A collaborative project involved Collins and Aikman, Inc., Pitt Community College, and the U.S. Department of Education in an effort to improve the literacy level of the company's work force in order to increase productivity. A pretest of about 400 of the company's 513 workers in 1 division uncovered educational needs in reading and mathematics literacy. A group of 14 production workers helped to analyze the jobs at the plant and to design a workplace literacy program. Equipment and materials were ordered, students were recruited, and class schedules were set up during the first 3 months of the program. The program was offered in an open-entry/open-exit format serving 135 workers during the next 19 months, a total of 8,010 contact hours. Students could enroll up to 4 hours per day before or after their shifts; they could enroll for any number of hours, but were paid for 4 hours per week. Courses were offered in reading and various levels of mathematics. Of the original 135 participants, 32 completed the program, 22 withdrew (moved, terminated, or retired from employment), 54 students were continuing with the program after the end of the grant period, and the status of 27 participants was unknown. Four students passed the General Educational Development Test, and five others are working to pass that test. Scores in reading and mathematics improved for almost all students, as shown on pre- and posttests using the Test of Adult Basic Education. In addition, students indicated a high degree of satisfaction with the program. An outside evaluation rated the program as a great success; one factor contributing to that success was extensive staff development for the teachers. (Appendixes to the report contain course materials and outlines and student survey results.) (KC)
Cultivating Abilities through Continuous Achievement (CA)$^2$

A National Workplace Literacy Grant Project

U. S. Dept. of Education

Pitt Community College  Collins & Aikman, Inc.

June 1, 1992 - March 31, 1994
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Final Performance Report

Submitted by
Marguerite Stephens
Project Director
### Project Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>Marguerite Stephens</td>
</tr>
<tr>
<td>On-Site Industry Coordinator</td>
<td>Dennis Curtis</td>
</tr>
<tr>
<td>Secretary</td>
<td>Gloristine Smith</td>
</tr>
<tr>
<td>Curriculum Writer</td>
<td>Dorenda Bryant</td>
</tr>
<tr>
<td>External Evaluator</td>
<td>Denise Voncannon</td>
</tr>
<tr>
<td>Instructors</td>
<td>Sherrie Rouse-Burns</td>
</tr>
<tr>
<td></td>
<td>Laura Caudill</td>
</tr>
<tr>
<td></td>
<td>Dana Cole</td>
</tr>
<tr>
<td></td>
<td>Larry Chance</td>
</tr>
<tr>
<td></td>
<td>Terry High</td>
</tr>
<tr>
<td></td>
<td>Joyce LaMotte</td>
</tr>
<tr>
<td></td>
<td>Angela Shivar</td>
</tr>
<tr>
<td></td>
<td>Michael Stephenson</td>
</tr>
<tr>
<td></td>
<td>Sharon Ward</td>
</tr>
<tr>
<td>U. S. Department of Education Program Officer</td>
<td>Marian Banfield</td>
</tr>
<tr>
<td>U.S. Department of Education Grants Officer</td>
<td>Yvonne Mapson</td>
</tr>
<tr>
<td></td>
<td>Constance Tynes</td>
</tr>
</tbody>
</table>
Introduction

In June, 1992, Collins and Aikman, Inc., Specialty Fabrics Division in Farmville, NC, Pitt Community College (PCC), and the U.S. Department of Education combined resources to form a partnership to improve the literacy level of C & A’s workforce which would lead to increased productivity. Through this collaborative effort we set out to create an environment which would nurture the personal growth of each individual in his/her professional and personal life.

With a workforce of 750, Collins and Aikman (C & A) manufactures specialty fabrics used primarily in the production of automobiles. Lingerie, sportswears, and casket lining are also large accounts with C & A.

Initial efforts were made in 1990 to begin planning for this project. PCC employees from the Literacy Department pre-tested almost 400 of the 513 production workers using the Test of Adult Basic Education. Results from this endeavor clearly demonstrated a need in reading and math literacy.

Fourteen production area (hourly wage) employees from various departments at C & A were chosen to serve as a Focus Group. Meeting regularly throughout the initial phase, this body of workers helped to design the program and to set policy for participation. During the start-up phase, the Focus Group developed a name for the program -- Cultivating Abilities through Continuous Achievement, or (CA)$^2$.

With the assistance of a CASAS Job Analysis team, job task analyses were conducted for the primary jobs at C & A. With objectives and needs identified, the project director then began to develop curriculum to address the identified critical tasks. Later in the project a curriculum writer was employed to continue and expand this process.

Additionally, during the three-month start-up phase, the project director ordered equipment and materials, marketed and recruited participants, finalized the class schedule, and prepared the physical layout of the learning environment.
The program was offered on an open-entry, open-exit format, serving 135 students during the next nineteen months, with a total of 8010 contact hours provided. The program continues to serve C & A employees and many of these students continue to attend class even after the end of the grant period.

The following is a breakdown of the original 135 participants:

- Completed: 32
- Withdrawn (moved, terminated, retired): 22
- Continuing: 54
- Status Unknown: 27

In addition to serving 135 students during the grant period the (CA)² staff also conducted orientation sessions for ninety-five trainees at C & A. Included in the company orientation and training phase, new trainees spent on the average of forty-five minutes in the classroom. Instructors and other project staff members explained the program policies and procedures and introduced them to some of the programs offered.
Goal

This project was conceived and designed to respond to and attain one central goal:

Through a partnership between Collins and Aikman Corporation and Pitt Community College, to develop, implement, and evaluate the effects of a Workplace Literacy Program which will 1) measurably enhance specific literacy competencies among the employees of Collins and Aikman, 2) result in visible improvements in the job performance of such employees, 3) enhance the employees' opportunities for occupational retention and advancement, and 4) contribute to the viability, productivity, and economic success of the company.

Program Objectives

The above goals were achieved through the following objectives:

1. To accurately define the specific educational competencies which are demonstrably necessary for adequate job performance

2. To validly assess the current level of attainment of the identified job-specific competencies of C & A employees in the Workplace Literacy project

3. To design and implement an individualized, competency-based workplace literacy program/curriculum which is educationally sound, job-related, and of sufficient instructional quality to ensure reasonable probabilities of successful attainment of desired learning outcomes among participants

4. To acquire and/or develop instructional materials for the program which are adult-oriented, job-specific, and proven to be effective in the teaching of literacy competencies to adult students

5. To insure that all instructional, administrative, and support personnel possess the skills, knowledge, and abilities to implement the proposed program in an effective manner

6. To create and implement valid assessment mechanisms which will verify: a) student attainment of mutually-negotiated learning objectives, b) the effects of program outcomes upon employee job performance and personal growth, and c) the value of the program to the economic and organizational goals of the partner corporation

7. During the project period, to establish a mechanism whereby this initiative will be perpetuated after external funding ceases
Description of the Program

A. Facility

The classroom and office designated by C & A for the program was part of the training area of the plant. The training area, although isolated from most plant areas, was easily accessible. It provided a quiet, non-threatening, and non-distracting environment. Because the location was not highly visible for day-to-day operations of employees, we had to work hard to get our name out in the mainstream of the plant.

At the beginning of the project, C & A ordered ten new study carrels for the classroom. These proved to be invaluable in providing the privacy which is so important to most students. Two long tables along the opposite wall gave ample space for larger interactive computers and for working with students one-on-one. Additional adjacent rooms were used for audio-visual activities and testing.

In addition to the concern for an appropriate physical environment which best fosters learning, we also found that creating a positive social and emotional climate had a great impact on learning. Social interactions between instructors and students contributed to the students' sense of self-worth and promoted the students' trust in the instructors and the program. Recognizing individual differences is the first step toward building teamwork and group cohesiveness.

B. Training Schedule

Based on initial response from registration papers, a class schedule was set up to accommodate the most requested time periods.

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 - 10:00 a.m.</td>
<td>Monday through Thursday</td>
</tr>
<tr>
<td>1:00 - 5:00 p.m.</td>
<td>Monday through Thursday</td>
</tr>
<tr>
<td>8:00 - 12:00 midnight</td>
<td>Monday, Tuesday, &amp; Thursday</td>
</tr>
</tbody>
</table>

Collins and Aikman operates on a 7:00/3:00/11:00 shift schedule. This training schedule provided options for workers of each shift to attend class either before or after their shift.
C. Attendance Policy and Sign-in Procedure

Employees of Collins and Aikman enrolled in the (CA)^2 program with an instructor, the project director, or the secretary during hours of operation. Participation was voluntary with an open-entry, open-exit policy. Classes were offered before and after each shift change to accommodate the employees' work schedule.

Collins and Aikman offered (and continues to offer) a pay incentive to students participating in the program. Students were reimbursed their regular pay rate for each hour of attendance beyond the first hour each week. Students could attend class an unlimited number of hours each week, but only received pay for up to four hours per week.

Upon enrollment in the program, students completed all necessary paperwork as required by the community college. Students signed in and out each time he/she reported to class. This information was recorded by the instructor on the attendance card (Appendix A) as well as on the PCC attendance roster. The first hour each week was recorded on the left side of the card with all remaining hours being indicated on the right side. On the Friday closest to the middle of the month, hours were totalled, and cards were copied and submitted to C & A's accounting office. An education pay was included in the next week's pay check.
D. Characteristics of Participants

<table>
<thead>
<tr>
<th>TERM</th>
<th>Fall '92</th>
<th>Winter '92-'93</th>
<th>Spring '93</th>
<th>Summer '93</th>
<th>Fall '93</th>
<th>Winter '93-'94</th>
</tr>
</thead>
<tbody>
<tr>
<td># Served</td>
<td>94</td>
<td>61</td>
<td>60</td>
<td>52</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>Mean Age</td>
<td>40</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>Black</td>
<td>57</td>
<td>39</td>
<td>38</td>
<td>34</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>22</td>
<td>22</td>
<td>18</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>38</td>
<td>40</td>
<td>37</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>23</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

**Years with Company:**

- **0 - 5**
  - Term 1: 10, 6, 5, 2, 2, 3
  - Term 2: 18, 13, 12, 6, 1, 6
- **6 - 10**
  - Term 1: 18, 8, 9, 10, 10, 10
  - Term 2: 27, 34, 34, 34, 29, 21
Marketing Strategies

The program was open to all production workers. Continuous efforts were made to inform these employees of the program. We found that many employees were reluctant to join until they had given the program time to prove itself. Special efforts were also made to reach second and third shift employees.

A variety of marketing strategies was used throughout the grant period.

- Signs, banners, and posters throughout the plant were constant reminders of the program and what it had to offer.
- Brief videos of the program were run on the VCR in the information center.
- The electronic sign in the canteen was a powerful tool for getting the word out fast.
- Articles in the Focus Magazine (quarterly) attracted a lot of attention from participants and non-participants. (Appendix B)
- Early on, sending personal notes and making phone calls to absent or "missing" students brought about positive results.
- The Focus Group members also served as a valuable resource for publicizing the program on the plant floor.
- Mandatory plant meetings (scheduled round the clock in 45 minute blocks) were held at the beginning of the project period so that project personnel could explain the program and answer questions from C&A employees/potential students. This was done again six months into the program.
- Whenever possible, the project director attended other C&A mandated plant meetings (usually twice a year) to present something new and exciting about the program.
- Refreshments served at Christmas and at the Spring Fling were for the students but this also served as a great marketing technique for others. Food always gets more attention!

