

DOCUMENT RESUME

ED 336 149

JC 910 424

TITLE Roane State Community College Workplace Literacy Program Report. AACJC Rural College Partnership.

INSTITUTION Roane State Community Coll., Harriman, Tenn.

SPONS AGENCY American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE 30 Jun 91

NOTE 24p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Adult Basic Education; *Adult Literacy; Agency Cooperation; Basic Skills; Community Colleges; *Computer Assisted Instruction; Cooperative Programs; *High School Equivalency Programs; Labor Force Development; *Literacy Education; Rural Education; *School Business Relationship; Two Year Colleges; Volunteer Training

IDENTIFIERS *Workplace Literacy

ABSTRACT

The Roane State Community College (Tennessee) Workplace Literacy Program (RSWLP), administered by the Roane County Adult Learning Center, coordinates instructional programs for increasing the competency of area businesses with employees lacking in basic skills. A group of 13 community volunteers completed 6 two-hour training sessions to act as tutors for a computer-assisted literacy instructional (CALI) software package to be used in the program. To identify specific workplace literacy needs, surveys were sent to 70 major employers and industries in the county. A total of 14 surveys were returned for a 20% response rate. Of the surveys returned, two employers indicated an interest in establishing a workplace literacy program and four requested additional information about literacy. Classes were established at two worksites which had requested literacy instruction. Recruitment materials were also placed in local businesses advertising additional classes to be held in five locations in the county. A total of 38 students received adult basic education (ABE) instruction at their worksites and five students passed the General Educational Development (GED) Test, while the community classes enrolled 160 employed students. Employer incentives for participation in the program included released time and a cash bonus for GED completion. To assure continuation of the program, a literacy lab utilizing the CALI program and community volunteers has been established at the Adult Learning Center. In addition, area high school computer labs will make CALI available to each local community in Roane County. The survey, cover letter, summary responses, project receipts, and correspondence are included. (PAA)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED336149

ROANE STATE COMMUNITY COLLEGE

AACJC RURAL COLLEGE PARTNERSHIP PROJECT

WORKPLACE LITERACY PROGRAM REPORT

June 30, 1991

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. E. Karr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it

Minor changes have been made to improve reproduction quality

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

American Association of Community and Junior Colleges
Washington, D.C.

JC910424

ROANE STATE COMMUNITY COLLEGE

AACJC RURAL COLLEGE PARTNERSHIP PROJECT

WORKPLACE LITERACY PROGRAM REPORT

June 30, 1991

I. OVERVIEW

The final report of the Roane State Workplace Literacy Program, funded by the AACJC Rural College Partnership Project, reflects a number of partnerships formed which will help to ensure the continuation of the project by the Roane County Adult Learning Center. Involvement by Roane County Community Development Council and Chamber of Commerce has helped workplace literacy to become a higher priority issue with local employers. The Roane County Adult Learning Center staff has worked cooperatively and patiently with local employers, educating them about potential instructional programs available and encouraging them to give consideration to programs which will result in a higher level of competence for their employees lacking basic skills.

Involvement by Jim Henry, our former State Representative and Senator Anna Belle O'Brian secured additional funding (\$25,000) for the purchase of fifteen (15) computers to be utilized with the computer software purchased with the grant monies. A literacy computer lab has been established at the Adult Learning Center and will continue to serve our local workforce. The option to place a small number of the computers at a local worksite for the purpose of training employees remains open.

Agreements by the local school board to utilize their high school computer labs makes computer assisted instruction available to each local community. Volunteers from the community who were trained as tutors in the computer assisted instruction will continue to assist the adult learning center staff in providing literacy training programs.

In addition to working closely with the Departments of Employment Security and Human Services, the Adult Learning Center staff was able to develop working agreements with three area employers.

This was a real breakthrough for literacy in our county, as past attempts to interest local employers in literacy programs have not been successful. As the programs now in progress experience more success and those successes are publicized, we believe this will encourage more employers to become involved.

The Adult Learning Center, funded by State of Tennessee ABE funds, JTPA federal funds and Roane County School Board monies provided administrative coordination for the program by allowing the Program Coordinator to work with employers to develop programs and schedule classes. The Roane County Literacy provided funds for all level one students, and the Adult Learning center provided materials for level two and level three students and paid teacher salaries for classroom instructions.

