DOCUMENT RESUME

ED 417 337 CE 076 082

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TITLE The Northeast Texas Adult Education Rural Workplace Literacy Program. Annual Performance Report.

INSTITUTION Northeast Texas Community Coll., Mount Pleasant.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 1998-01-00
NOTE 196p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Community Colleges; Curriculum; Education Work Relationship; English (Second Language); Learning Activities; *Literacy Education; Needs Assessment; Participant Satisfaction; *Partnerships in Education; Pretests Posttests; Program Effectiveness; Program Evaluation; Questionnaires; Records (Forms); Regional Programs; Rural Areas; *Rural Education; School Business Relationship; Student Evaluation; Summative Evaluation; Task Analysis; Two Year Colleges; Workplace Literacy
IDENTIFIERS *Texas (Northeast)

ABSTRACT

The Northeast Texas Adult Education Rural Education Workplace Literacy Program, which is a partnership between Northeast Texas Community College and area businesses, offers workplace literacy instruction designed around job-specific basic skills. Training is offered in the following: applied workplace technology; applied math skills; measurements with micrometers; process accuracy for qualify products; crane safety; fork truck operations; and workplace English as a second language. During its third year, the project served 546 individuals and met or exceeded all its objectives. On posttests, participants manifested significant improvements in reading, writing, math, problem solving, reasoning, listening, and communication skills. Of those participants who lacked a high school diploma, 24% completed all requirements to receive a high school diploma or its equivalent. All participants identified as limited English proficient demonstrated improvements in their English skills. Participant and employer satisfaction with the programs was overwhelmingly positive. (Appendixes constituting approximately 70% of this document contain the following: project-related correspondence and newspaper articles; program certificate; program announcement; information about task analysis and needs assessment; Spanish translation of the program agenda; 41 graphs summarizing students' progress as measured on pre- and posttests; project advisory committee minutes; blank and completed participant evaluation forms; and feedback from participating businesses.) (MN)

THE NORTHEAST TEXAS ADULT EDUCATION RURAL WORKPLACE LITERACY PROGRAM

NORTHEAST TEXAS COMMUNITY COLLEGE

ANNUAL PERFORMANCE REPORT

Presented to:

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Washington, D.C.

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January, 1998

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ANNUAL PERFORMANCE REPORT
WORKPLACE LITERACY PROJECT
JUNE 12, 1996 - OCTOBER 17, 1997

I. PROJECT SUMMARY

The Northeast Texas Adult Education Rural Workplace Literacy Program is in the third year funding cycle. The need assessments are an ongoing process, classes continue to be offered, and curricula continues to be designed around job-specific basic skills of employees of participating business partners.

The project has been successful for everyone involved. The third year objectives not only have been met, but have exceeded program expectations. During the third year students, staff, and business partners have developed a competence in their working relationship that has contributed to the overall success of the program. Institutionalization of the program is evident. The business partners and Northeast Texas Community College continue workforce training through the Skills Development fund program. This Workplace Literacy project lays the foundation for the program to continue quality training to area businesses and industry. (See Appendix "A")

Actual expenditures of the grant for the budget period report correspond proportionally to the planned budget for the third year.

II. PROJECT STATUS

A. OBJECTIVE - ENROLL 275 STUDENTS FOR THE THIRD YEAR

ACTIVITY

Provide quality workplace literacy training to at least 275 workers.

Total student enrollment for the third year of the Workplace Literacy Project is 546, thereby exceeding this third year goal by 271 students.

B. OBJECTIVE - 50% OF 150 STUDENTS WILL IMPROVE THEIR BASIC SKILLS IN ONE OR MORE OF THE FOLLOWING BASIC SKILLS AREAS: READING, WRITING, MATH, PROBLEM SOLVING, REASONING, LISTENING, OR COMMUNICATION SKILLS

ACTIVITY

Develop a contextual workplace literacy curriculum based on the literacy requirements of each workplace

The following is a list of courses offered, the basic skill areas identified and integrated in each course, and the percentage of students who attended and improved in these basic skill areas.