One of the distinguishing characteristics of this program is that C & A allowed easy access to the workers on the plant floor. Constant contact was made through notes, visits, and phone calls. Information gathered and dates of contact were noted on a follow-up card which was kept on each student.
Program Objectives

1. To accurately define the specific educational competencies which are demonstrably necessary for adequate job performance

The CASAS Job Analysis team worked with the project director to identify the primary jobs for initial analysis and competency extrapolation. This process included job shadowing of employees performing the targeted jobs and an analysis of job materials. The CASAS job profile (sample, Appendix C) was used to dissect these jobs into discrete competencies.

The identified competencies then became the basis for formulating the learning objectives contained in the Individual Education Plans (IEP's) of students who perform these jobs (Appendix D). The IEP was tailored to fit the job tasks, requirements, and needs of the partner industry. They list all competencies identified in the task analysis phase. For each competency, the specific instructional materials and pages to be used for attaining the competency are identified. These materials include not only commercial items acquired but also industry-specific curriculum modules.
2. To validly assess the current level of attainment of the identified job-specific competencies of C & A employees in the Workplace Literacy project

During the initial needs assessment phase, 392 production workers were appraised with the TABE Locator. Results of the Locator are as follows:

<table>
<thead>
<tr>
<th>READING (392 tested)</th>
<th>MATH (390 tested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level E (Easy)</td>
<td>97 (25%)</td>
</tr>
<tr>
<td>Level M (Medium)</td>
<td>63 (16%)</td>
</tr>
<tr>
<td>Level D (Difficult)</td>
<td>105 (27%)</td>
</tr>
<tr>
<td>Level A (Advanced)</td>
<td>127 (32%)</td>
</tr>
<tr>
<td></td>
<td>114 (29%)</td>
</tr>
<tr>
<td></td>
<td>144 (37%)</td>
</tr>
<tr>
<td></td>
<td>89 (23%)</td>
</tr>
<tr>
<td></td>
<td>43 (11%)</td>
</tr>
</tbody>
</table>

After the appropriate level of the TABE was administered, score sheets were scanned and a profile was developed for each participant. These profiles indicated the following areas of need:

<table>
<thead>
<tr>
<th>READING (392 tested)</th>
<th>MATH (390 tested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Need 95 (24%)</td>
<td>77 (20%)</td>
</tr>
<tr>
<td>(0.1 - 4.9)</td>
<td>(5.0 - 8.9)</td>
</tr>
<tr>
<td>Great Need 176 (45%)</td>
<td>250 (64%)</td>
</tr>
<tr>
<td>(5.0 - 8.9)</td>
<td></td>
</tr>
<tr>
<td>Some Need 121 (31%)</td>
<td>63 (16%)</td>
</tr>
<tr>
<td>(9.0 - 11.9)</td>
<td></td>
</tr>
</tbody>
</table>

As employees from this pool enrolled in the program they were given the CASAS appraisal and the appropriate level of the Employability (reading and math) tests. These results indicated specific workplace competencies which needed to be addressed. Instructors met with learners individually to design the IEP and to set clearly defined goals which were measurable and specific.
3. To design and implement an individualized, competency-based workplace literacy program/curriculum which is educationally sound, job-related, and of sufficient instructional quality to ensure reasonable probabilities of successful attainment of desired learning outcomes among participants

In designing the program for Collins and Aikman, several specific steps were taken after the assessment of needs. Some of these procedures were done sequentially while others took place simultaneously.

1. Market the program/Recruit participants (See page 8)
   a) plant-wide meetings
   b) posters and flyers
   c) Focus Group
   d) surveys and registration forms
2. Order equipment and materials
3. Hire and train instructors
4. Schedule class times; notify participants of times and locations
5. Develop IEP's
6. Develop curriculum based on workplace specific competencies
7. Conduct class sessions using a multi-media format
   a) textbooks and workbooks
   b) computer-assisted instruction
   c) small group activities, discussions, role plays
   d) audio/video tapes
   e) lectures
8. Monitor student progress
9. Evaluate student progress

The curriculum for the project was set up to accommodate the varying levels and interests of the students. The GED curriculum followed basically the same approach as the sponsoring community college. Instruction was provided to GED students in all five areas of the GED, however, students most often needed more reinforcement in the areas of math and writing skills. Depending upon the time frame and the competency level of the students, combinations of one-on-one, small group, and individualized instruction were used.

Students who held high school diplomas and scored above 8.9 on the TABE were enrolled in the computer-assisted instruction according to their own interests. These students took the progress tests accompanying each program or module. These students focused on higher level vocabulary skills, problem-solving and critical thinking skills, workplace specific modules, algebra, and geometry.
During each quarter, all other students focused on one or more areas of study. A brief course description is follows:

"The Fibers of Reading" - Covering the fundamentals of reading, the course concentrates on sounding out letters and words, comprehension skills, and basic vocabulary.

"Constructive Reading" - The intermediate level reading course offers further instruction and reinforcement in comprehension and vocabulary skills. Students work on finding the main idea, drawing conclusions, using context, sequencing, and inference skills.

"Reading for Quality" is the advanced reading course which enhances higher comprehension and vocabulary skills and stresses critical thinking skills.

"The Fibers of Math", a fundamental math course, deals with number value and computational operations using whole numbers and an introduction to fractions.

"Constructive Math", an intermediate level math course, covers fractions, decimals, percents, and ratio and proportion. Solving word problems related to the workplace is an important element of this course.

"Math for Quality" primarily includes skills in areas of geometry and algebra.
4. To acquire and/or develop instructional materials for the program which are adult-oriented, job-specific, and proven to be effective in the teaching of literacy competencies to adult students

Many of the materials used in this project were acquired through various methods during the start-up phase. We began the program with those materials with which we were familiar from our experience at other PCC sites. Visits with other programs and inquiries with the staff of other projects were valuable resources as well. Demonstrations by software and textbook vendors and displays at basic skills conferences helped us to complete our search.

Selection of our multi-media format materials followed certain guidelines. The materials must be (1) adult-based, (2) appropriate for independent learners as well as for small groups, and (3) job/industry-specific whenever possible. We also focused on materials which addressed the needs of our learners and their diverse learning styles.

Acquiring materials was an on-going process as new materials were constantly being developed. This provided a change and gave the program a continued sense of freshness and variety. After materials were received they were catalogued and summarized into a Textbook and Materials Guide (Appendix E) to serve as a reference for instructors.

As job audits were conducted and the program matured, materials from various departments were collected and the project director developed contextual activities on them. These activities addressed the CASAS competencies which surfaced in the job audits. An example of these activities is included as Appendix F.

In the twelfth month of operation, an education specialist was hired as the curriculum writer for the program. She continued to design curriculum specifically correlated to the job tasks. She used workplace materials (SOP's, charts, instructions, etc.) to develop modules to provide exercises in vocabulary, comprehension, computation, critical thinking, problem-solving, and communication skills. The objectives of the modules developed are attached as Appendix G.

The education specialist also offered a Workplace Dynamics course in four phases. One to one-and-a-half hour classes were held twice weekly with each phase lasting four weeks. The curriculum, developed by McVey & Associates, Inc., New Readers Press, involved sixteen role plays and simulations for workplace settings and was customized for the C & A environment.
One of the software programs discovered in our search that stood out as appropriate for our program and addressing adults in the workplace was TEXTdisc -- developed by Interactive Knowledge and North Carolina State University's Literacy Systems Center for the Sara Lee project. This is a CD-ROM disc containing multimedia workplace literacy courseware created especially for the textile industry. Initial modules included the following modules:

- Preparing Cotton Fibers for Spinning
- Spinning of Wool and Cotton Yarn
- Knitting Fabric
- Weaving Fabric
- Fabric Finishing and Color Application

The NWPL program at Collins and Aikman was invited to assist in expanding the TEXTdisc modules to include "Automotive Upholstery." The project director, with the cooperation and collaboration of C & A's Human Resources Department, wrote the text and made photographs which were incorporated into the revised TEXTdisc.
5. To insure that all instructional, administrative, and support personnel possess the skills, knowledge, and abilities to implement the proposed program in an effective manner.

A substantial amount of training was done during the start-up phase of the project. The project director and the Director of Individualized Instruction from Pitt Community College attended the National Workplace Literacy Start-up Conference in Washington, DC in May, 1992. Additionally, project staff (project director and instructors) were provided three days of training by the CASAS Installation team. This included the correct administration and interpretation of CASAS assessment instruments and scores, curriculum development based on identified competencies, and teaching in a competency-based instructional mode.

All instructors and project personnel completed a four-hour industry orientation. This session covered the plant’s policies and procedures, a plant tour, and a film on the history and development of Collins and Aikman.

Other staff development activities attended by the project personnel were as follows:
- North Carolina Basic Skills Conference in Fayetteville, NC, August 1992
- Creative Thinking Seminar presented by Stephen Brookfield, sponsored by Pitt County Memorial Hospital Education Department, September 1992
- Adult Learning Workshop presented by Dr. Elizabeth Knott of East Carolina University, sponsored by the Workplace Literacy project, October 1992
- Management and Leadership Class taught by Bob Griffin, sponsored by Pitt Community College, January - March 1993
- Cultural Diversity Seminar presented by Jovita Ross-Gordon, sponsored by ECU Adult Education Association, April 1993
- North Carolina Community Colleges' Adult Education Association Conference in Morehead City, May 1993
- North Carolina Basic Skills Conference in New Bern, NC, August 1993
- Staff Development Workshop sponsored by PCC Continuing Education Department, August 1993
- National Workplace Literacy Wrap-up Conference, Washington, DC, September, 1993
Staff Development Activities (continued)

Staff Development Day sponsored by Pitt Community College, October 1993

CASAS Training Workshops sponsored by PCC Continuing Education and Workplace Literacy project, February 17-18 and March 3-4, 1994


Additional staff development was achieved through the viewing of videotapes dealing with teaching adults in a competency-based program. Staff development is on-going and draws upon the expertise of staff members.
6. To create and implement valid assessment mechanisms which will verify: a) student attainment of mutually-negotiated learning objectives, b) the effects of program outcomes upon employee job performance and personal growth, and c) the value of the program to the economic and organizational goals of the partner corporation.

The external evaluator for this project has been Denise Voncannon. Her final report is attached as Section 2. The various methods of internal evaluation are presented here.

Instructors monitored students' progress in class and provided written comments on student IEP's. On a monthly basis instructors recorded their observations of student performance and wrote words of encouragement and guidance in individual student records. The student initialed beside the comment area indicating he/she had read it.

Students were asked periodically to complete an evaluation form to assess the program's effectiveness on meeting their needs and expectations. Results of these surveys are included in Appendix H.

Participants were systematically recognized in the program for completion of books, modules, and courses. During the grant period, eighty-one such certificates were presented to learners (Appendix I).

Another form of evaluation conducted was the monitoring of employees' attendance in classes. Fifty-seven of the 135 students (42%) attended three or more quarters out of the six quarters. Thirty-seven students (27%) enrolled for a period of time, discontinued attendance for a significant period of time and returned to class. The regularity of voluntary attendance is viewed as an indication of how relevant and effective the program has been in meeting employee goals and expectations.

