IV. Planning for Your Workplace ELL Program

Inputs Resources, contributions, investments that go into the program		Outputs Activities, services, events and products that reach people who participate or who are targeted		Outcomes – Impact Results or changes for individuals, groups, organizations, communities, or systems		
	Activities	Participation		Short	Medium	Long
 Teaching staff Willing	 Determine knowledge a skills needed employees Design work specific curri and material Market legal language se Assess lang level and pla students accordingly Hold classes Gauge custo satisfaction Gauge empl language advancement 	Agency leadership Community teachers Workplace employees and vices lage ce mer byee		 Increased client knowledge of workplace vocabulary Increased employee ability to interact with native English speakers Increased employer awareness of LEP employer needs Awareness of best practices Increased motivation to improve program 	 Job advancement for employees Additional employees enrolling in courses Better informed agency decision- making Revised and improved curricula 	 Increased English Language proficiency Increased upward job mobility and job stability Workplace ELL program is institutionalized into business structure

Assumptions

- Are there enough affordable and accessible classes in your area?
 Would your program address a need? How?
 Do you see increasing numbers of immigrants struggling with job advancement opportunities?
- 4. Are employers interested in addressing the needs of LEP employees?

External Factors

- Is your program situated within a supportive community?
 Are there potential partners that would support this initiative?
 Is there enough need to create a new program?