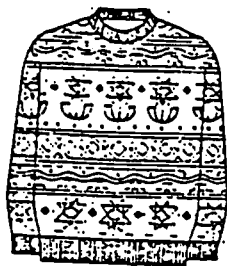
5. _____

6.



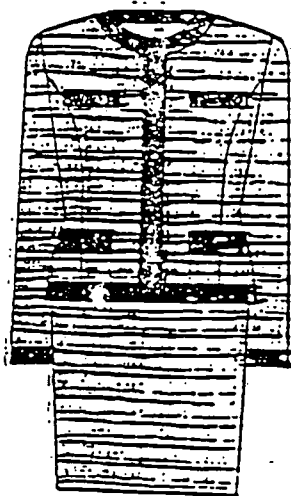
6. _____

7.



7. _____

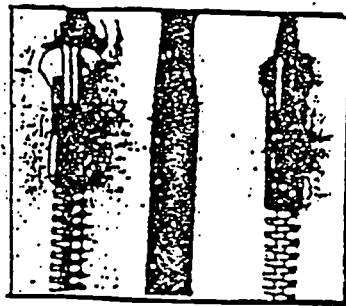
8.



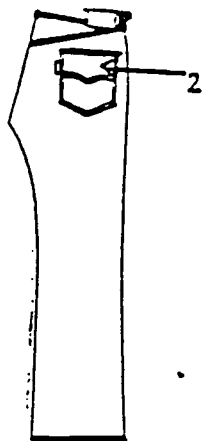
8. _____

II. Look at each picture and write the correct name in English.

1



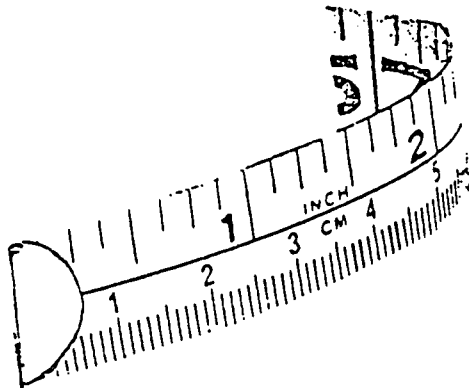
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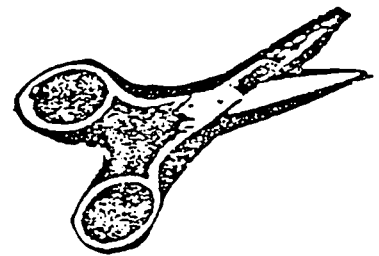
3



4

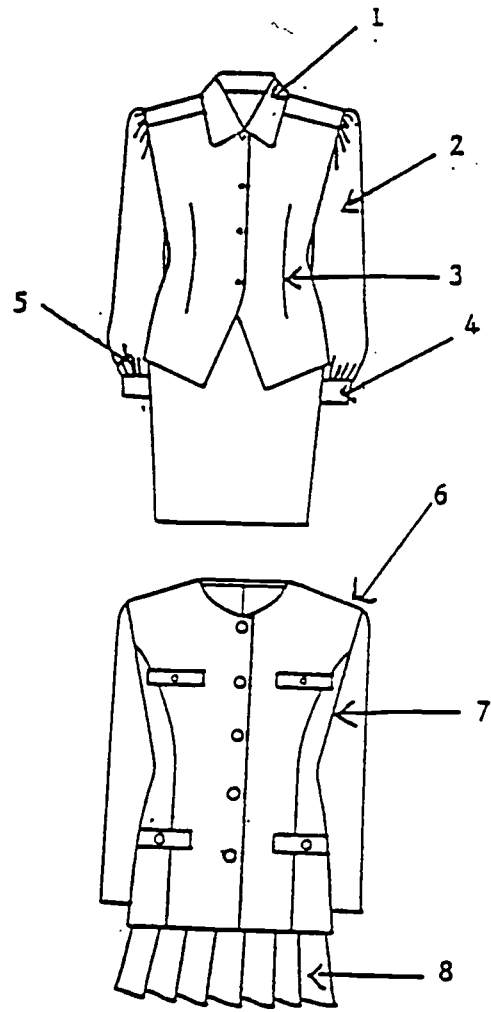


5



III. Identify seven parts of a garment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



IV. Circle the correct answer.

Instructions: Here are some problems with a sewing machine. Circle the correct answer.

1. The thread keeps breaking.
Maybe the thread tension is too A) loose B) tight.
2. The machine keeps making stitches that fall apart.
The tension might be too A) loose B) tight.
3. The needle keeps breaking.
The fabric is too A) heavy B) light.
4. The machine skips stitches.
The thread is too A) heavy B) light.