Through the help of C & A's Human Resources Department, as well as interviews with employees, we maintained an informal monitoring of employees' involvement in continuing their education. Many (CA)² students went on to pursue further education after participating in the basic skills program. The biggest challenge to evaluation has been gathering quantitative data showing the impact of the program on job performance. The confidentiality of the program for participants means that supervisors cannot be used as a resource for evaluative measures. However, often through informal interviews with supervisors and middle management, we were given very positive comments concerning the program and how it had effected employees.
November 1, 1993

Dr. Jack F. Cherry
Dean of Continuing Education
Pitt Community College
P.O. Drawer 7007
Greenville, NC 27835-7007

Dear Dr. Cherry:

The National Workplace Literacy Project at Collins and Aikman is a partnership which is enjoying many benefits. The PCC team has merged well with our business culture, always sensitive to the policies and procedures established by the company. Employees feel comfortable with the project personnel and participants have put trust in them. The project staff continues to use unobtrusive measures to observe job tasks, interview employees, and market the program.

Various departments report upward trends which indicate that the program is running smoothly and successfully, and impacting positively on the company’s productivity.

- A total of 3,600,000 safe work hours was reached in April, 1993. This was only the second time in C & A’s history that over 3,000,000 was reached.
- 1992-93 shows C & A’s lowest cost of non-conformance since its establishment in 1989. The losses for making seconds, customer returns, and the cost of reworks are added together as cost of non-conformance. Using a standard of 1.0 in 1989, C & A’s cost of non-conformance is currently at a rate of .67 -- compared to .93 in 1991.
- The rework rate of automotive fabric has been on a downward trend during the past 13 months.
- C & A has a current overall attendance average of 98%.
- Supervisors report that employees are responding more appropriately to oral and written instructions, are better able to interpret job-related written material, and are more accurately using computational applications on the job.

After six months of operation, program participants were asked (via anonymous surveys) about the impact of the program on various job-related and personal objectives. Ninety-eight percent of participants surveyed indicated that the program has contributed to increased self-confidence on the job. One hundred percent said that they have been able to transfer specific skills learned to their jobs. One hundred percent of those surveyed indicated that their self-esteem is higher as a result of participating in the program.
While we realize that the workplace development program is just one factor contributing to our company's success, we know that it has played an important part in overall company morale, stability, and productivity.

Robert P. Lambert
Human Resources Manager

RPL/mg

cc: Marguerite Stephens
7. During the project period, to establish a mechanism whereby this initiative will be perpetuated after external funding ceases

Both Pitt Community College and Collins and Aikman have committed to continuing the program after the grant period. PCC continues to contract instructors to conduct classes and provide one-on-one instruction and counseling. C & A has budgeted $42,000 in the 1994-95 fiscal year for additional supplies, equipment and maintaining the compensation pay for participants. The equipment and materials supplied by this grant remain at C & A for use by the program participants.

THIS IS NOT THE END.
IT IS THE BEGINNING.

"We should all be concerned about the future because that's where we'll have to spend the rest of our lives."

Charles Kettering
Project Outcomes

This program set out in the beginning to accomplish certain goals and to achieve higher levels of competency scores. There have been many positive results from our endeavors here at Collins and Aikman. Four students have received their GED’s while five other students are actively pursuing theirs. The following TABE scores are given to indicate pre and post results for students who have thus far tested. Many students continue in the program and new test results are being posted almost daily.

<table>
<thead>
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Outcomes (continued)

There have also been several unexpected outcomes which are equally as important.

Two students frequently report having stayed up until 3:00 or 4:00 in the morning (after working second shift) to work on math or reading.

Another student who came into the program as a non-reader is now in the process of purchasing a computer with a CD-ROM drive for his personal use at home. He has asked the project staff for assistance in choosing his equipment and appropriate software.

A student who entered the program on a very low reading level and has worked diligently for one and one-half years, recently came to class beaming from ear to ear because he was able for the first time to read a letter from his daughter's school.

Several of the math students gained a great deal of satisfaction from learning algebra skills and helping their high school children bring their grades up in algebra.

One student boasted of being able to help his son with his homework for the very first time.

Many of the students are now reading newspapers, magazine articles, and attempting crossword puzzles for the first time.
Benefits of the Project

Benefits to the Student Participants:

Improved basic skills which lead to improved job performance, job satisfaction, job stability, and additional career opportunities

Improved level of self-confidence in the workplace and other aspects of their personal lives

For some participants, the attainment of the GED

Additional future educational opportunities

Benefits to the Collins and Aikman:

A workforce possessing a higher level of literacy and problem-solving skills

Increased employee productivity with reduced absenteeism, production error rates, and downtime

Enhancement of company training and human resource development

Job analysis of primary targeted jobs

A workforce that is more self-confident to try new learning experiences
Benefits to Pitt Community College:

Ability to analyze jobs and define specific competencies needed for adequate performance

A team of experienced instructors who are competent in workplace literacy

Mastery of multi-media instructional delivery which responds to diverse learning styles

Possession of a model competency-based Workplace Literacy Program which will be replicated in other business and industry sites
Barriers to Participation

Through the development and use of a follow-up card (*Appendix J*), the project director and instructors systematically noted reasons for non-attendance. After a student had missed two weeks of class, a note was sent to him/her through interdepartmental mail. Many students responded to these notes and gave reasons for not attending. We frequently found that just because a student is not coming to class does not mean that he/she does not want to be there. Other adult responsibilities often conflicted with scheduling.

Continuous contact was made with students in person in the canteen or on the plant floor. The major barriers to participation have been found to be as follows:

- child care problems
- transportation - usually temporary
- other jobs
- other commitments (church)
- sickness or injury
- seasonal reasons: gardening, farming, Christmas shopping
- pay day every Thursday (pay bills)
- working 7 days a week
- family responsibilities (caregivers of aging parents)
What We Learned
Practices that Made a Difference

Be enthusiastic and have fun!

Traditional materials alone do not work for all students. These must be integrated into workplace specific materials.

For adults, reading does not necessarily move on a continuum from simple word recognition to comprehension and higher thinking skills. Learners can understand concepts without first muddling through every step of letter and word recognition.

Teach the skills to finding answers rather than knowing the answers. There is often more than one right answer.

Self-esteem is as important as skills acquired. Instructors put great emphasis on building a rapport with students and helping them to realize their own self-worth.

Keep middle management informed and involved so that they will be supportive and encourage their workers to participate.

Limit the Focus Group to production workers. They are more likely to speak out and share ideas if their supervisor is not present.

Be open and honest with partner industry management. Build trust and never jeopardize that trust.

Be sensitive to the partner industry's policies and procedures. Learn everything possible about the industry's culture.

Maintain a friendly and sincere disposition toward all employees. Allow students to get to know and feel comfortable with the project staff.

Try many different marketing strategies and publicize the program constantly.

Show genuine concern for the academic and personal welfare of the students.

Always seek ways to be creative.
What We Learned: Practices that Made a Difference (continued)

Seek to learn from the students. Draw upon their varied experiences.

Give encouragement, feedback, and praise often to the students.

Keep records of follow-up on students (reasons for dropping, obstacles to participation)

Establish specific short-term goals which are measurable.
Student Reflections
The (CA)² program is helping me to build my math and reading skills which gives me a greater sense of self-confidence. I recommend the class to others because you can learn or refresh skills without feeling pressured or intimidated. You can go at your own pace and the instructor is always willing and ready to assist you.  

K.S.

I recommend the class to others because of different things to work on and no one makes fun of you. You can work at your own pace.  

B.M.

In class I enjoy working on the computer the most because it's like having my teacher right there in front of me. It lets you know when you're right or wrong without scolding you.  

C.R.

We have fun in class and we enjoy what we are doing. We are learning and we are not ashamed to learn.  

A.W.

I like speed reading very much because in my Christian life I must learn to read and pronounce words well so that in my role in the ministry I can be a more effective teacher. Also when I am on the job as a computer jet dyer I can do a better job.  

C.H.

I enjoy vocabulary skills because it helps me to understand words that I come in contact with on the job.  

A.F.

The (CA)² program helps me to read better and it has helped me to do better work on my job.  

J.C.

I am learning more about math. I find myself looking at sale papers and I can figure the amount of money that I can save.  

M.S.

The more you learn the more you will want to learn.  

M.G.

We as workers need to be prepared for anything that comes along. The world around us is getting more technical and we need to be able to keep up with our fellow workers. I recommend others taking this class to refresh themselves in an area that perhaps they are weak in.  

D.W.

I recommend (CA)² to others because one can never learn too much, but one can forget real easy. The more you learn the more you know, and that is something you can use for the rest of your life and no one can take that from you. I love that!  

F.W.
Observations and Experiences of (CA)^2 Instructors
Being an instructor for (CA)$^2$ provides a unique opportunity of teaching and learning from adult students. The students bring a great deal of self-motivation and energy to learning and bettering themselves. To say "I don't know how" to do something is very difficult for many people, but these adult learners are not afraid to acknowledge this and to do something about it. They are not to be pitied, but envied.

As a trained musician, I have taught adults for over eight years. Like most musicians, I was looking for an opportunity to earn extra income so I became an adult basic skills instructor. What seemed at the time to be a temporary job became something much more. That was four years ago.

After just a few short weeks, I began seeing people make something better of themselves. Adults were earning their GED's, preparing to go back to school, or trying to be a better role model for their kids. Everyone had different reasons for continuing their education.

All of this self-motivation and energy for bettering themselves made me ask questions of myself. Am I doing the same in my own life? I became more involved in the musical events of the community. Community bands, performing in rest homes, and even forming an all volunteer musical organization became important to me on my "off" time. I received inspiration from the students at (CA)$^2$ to work out more in the community.

Many of the students at (CA)$^2$ have moved on to better things after we provided education that they desperately needed. It's great seeing adults after they learn that they are capable of learning display more confidence in themselves. (CA)$^2$ has been a success for the students as well as for the instructors.
Angela Shivar writes:

At the beginning of the program at Collins and Aikman, I wasn't sure what to expect. I walked into a room full of strangers. They were all very quiet and unsure of themselves. We started out sitting in the office talking one on one about their goals and struggles they have gone through in their lives. Individually they told me stories of sacrifices and what their ultimate goal would be...learning to read.

I worked with each student individually the first few weeks. Amazingly enough, they all had the same goals. Once they realized they had the same goals, they agreed to work as a team to meet these goals together.

I remember one night in particular. The lesson was to write about their experiences in school and to discuss their stories. As they talked about their stories I was reminded of my grandfather, who had passed away a few years earlier. He never learned to read and their stories sounded a lot like his. Most of the students grew up in rural North Carolina and had to work at very young ages. This meant they did not attend school. When they did, they were behind and were punished for being behind. One student quit school in the second grade just like my grandfather.

That night I became dedicated to my student, heart and soul. If I can help just one student reach that ultimate goal, I will feel that I have made a difference.

Angela Shivar

****Dedicated to my grandfather Pete Grady
Larry Chance shares . . .

The instructor's job at (CA)$^2$ is one of the most rewarding experiences of my life. All of the students are polite, eager and willing to learn. It is a paradise-like environment. If I won the million dollar lottery I would still keep this job!

As an Adult Education instructor, I've learned to respect the true meaning of learning and succeeding. The people I've worked with are very committed, hard-working and sincere students. This program has done wonders for the self-esteem of most of the students as well as for mine. It has enabled me to gain more teaching experience and also to realize that there are individuals who are serious-minded about learning and utilizing their cognitive skills.