Applied Workplace Technology - Phases V, VI and VII

- Basic Skill Areas: Writing, Problem Solving, and Reasoning Skills
- Student percentage of improvement:

Phase V	100%
Phase VI	100%
Phase VII	100%

Applied Math Skills

- Basic Skill Areas: Math and Problem Solving Skills
- Student percentage of improvement: 90%

Applied Workplace Math

- Basic Skill Areas: Problem Solving Skills
- Student percentage of improvement:
  - Phase 1 79%
  - Phase 2 25%

Crane Safety

- Basic Skill Areas: Reading Comprehension Skills and Problem Solving
- Student percentage of improvement: 100%

Micrometer Reading - Phases V, VI, VII, VIII & IX

- Basic Skill Areas: Reading and Math Skills as related to specific gauges
- Student percentage of improvement:
  - Phase V 100%
  - Phase VI 100%
  - Phase VII 92%
  - Phase VIII 91%
  - Phase IX 100%

Process Accuracy for Quality Products - Phases I, II, III, IV, & V

- Basic Skill Areas: Reading Comprehension and Math Skills as related to Statistics
- Student percentage of improvement:
  - Phase I 100%
  - Phase II 100%
  - Phase III 100%
  - Phase IV 90%
  - Phase V 100%

Applied Workplace Skills - Fork Truck Operations

- Basic Skill Area: Reading Comprehension
- Student percentage of improvement: 100%

Basic Workplace Writing (ESL)

- Basic Skill Areas: Writing and Reading Comprehension Skills
- Student percentage of improvement: 100%

Spanish/English Partner Study

- Basic Skill Areas: Listening and Reading Comprehension Skills
- Student percentage of improvement: 100%

C. OBJECTIVE - 6% OF NON-GRADUATE STUDENTS ENROLLED IN THE WORKPLACE LITERACY PROGRAM WILL COMPLETE ALL REQUIREMENTS TO RECEIVE A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT.

There have been a total of 66 or 24% of non-graduate students completing their GED as identified through enrollments at the Mt. Pleasant Downtown Adult Education Center, the Lone Star Adult Education Center, and GED classes offered on-site at Pilgrim's Pride Corporation.

D. OBJECTIVE - PROVIDE SUPPORT SERVICES TO REDUCE BARRIERS TO PARTICIPATION

ACTIVITY

Identify support services that will make training accessible and enhance workers' participation

The support services identified include:

- Release time provided by business partners for employees participating in the project
- The Micrometer Reading, Applied Math Skills and Process Accuracy for Quality Products classes are located in the Lone Star Steel plant thereby making these classes accessible for employees working different shifts
- The Applied Workplace Math, Workplace ESL, Spanish/English Partner Study, and GED classes are located at the Pilgrim's Pride Corporation plants for ease of accessibility to those employees
- Classes are also offered at the Adult Education Centers located in Mt. Pleasant and Lone Star. These Centers are conveniently located and accessible for all the business partners employees
- Recognition ceremonies take place after each course and certificates are awarded to the participants (see Appendix "B")

- Various upper management personnel from Pilgrim's Pride Corporation attend the Workplace ESL classes to encourage participation and buy-in of the classes from the employees
- Employees from Pilgrim's Pride Corporation assist the ESL instructors in tutoring those participants identified as lacking basic skills in their native language
- Lone Star Steel employees participate in team teaching
- Flexible class scheduling is designed to accommodate those participants working various shifts
- All aspects of this program, including support services, have the approval of the Project Advisory Committee members

E. **OBJECTIVE - PUBLICIZE THE PROJECT TO INCREASE PUBLIC AWARENESS AND TO PROMOTE THE OVERALL PURPOSE, GOALS AND OBJECTIVES OF THE PROJECT**

ACTIVITY

Promote publicity of the program

The various techniques being applied for promotion of the project are:

- Fliers are continually developed and distributed at the business partner sites advertising every course offered (see Appendix "C")

- Kathryn Burns conducted a workplace curriculum presentation at the AAACE Conference (see Appendix "D")
- Jeanni Pruitt, ESL Coordinator and Sergio Sanchez, ESL Instructor provided a presentation of the ESL portion of this project at an international symposium in Mexico (see Appendix "E")
- An article concerning the ESL project appeared in the Pilgrim's Pride Corporation newsletter (see Appendix "F")

F. OBJECTIVE - 50% OF PARTICIPANTS IDENTIFIED AS LIMITED ENGLISH PROFICIENT WILL IMPROVE ENGLISH SKILLS AS MEASURED BY A SERIES OF ORAL AND WRITTEN EXAMINATIONS

ACTIVITY

Develop a contextual workplace literacy curriculum based on the literacy requirements of each workplace