V. Multiple choice

Instructions: Read the sentences below. Circle the correct answer that goes in the blank space.

1. Lily wants to buy a dress for her mother as a Christmas gift. Her mother is short, with small body-build. She should go to the _____ department.
A) Petite B) Misses C) Women's

2. My sister is going to give birth to a son next month. I will buy a set of baby clothing for her baby at the _____ department.
A) Boy's B) Girl's C) Infant's

3. Grace wants to make her daughter a skirt. She needs to measure her daughter's _____.
A) bust B) waist C) armhole

4. The label on the shirt reads: "100% Cotton. Pre-shrunk. Machine hot water. Tumble dry. Press with hot iron." According to the shirt's care instruction, the shirt will _____ after washing.
A) become longer B) get shorter C) not shrink

5. If a building is on fire, the first thing to do is to _____.
A) Call your family B) Dial 911 C) Call for an ambulance

VI. Read the following conversations and fill in the blanks with one of the following words.

Needle threader

Straight pins

Seam guide

Buck press

Seam ripper

1. Lily: Can I use your _____ to remove the stitches?

Amy: Sure. Here it is.

2. Lily: Look! These stitches are not straight.

Amy: You may use a _____ to help you.

3. Lily: I need to make the sample dress one inch shorter.

Amy: You can use _____ to fix the dress first before you cut it.

4. Judy: I found it was hard to get the thread through the needle.

Mary: This _____ can help you thread the needle more easily.

5. John: Have you finished pressing those garments?

Tony: Not yet. My _____ was out of order this morning.

VII. Answer the following questions.

1. Amy closes seams.

What is her job title? _____

2. Carol makes samples.

What is her job title? _____

3. Shirley supervises workers.

What is her job title? _____

4. Judy is a patternmaker.

What does she do? _____

5. Emily is a merrower.

What does she do? _____

6. Michael is a presser.

What does he do? _____

**Job-specific Literacy Assessment
Answer Sheet to Garment-related Written Pre-Test**

Name: _____ Application No: _____ Date: _____ Score: _____

I. Name the following garments and five parts of a garment: 15%

1. _____ 2. _____ 3. _____ 4. _____
 5. _____ 6. _____ 7. _____ 8. _____
 9. _____ 10. _____ 11. _____ 12. _____
 13. _____ 14. _____ 15. _____

II. Fill in the blanks with the proper job titles and job descriptions: 12%

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

III. Answer the following questions: 10%

1. _____ 2. _____
 3. _____ 4. _____
 5. _____

IV. Name ten principal parts of a sewing machine: 20%

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____ 8. _____ 9. _____
 10. _____

V. Identify 3 sewing skills and 3 standard places for body measurements: 12%

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

VI. Arrange the following garment-making procedures numerically (For example, "1" is the beginning and "12" is the end) 20%

_____ 1 _____ 12 _____

VII. Multiple choice: 11%

1. _____ 2. _____
 3. _____ 4. _____

ELIGIBLE WORKER SELECTION FORM

Chinatown Manpower

1) Applicant's name:	Last <input type="text"/>	First <input type="text"/>	Middle initial <input type="text"/>
2) Applicant's Address:			
Number & Street <input type="text"/>		Apt. number <input type="text"/>	
City <input type="text"/>		State <input type="text"/>	Zip code <input type="text"/>
Telephone (<input type="text"/>) <input type="text"/> - <input type="text"/>			
3) Social Security number: <input type="text"/> - <input type="text"/> - <input type="text"/>		4) Employer code: <input type="text"/>	
5) Course code: <input type="text"/> Start Date: <input type="text"/> / <input type="text"/> / <input type="text"/> End Date: <input type="text"/> / <input type="text"/> / <input type="text"/>			
6) Subgroup Code: <input type="text"/>			

Standardized Literacy Assessment Scores:

Test 1) Name of Test: <input type="text"/>		Test 2) Name of Test: <input type="text"/>	
Form <input type="text"/> Level <input type="text"/> Date <input type="text"/> / <input type="text"/> / <input type="text"/>		Form <input type="text"/> Level <input type="text"/> Date <input type="text"/> / <input type="text"/> / <input type="text"/>	
Notes: _____	Part: <input type="text"/>	Score: <input type="text"/>	
_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____
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_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____

Job Specific Literacy Assessment Scores:

Test 1) Name of Test: <input type="text"/>		Test 1) Name of Test: <input type="text"/>	
Form <input type="text"/> Level <input type="text"/> Date <input type="text"/> / <input type="text"/> / <input type="text"/>		Form <input type="text"/> Level <input type="text"/> Date <input type="text"/> / <input type="text"/> / <input type="text"/>	
Notes: _____	Part: <input type="text"/>	Score: <input type="text"/>	
_____	<input type="text"/>	<input type="text"/>	_____
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_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____

Student's Name: _____ Class: _____ Score: _____

Teacher: _____ Date: _____

Picture 1

- 1. How many people are waiting at the bus stop? 0 1 2
- 2. What are they doing? 0 1 2
- 3. What time is it now? 0 1 2
- 4. How's the weather? 0 1 2
- 5. Why is the man running? 0 1 2

Picture 2

(The man has a problem.)