One experience that has remained deep in my mind was when one student had the idea that the reason he didn't understand math was because he was "just plain stupid." One day he made that remark out loud to himself and I sat down and explained the math problem to him. At that time I also explained to him that people have different learning styles and are slower to comprehend some concepts that others. I just came straight out and told him that he was not stupid but bold and intelligent because it takes a committed, dedicated, and serious-minded person to try to improve/overcome their weaknesses in school, especially after they've been out of school over 20 years like himself. From that day on, he has continued to come to class and has improved steadily on his math skills.

Overall, this occupation has been a fulfilling and enriching experience. I hope to inspire and to continue to help others learn and improve on applying their cognitive skills to various concepts.

Sharon Y. Ward
SUMMARY

Although needs analysis, job audits, curriculum development, marketing, and recruiting were all part of the initial phase of the project, all of these processes were on-going to some extent throughout the project period.

As new equipment and procedures were put in place at Collins and Aikman, additional job shadowing and dialogue with key personnel were integral parts of continual curriculum development and refinement. In some cases, a restructuring of C & A's procedures called for the rewording and up-dating of materials.

Once the program was up and running it fueled itself in many ways. But one of our greatest challenges was to present the program to employees in new and creative ways -- always keeping it alive and inviting.
Section 2

Evaluation

Submitted by
Denise Voncannon
External Evaluator
FINAL PROJECT REPORT

INTRODUCTION

On March 29, 1994 the final on-site visit was conducted for the workplace literacy program at Collins & Aikman in Farmville, NC.

I met with Marguerite Stephens at the learning site. We discussed administrative issues for the project as well as a demonstration of the computer-assisted options available at the site. I also met with Dorenda Bryant who developed curriculum specific to the learner's needs in this program.

I remain favorably impressed with the project. A continuing positive alliance between the college and the employer was maintained. The employer's sincere interest in the employee as a valued resource, along with the college's enthusiasm and proven track record, contributed significantly to the success of this project.
REVIEW OF PROJECT MANAGEMENT

Marguerite Stephens, Project Director provided the quarterly reports submitted to the US Department of Education. These reports indicate that the project met the targets for student enrollment and progress. Reading and math are the two primary areas of study. The students seem particularly interested in the interactive computer offerings.

The project continues to utilize a focus group of C&A employees to champion the project. Membership was expanded to include program participants. Satisfied students continue to "spread the word" instead of remaining anonymous. The instructors' descriptions of the students' delight in learning to read simple passages or being able to assist their own children with algebra homework are inspirational. Students are attending now from the Distribution Center (since classes were provided at their work site) as well as from the manufacturing and administrative areas. Some concerns were expressed over the attendance conflicts are legitimate and are either due to outside personal responsibilities or illness. The most significant impact on attendance was caused by a seven day a week work schedule that started in July 1993.

REVIEW OF INSTRUCTIONAL METHODS/FACILITY/MATERIALS/ACTIVITIES

The majority of the learning materials and other computer equipment and supplies are utilized by most participants. The facility has a warm, caring environment conducive to the adult learner. The instructors arrive early to prepare the site for their students. A bonding has occurred between the regular students and the instructors that promotes sharing and understanding of the students' needs. I had an opportunity to interview a student who shared his story of raising two sons on his own, and now is learning math skills and computer skills. He stated he wants his sons to go on to higher education and have a better life than he. I inquired about his need for math skills on the job. He responded that math was not a significant aspect of his work; however, he enjoyed learning math and thought it was helpful to him in other ways. He also shared a story of assisting another division of C&A with a problem. The newer employees who were attempting to solve a problem just had "book skills" and his experience and openness to see the problem from a process view allowed him to identify what was causing the problem and determine the solution in a couple of hours as compared to the two days of problem solving by the new employees.

Materials are readily available and appropriately targeted for the participants. Also workplace specific lessons and activities continue to be developed regularly to further meet the needs of the learners.
Another unique opportunity I had while visiting was to observe a portion of a group session. Dorenda Bryant, curriculum writer/instructor, was leading a brainstorming session on the pros and cons of cross training employees at C&A. This group had been meeting for several weeks and had progressed to being a very productive and supportive team. They discussed how they needed these group skills more and more in their work to identify problems and solutions together. One student commented that the biggest payoff for him was gaining a better understanding of himself and others. This was a bonus result that I had not expected!

A Workplace Dynamics course has also been implemented. This is a course that addresses communication skills, teambuilding, and problem solving skills. Examples are real life and relate to the C&A culture.

An analysis was made to relate job competencies to curriculum development. This included applying the CASAS Literacy Analysis and Competency List to job descriptions/task analysis. Individual training plans are developed from the individual's assessment results and the related job needs.

The curriculum was also expanded by the development of three study modules: Workplace writing, Organization Effectiveness, and Workplace Calculations. These were prepared by the project curriculum writer.

Many students also take advantage of the computerized modules. They reduce their fears of computers and make them feel like they are catching up with others they know who already use computers, such as their children or co-workers.

The ultimate advantage is for the learner to work at their own pace. In program evaluations, the atmosphere of "not being rushed" was mentioned frequently by participants. Also they enjoyed learning from "real life/work" examples and familiar resources.

PROJECT STAFF STATUS REPORT

In spite of turnover in program management at the community college (both the Dean of Continuing Education and the Director of the Learning Center were replaced), the project still continued to be a priority. In fact, the retired Dean of Continuing Education is still interested in the program and is interested in pursuing further evaluation for her dissertation. The instructors remain committed as well as the project director.

Staffing changed throughout the project. However, many staff members remained committed to the program and additional benefits were gained by adding the curriculum designer.
I interviewed Angela Shiviar an evening instructor who has remained involved with this program since it began. She commented that the students have some common characteristics. Most students have low reading levels, fear of testing, and are very private. The students are protective of what they don't know. They prefer to work independently and sometimes get anxious about others knowing about their involvement in the program. Personal goals appear to be their strongest motivator. Some students talk of writing a book or assisting children with their homework. Being able to handle personal business, such as completing forms, following written instructions or reading correspondence, as well as handling the changes in the workplace, continue to keep employees attending.

She also mentioned that the day and night sessions are different. The day students are more self-directed and seek less teacher support. The evening students are more interactive with the instructor and each other. This was verified by Laura Caudill, a morning instructor.

EMPLOYEE RESPONSE TO PROGRAM OPPORTUNITY

Since this is a voluntary program for the C&A employees, the offering of appropriate incentives was needed. Based upon successes in other workplace literacy programs, an incentive of some company paid time was incorporated. To date the company has paid what was targeted for their monetary incentive. Certificates of recognition and achievement have been awarded and are perceived as appropriate recognition by the participants. Class times scheduled at shift changes seem to be working well.

There was a need identified to take the program to the Distribution Center, that is located six miles from the main plant. Employees there were unwilling to come to the main plant, so the program was taken to them in January, 1994. Two classes are held there on two days of the week.
OUTCOMES AND LESSONS LEARNED

1. Solicit initial and on-going support from company management. Clearly identify their goals and available resources to maintain the program. Continually inform them of program progress and solicit their input to resolve issues.

2. Provide activities related to the workplace or personal lives of the students. Establish activities related to the individual's interests and goals.

3. Follow up with students who begin to miss classes. This personal touch is very important in student motivation. I particularly liked the "Follow-up Log" established by the project director.

4. Determine objective measures to evaluate the project's impact on work productivity prior to starting the learning center. Obtain baseline and compare at the end of the project.

5. Many students have speech impairments. Consider contracting with a speech pathologist to work with students to enhance their verbal communication skills. This would also be a great boost to their self-esteem.

6. Take the classes to the students. The closer you can be to the work site, the greater the level of participation.

7. Students perform best with a consistent instructor. Trust is very important to the participant's success in the program.

8. Required overtime to meet production schedules appeared to have the greatest impact on attendance. Students are too tired to attend when working additional hours.

9. Students are fearful of tests. Test taking strategies, including relaxation techniques and positive self talk, may be helpful in preparing students for assessments.

10. Constant support and encouragement from the instructors, peers, and company management impacts greatly on program success. The focus group expansion to include all program participants demonstrates the value of having all interested parties involved in championing the program. Visible recognition of participation and achievement is critical.

11. The monetary incentive was also important to success. The shared time concept worked very well.

12. Facility design is important. Individual, private sections, as well as classroom/conference space is needed for program flexibility.
SUMMARY

The C&A Workplace Literacy Project, Cultivating Abilities through Continuous Achievement, is a success. Many factors contributed to this positive outcome. The commitment of C&A is still there. In spite of the grant period ending March, 1994, the company budgeted $42,000 for FY 1994-95 for additional supplies, equipment and compensation pay for participants. Pitt Community College will continue providing instructors and consultation for program enhancement. Students remain positive about learning new skills in this environment and attendance remains steady in spite of external pressures.

Marketing the program through a focus group, visual displays, one-on-one discussion, presentations at plant-wide meetings, and articles in the company newsletter served as constant reminders to the staff and management.

Continually adding new learning materials, relevant to the students, keeps the program challenging and fresh to the students and staff. One key ingredient for success was the staff development opportunities. The program manager and instructors attended several outside conferences and workshops targeted for workplace literacy. These are listed in the Final Performance Report. Also the addition of a curriculum writer provided further support.

The greatest challenge for a workplace literacy project is impact evaluation. The overriding concern for confidentiality limits the ability to accurately assess the transfer of learning to the job. However, C&A has commented in writing about increased safe work hours, a lower cost for non-conformance, a decrease in rework, a good attendance record, and that supervisors report that employees respond better to oral and written instructions, and are more accurate in work computations.

The upskilling of the American worker is a fact of life. Increased technology and competition initiated Collins & Aikman Corporation to go into a partnership with Pitt Community College. Everyone involved in this project sees its progress and are constantly impressed with discovering unforeseen benefits. The initial investment and ongoing support are paying off for all parties. I am pleased to have served as the external evaluator for this grant period.
Section 3

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APPENDIX A
Reminder

Emergency Room Deductible

You must pay $50 for each visit to a hospital emergency room for treatment of a condition that is not life threatening. This is in addition to any calendar year deductible. In order to help keep emergency costs down, there are several walk-in clinics available to you in this area with no appointment necessary.

Greenville:
Family Medical Care 355-5454
Greenville Health Care Center 758-4455
Med-Center One 752-0713

Wilson:
Wilson Immediate Care 237-2891

Snow Hill:
Snow Hill Medical Center 747-2921

Training

A Special Welcome Aboard
To Our New Team Members

Since Christmas we have recruited approximately 75 new team members. Our instructors have been very busy training and getting them prepared for their designated department. We are asking all team players for your patience, understanding, and support as these new team members enter this transition. Again, we want to say “Welcome Aboard” and we hope to have a long and lasting relationship. Pictured below are just a few of our new recruits as they were going through orientation.

(CA)²
Cultivating Abilities Through Continuous Achievement
Education Enhancement For The Future

Are you still having classes upstairs? Yes! (CA)² is still very much alive in the main plant at the distribution Center. Currently there are 35 students working on one or more of the following:
- math fractions, decimals, percents, algebra, measurement
- writing skills
- GED preparation
- vocabulary-customized for C & A
- problem solving
- study skills
- preparing to take courses at PCC or ECU

Is it too late for me to sign up for classes? Absolutely not! Students are enrolling at any time. You do not have to wait for a new quarter to begin.

How long will it take me to complete the program? That’s up to you and the goals you set. Try the program for just one month if you wish, or stay as long as you like. We’ll help you to set some short-term goals.