WORKPLACE ENGLISH AS A SECOND LANGUAGE

- Basic Skill Areas: Writing, Reading, Listening, Communication Skills, Reasoning
- Student percentage of improvement:

Low Beginner Level	100%
Beginner Level	100%
Multi-Level	100%
Intermediate Level	100%
Advanced Level	100%

III. SUPPLEMENTAL INFORMATION/CHANGES

A. *INCREASE IN OVERALL SKILLS*

In addition to the basic skills improvements identified earlier in this report, there have been significant increases in the overall skills offered in the second year courses as identified from the pre and post surveys for each course. The following is a breakdown of these skill increases: **See Appendix "G" for the charts reflecting these increases**

- *APPLIED WORKPLACE TECHNOLOGY - PHASES V, VI, & VII* - Workplace basic skills that allow job-specific reading, problem solving, and writing through integrated technology as requested by Lone Star Steel

  Phase V Overall Increase - 731%

  Phase VI Overall Increase - 336%

  Phase VII Overall Increase - 100%

- *APPLIED MATH SKILLS* - Work related basic math skills designed for a specific group of employees needing these skills

  Phase 1 Overall Increase - 30%

  Phase 2 Overall Increase - 6%

  Phase 3 Overall Increase - 83%

  Phase 4 Overall Increase- 392%

  Phase 5 Overall Increase - 56%

- *APPLIED WORKPLACE MATH* - Basic math skills combined with mathematical interpretation

  Survey I Overall Increase - 29%

  Survey II Overall Increase - 64%

- *CRANE SAFETY* - Job-specific curriculum integrating basic skills for a specific group of employees who must read and comprehend safety manuals - Overall Increase of 67%.

- *PROCESS ACCURACY FOR QUALITY PRODUCTS - PHASES I, II, III, IV, & V* - Customized basic math for statistical processes

  Phase I Overall Increase - 81%

  Phase II Overall Increase - 105%

  Phase III Overall Increase - 107%

  Phase IV Overall Increase - 256%

  Phase V Overall Increase - 146%

- *MEASUREMENTS WITH MICROMETERS - PHASES V, VI, VII, VIII & IX* - Basic skills combined with job-specific curriculum

Overall Increase - Phase V	122% - Survey
	37% - Assessment
	823% - Analysis
Overall Increase - Phase VI	81% - Survey
	5% - Assessment
	207% - Analysis
Overall Increase - Phase VII	130% - Survey
	5% - Assessment
	2,133% - Analysis

Overall Increase - Phase VIII	142% - Survey 23% - Assessment 257% - Analysis
Overall Increase - Phase IX	400% - Survey 143% - Assessment 131% - Analysis

- ***APPLIED WORKPLACE SKILLS - FORK TRUCK OPERATIONS - PHASE III*** - Job-specific curricula integrating basic reading comprehension skills

  Overall Increase - Phase III 15%

- ***WORKPLACE ENGLISH AS A SECOND LANGUAGE*** - Basic skills combined with job-specific curriculum

Overall Increase - Low Beginner Level	99%
Overall Increase - Beginner Level	200%
Overall Increase - Multi-Level	117%
Overall Increase - Intermediate Level	91%
Overall Increase - Advanced Level	86%

- ***BASIC WORKPLACE WRITING (ESL)*** - Basic Writing skills for advanced ESL participants

  Overall Increase - 102%

- ***SPANISH/ENGLISH PARTNER STUDY*** - Peer Tutoring in Basic Spanish and English comprehension

  Overall Increase - 370%

B. *PROJECT ADVISORY COMMITTEE MEETINGS*

The PAC meetings continue to be a vital part of the Workplace Literacy Project. All aspects of the project are discussed and all members contribute input for this project (see Appendix "H").

PROGRAM EVALUATIONS

The workplace literacy grant requires a four level evaluation plan to be incorporated into all stages of evaluation. This plan determines the program's effectiveness and insures that objectives are addressed. The following are outcomes of this evaluation plan.

Training areas:

Applied Workplace Technology

Applied Math Skills

Measurements with Micrometers

Process Accuracy for Quality Products

Crane Safety

Applied Workplace Skills - Fork Truck Operations

Workplace ESL

The instruments used for these evaluations are the Participant Evaluation Form (see Appendix "I") and pre and post surveys to measure student mastery of information. Interviews with supervisors were conducted to determine effectiveness of the training to job performance. Summaries of the participants' evaluations for these training areas are included in this report.