Picture 3

(Point to the man at the bus stop in picture 3)

- 5. How does he feel now? 0 1 2

Picture 4

(He usually starts school at 9. Point to the clock.)

- 7. Why is he late today? 0 1 2
- 3. What do you think his teacher is going to say? 0 1 2
- Is the teacher happy? 0 1 2

Picture 5

- 9. What's the woman trying to do? 0 1 2
- 10. Who's watching her? 0 1 2

Picture 6

- 11. What happened to the woman? 0 1 2

(The little girl called for help)

- 12. What did she say? 0 1 2
- 13. What do you think is going to happen next? 0 1 2

Picture 7

(The woman went to the hospital and now she's home.)

- 14. What should she do now? 0 1 2
- 15. What can the little girl do to help the woman? 0 1 2

Picture 8

(Don bought a new hat. He took it home to show his mother.)

- 16. What did his mother think of the new hat? 0 1 2
- 17. What do you think Don said to his mother? 0 1 2

Picture 9

- 18. What did Don do with his new hat? 0 :
- 19. (The saleswoman wouldn't give Don his money back.) Why do you think she refused? 0 :

Picture 10

- 20. (Now Don has a problem. He decided to give the hat to his friend as a birthday present.) Was this a good solution to the problem? Why?/Why not? 0 :
- 21. What else could be done with the hat? 0 :

Picture 11

(Point to Joe in the center of picture 11.) This is Joe. His first job in America is in this factory. (Point to his boss on the right.) His boss told him never to mix this bottle of liquid (point to the dark bottle) with the others (point to the other bottles). Joe didn't understand what his boss said, but he didn't say anything to his boss.

Picture 12

- (Point to picture 12). There was an explosion.
- 22. What caused the explosion? 0 :
- 23. What's Joe saying to himself now? 0 :
- 24. When Joe didn't understand the instructions, what should he have said to his boss? 0 :

Picture 13

- 25. What could Joe say to his boss now? Anything else? (Student must mention at least two things.) 0 :
- 26. If you were the boss, what would you do next? 0 :
- 27. In addition to going to school, how could someone like Joe improve his ability to understand English? 0 :

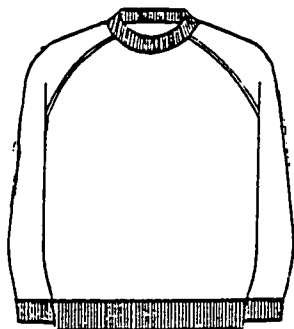
Chinatown Manpower Project, Inc. National Workplace Literacy Program

Job-specific Literacy Assessment Garment-related Written Test Post-Test for 4th-Cycle, 3-Year Grant

Name _____ Application No. _____ Date _____ Score _____

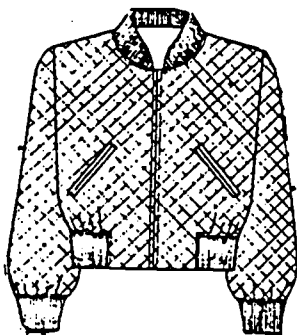
I. Look at the garments pictured on pages 1 and 2 below. Write the correct name of the garment in English on the line next to the picture.

1.



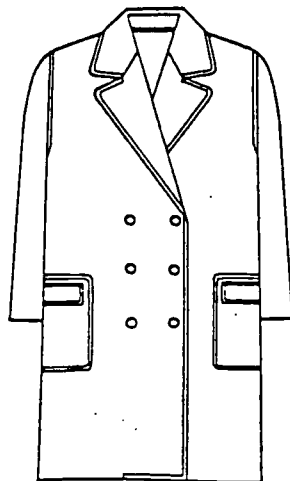
1. _____

2.



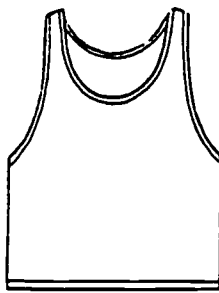
2. _____

3.



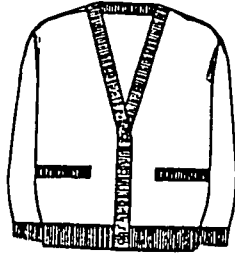
3. _____

4.