Just what is a Spring Fling? Forty-five students (former and current) recently found out that a spring Fling meant FREE ICE CREAM SUNDAES! For the early morning hours, bagels with cream cheese and homemade muffins got the day started off just right. The afternoon and evening groups built their own sundaes with 10 different toppings and finished them off in record time! This was PCC’s way of saying “Thank you” to all students who have participated in the program during the last 20 months.

Dallas Koonce states “Just a wee bit more!”
Johnny Speight is just chillin out!
“Now let’s top it off, Tick!” commented class members Ralph Turnage, Buddy Prayer, Alvin Hooks and Dallas Koonce.
When does the grant period end?
The federal grant period ended March 31, 1994, but the program is continuing as long as there are students with interest and needs. Pitt Community College is still providing instructors to hold classes during the following times:
- 6:00 - 9:00 a.m. Monday through Thursday
- 1:00 - 6:00 p.m. Monday through Thursday
- 7:00 - 10:00 p.m. Monday night
- 8:00 - 11:00 p.m. Tuesday night

C & A continues to pay students their regular hourly pay rate for hours of attendance.
A new grant proposal has been submitted to the U.S. Department of Education but we don’t expect to get word of grant awards until this fall.

What’s happening at the Distribution Center?
Since January, eight students at the Distribution Center have been participating in classes on Monday and Tuesday afternoons. Lots of exciting things are happening there. All eight students have already received certificates for completing various books.

FOR YOUR INFORMATION

❤ Cholesterol Checks

Three hundred and eighty employees participated in the cholesterol screening which was held March 30 and 31. Sponsored by the Safety Activities Committee to promote “Healthy Hearts,” this was the first cholesterol screening offered to C&A employees in several years. The committee expresses their appreciation to C&A for supporting this project. The following results of the screening reinforce the necessity of personal yearly checkups:
- 186 NORMAL
- 37 BORDERLINE
- 157 REFERRALS

Referral cases were urged to seek medical attention immediately. Borderline and referral cases also had a brief conference explaining the dangers of high cholesterol and how to lower their cholesterol levels. High blood cholesterol attributes to heart disease and strokes. It is influenced by heredity, the exercise and maintaining the desired weight. Occasionally medication is required to lower the cholesterol level. DO YOU HAVE A HEALTHY HEART?

Robert Worthington (left) and Lonnie Grifton are preparing to get their cholesterol checked.

APPENDIX B (cont.)
The Workplace Analysis can be used to identify the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by an employee to succeed on the job or in training. The Workplace Analysis is available in two forms:

- the Workplace Analysis/Job Profile, and
- the Workplace Analysis/Individual Profile.

The Workplace Analysis/Job Profile can be used by workplace instructors to obtain an accurate analysis of specific basic skill competencies required to perform a job successfully. This replaces reliance on set reading or math grade levels, which do not accurately reflect the specific application of basic skills needed for success in employment or in training. The comment section is used to record information about the difficulty level and how frequently the specific skills are used during job performance or training. Workplace documents can also be referenced here.

The Workplace Analysis/Job Profile can be used to plan instruction that is concurrent with employment. The basis for curriculum will be specific, time will be used efficiently, and objectives will be targeted to meet the individual needs of employees for job related basic skills instruction. The specific basic skill requirements are cross-coded to the CASAS competency list to facilitate curriculum planning.

The Workplace/Individual Profile can be used by employers and basic skill instructors to determine an individual's ability to perform each basic skill in relation to the basic skill requirements of the job or training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job requirements. The specific basic skill requirements are cross-coded to the CASAS competency list for use in establishing these interventions.
## I. READING SKILLS

A. **Read and interpret vocational vocabulary.**
1. Read and interpret general vocational vocabulary. (e.g., danger, exit, manager's office)
2. Read and locate information listed in alphabetical order. (e.g., files, parts, tools)
4. Identify abbreviations and symbols specific to the job. (e.g., lb., UPS)

B. **Read and interpret written vocational materials.**
1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.
2. Read and interpret written instructions from instructor and supervisor.
3. Read and interpret written sequential directions in textbooks, manuals, and handouts.
4. Read and interpret employee/student progress records or performance appraisals.
5. Utilize table of contents, index, and appendices in textbooks, manuals, and handouts.
6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.
7. Read and interpret charts, graphs, tables, and forms.
8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations, and blueprints.
9. Read and interpret basic switches and dials.

### Workplace Requirements of Job/Program

<table>
<thead>
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<th>Must Know To Succeed</th>
<th>Not Expected To Know Before Beginning</th>
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**COMMENTS**

- audit sheets
- SOP, Stat. Process Control Chart
- Company training covers this
- Notes from supervisor training materials
- Follow SOP pattern sheet
- Dye jets, dye tanks, sliters, set makers, batchers, tumblers
- SPC, printouts
- Jet dye machines
- All machines

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.
10. Read directions and interpret basic computer materials, e.g., printouts, software programs, etc.

11. Read and interpret quality control tools, e.g., checksheets, graphs and diagrams, control charts, cause and effect diagrams.

C. Read and interpret basic health and safety procedures at the job/training site.

- Read and interpret safety warning posters, signs, rules, and procedures including: housekeeping, fire protection, emergency situations and accident prevention.

- Read and interpret general procedures for reporting accidents, damage and emergencies.

- Read and interpret instructions for the safe use of equipment, materials, and machines.

* Refer to the CASAS Curriculum Index & Matrix for resource references.
II. WRITING SKILLS

A. Use Legible Writing and Appropriate Grammar.
   1. Print or write legibly in ink.
   2. Utilize appropriate mechanics of standard English.

B. Utilize Occupational Specific Forms
   1. Record date, time, and other requested information on work forms, charts, graphs.
   2. Write common abbreviations specific to the job.

C. Write comprehensively.
   1. Write information in clear, logical and complete manner.
   2. Take telephone messages accurately.
   3. Write short notes and/or simple memos.
   4. Write letters using correct structure and sentence style.
   5. Use computer for simple word processing.
   6. Organize information into a brief written report.

* Refer to the CASAS Curriculum Index & Matrix for resource references.
### III. MEASUREMENT AND NUMERICAL SKILLS

**A. Utilize occupational specific math.**

1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.

2. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using common or mixed fractions.

3. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using decimal fractions and/or percentages, e.g., counting money, calculating sales tax, figuring discounts.

4. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions.

5. Compute averages using whole numbers, fractions, decimals or percentages.


7. Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.

8. Perform mathematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment.

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* Refer to the CASAS Curriculum Index & Matrix for resource references.
**B. Understand occupational specific use of mathematical symbols.**

1. Interpret ratio and proportion, e.g., preparing mixtures, figuring pay rate.

2. Interpret data from graphs, e.g., line, bar, picture and circle graphs.

3. Identify lower case and upper case Roman numerals up to 1,000. (e.g., table of contents)

**C. Utilize occupational specific measurement skills.**

1. Calculate with units of time, e.g., figuring shipping schedules, use of time zones.

2. Perform basic measurement tasks determining length, width, height, weight, including the use of conversion tables.

3. Read and interpret basic measurement and numerical readings on measurement instruments, e.g., ruler, scale, micrometer, gauge, scope; including identifying fractions in progressive sizes.

4. Solve measurement problems in U.S. Standard or Metric units using linear dimensions, area, volume, weights, geometric shapes and angles.

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* Refer to the CASAS Curriculum Index & Matrix for resource references.
### IV. ORGANIZATIONAL AND LEARNING SKILLS

1. Identify and paraphrase important points when listening to films, lectures, directions, and reports.

2. Utilize notetaking skills for remembering important points when listening to films, lectures, directions, and reports or when reading instructional training materials.

3. Utilize test-taking skills in training situations.

4. Demonstrate ability to organize time and prioritize personal, educational and workplace responsibilities.

5. Utilize or create memory devices and visual images for remembering information.

6. Utilize resources to seek information, e.g., dictionary, library, labels, handbooks, manuals.

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Refer to the **CASAS Curriculum Index & Matrix** for resource references.

Refer to the **CASAS Life Skills Materials** which consists of CASAS format test items for classroom use and practice.
### V. COMMUNICATION SKILLS

1. Follow spoken sequential directions.
2. Use the telephone to make and receive business calls.
3. Interpret task-related communications such as following, clarifying, giving or providing feedback to oral instructions.
4. Formulate and ask questions.
5. Use appropriate non-verbal communication.
6. Organize information into an oral report.
7. Utilize English that is acceptable with supervisors, peers, and clients.
8. Engage in appropriate social interaction with supervisors, the public, co-workers, and instructors.
9. Initiate action in response to requests from the supervisor, instructor, or customer.

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<th>Workplace Requirements of Job/Program</th>
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<td>CASAS Competency Number</td>
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- Refer to the CASAS Curriculum Index & Matrix for resource references.
### VI. CRITICAL THINKING AND PROBLEM SOLVING SKILLS

1. Demonstrate ability to differentiate, sort, and classify information.

2. Identify effective problem-solving strategies such as formulating, evaluating, and choosing options.

3. Solve problems and arrive at decisions as a team member in a work setting.

4. Demonstrate ability to apply or transfer skills learned in one job situation to another.

### VII. KNOWLEDGE OF CLASSROOM/WORKPLACE EXPECTATIONS

A. Understand employer and instructor expectations of workplace/classroom interaction.

1. Identify appropriate workplace and classroom behavior.

2. Demonstrate appropriate ethical behavior for work and classroom.

3. Identify general standards and procedures for personal hygiene.

4. Demonstrate ability to solve interpersonal conflicts on the job.

Refer to the CASAS Curriculum Index & Matrix for resource references.

Refer to the CASAS Application of Critical Thinking in Employability.
B. **Understand employer and instructor expectations of workplace/classroom behavior.**

1. Identify situations in which employers and instructors usually expect work or school to have priority over personal affairs.

2. Identify situations in which action should be preceded by getting prior consent or advice from supervisor or instructor.

3. Identify situations in which employee/student is expected to take the initiative to report an unsafe or unusual condition to supervisor or instructor.

4. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.

Refer to the [CASAS Curriculum Index & Matrix](https://casas.org) for resource references.
Assignments are highlighted according to your goals and your assessed needs.

1.1. The student will use weights, measures, measurement scales, and money

1.1.3 Interpret maps and graphs
   - NP V 6 - 54 Graphs
   - NP V 96 - 124 Maps
   - MSTW-2, 168-172

1.1.4 Select, computer, or interpret appropriate standard measurements for length, width, perimeter, area, volume, height or weight
   - NP II 102 - 105 perimeter
   - NP II 106 - 107 area (rectangle and square)
     - 112 - 113 area (circle)
   - NP II 108 - 109 volume (rectangle)
   - NP II 110 - 111 circumference
   - NP 154 - 155 Pythagorean Theorem
   - NP IV 6 - 25 angles
   - NP IV 34 - 61 triangles, Pythag. Theorem
   - NP IV 70 - 72 English length
   - NP IV 72 - 74 Metric length
   - NP IV 74 - 79 add, subtract, multiply, divide length
   - MSTW-2 140 - 159 (English & Metric)
   - NP IV 80 - 82 perimeter
   - NP IV 84 - 85 area
   - NP IV 86 - 90 squares
   - NP IV 90 - 93 rectangles
   - NP IV 94 - 98 triangles
   - NP IV 102 - 105 circles
   - NP IV 118 - 138 volume
   - ES-OIUR 93 - 118

1.1.5 Interpret temperatures
   - NP III 148 - 151 (Celsius and Fahrenheit)
   - NP III 132 - 133 (wind chill)
   - ES-OIUR 124 - 125

1.1.6 Count, convert, and use coins and currency
   - NP I
     - MSTW-1 6-7, 8-9 (writing a check), 22 (rounding)
     - MSTW-1 36-37, 52-53, 68-69, 108-109, 124-125, 148

APPENDIX D
Assignments are highlighted according to your goals and your assessed needs.