FIRST LEVEL EVALUATION

PARTICIPANT REACTIONS
APPLIED WORKPLACE TECHNOLOGY

In this third year, fifty-eight employees completed training in this area. A review of the participants' reactions to this training area conveyed that 78% stated their objective for taking the course was met; 93% stated the presentation was clear and organized; 83% agreed the content was relevant; and 90% gave an overall satisfactory evaluation of the course. See Appendix "J" for the summary of participants' responses to this training. In addition, the participants appreciated the review of the pre and post surveys through charts and graphs. These results reflect significant increases in this training area.

Some responses to the question "What part of the course did you like most?"

"Learning how to operate a computer"

"The hands-on experience"

"Learning computer terms that are needed when working with computers"

"All of it"

"Hands-on application of material presented"

MEASUREMENTS WITH MICROMETERS

Fifty-four employees participated in this training. Out of the 54 enrolled, 98% stated their objective for taking this course was met; 100% stated the presentation was clear and organized; 98% agreed that the content was relevant; and 100% gave an overall satisfactory evaluation to the course. See Appendix "J" for the summary of participants' responses.

Some responses to the question "What part of the course did you like most?"
"Use and care of micrometers"
"I was impressed with the entire course"
"All of it!"
"Hands-on training with micrometers"

APPLIED MATH SKILLS

This was the primary training program at Specialty Tubing Shipping with nine employees participating. Out the total enrollment, 100% stated the presentation was clear and organized; agreed that the content was relevant and the presenter was knowledgeable; and agreed that the level of complexity of the material was appropriate. In addition, all participants gave an overall satisfactory evaluation to the course. See Appendix "J" for the summary of participants' responses.

Some responses to the question "What part of the course did you like most?"

"All"

"Refreshing the things I had forgotten"

"Addition"

"Everything"

CRANE SAFETY

Out the total enrollment of 26 employees, 100% stated the presentation was clear and organized; agreed that the content was relevant and the presenter was knowledgeable; and agreed that the level of complexity of the material was appropriate. As with the other training areas, all participants gave an overall satisfactory evaluation to the course. See Appendix "J" for the summary of participants' responses.

Some responses to the question "What part of the course did you like the most?"

"Review of signals"

"Working with crane"

"Good organization"

"On-Site"

"Learning the safety on crane course"

"Clear and concise presentation"

Out of the third year total enrollment of 42 employees, 90% stated their objective for taking this course was met; 81% agreed that the content was relevant; and 86% agreed that the level of complexity of the material was appropriate. Again, all participants gave an overall satisfactory evaluation to the course. See Appendix "J" for the summary of participants' responses.

Some responses to the question "What part of the course did you like most?"
"Introduction to SPC"
"Working sample problems"
"All"
"Actual chart instruction"
"Learning to chart"

SECOND LEVEL EVALUATION

PARTICIPANT LEARNING

Participants' mastery of information is assessed continually through pre and post surveys for each training module. Significant increases in this mastery of information are reflected in the charts provided in this report.

THIRD LEVEL EVALUATION

PARTICIPANT PERFORMANCE

Interviews with supervisors on participant job performance included the following questions:

"Have participants' attitudes changed after completing the training?"
"Has job performance improved after completing the training?"
"Are the micrometers being read with increased accuracy and consistency?"
"Has scrap decreased due to the increase in accuracy of reading micrometers?"

The responses to these questions were an overwhelming YES. Supervisors observed an improved self-confidence in the participants through the quality of their job performance. Additionally, supervisors also noted improvement of job performance in the areas of micrometer reading, process accuracy, and applied math. Appendix "K" is a letter from a supervisor on the effects of training.

FOURTH LEVEL EVALUATION

ORGANIZATIONAL RESULTS

The fourth level evaluation is conducted by the external evaluator. This information will then be analyzed for effectiveness of the workplace literacy training.

WORKPLACE ESL

The evaluation for this training was conducted separately by the ESL coordinator and a copy of the results is included in this report. (See Appendix "L")

V. THREE YEAR SUMMATION

A. <u>OBJECTIVE</u> – ENROLL 500 STUDENTS IN THE WORKPLACE LITERACY PROGRAM

<u>ACTIVITY</u>

Provide quality workplace literacy training to 500 workers.

Total student enrollment for the three years of the program was 1,131 thereby exceeding this goal by 631 students.