The Roane State Workplace Literacy Program faced several challenges. The actual number of employers who participated in the workplace literacy program was disappointing. Follow through on verbal commitments by employers was hard to accomplish. The adult learning center staff worked diligently with the City of Kingston to set up a program, only to have the employer decide not to continue. Local employers continue to assess the potential success of a literacy program by asking employees to volunteer, without any prior advertising or recruitment efforts to enhance awareness of needs or benefits of the program.

Computer software ordered in May for August classes did not arrive until late October. Computers ordered for the program became entangled in the State Board of Regents freeze on equipment purchases. Although the money was designated for the Adult Learning Center, special permission had to be secured for the purchase.

The difficulty in getting Roane County employers to recognize and act on workplace literacy needs and programs illustrates the need to continue efforts in this area. Roane County has experienced three plant closing in the past two year, resulting in the loss of over 1300 jobs, or one fifth of the jobs in the county.

The Roane County Community Development Council, Industrial Board, Chamber of Commerce, Roane State Community College and the Adult Learning Center recognize the importance of continuing efforts to develop and encourage participation in programs which will provide our county a more literate workforce. Funding from the AACJC Rural College Partnership Project has provided an initiative for this purpose. Our partnerships, tutors, literacy computer lab and employer programs have the potential to make a difference in the future of the county. Each of these groups are committed to continuing to work to meet the educational and training needs of all Roane County Citizens.

II. IDENTIFICATION OF EMPLOYERS

Seventy workplace literacy surveys were mailed to local industries and major employers in Roane County. A copy of the survey and a report of the results is enclosed. Of the surveys which were returned, two employers indicated an interest in establishing a workplace literacy program and four indicated an interest in receiving more information about literacy. The program established working agreements with Kayser Roth, Chase Instruments, and Wal-Mart. Using their response to the survey as an impetus, the Adult Learning Center will continue to work to develop programs with each employer identified.

Employer	# of employees	Contact
Chase Instruments Corp.	248	Trisha Oberleitner
City of Kingston	56	Carolyn Brewer
Harriman Oil Co. Inc.	31	Gail Best
Kayser Roth Corp.	519	Julie Odell
Rockwood Sportswear, Inc.	140	Louis Cundiff
Tiger Oil Co.	33	John Robinson

Results from the survey indicate only a small percentage were willing to fill out survey forms (14 forms or 20% were returned). Although 91 % of the respondents indicated their company hires people who do not have a high school diploma, only 18% indicated an interest in starting an in-house program. The survey indicates that employers need to be more informed about the benefits of workplace literacy programs and the avenues for working with local partners to establish them.

III. COMPUTER TRAINING PROVIDED FOR VOLUNTEER TUTORS

Thirteen volunteers tutors from the community were trained on the STAR computer software purchased by the funds from workplace literacy project. Six two hour training sessions were provided for tutors, utilizing the computer lab at the Roane County High School.

IV. CLASSES ESTABLISHED

A. Work site classes:

Ten students were necessary to begin a class. To utilize computer assisted instruction, hardware had to be available.

Wal-Mart, Harriman, TN. Twelve (12) students participated in class held at the store location. The employer chose to advertise the program and encourage voluntary participation. The method of instruction was the adult basic education curriculum. Release time was provided by the employer for those employees who attended. The classes met on Wednesday and Sunday afternoon for two hours.

Kayser Roth Corporation, Rockwood, TN. Twenty six (26) students. Two classes began in April, 1991 and are currently being conducted at the work site. The employer chose to advertise the program with incentives and allow the employees to volunteer to participate. The adult basic education curriculum is being taught. Staff is continuing to work to place computers in the classroom in an effort to include the STAR computer assisted curriculum.

Five (5) students at Kayser Roth have received their GED. The employer is providing monetary incentives for accomplishments. Any employee who receives his GED receives a \$250 bonus from the company, any employee who accomplishes moving from one of instruction to a higher level receives a \$150 bonus.

Chase Instruments, Rockwood, TN. One hundred seventy eight employees were assessed at the worksite. (please see assessment results, attachment) Assessment was voluntary, but highly encouraged by the employer. Management volunteered to be assessed along with hourly employees. Employees were paid overtime to come early or stay late to participate. The total time for assessment was 30-45 minutes.