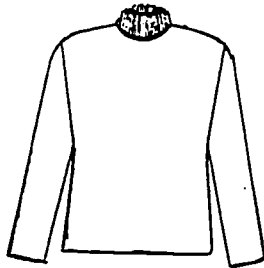
4. _____

5.



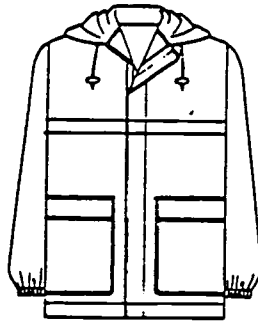
5. _____

6.



6. _____

7.



7. _____

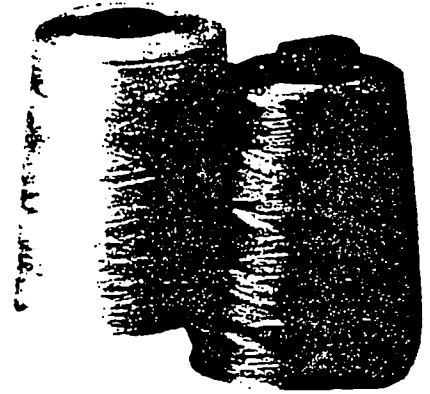
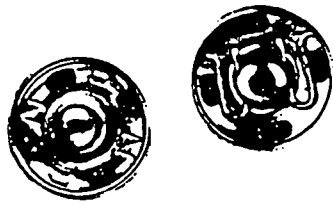
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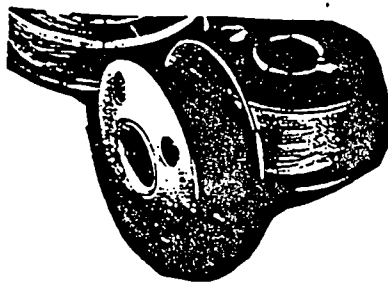


8. _____

II. Look at each picture and write the correct name in English.







I. Identify seven parts of a garment. Write the names in English on the blank lines.

1. _____

2. _____

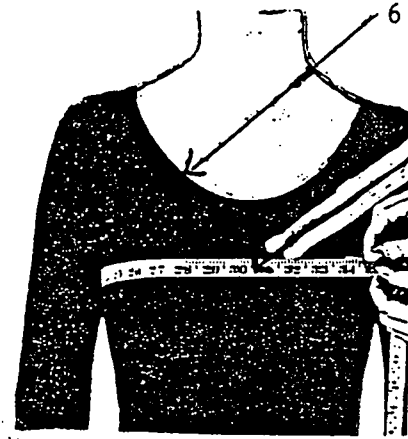
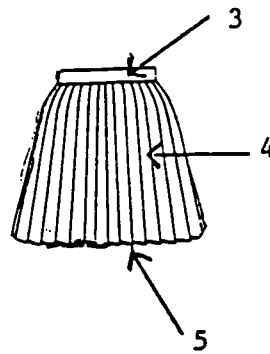
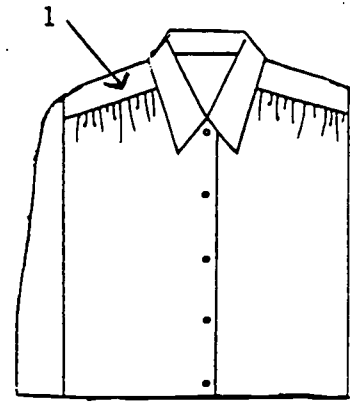
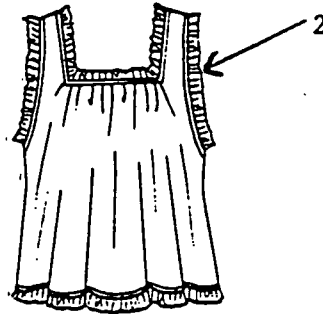
3. _____

4. _____

5. _____

6. _____

7. _____



IV. Circle the correct answer.

Instructions: Here are some problems with a sewing machine. Circle the correct answer that explains how to fix the problem.

1. The thread keeps breaking. To fix it, you should:

- A) release the tension. B) tighten the tension.

2. The machine keeps making stitches that fall apart. To fix it, you should:

- A) release the tension disc. B) Tighten the tension disc.

3. The needle keeps breaking. You should change the:

- A) needle B) fabric.

4. The machine skips stitches. To fix it, you should:

- A) use the right thread. B) use the right presser foot.

V. Multiple choice

Instructions: Read the questions below. Circle the correct answer.