B. <u>OBJECTIVE</u> – 75% OF 500 STUDENTS (375 STUDENTS TOTAL) WILL IMPROVE THEIR BASIC SKILLS IN ONE OF MORE OF THE FOLLOWING BASIC SKILLS AREAS: READING, WRITING, MATH, PROBLEM SOLVING, REASONING, LISTENING, OR COMMUNICATION SKILLS

<u>ACTIVITY</u>

Develop a contextual workplace literacy curriculum based on the literacy requirements of each workplace

The following is a list of courses offered, the basic skill areas identified and integrated in each course, and the percentage of students who attended and improved in these basic skill areas. This compilation is based on the results of the pre/post surveys administered for each course. A total of **525** students improved in the basic skill areas:

Applied Workplace Technology – Total enrollment was 295

- Basic Skill Areas: Writing, Problem Solving, and Reasoning Skills
- Student percentage of improvement: 81% 239 students

Workplace Math – Total enrollment was 161

- Basic Skill Areas: Math and Problem Solving Skills
- Student percentage of improvement: 46% 74 students

Blueprint Reading – Total enrollment was 16

- Basic Skill Areas: Math and Reading for Mathematical Interpretation Skills
- Student percentage of improvement: 75% 12 students

Report Writing in the Workplace – Total enrollment was 15

- Basic Skill Areas: Writing and Reading Comprehension Skills
- Student percentage of improvement: 100% 15 students

Micrometer Reading – Total enrollment was 107

- Basic Skill Areas: Reading and Math skills as related to specific gauges
- Student percentage of improvement: 95% 102 students

Success 2000 – Total enrollment was 6

- Basic Skill Areas: Listening, Reasoning, Problem Solving, and Communication Skills
- Student percentage of improvement: 50% 3 students

Crane Safety – Total enrollment was 28

- Basic Skill Areas: Reading Comprehension and Problem Solving Skills
- Student percentage of improvement: 100% 28 students

Process Accuracy for Quality Products – Total enrollment was 43

- Basic Skill Areas: Reading Comprehension and Math Skills as related to statistics
- Student percentage of improvement: 98% 42 students

Applied Workplace Skills – Fork Truck Operations – Total enrollment was 10

- Basic Skill Areas: Reading Comprehension Skills
- Student percentage of improvement: 100% 10 students

C. **OBJECTIVE – 10% OF NON-GRADUATE STUDENTS ENROLLED IN THE WORKPLACE LITERACY PROGRAM WILL COMPLETE ALL REQUIREMENTS TO RECEIVE A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT.**

There have been a total of 108 non-graduate students enrolled in the Workplace Literacy Program. Out of this total 38 students or **35%** completed all requirements for their GED as identified through enrollments at the Mt. Pleasant Downtown Adult Education Center, the Lone Star Adult Education Center, and GED classes offered on-site at Pilgrim's Pride Corporation and Lone Star Steel Company.

D. **OBJECTIVE - PROVIDE SUPPORT SERVICES TO REDUCE BARRIERS TO PARTICIPATION**

ACTIVITY

Identify support services that will make training accessible and enhance workers' participation

The support services identified included:

- Sponsorship of the Adult Education Center in Mt. Pleasant by Pilgrim's Pride Corporation
- Lone Star Steel continues to be a partner in supporting the Adult Education Center in Lone Star
- Release time provided by business partners for employees participating in the project
- The Micrometer Reading, GED, Applied Math Skills and Process Accuracy for Quality Products classes were conducted at the Lone Star Steel plant thereby making these classes accessible for employees working different shifts
- The Applied Workplace Math, Workplace ESL, Spanish/English Partner Study, and GED classes were located at the Pilgrim's Pride Corporation plants for ease of accessibility to those employees
- Classes were also offered at the Adult Education Centers located in Mt. Pleasant and Lone Star. These Centers are conveniently located and accessible for all the business partners employees

- Recognition ceremonies took place after each course and certificates were awarded to the participants
- Various upper management personnel from Pilgrim's Pride Corporation attend the Workplace ESL classes to encourage participation and buy-in of the classes from the employees
- Employees from Pilgrim's Pride Corporation assist the ESL instructors in tutoring those participants identified as lacking basic skills in their native language
- Lone Star Steel employees participate in team teaching
- Flexible class scheduling is designed to accommodate those participants working various shifts