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1.2. The student will apply principles of comparison shopping in the selection of goods and services

1.2.1. Interpret advertisements, labels or charts to select goods and services

   NP II 124 - 125
   NP V 67 - 86
   MSTW-1 56-57
   MSTW-2 164
   ES-OIUR 59 - 68

1.2.2. Compare price or quality to determine the best buys for goods and services

   NP II 124 - 125
   The Ready Course
   MSTW-1, 116, 149
   ES-OIUR 59 - 68
   $Mgt 88 - 105

1.3. The student will understand methods and procedures used to purchase goods and services

1.3.4. Use catalogs, order forms, and related information to purchase goods and services

   The Ready Course
   MSTW-1, 118 (purchase order)
   ES-OIUR 59 - 68

1.5 Apply principles of budgeting in the management of money

1.5.1. Interpret information about personal and family budgets

   $Mgt

1.8. The student will use banking and financial services in the community

1.8.2. Interpret the procedures and forms associated with banking services

   WWN-C 82 - 87, 89-94
   MSTW-2, 134-137
   $Mgt 32 - 59

1.8.3. Interpret interest

   NP II 118 - 123
   MSTW-2, 130-133

1.9. The student will understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

1.9.3. Compute mileage and gasoline consumption

   NP III 134 - 135 (distance, rate, and time)
   NP V 152 - 153
   NP V 156 - 158
   WWN-C 104 - 105
   MSTW-1 159
   MSTW-2 66

APPENDIX D (cont.)
Assignments are highlighted according to your goals and your assessed needs.

2.3. The student will understand concepts of time
   2.3.1. Interpret clock time
      * Math that Works
      * MSTW-1, 166-167
      * ES-OIUR 131 - 140
   2.3.2. Identify the days of the week and the months of the year
      * NP V 160 - 161

3.2. The student will understand medical and dental forms and related information
   3.2.3. Interpret information associated with medical, dental, or life insurance
      * NP V 34 - 34, 42 - 43
      * NP V 74 - 75, 76 - 77
      * NP V 154 - 155
      * WWN-C 57
      * ES-UFD 40 - 42

3.3. The student will understand how to select and use medications
   3.3.2. Interpret medicine labels
      * ES-OIUR 49 - 58

3.4. The student will understand basic health and safety procedures
   3.4.1. Interpret product label directions and warnings
      * ES-OIUR 49 - 58
   3.4.3. Interpret procedures for simple first-aid
      * W.D. 1, 15

4.1. The student will understand basic principles of getting a job
   4.1.2. Interpret job applications, resumes, and letters of application
      * ES-UFD 5 - 14
   4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads
      * ES-UFD 67 - 78
   4.1.5. Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews
      * W.D. 3, 5, 7, 11
      * O. E. Module
      * W.W. Module
      * ES-UFD

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APPENDIX D (cont.)
Assignments are highlighted according to your goals and your assessed needs.

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4.2. The student will understand wages, benefits, and concepts of employee organizations

4.2.1. Interpret wages, wage deductions, and benefits, including wage information charts, pamphlets, and forms
- NP V 142 - 143
- WWN-C 50 - 56, 58
- MSTW-2 55, 128
- W.D. 4
- O.E. Module
- ES-UF

4.2.4. Interpret employee handbook
- C & A Personnel Handbook
- O.E. Module

4.3. The student will understand safety standards and procedures in training programs and in the workplace

4.3.1. Interpret safety signs found in places of training, in employment, and in public buildings
- O.E. Module

4.3.2. Interpret work safety manuals and related publications
- O.E. Module

4.3.4. Identify procedures for reporting training and job-related hazards, accidents, injuries, and damages
- O.E Module

4.4. The student will understand materials and concepts related to job training, employment, keeping a job, and getting a promotion

4.4.3. Recognize and use occupational signs, charts, forms, and written directions
- O.E. Module
- ES-IWP

4.4.4. Interpret job responsibilities and performance reviews
- W.D. 12, 14
- O.E. Module
- ES-IWP.

5.4. The student will understand the concepts of taxation

5.4.1. Interpret income tax forms
- NP I 132 - 133
- NP II 132 - 133
- WWN-C 140 - 146
- W.C. Module
- $Mgt 2 - 29

5.4.3. Interpret tax tables
- NP I 120 - 121
- NP II 130 - 131
- NP V 74 - 75, 82 - 85
Assignments are highlighted according to your goals and your assessed needs.

6.1. The student will compute using whole numbers

6.1.1. Add whole numbers

NP I 6 - 14
MSTW-I 1 - 5, 10 - 13, 18 - 21 (Intro)
MSTW-I 26 - 35, 44 - 51
MM 1.3, 1.4
W.C. Module
MMA-WN 27 - 50

NP I, 18-19

6.1.2. Subtract whole numbers

NP I 22 - 36
MSTW-I 58 - 67, 74 - 87
MM 1.5
W.C. Module
MMA-WN 53 - 80

NPI, 41-42

6.1.3. Multiply whole numbers

NP I 45 - 59
MSTW-I 90 - 107, 112 - 123
MM 1.6, 1.7, 1.8
W.C. Module
MMA-WN 83 - 117

NPI, 66-67

6.1.4. Divide whole numbers

NP I 71 - 90
WWN-C 14
WWN-R 16 - 21
MM 1.10 - 1.11
MSTW-I 128 - 146, 149 - 161
W.C. Module
MMA-WN 121 - 151

NPI, 99-101

6.1.5. Perform multiple operations and word problems using whole numbers

NP I 15 - 17, 37 - 40, 60 - 65, 91 - 98
NP VI 14 - 35, 55 - 69
W.C. Module

Problem Solving Strategies

MMA-WN 33, 71, 99, 132

MMA-WN 152 - 154

6.2. The student will compute using decimal fractions

6.2.1. Add decimal fractions

NP II 49 - 55
WWN-C 7 - 9
WWN-R 76 - 77
MM 3.2
MSTW-2 4 - 9, 32 - 44
W.C. Module
MMA-DP 9 - 30 (meaning of decimals)
MMA-DP 31 - 38

APPENDIX D (cont.)
Assignments are highlighted according to your goals and your assessed needs.

6.2.2. Subtract decimal fractions
   - NP II 57
   - WWN-C 7 - 9
   - WWN-R 78 - 79
   - MM 3.2
   - MSTW-2 46
   - W.C. Module
   - MMA-DP 39 - 44

6.2.3. Multiply decimal fractions
   - NP II 59 - 62
   - WWN-C 11
   - WWN-R 84 - 87
   - MM 3.4
   - MSTW-2 50 - 54
   - W.C. Module
   - MMA-DP 47 - 58

6.2.4. Divide decimal fractions
   - NP II 64 - 68
   - MSTW-2 56 - 59, 64, 67
   - W.C. Module
   - MMA-DP 59 - 70

6.2.5. Perform multiple operations and word problems
   using decimal fractions
   - NP II 56, 58, 63, 69
   - NP VI 36 - 47, 70 - 72
   - W.C. Module
   - MMA-DP 24, 37, 57

6.3. The student will compute using fractions

6.3.1. Add common or mixed fractions
   - NP II 5 - 19
   - WWN-C 27 - 28
   - WWN-R 30 - 36
   - MM 2.3, 2.4
   - MSTW-2 10 - 18, 70 - 78
   - MMA-F

6.3.2. Subtract common or mixed fractions
   - NP II 21 - 26
   - WWN-C 29 - 30
   - WWN-R 38 - 43
   - MM 2.5
   - MSTW-2 81 - 84, 86 - 90
   - MMA-F

6.3.3. Multiply common or mixed fractions
   - NP II 28 - 32
   - WWN-R 48 - 54
   - MM 2.6
   - MSTW-2 94 - 97
   - MMA-F

APPENDIX D (cont.)

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Assignments are highlighted according to your goals and your assessed needs.

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### 6.3.4. Divide common or mixed fractions

NP II 34 - 41  
MSTW-2 100  
MMA-F

### 6.3.5. Perform multiple operations and word problems using common or mixed fractions

NP II 20, 27, 33, 42  
NP VI 48 - 54, 73 - 80  
MMA-F

### 6.3.6. Convert common or mixed fractions to decimal fractions or percents

NP II 52 - 53  
MMA-DP

### 6.4. The student will compute with percents, rate, ratio, and proportion

#### 6.4.1. Apply a percent to determine amount of discount

NP III 72 - 77 (ratio and proportion)  
NP VI 74 - 91 (proportion word problems)  
NP II 81 - 84 (What is 5% of 120?)  
MSTW-2 20 - 25, 106 - 112  
MSTW-2 122 - 127, 129  
MMA-DP Units 4 & 5

#### 6.4.2. Apply a percent in a context to determine the whole amount

NP II 89 - 92 (6 is 5% of what number?)  
MMA-DP Units 4 & 5

#### 6.4.3. Calculate percents

NP II 85 - 88, 126 - 127 (6 is % of 120?)  
MMA-DP Units 4 & 5

#### 6.4.4. Convert percents to common, mixed, or decimal fractions

NP II 76 - 80  
MSTW-2 118 - 121  
MMA-DP 82 - 86

#### 6.4.5. Use rate to compute increase or decrease

MMA-DP 136 - 137

### 6.5. The student will use expressions, equations, or formulas

#### 6.5.1. Recognize/evaluate simple consumer formulas

ES-UFD

#### 6.5.2. Recognize/evaluate simple geometric formulas (See 1.1.4.)

#### 6.5.3. Recognize/evaluate simple algebraic formulas

NP III 4 - 21 (signed numbers)  
NP III 24 - 31 (square roots)  
NP IV 34 - 55 (square roots)  
NP III 34 - 41 (expressions and formulas) III, 42-43  
NP III 44 - 71 (equations) III, 80-83

APPENDIX D (cont.)
Assignments are highlighted according to your goals and your assessed needs.