1. Jenny sewed through her finger at her job. What should she do right away?
A) Cry loudly B) Call the hospital C) Go to the First Aid

2. Which type of benefits may the company offer to its workers?
A) Paid holiday B) Wearing badges C) Punch in/out

3. Who will you report to when your machine has problems?
A) Co-worker B) Your supervisor C) Personnel

4. Which of the following is **not** a common way people find jobs?
A) Movies on TV B) Help wanted ads C) Relatives or friends

5. What should you bring when you go to a job interview?
A) Your resume B) Your picture C) Your insurance card

VI. Read the following conversations and fill in the blanks with one of the following words.

Thimble

Clipper

Tape measure

Power switch

Emergency Exit

1. Annie: Could I borrow your _____ to find out the length of this sleeve?
Maggie: Certainly. Here it is.

2. Annie: What do you use this _____ for?
Maggie: I use them to cut loose threads off the finished garment.

3. Annie: I had a pain in my middle finger after sewing the snaps onto the blouses.
Maggie: You may use the _____ to protect it while hand sewing?

4. Annie: My machine suddenly stopped.
Maggie: Check the _____.

5. Annie: Listen! The fire alarm is shrieking. What should we do?
Maggie: We should use the _____ to leave the building right away.

II. Answer the following questions.

Lily sets pockets and zippers.

What is her job title? _____

Grace removes loose thread.

What is her job title? _____

Steve separates the pieces by color and size.

What is his job title? _____

John is a cutter.

What does he do? _____

Tom is a button machine operator.

What does he do? _____

Nancy is a finisher.

What does she do? _____

Job-specific Literacy Assessment
(Garment-related Written Post-Test)

_____ Application No: _____ Date: _____ Score: _____

in the blanks with the proper job titles and job descriptions:

at is his/her job?

What does he/she do?

Jane is a _____.

She sews samples.

Lily is a _____.

She supervises workers.

Amy is a _____.

She closes seams.

Carol is a pattern maker.

She _____.

Tony is a presser.

He _____.

Michael is a cutter.

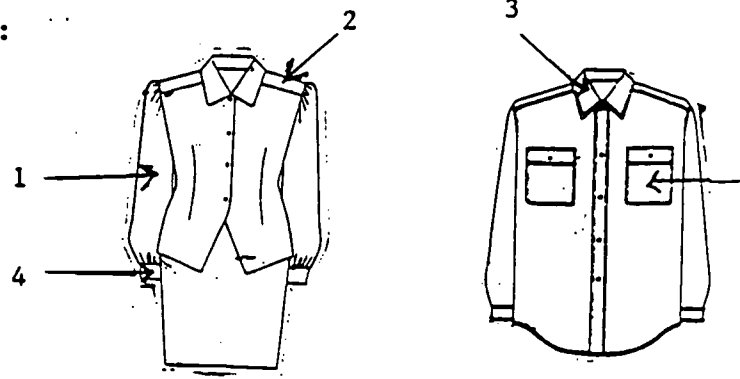
He _____.

Arrange the following garment-making procedures numerically (For example, "1" is the beginning and "12" is the end):

- _____ Overlock machine operators merrow garment pieces.
- _____ Sorters separate pieces by colors and sizes and then make bundles.
- 1 A factory receives the lots with a sample.
- 12 Finishers hang up the clothes, put on hang tags, and cover the clothes with plastic bags.
- _____ Sewing machine operators sew the pieces together to make a whole garment.
- _____ Special machine operators hem and stitch the garments.
- _____ Section operators sew some of the sections, such as pockets, labels, etc.
- _____ Trimmers cut the loose thread and brush the lines off the garment.
- _____ Pressers iron the garments.
- _____ Button hole machine operators make button holes.
- _____ Quality controllers from the manufacturers generally spot-check the finished garments.
- _____ Button sewing machine operators stitch the buttons onto the garments.