Assessment results were mailed to participants, with the announcement that classes would be held at the worksite in conjunction with the shift changes. Only three employees volunteered to attend class. At that time providing a teacher for three students was not economically possible, however, the Adult Learning Center will begin a class a Chase in August with three students. We hope this will encourage the remainder of the employees to join the class.

B. Community Based Classes:

Regular ABE classes were held in each of the five local communities in our county, including churches, schools, and each of the housing developments in the county. Recruitment materials for these classes were placed in local businesses. Records show that 160 of the enrollees were employed at the time at enrollment. Out of those enrollees, 70 certificates of achievement were awarded for promotion from level one to level two, 40 from level two to level three and 15 for completion of level three work. The total number of students enrolled in the ABE classes during the year was 641. No records were kept to determine if those employed students responded to recruitment efforts of the workplace literacy program or self selected to enroll.

For the purpose of the grant, a working agreement was reached with each of the two local school boards to utilize the computer labs at the local high schools for literacy classes. The tutors from the local community who were trained to work with the computer assisted instruction would provide instruction under the supervision of a certified adult education teacher.

To date, Roane County High School is the only computer lab that has been recruited for literacy training with computer assisted instruction. Three students are currently enrolled there, working with two tutors. One student is a mentally handicapped adult who came to the program as a non reader. He has experienced a great deal of success with the STAR computer assisted program.

Local school budget restrictions have made utilization of the labs during the summer months more difficult. The Adult Learning Center will continue to work with the high school staff to develop using the labs for computer assisted literacy training during the school year.

The Adult Learning Center of Roane County

Roane State Community College

Patton Lane

Harriman, Tennessee 37748

Telephone (615) 882-4541

BOARD

Jim Blyak
Carol Hollar
Mehin Kirkpatrick
Dale Naumer
Frank Mee
Steve Pemberton
Jim Rivers
Howie Robinson
Mildred Wade
Vickie Watts
Pearl Williams

May 7, 1990

Dear Employer:

Don't put this letter down! Since you have the good fortune to be a literate person, please read this.

We would like to take this opportunity to call your attention to a very serious problem that exists in our community, across our state and in our whole country -- a problem that will affect your business and your personal lifestyle, if not immediately, then sometime in the near future -- unless we work together to solve it.

We're talking about the problem of illiteracy. Here are some facts:
. The Department of Labor estimates that adult illiteracy costs businesses and taxpayers \$225 billion annually through lost productivity, unrealized tax revenues, welfare payments, and the cost of incarcerating people who turn to crime in part because of their illiteracy.

. According to a national survey cited by Laubach Literacy International, 15 million adults holding jobs today are functionally illiterate. Another survey estimates that more than 50 percent of employees have problems in grammar, spelling, punctuation and math.

. Three quarters of the Fortune 500 companies provide some level of remedial training for their workers, costing approximately \$300 million per year.

What does all this mean for your business? It's frightening to consider isn't it? But we would like to take a moment to think about what illiteracy really means in the context of your business, right here and now?

To help you do that, we have devised the enclosed questionnaire. We'd like to ask that you please work with us to solve the problem of illiteracy in our community by answering these questions. It will take you a few minutes, but we hope it will be time well spent.

Our goal in conducting this survey is to find out what your perceptions of the problem are, what you may already be doing about it, and what you might be willing to do in the future. But most of all we want to link the people who need help with the people and agencies who can provide it. To do this we need your response. You are one of many, but, let me assure you, your individual response is vital to the success of this project.

We repeat: Please do not put this letter down. Your commitment to help solve this serious problem that affects all of us can begin right here with this survey. Thank you.

Sincerely yours,

Bobby Jackson

Literacy in the Workplace: A Survey

Name of business _____

Number of employees (full-time and part-time) _____

Type of business _____

Name and title of person completing survey _____

Work phone of person completing survey _____

Your company is one of many selected to participate in the survey. In conducting this project, The Oak Ridger is attempting to give area literacy providers the information that will help them reach the very people who need their services. At the same time it will help the literacy movement develop a broader base of support within the community.