#### 6.6. The student will use measurement

- **6.6.1.** Convert U.S. and Metric System of Measurement *(See 1.1.4.)*
- **6.6.2.** Recognize, use, and measure linear dimensions, geometric shapes, or angles *(See 1.1.4.)*
- **6.6.3.** Measure area and volume of geometric shapes *(See 1.1.4.)*
- **6.6.4.** Use measurement instruments
  - *NP II 102 - 103*
- **6.6.5.** Interpret scale drawings

#### 6.7. The student will interpret data from graphs and compute averages *(See 1.1.3.)*

- **6.7.1.** Interpret data given in a line graph
  - *MSTW-2 170 - 171*
  - *TEXTdisc*
  - *NP8 44 - 48*
- **6.7.2.** Interpret data given in a bar graph
  - *MSTW-2 165 - 169, 179*
  - *TEXTdisc*
  - *NP8 38 - 43*
- **6.7.4.** Interpret data given in a circle graph
  - *MSTW-2 172 - 173*
  - *TEXTdisc*
  - *NP8 52 - 54*
Textbook/Materials key

ES = Essential Skills (Contemporary)
   ES-OIUR = Obtaining Information and Using Resources
   ES-UFD = Using Forms and Documents
   ES-IWP = Improving Workplace Performance
MM = Modumath (VTAE)
MMA = Math Matters for Adults
   MMA-F = Fractions
   MMA-DP = Decimals and Percents
   MMA-GMA = Geometry, Measurement, and Algebra
$Mgt = Money Management (PSI Associates)
MSTW-1 = Math Skills that Work, Book 1 (Contemporary)
MSTW-2 = Math Skills that Work, Book 2 (Contemporary)
NP = Number Power (Contemporary)
O.E. Module = Organization Effectiveness Module
W.C. Module = Workplace Calculations Module
W.D. = Workplace Dynamics (New Readers Press)
W.W. Module = Workplace Writing Module
WWN-C = Working with Numbers-Consumer (Steck-Vaughn)
WWN-R = Working with Numbers-Refresher (Steck-Vaughn)
### The Challenger Adult Reading Series

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<td>1-8</td>
<td>New Readers Press</td>
<td>Basically phonics-based, Books 1 and 2 present lessons which contain phonics skill review, sight words, story passages requiring mastery of phonics skill review and sight words, comprehension questions requiring the ability to understand the main idea, reading for facts, and drawing conclusions. Books 3-5 require more sophisticated story interpretation and vocabulary development skills. Books 6-8 require advanced comprehension skills. Includes an in-depth vocabulary study.</td>
<td>Book numbers correspond with grade levels. For independent work, generally place students one level below test level.</td>
</tr>
</tbody>
</table>

### Comprehension Skills

<table>
<thead>
<tr>
<th>Levels</th>
<th>Publisher</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>Steck-Vaughn</td>
<td>Main Idea, Context, Sequence, Conclusion, Inference, and Facts - These books use brief, highly varied and interesting reading selections with follow-up questions.</td>
<td>4 - 6 (Level 1) 6 - 9 (Level 2)</td>
</tr>
<tr>
<td>3-5</td>
<td>Jamestown</td>
<td>Student listens to the lessons being read on a cassette tape. Encourages consistent reading rate - Follow-up questions: Understanding Characters (Middle Level), Literary Forms (Middle Level), Making an Inference (Middle Level), Vocabulary (Middle Level), Vocabulary (Advanced Level).</td>
<td>4 - 8 (Level 3) 8 - 12</td>
</tr>
</tbody>
</table>
Math Skills that Work
Book 1
Contemporary
Bound-in answer key

- Working with whole numbers and money
- Sorting and filing numerically
- Writing checks
- Filling our receipts, purchase orders, and forms
- Balancing checkbooks
- Interpreting paycheck stubs

Math Skills that Work
Book 2
Contemporary
Bound-in answer key

- Using decimals, fractions, and percents
- Reading thermometers, rulers, scales, & gauges
- Interpreting graphs and data
- Calculating commissions and interest
- Determining unit prices and extended costs
- Understanding schedules and budgets
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</thead>
<tbody>
<tr>
<td><strong>Bound-in answer key</strong></td>
<td>Intermediate Level</td>
<td>3 - 7</td>
</tr>
<tr>
<td></td>
<td>Intermediate Level</td>
<td>4 - 8</td>
</tr>
<tr>
<td></td>
<td>Advanced Level</td>
<td>7 - 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading for Today</strong></th>
<th>Steck-Vaughn</th>
<th>Adult oriented topics. Diplomas to certify completion of each book. Teaches phonics in context of word families.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books 1 - 5</strong></td>
<td></td>
<td>1 - 5</td>
</tr>
<tr>
<td><strong>Separate answer keys</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Six-Way Paragraphs</strong></th>
<th>Jamestown</th>
<th>Designed to make students concentrate, think, and practice. Short, high-interest reading selections with questions on main idea, details, drawing conclusions, and vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bound-in answer keys</strong></td>
<td>Middle Level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Level</td>
<td></td>
</tr>
</tbody>
</table>

| **Middle Level**       |            | |
|                       |            | 4 |
|                       |            | 5 |
|                       |            | 6 |
|                       |            | 7 |
|                       |            | 8 |

| **Advanced Level**     |            | |
|                       |            | 8 |
|                       |            | 9 |
|                       |            | 10 |
|                       |            | 11 |
|                       |            | 12 |

<table>
<thead>
<tr>
<th><strong>Vocabulary Drills</strong></th>
<th>Jamestown</th>
<th>Presents new words in meaningful context. Teaches prefixes, suffixes, roots, and word histories.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Level</strong></td>
<td>Bound-in answer key</td>
<td>6 - 8</td>
</tr>
</tbody>
</table>
### SUPPLEMENTARY READING TEXTS/MATERIALS

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher/Author</th>
<th>Features</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Your Vocabulary Skills</td>
<td>Educational Design, Inc.</td>
<td>Prefixes &amp; Bases, Suffixes, Context Clues</td>
<td>4 - 6</td>
</tr>
<tr>
<td>LifeScenes: Reading and Writing for Comprehension</td>
<td>Contemporary</td>
<td>Main idea and supporting details, Inference, Vocabulary, Application - Combines high-interest story with reading comprehension and writing skills development.</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Reading Skills for Adults</td>
<td>Steck-Vaughn</td>
<td>A series of three increasingly difficult worktexts designed in low reading levels. Stresses and integrates comprehension, vocabulary, writing, and study skills with 15 selections/book of current topics.</td>
<td>2 - 6</td>
</tr>
<tr>
<td>Superstars in Action</td>
<td>Steck-Vaughn</td>
<td>Present current topical articles highlighting a diverse group of people, backgrounds, and interests. Encourages students to learn new words and to infer meaning from their use. Ample practice is given in using these new vocabulary words in a variety of exercises.</td>
<td>4 - 6</td>
</tr>
<tr>
<td>Vocabulary for Competency</td>
<td>Educational Design, Inc.</td>
<td>Book 1 teaches 780 lower high school level words, Book 2 teaches 811 upper high school level words</td>
<td>9 - 10, 11 - 12</td>
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</tbody>
</table>
## MATH

<table>
<thead>
<tr>
<th>Publisher/Answer Keys</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Power 1</td>
<td>Contemporary Add, Subtract, Multiply, Divide Whole Numbers</td>
<td>4 - 6</td>
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<tr>
<td>Number Power 2</td>
<td>Fractions, Decimals, &amp; Percents</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Number Power 3</td>
<td>Pre-Algebra and Basic Algebra</td>
<td>8 - 9</td>
</tr>
<tr>
<td>Number Power 4</td>
<td>Basic Geometry</td>
<td>8 - 9</td>
</tr>
<tr>
<td>Number Power 5</td>
<td>Graphs, Tables, Schedules, &amp; Maps</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Number Power 6</td>
<td>Word Problems</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Number Power 8</td>
<td>Analyzing Data</td>
<td>6 - 8</td>
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</table>

### Working with Numbers

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<tr>
<th>Description</th>
<th>Level</th>
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<tbody>
<tr>
<td>Working with Numbers</td>
<td>6 - 9</td>
</tr>
<tr>
<td>- Consumer Math</td>
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<tr>
<td>- Refresher Math</td>
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</tr>
<tr>
<td>Steck-Vaughn</td>
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<tr>
<td>Separate answer key</td>
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<tr>
<td>Unit 1 Reviewing Basic Skills</td>
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<tr>
<td>Unit 2 Reviewing Basic Skills</td>
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<tr>
<td>Unit 3 Earning Money</td>
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<td>Unit 4 Handling Money</td>
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<td>Unit 5 Driving a Car</td>
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<td>Unit 6 Owning a Home</td>
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<td>Unit 7 Paying Taxes</td>
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<tr>
<td>Final Review</td>
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</tr>
<tr>
<td>Steck-Vaughn</td>
<td></td>
</tr>
<tr>
<td>Separate answer key</td>
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<tr>
<td>Unit 1 Whole Numbers</td>
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<tr>
<td>Unit 2 The Meaning and Use of Fractions</td>
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<tr>
<td>Unit 3 Multiplication &amp; Division of Fractions</td>
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<tr>
<td>Unit 4 Working with Decimals</td>
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<tr>
<td>Unit 5 Percents</td>
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<tr>
<td>Unit 6 Measurement</td>
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<tr>
<td>Unit 7 Solving and Using Equations</td>
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<tr>
<td>Final Review</td>
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</table>

For higher level math as a refresher course.
### LANGUAGE/COMMUNICATION

<table>
<thead>
<tr>
<th>PUBLISHER/ANSWER KEYS</th>
<th>DESCRIPTION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Exercises</strong></td>
<td>Series of 9 worktexts that supply practice in the basics of grammar and usage. Each book contains 6 units covering (1) vocabulary, (2) sentences, (3) grammar and usage, (4) capitalization and punctuation, (5) composition, and (6) study skills. Each page provides a drill and practice worksheet for a particular isolated skill. Unit reviews also included.</td>
<td>Levels C - G Grades 4 - 8</td>
</tr>
<tr>
<td><strong>English Essentials</strong></td>
<td>Thorough review of usage, grammar, and punctuation. Pretest identifies initial strengths and weaknesses. Bound-in handbook includes definitions and explains capitalization, punctuation, plurals, and parts of speech.</td>
<td>8 - 10</td>
</tr>
</tbody>
</table>
| **On Your Own:** Applications of Grammar for Adults | A series of 6 videotapes, each containing one program which consists of 3 five-minute video dramas
- Sentences, Fragments, and Run-On Sentences
- Verbs
- Nouns, Pronouns, and Possession
- Agreement
- Adjectives, Adverbs, Descriptive Phrases and Clauses
- Punctuation, Capitalization, and Spelling | |
| **On Your Own:** Applications of Writing Process | A series of 8 videotapes, each containing one program which consists of 3 five-minute video dramas
- Prewriting and Drafting
- Revising for Organization
- Revising for Style
- Editing and Sharing | |
SUPPLEMENTARY LANGUAGE/COMMUNICATION TEXTS

Patterns in Spelling
New Readers Press
Answer key in separate teacher's edition
Book I

Improving Your Spelling Skills
Educational Design, Inc.
Bound-in answer keys

2 - 4
Prefixes, Suffixes, Plurals, Using Apostrophes & Capitalization
4 - 6

22 lessons on different word families

9
## OTHER TEXTS/MATERIALS

<table>
<thead>
<tr>
<th>PUBLISHER/ANSWER KEYS</th>
<th>DESCRIPTION</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking for Adults</td>
<td>31 reasoning skills, problem-solving strategies applied to real-life situations. Develops higher order cognitive skills. Parallels GED testing areas.</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Steps to Learning, Books 1 and 2</td>
<td>Designed to provide interesting reading and work-type material presented in a sequential, functional way so that it meets the needs of the adult in beginning reading and writing. Essential reading skills are presented in a simple, sequential way. Simple number problems, including metric, reflect adult activities such as counting money, telling time, using a calendar, using a ruler, using common fractions, and solving simple problems. Each page is an in-depth lesson.</td>
<td>1 - 2</td>
</tr>
<tr>
<td>GED Exercise Books</td>
<td>Six exercise books covering the 5 GED test areas. Questions and tests mirror the GED tests precisely in design, format, and content. Answers are fully explained. Extra emphasis on map, chart, and graph interpretation.</td>
<td>9.5 - 11</td>
</tr>
<tr>
<td>Workplace Dynamics</td>
<td>Designed to improve communication, problem-solving, and teamwork skills, along with reading and writing. Includes simulations, role plays, and other activities that present realistic work situations.</td>
<td>9.5 - 11</td>
</tr>
</tbody>
</table>
COMPUTER PROGRAMS

Learning Styles Survey (Synergistic Educational Technology Systems)
Helps students to understand their own learning styles better. Gives a score for Visual Linguistic, Auditory Linguistic, Visual Quantitative, and Auditory Quantitative styles.