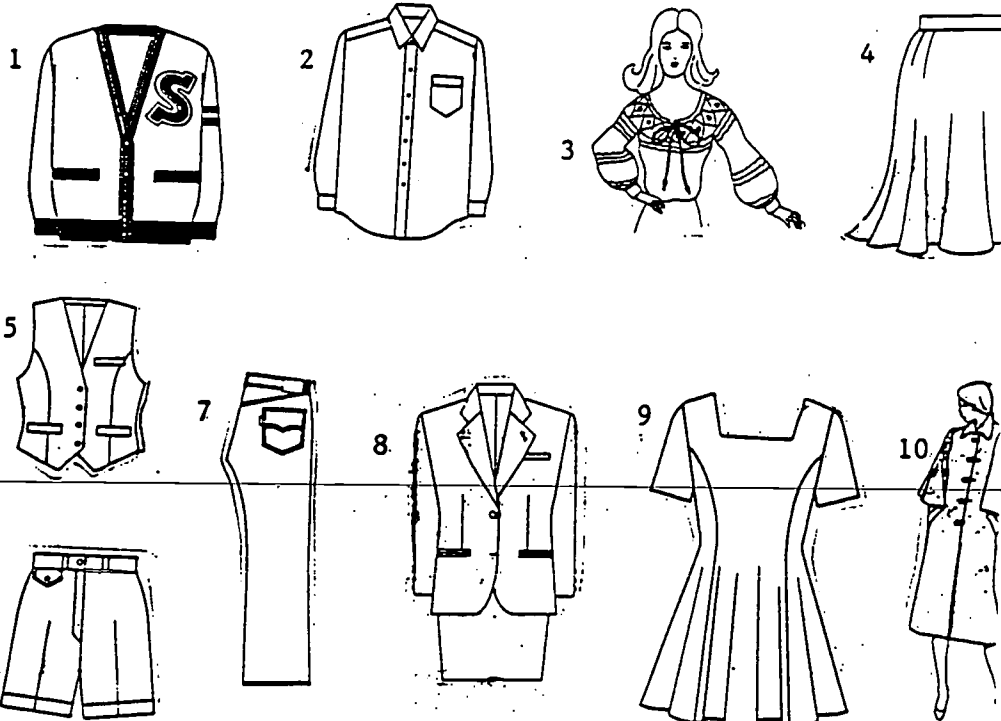
(A) Name the following parts of a garment:

1. _____
2. _____
3. _____
4. _____
5. _____



(B) Name the following garments:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



7. Answer the following questions:

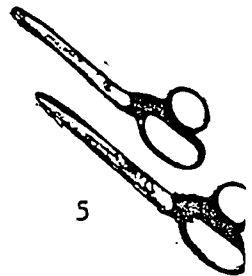
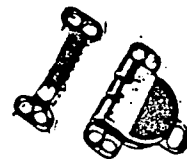
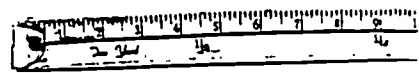
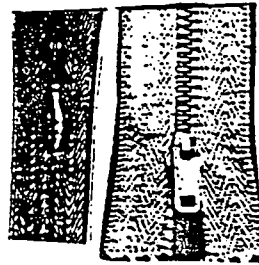
1. What are these?

2. What are those?

3. Is this a button?

4. Is that a thread?

5. Are these scissors?

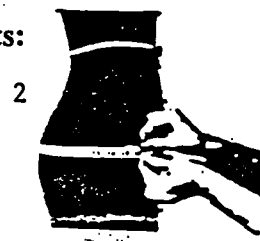
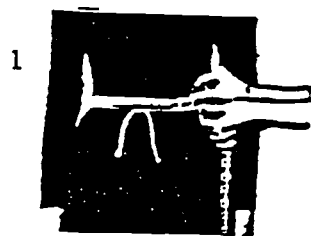


Multiple choice (Circle the answer):

1. Which 2 of the following are the most common ways people found jobs?
A) Movies
B) Newspaper want ads
C) Relatives or friends
D) Any agencies
E) TV series
F) Librarians
2. Which 3 of the following are types of benefits a company may offer to its workers?
A) Paid vacation
B) Wearing badges
C) Profit sharing
D) Health insurance
E) Fighting
F) Punching in/out
3. Which 3 of the following are responsibilities workers may need to carry out at work?
A) Drinking
B) Arriving on time
C) Sick leave
D) Punching in/out
E) Good quality work
F) Dental care
4. Which 3 of the following are problems you should report to your supervisor?
A) Joe is eating
B) John is sick
C) The machine is not working
D) The trash is on fire
E) No supply
F) Answering a personal call

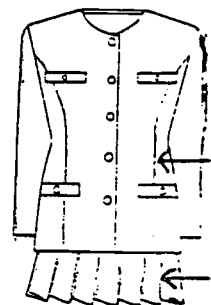
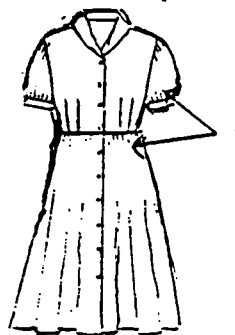
(A) Identify three standard places for body measurements:

1. _____
2. _____
3. _____



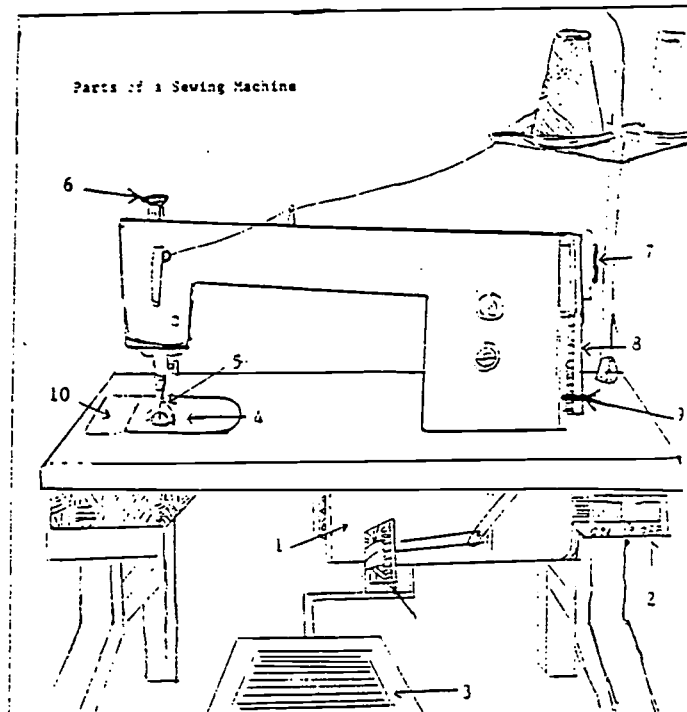
(B) Identify three sewing skills:

1. _____
2. _____
3. _____



II. Write ten principal parts of a sewing machine:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Name: _____ Application No: _____ Date: _____ Score: _____

I. Fill in the blanks with the proper job titles and job descriptions:

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____ 6. _____

II. Arrange the following garment-making procedures numerically (For example, "1" is the beginning and "12" is the end):

_____ 1 _____ 12 _____

III. (A) Name the following parts of a garment:

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____

(B) Name the following garments:

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____ 6. _____
- 7. _____ 8. _____ 9. _____
- 10. _____

IV. Answer the following questions:

- 1. _____ 2. _____ 3. _____
- 4. _____ 5. _____

V. Multiple choice (Circle the answer):

- 1. _____ 2. _____
- 3. _____ 4. _____

VI. (A) Identify three standard places for body measurements:

- 1. _____ 2. _____ 3. _____

(B) Identify three sewing skills:

- 1. _____ 2. _____ 3. _____

VII. White ten principle parts of a sewing machine:

- 1. _____ 2. _____
- 3. _____ 4. _____
- 5. _____ 6. _____
- 7. _____ 8. _____
- 9. _____ 10. _____

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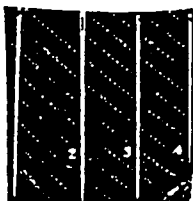
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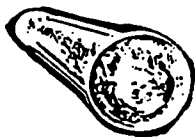
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Lesson 11 Essential Garment-Making Tools