You, personally, have been selected as the individual in your company who can best answer the questions in this survey. In your responses, please try to express the attitude of your company as a whole, rather than your personal beliefs. Also, please consider both the full-time and part-time employees. If you wish to make comments, please write them on the survey itself or add a separate piece of paper.

Your response is vital to the success of this project. Please complete the survey as soon as possible and return it to:

The Adult Learning Center
Bobby Jackson - Director
Roane State Community College
Harriman, TN 37748

We would appreciate your response before May 25. Thank you.

Literacy in the Workplace: A Survey

A. In what way does illiteracy affect your company?

1. Do you hire people who do not have a high school diploma or GED?

Yes No

If yes, for what types of jobs? (check all that apply)

custodial clerical
 maintenance other, please specify _____

If no, why?

against company policy other, please specify _____
 level of education required for job

2. Are there current employees of your business who have been identified (by whatever means) as

non-readers	low level readers (grade 8 or below)
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> Don't know	<input type="checkbox"/> Don't know

If yes, how many?

non-readers	low level readers (grade 8 or below)
<input type="checkbox"/> 1-10	<input type="checkbox"/> 1-10
<input type="checkbox"/> 11-25	<input type="checkbox"/> 11-25
<input type="checkbox"/> 26-50	<input type="checkbox"/> 26-50
<input type="checkbox"/> over 50	<input type="checkbox"/> over 50
<input type="checkbox"/> don't know	<input type="checkbox"/> don't know

How were they identified? (check all that apply)

<input type="checkbox"/> poor scores on company job-related test	<input type="checkbox"/> inability to perform certain duties
<input type="checkbox"/> poor scores on a literacy test	<input type="checkbox"/> other, please specify _____
<input type="checkbox"/> self-admission	

If no, what is the reason? (check all that apply)

<input type="checkbox"/> all employees read well enough to do their jobs	<input type="checkbox"/> employees' reading levels not applicable to job performance
<input type="checkbox"/> no way of determining employees' reading levels	<input type="checkbox"/> other, please specify _____

B. How is your company currently involved in literacy?

1. Do you have an in-house literacy program?

Yes No

If yes, how does it work? (check all that apply)

<input type="checkbox"/> employees tutor employees, one to one	<input type="checkbox"/> release time is given for instruction
<input type="checkbox"/> volunteers from the community tutor, one to one	<input type="checkbox"/> company pays for materials and services
<input type="checkbox"/> employees attend classes in-house	<input type="checkbox"/> literacy program is optional
<input type="checkbox"/> employees attend classes in the community	<input type="checkbox"/> literacy program is mandatory
	<input type="checkbox"/> other, please specify _____

If you do not already have a program, are you interested in starting one?

Yes

No

If Yes, how will you go about starting one? (check all that apply)

call the school system

use a commercial program

call the local literacy council

other, please specify _____

use your own resources

If no, why? (check all that apply)

no real need

might cause employee job and pay dissatisfaction

cost is too great

have no expertise in the area

other, please specify _____

can't spare employee work time

C. How is this area dealing with illiteracy?

1. As your company sees it, what is the extent of the illiteracy problem in Roane County and surrounding areas? (check one)

Not a problem in this area

is a problem in rural areas, but not in urban areas

I've heard it's serious, but have no evidence to back that claim

serious but agencies in the community are already tackling the problem

is serious enough that our company needs to become involved

2. What programs are available to help the illiterate adult in this area? (Research necessary. List those about which your company is currently aware.)

3. What do you think is the number one problem facing community literacy groups today? (check only one)

finding enough volunteers to teach adults

getting in touch with those who need services

funding

4. From what sources do you think community literacy groups get their funding? (check all that apply)

local government

private contributions

state government

don't know

federal government

D. What is your role within the literacy movement?

1. How could literacy groups help your company? (check all that apply)

test employees to determine who needs help

bring in volunteers to teach employees with low level reading skills

offer ideas on how to set up a program

accept referrals from your company

train volunteers from your company to teach your employees

2. How could your business be helpful to the literacy movement in this community? (check all that apply)

- encourage those who need help to get help
- encourage employees to volunteer to teach adults
- set up in-house literacy program
- serve on area literacy committee
- donate equipment, materials, or money