Modumath (Wisconsin Interactive Learning Environment)
Includes 20 lasel discs covering whole numbers, fractions, decimals, percent, and algebra.

Ready Course (Interactive Knowledge)
The Ready Course on CD-ROM is ten reading comprehension modules on topics of interest to adults (health, consumer, and other issues). Each module contains 5 hours of courseware and 20 minutes of audio to provide instruction on seven important reading skills. (Reading level 5 - 9)

Speed Reader (Davidson)
Student sets the program for the speed he is comfortable with or according to a timed reading passage. Trains the eye to keep moving and to read in phrases.

TEXTdisc (Interactive Knowledge)
Basic reading and math skills using content relevant to the textile industry and workforce. Sound and color photographs on CD-ROM computer
Touch Reading (CENTEC)

*Foundations for Reading* explains the value of literacy in everyday life through motivational vignettes. Teaches the names, shapes, and sounds of the letters of the alphabet. Simple rules of language, such as punctuation and contractions.

*Putting Language to Work* offers the mechanics of speech to metacognitive skills.

*Spelling and Vocabulary* gives guidelines for spelling, syllabication, and vocabulary. Uses crossword puzzles and anagrams.

*Keyboards and Beyond* - Basic keyboarding skills
C.I.S.S.

Use the attached form to answer the following questions:

1. This is a C.I.S.S. form. C.I.S.S. stands for
   a) Continuous Input from Staff and Supervisors
   b) Continuous Improvement Suggestion System
   c) Collecting Information from Second Shift
   d) Collins and Aikman Industrial Statistical Surveys

2. Who can fill out a C.I.S.S. form?

3. On which line do you write your name?

4. How long does the supervisor have to respond to your C.I.S.S?

5. On which line does the Industrial Engineering department note its approval?

6. Who signs on Line 13?

7. Which lines are to be completed by the employee?

8. To whom do you give your completed C.I.S.S. form?

9. Who gets a copy of your C.I.S.S. sheet?

10. On lines 5 and 6, what does No. stand for?

11. Who can help you with the form?

12. In line 7, why do you think a problem is also called an opportunity?

13. Have you ever completed a C.I.S.S. form?
    If not, why haven't you turned in a C.I.S.S?

APPENDIX F
CONTINUOUS IMPROVEMENT SUGGESTION

EMPLOYEE: __________________________
SHIFT: ____________________________
DATE: ____________________________

PROBLEM OR OPPORTUNITY:

SUGGESTION SOLUTION:

RESULTS:

SUPERVISOR’S SIGNATURE: ____________
DATE RECEIVED: ________________

COMMENTS: (48 Hour Response) __________

DEPT. MGR.’S SIGNATURE: ____________
DATE RECEIVED: ________________

COMMENTS: (3 Day Response) __________

TYPE SUGGESTION: Housekeeping / Safety

PRODUCTIVITY

QUALITY

ENERGY

CUSTOMER SERVICE

MATERIAL

1. Write the details of the problem in your own words.
2. Write your solution and describe your method or plan.
3. Use graphs, pictures, data, etc. to support the problem definition and your solution.
4. Describe the improvements that will result from your suggestion and include data, if available on cost and/or time savings.
5. See your supervisor if you need help.
ORGANIZATION EFFECTIVENESS: UNDERSTANDING WHERE YOU WORK

PURPOSE: TO PROVIDE PARTICIPANTS WITH A BETTER UNDERSTANDING OF WHERE THEY WORK.

OBJECTIVES:

TO GAIN KNOWLEDGE ABOUT THE HISTORY AND PURPOSE OF THE COMPANY.

TO BECOME FAMILIAR WITH THE VARIOUS COMPANY DEPARTMENTS AND TERMINOLOGY.

TO REVIEW BENEFIT INFORMATION.

TO PRACTICE READING SKILLS THROUGH JOB-RELATED MATERIALS.

MAJOR SKILLS PRACTICED THROUGH JOB-RELATED MATERIALS.

MAKING PREDICTIONS
WORD MEANING
JUDGING SENTENCE SEQUENCE
IDENTIFYING STRUCTURE
RECALLING DETAILS
FINDING THE MAIN IDEA
JUDGING FACTS AND OPINIONS
IDENTIFYING CAUSE AND EFFECT
MAKING INFERENCES
WORKPLACE CALCULATIONS

OBJECTIVES TO ACHIEVE

WHEN YOU COMPLETE THIS COURSE, YOU WILL BE ABLE TO:

OBJECTIVE #1: Identify a good problem solving strategy you should use before calculating begins with workplace problems.

OBJECTIVE #2: Learn the basics of calculator use.

OBJECTIVE #3: Show how to calculate for common work problems such as:
   - basic calculations
   - finding the average
   - finding the range
   - working with measurement
   - interpreting a paycheck stub

MASTERY

Mastery of these skills requires that you complete:

- All learning activities
- A written Post-Check with a score of at least 14 out of 18 points (80%) correct.

NOTICE! Each of these skills describes:
- What you must do
- How you will prove you can do it
- How accurate you must be when you do the task

APPENDIX G (2/3)
OBJECTIVES TO ACHIEVE

WHEN YOU COMPLETE THIS COURSE, YOU WILL BE ABLE TO:

.OBJECTIVE #1: Identify a good problem solving strategy you should use before writing begins.

.OBJECTIVE #2: Show how to write for common work problems such as:
   - writing to pass on information
   - writing to respond to questions and requests
   - writing to report information
   - writing to request information and services

.OBJECTIVE #3: Write business documents using a variety of forms and writing formats.

.OBJECTIVE #4: Use basic language skills

MASTERY

Mastery of these skills requires that you complete:

   . All learning activities
   . A written Post-Check with a score of at least 16 out of 20 points (80%) correct.

NOTICE! Each of these skills describes:
   . What you must do
   . How you will prove you can do it
   . How accurate you must be when you do the task

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APPENDIX G (3/3)
1. The instructor made the course objectives clear to me.

2. The instructor knows the subject well.

3. The instructor's presentation of course material and equipment was clear.

4. The instructor readily gave attention to students when needed.

5. The instructor was sincerely and actively interested in the students.

6. The method of teaching in this course has been appropriate for the subject matter and the students.

7. The reading assignments were interesting and thought-provoking.

8. I was able to learn at a pace which was comfortable for me.

9. My program of study was designed around my own learning goals.

10. The materials I used in the course were appropriate for me.

11. The computer programs were helpful and easy to use.

12. This course has contributed to increased self-confidence on the job.

13. I have learned some things in this program which are helpful to me on the job.

14. I feel that my self-esteem has improved as a result of my participation in this program.

15. The class schedule (times) were convenient for me.

16. I plan to continue this program in the next quarter.

17. On the whole, I give the course an excellent rating.

18. On the whole, I give the instructor an excellent rating.
(CA)^2 Evaluation Form - Fall 1992

What did you like most about the program?

1. The instructor took up time with us to let us read and tell what we got out of it.
2. I was able to learn more words.
3. It helped my self-esteem and gave me confidence in my job.
4. I like getting to work at my own pace without being pushed to go from one thing to another.
5. The instructor was always there and willing to help.
6. The paragraphs contained good subjects and facts about life. The reading materials made you really think before you answered.
7. It helped in my reading and spelling. The time is also good.
8. Gives time to learn about things that were difficult in school.
9. Everything (2 responses)
10. Working at my own pace (3 responses)
11. It gave me a chance to brush up on skills that I do not use regularly on my job or at home.
12. Good instructor; Computer was very interesting
13. The attitude of the instructor was cooperative and kind.
14. I like learning to read better.
15. The computer and reading
16. The program helped my reading and writing
17. The reading material was interesting and educational
18. Was able to learn at a comfortable pace.
19. I love the idea of learning through the use of computers.
20. I like having an opportunity to finish getting my education
21. It gave me a chance to review math and get familiar with the computer.
22. Working on the computer.
23. Math
24. I like getting individual help with my work. I didn’t have to rush. I like working at my own pace.

What would you like to see changed about the program?

1. Nothing (10 responses)
2. Would like to see more activities to do on the computer
3. Would like to see the instructor be more familiar with what is in the books.
4. More classroom instruction on the board
5. Would like to see more one-on-one teaching
6. Would like to see more courses added
7. It would be nice to have a computer class.

APPENDIX H (3/9)
STUDENT SURVEY

Spring 1993
(CA)$^2$ Evaluation Form - Spring 1993

What did you like most about the program?

1. The program gave me time to study.
2. The instructors were patient and cooperative with the students. The courses were paced at a level where I felt comfortable working.
3. I liked working with the Word Attack and Touch Typing programs. It allowed me to familiarize myself with the keyboard and increase my typing speed.
4. I enjoyed working with the computers.
5. The program was very rewarding.
6. The program help to refresh my skills in fractions and decimals.
7. I liked everything about the program. (2 responses)
8. I enjoyed reading and working with math.
9. I enjoyed Speed Reading, Touch Typing and Math Blaster on the computer.
10. The program helped me to update my skills in reading and math.
11. I would like to see the class continue.
12. I especially liked the way the instructors helped the students with math problems.
13. I like working with the ModuMath program.
14. The program enhanced my skills in math.

What would you like to see changed about the program?

1. I would like to see more computers.
2. Nothing (3 responses)
STUDENT SURVEY
Fall 1993

[Bar chart indicating percentages for Strongly Agree, Agree, Disagree, and Strongly Disagree]
What did you like most about the program?

1. The instructors are so ready to help when you have a problem.
2. I like taking my time and working at a comfortable rate.
3. The programs on the computers
4. The reading passages were very interesting.
5. Everything!
6. I like the chance to review my math skills.
7. I like the program because it helped me to be more sure of myself.
8. The instructors explain things in ways that make it seem simple.
9. I understand math word problems better now.
10. The private study places

What would you like to see changed about the program?

1. Nothing
2. I wish the program could offer computer classes like Lotus 123
3. Books that we can take home with us
4. More computers
(CA)² Evaluation Form - Winter 1993-94

What did you like most about the program?
1. What I liked best was that the teacher helped us so much.
2. Everything (2 responses)
3. No one rushes you. When you are given a test, the instructor helps you go over your mistakes and helps you go on from there.
4. The material is great to work with.
5. Flexible hours, good working materials, helpful instructors, a chance to set your own goals
6. The Workplace Dynamics class. It was enjoyable and we learned a lot about ourselves and others.

What would you like to see changed about the program?
1. Nothing (2 responses)
2. A bigger study area at the warehouse
3. More people involved
4. I would like to see the class have an instructor for math, one for reading, one for computers, and have a few students to teach these things too.
Certificate of Mastery

Presented to

John Doe

For outstanding achievement in

_____________________________________________________________________

Instructor

Date
<table>
<thead>
<tr>
<th>Note</th>
<th>Phone Call</th>
<th>Other</th>
<th>Comments</th>
<th>Date Rec’d</th>
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