Sewing Tools



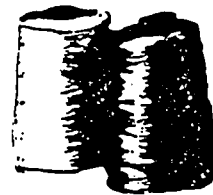
Needle



Needle threader



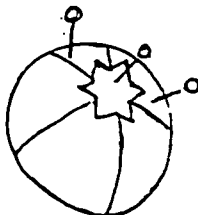
Thread



Cone of thread



Pin



Pin cushion



Thimble



Awl

Marking Tools



Marking pencil



Tracing wheels

Measuring Tools



Tape measure

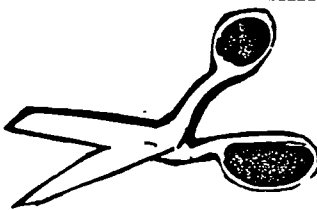


Seam gauge

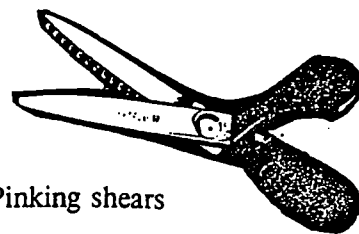
Cutting Tools



Scissors



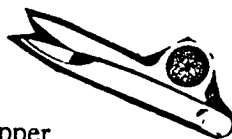
Bent-handled shears



Pinking shears



Seam ripper



Thread clipper

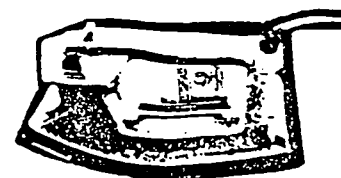


Rotary cutter

Pressing Tools



Buck press



Steam/spray iron

Class #	Level	Student Number	Group	Class Hour	Room	Teacher	Teaching Materials
331	ESL I	23	Control group 6 New students 17	Sunday 1:30-4:30 p.m.	410	Bing Tuo	1. ExpressWays Bk 1 2. ExpressWays Activity Workbook Bk 1 3. Garment-related Broadcast Lessons BK1 4. Garment-related Terms Handouts
332	ESL II	21	Control group 2 New students 19	Saturday 1:30-4:30 p.m.	411	Kathy Huey	1. ExpressWays Bk 2 2. ExpressWays Activity Workbook Bk 2 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Terms Handouts
333	ESL III	22	Control group 5 New students 17	Sunday 1:30-4:30 p.m.	411	Joe Mok	1. ExpressWays Bk 2 2. ExpressWays Activity Workbook Bk 2 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Terms Handouts
334	BS I	23	Control group 4 New students 18 Retained student 1	Saturday 9:30 a.m.- 12:30 p.m.	411	Kathy Huey	1. ExpressWays Bk 23 2. ExpressWays Activity Workbook Bk 23 3. Garment-related Broadcast Lessons BK 1 4. Garment-related Materials Handouts
335	BS II	22	Retained from class #325 #326 #327	Sunday 9:30 a.m.- 12:30 p.m.	410	Bing Tuo	1. ExpressWays Bk 3 2. ExpressWays Activity Workbook Bk 3 3. Garment-related Broadcast Lessons BK 2 4. Garment-related Materials Handouts
336	BS III	19	Retained from class #328 #329 #330	Sunday 9:30 a.m.- 12:30 p.m.	411	Joe Mok	1. ExpressWays Bk 4 2. ExpressWays Activity Workbook Bk 4 3. Garment-related Broadcast Lessons BK 2 4. Garment-related Materials Handouts
Total	ESL 66 BS 64	130	Control group 17 New students 71 Retained 42				



華 華 人 力 中 心
Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013-4499
TEL: (212) 571-1690 FAX: (212) 571-1686

敬啟者：

本中心自一九九二年八月份起，增設了免費在職英文班。目的專為製衣業工友提供有關製衣專用英文及日常英語。盼能為學員帶來工作及日常之方便。貴員工因是本班之學員，現將在今年十一月下旬完成五十個學時之英文課程。為評估學員成績及能否學以致用，現附上主管反應表，希望閣下能化十分鐘時間回答。如有所須，可用英語與學員交談，測試他的成績，以作評估。回答完可交回員工帶返本中心。本中心會以閣下的反應作參考，以改良課程的設計，以符合製衣業人士之所須，造福華人社區，有莫大幫助。如有疑問，請致電於本人查詢。

多謝閣下合作與支持！

謝區月巧
在職英文班主任
一九九七年六月

June 1997

Dear Sir/Madam:

Since August 1992 we have been running the Workplace Literacy Program. Its objective is to provide garment workers with free garment-related and daily survival English classes in order to increase their productivity.

Your employee will complete our 50-hour in class training at the end of June 1997. For assessment of the participant's progress and performance, we greatly appreciate if you could fill out the attached evaluation form for your employee. Your completed evaluation is very important for our program assessment and design to meet the needs of the garment workers. Please spare ten minutes to complete it. And if necessary, you may ask your employee questions in English for your evaluation. Please give the completed form to your employee to bring it back to us. Feel free to call me if you have any questions.

Thank you very much for your cooperation and support.

Sincerely,

Ivy Au Tse, Project Director of NWLP

Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Participant's Evaluation

Class _____

Date _____

請在號數上打圈回答以下問題。號數愈大，愈滿意。1是不滿意，6是滿意，10是非常滿意。

Please answer the following questions by circling the number from 1 as the unsatisfactory to 10 the most satisfactory.

你覺得在職英文訓練班對你有幫助嗎？

1. Do you feel this program helpful to you?

Unsatisfactory						Satisfactory				Most Satisfactory
1	2	3	4	5	6	7	8	9	10	

你覺得在製衣專用英語的學習方面有進步嗎？

2. Do you feel you have made a progress in learning garment-related English?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得在日常英語的學習方面有進步嗎？

3. Do you feel you have made a progress in learning daily survival English?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得你現在能在工廠比較明白書寫的英文指示嗎？

4. Do you feel you understand written English instructions at your work site better?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得你能在工廠比較明白英文口語指導嗎？

5. Do you feel you understand spoken English instructions at your work site better?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你能夠比以前較容易與說英語的同事溝通嗎？

6. Do you communicate more easily with your English speaking coworkers now?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你現在能比以前較願意在日常用英文嗎？

7. Are you more willing to use English generally now?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得教材對你有幫助嗎？

8. Do you find the teaching materials helpful?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得對你的工作，現在有較好的體會嗎？

9. Do you feel you have a more positive attitude toward your job?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你覺得電台或電視播出的製衣專用英語課程，對你有所幫助嗎？（請列明電台或電視台）

10. Do you find the broadcast (via radio or TV) garment-related English lessons helpful?

Please specify radio or TV channel.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

你是否我們製衣雙語電視廣播課程的觀眾？

11. Are you a viewer of our Garment-related Bilingual TV Broadcast Lessons?

是 _____

No 否 _____



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