3. Which of the following might your company be interested in? (check all that apply)

- arranging for identification of those who need tutoring
- encouraging employees to become trained as volunteer tutors
- referring potential students to community programs
- offering release time for tutoring (students and/or tutors)
- donating money for equipment and/or materials
- arranging for in-house program

4. If your company were to become involved in the literacy movement, what might be your reasons for doing so? (check all that apply)

- to help our company become more competitive
- to help our employees better themselves personally
- to help our employees better themselves professionally
- to contribute to the nation's literacy effort
- to help our community

5. If your company could not become involved in the literacy movement, what would be the reasons? (check all that apply)

- no staff person to coordinate program
- no funding
- this company has no need for literacy program
- a literacy program would cause more problems than it would solve

6. Would your company be interested in providing a representative to serve on a committee designed to promote literacy in the workplace as well as deal with other literacy-related issues in the community?

- Yes No

7. Are you interested in receiving more information about illiteracy in the workplace?

- Yes No

THANK YOU!

Workplace Literacy Survey

**Adult Learning Center of Roane County
Roane State Community College
Harriman, TN. 37854**

SAMPLE: Seventy surveys were mailed to representatives from local companies, mostly industrial and manufacturing. Thirteen surveys were returned for a response rate of 18.5%. The responding companies represented 1378 employees.

I. Respondents' Perceptions of the Extent of Illiteracy in the Company.

- 91 % of the respondents indicated their company hires people who do not have a high school diploma.
- 45% of the respondents indicated that some current employees had been identified as either non-readers or low level readers. All these employees were identified either by self-admission or by the inability to perform certain duties.

II. Company involvement/Interest in Literacy

- none (0 %) of the respondents indicated that they currently have an in-house literacy program.
- 18% of the respondents indicated an interest in starting an in-house program.
- 65% respondents indicated an interest in receiving more information about illiteracy in the workplace.

III. Respondents' Perceptions of the Extent of Illiteracy in Roane County.

- 31% of the respondents indicated they had heard the illiteracy problem is serious but did not have any evidence to support the statement.

- 31% of the respondents said that illiteracy is serious but agencies in the community are already tackling the problem.
- 31% of the respondents said that the illiteracy problem is serious enough that our company need to be involved.

IV. Possible reasons companies might not become involved in the literacy movement.

- 46% of the respondents said no staff person existed to coordinate the program.
- 46% of the respondents said no funding existed for becoming involved.
- 38% of the respondents said that the company did not need a literacy program.

CHASE INSTRUMENTS

Adult Learning Center Proposal to provide employees of Chase Instruments with appropriate educational services such as, ABE I (Literacy,) ABE II (Pre-Ged), and ABE III (GED) classes.

ASSESSMENT OPTIONS:

1. Assess each person in plant including all shifts: Administrative/Management Personnel, Production Staff, Custodians and others. Follow-up to assessment:
 1. Talk with each person about results individually;
 2. Talk with each person scoring at Level I;
 3. Talk with each person with less than a High School Diploma;
 4. Talk only with those needing reading;
 5. Talk only to Volunteers;
2. Assess only Volunteers using follow-up options as above.
3. Assess only those with less than a High School Degree using follow-up options as above.

CLASS OPTIONS:

1. Establish on-site classes to provide Literacy, Pre-GED, and GED Instruction.
2. Establish Computer Assisted Instruction for Literacy Classes on-site.
3. Computer assisted instruction for Literacy Classes at Roane County High School and Harriman High School (other schools if demand is present and tutors are available). Limitations - can only be offered in afternoons and evenings.

TYPE OF ASSESSMENT:

SelectABLE - To be used to determine Levels.

Slosson Oral Reading Test to be used with low level readers.

Assessments with SelectABLE would be in groups, taking 15-20 minutes.

Assessments with Slosson would be on individual basis and take 5-10 minutes.

Roane County Adult Learning Center

Roane County Board of Education

Roane State Community College

Patton Lane

Harriman, Tennessee 37748

Telephone (615) 882-4541



Bobby Jackson
Director



Jess H. Plemons
Superintendent

April 16, 1991

Howie Robinson
Chase Instruments
Roane County Industrial Park
Rockwood, TN 37854

Dear Howie,

On March 25, 1991 Ms. Kathy Tidwell and I assessed 178 Chase employees. The breakdown was as follows: 1st. shift 84; 2nd. shift 53; 3rd. shift 41.

Each employee was assessed with the SelectABLE. The SelectABLE is used as a "locator" test and does not show specific weaknesses. Employees were asked to provide the following information: name, shift, and highest grade of school completed. To ensure confidentiality, tests were returned to each person via U. S. Mail.

Those with less than a high school diploma were given the opportunity to participate in an on-site class. Each individual was given a self-addressed stamped postcard to return to the Adult Learning Center by May 3, 1991. Each person is to indicate interest by marking yes or no. We are awaiting the results of this survey.

The break down of the results are as follows:

Level I	0 - 6 grade level
Level II	6 - 9 grade level
Level III	9 - above grade level

First Shift: 84 individuals were assessed.

14 Scored Level II

9	did not indicate grade level
1	did not indicate grade level
4	had less than a High School diploma

70 Scored Level III

60	had High School diploma, GED or College
1	did not indicate grade level
9	had less than High School diploma

Adult
Learning
Center

Second Shift: 53 individuals were assessed

18 Scored Level II

- 9 had a High School diploma, GED, or College
- 2 did not indicate grade level
- 7 had less than High School diploma

35 Scored Level III

- 32 had High School diploma, GED, or College
- 3 had less than High School diploma

Third Shift: 41 individuals were assessed

6 Scored Level II

- 2 had High School diploma
- 4 had less than High School diploma

35 Scored Level III

- 30 had High School diploma, GED or College
- 1 did not indicate grade level
- 4 had less than High School diploma

Summary

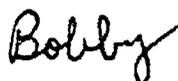
178 Chase employees were assessed on March 25, 1991 using the SelectABLE as an assessment instrument. One hundred forty-two (142) indicated they had either a High School diploma, a GED, or College; Five (5) did not indicate grade level; and Thirty-one (31) had less than a High School diploma. We had no way to verify grade level.

Recommendation

The formation of an on-site class for any employee wishing to participate. The thirty-one (31) employees originally tested will be contacted to determine interest. The time and date of the class to be determined by interest shown. Suggested time to be at the beginning or at the end of a shift.

Please call me if I can be of further assistance.

Sincerely,



Bobby Jackson
Director

HARTLEY COURSEWARE, INC.

TO: ROAN STATE COMM COLLEGE
 CAROL HOLLAR
 PATTON LANE

CUSTOMER PO# 8105
 DEALER'S PO#
 DATE REC'D : 07/26/90
 INV #38722

HARRIMAN TN 37740

CODE #	DESCRIPTION	QTY	SHIPPED
/U501	STAR-LVL1 (LPC)	2	
/U502	STAR-LVL2 (LPC)	2	
/U503	STAR-LVL3 (LPC)	2	
TOTAL PIECES		6	

PACKED BY *Betty*
 THANK YOU
[Signature]

HARTLEY COURSEWARE, INC.

TO: ROAN COMM COLLEGE
 ATT: CAROL HOLLAR
 PATTON LANE

CUSTOMER PO# 8105
 DEALER'S PO#
 DATE REC'D : 09/01/90
 INV #40669

HARRIMAN TN 37740

CODE #	DESCRIPTION	QTY	SHIPPED
/U504	STAR-LVLA (LPC)	2	
TOTAL PIECES		2	

PACKED BY *Betty*
 THANK YOU
[Signature]

RECEIVED 10-22-90

HARTLEY COURSEWARE, INC.

TO: ROAN STATE COMM COLLEGE
ATT: CAROL HALLAR
PATTON LANE

CUSTOMER FOM 9105
DEALER'S FOM
DATE REC'D : 10/29/90
INV #41938

HARRIMAN TN 37740

CODE #	DESCRIPTION	QTY	SHIPPED
U506	STAR-LVL6 (LPC)	2	
	TOTAL PIECES	2	

PACKED BY *Elen*
THANK YOU!

RECEIVED 11-2-90

HARTLEY COURSEWARE, INC.

TO: ROAN STATE COMM COLLEGE
ATT: CAROL HALLAR
PATTON LANE

CUSTOMER FOM 8105
DEALER'S FOM
DATE REC'D : 10/29/90
INV #40818

HARRIMAN TN 37740

CODE #	DESCRIPTION	QTY	SHIPPED
U505	STAR-LVL5 (LPC)	2	
	TOTAL PIECES	2	

PACKED BY *Elen*
THANK YOU!

RECEIVED 10-29-90



***** PACKING SLIP ***** PACKING SLIP *****

HARTLEY COURSEWARE, INC.

100 BROAD AVENUE COMM COLLEGE
WYOMING FALLS
WYOMING

CUSTOMER # **8105**
ORDER # **42092**
DATE REC'D: 11-01-90

QUANTITY TOTAL

CODE #	DESCRIPTION	QTY	SHIPPED
50-15	LANG EXP-W/O BCHO	2	
	TOTAL PIECES	2	

PACKED BY *ficeil*
THANK YOU

RECEIVED 11-5-90

DOUMITT AND ASSOCIATES**INVOICE**

445 LAWRENCE SWYER ROAD (901) 423-9059
 JACKSON, TN 38305

BILL TO**SHIPPED TO**

ROAN STATE COMMUNITY COLLEGE SAME
 PATTON LANE
 HARRIMAN, TN. 37740
 ATT: WILLINE KING

Invoice Date	Invoice #	PO #	Date Received	Ship Date
5-18-90	152	ROAN-00000	5-16-90	
Quantity	Item No.	Title/Description	Unit Pr.	Net Price

2		PROJECT STAR ADULT REAKING SERIES ALL SIX LEVELS	3,930.00	\$7,860.00
2		LANGUAGE EXPERIENCE	100.00	\$ 200.00

Thank you for your order

Chuck Doumitt
 CHUCK DOUMITT

Remit to:
 Doumitt and Associates
 445 Lawrence Sw. Rd.
 Jackson, Tn 38305

Subtotal \$8,060.00
 Shipping 11.50
 Total \$8,071.50

Please return one copy of this invoice with your Payment. thank you.

Partners in Education Program

P. O. Box 666 Kingston, TN 37763

tel: (615) 376-5572 Fax: (615)376-4978

Carol Hollar, Coordinator

MEMORANDUM

TO: Chase Instruments Corp.
FROM: Carol Hollar
DATE: January 11, 1991
SUBJECT: Workplace Literacy Project

Thank You for meeting with Bobbie Jackson and I concerning the Workplace Literacy Project. We are eager to work out a plan to directly answer the needs of your employees and provide the training they need.

We have developed an exciting computer based training program especially for working with employees in Roane County. We have some classes scheduled to start in mid February. I will call you to set up a time we can plan for getting this information to your employees.

Thank you for your interest and efforts on behalf of your employees.

bsy

Partners in Education Program

P. O. Box 666 Kingston, TN 37763
tel: (615) 376-5572 Fax: (615)376-4978
Carol Hollar, Coordinator

MEMORANDUM

TO: Project Star Tutors
FROM: Carol Hollar
DATE: January 22, 1991
SUBJECT: Project Star Tutor Training Program

Thank you for agreeing to participate in our Project Star tutor training program. We are excited about the potential for expanding both the quantity and quality of the adult basic education program.

The first tutor training will be Thursday, the 24th at Roane County High School. We will begin at 6:30 in the computer lab. Please enter through the front door and we will direct you to the lab. You do not need to be familiar with the computer to participate in the training.

Thank you again for your willingness to help. I am looking forward to seeing you on Thursday.

bsy

Partners in Education Program

P. O. Box 666 Kingston, TN 37763

tel: (615) 376-5572 Fax: (615) 376-4978

Carol Hollar, Coordinator

MEMORANDUM

TO: Harriman Oil Company
FROM: Carol Hollar
DATE: January 11, 1991
SUBJECT: Workplace Literacy Project

The Adult Learning Center at RSCC has initiated an exciting computer based training program for our Workplace Literacy Project. The program is designed to improve the reading, math and comprehensive skills of adults.

Thank you for your response to our literacy survey indicating you have employees who could benefit from this training program. Our staff would like to meet with you to explain the program and design some steps for providing these services to your company and your employees.

I will call you shortly to request a time when I can see you or someone in your company who would work with the program. Our classes will begin in mid February and will be offered in each community in the county.

Thank you again for your time and effort. We are looking forward to assisting you in any way we can.

bsy