E. <u>OBJECTIVE</u> - PUBLICIZE THE PROJECT TO INCREASE PUBLIC AWARENESS AND TO PROMOTE THE OVERALL PURPOSE, GOALS AND OBJECTIVES OF THE PROJECT

<u>ACTIVITY</u>

Promote publicity of the program

The various techniques applied for promotion of the project included:

- Project director and coordinator delivered a presentation on the procedures of a task analysis and needs assessment for the East Texas Quality Workforce Development Consortium

- Presentation of the project to the Northeast Texas Community College advisory committee by the project coordinator
- A videotape was developed to advertise ESL classes at Pilgrim's Pride Corporation.
- Fliers were developed and distributed at the business partner sites advertising every course offered
- The project coordinator along with a representative from Lone Star Steel Company conducted a presentation at the Mid-Point Workplace Learning Conference
- The project coordinator conducted a workplace curriculum presentation at the AAACE Conference
- The ESL coordinator and an ESL instructor provided a presentation of the ESL project at an international symposium in Mexico
- An article concerning the ESL project appeared in the Pilgrim's Pride Corporation newsletter
- Several articles concerning the various aspects of the project have appeared in local newspapers

F. <u>OBJECTIVE</u> – 75% OF PARTICIPANTS IDENTIFIED AS LIMITED ENGLISH PROFICIENT WILL IMPROVE ENGLISH SKILLS AS MEASURED BY A SERIES OF ORAL AND WRITTEN EXAMINATIONS

<u>ACTIVITY</u>

Develop a contextual workplace literacy curriculum based on the literacy requirements of each workplace

<u>Workplace English As A Second Language</u> – Total enrollment was 450

- ❑ Basic Skill Areas: Writing, Reading, Listening, Communication and Reasoning Skills
- ❑ Student percentage of improvement: 98% 441 students

THE NORTHEAST TEXAS ADULT EDUCATION RURAL WORKPLACE LITERACY PROGRAM CURRICULA AND MATERIALS

The following is a list of curricula, evaluation summaries, pre/post assessments, syllabi, handouts, course outlines, assessment results, and program presentations and promotions created through the Workplace Literacy Program. Not all materials are computer generated. Where possible, a hardcopy is being furnished.

DISK 1

APPLIED MATH SKILLS – INTRODUCTION TO FRACTIONS
This curriculum is generated through the Hypergraphics computer system. This system is interactive where the participants use response pads to answer questions. The supplemental materials are generated through Microsoft Word, Microsoft Excel, and PowerPoint.

FILE TITLE	FILE DESCRIPTION
Fractsyl.doc	Course syllabus
Addsub.doc	Pre/Post Survey for adding and subtracting fractions
Divide.doc	Pre/Post Survey for dividing fractions
Mathpre.doc	Pre/Post Survey for multiplying fractions
Sur3&4.doc	Pre/Post Survey for improper fractions
Wordprob.doc	Pre/Post Survey for solving word problems
Fracun1.xls	Results of fraction classes

BLUEPRINT READING – This curriculum was generated on PowerPoint.

FILE TITLE	FILE DESCRIPTION
Bluepr.ppt	Blueprint Reading curriculum
Blpsch.doc	Course syllabus
Blpsvy.doc	Pre/Post survey
Bluprjb.xls	Results of Blueprint Reading classes

APPLIED WORKPLACE TECHNOLOGY – Basic computer skills training generated on PowerPoint and Microsoft Word.

FILE TITLE	FILE DESCRIPTION
Comp.ppt	Computer skills training – Phase I
AWTclas.doc	Course outline of Phase I
DOSclas.doc	Course outline of Phase II
Winclas.doc	Course outline of Phase III
AWT2svy.doc	Pre/Post survey
AWT6.xls	Results of AWT class 6
AWT5.xls	Results of AWT class 5
AWT7.xls	Results of AWT class 7
AWT4.xls	Results of AWT class 4
AWT123.xls	Results of AWT classes 1,2, &3

REPORT WRITING IN THE WORKPLACE – Training in basic writing skills related to reports. This curriculum was generated with Microsoft Word.

FILE TITLE	FILE DESCRIPTION
Reportwt.doc	Class schedule
Reppost.doc	Post survey
Unclear.doc	Handout
Writproc.doc	Curriculum
Writsurv.doc	Pre survey

SUCCESS 2000 – Curriculum developed around SCANS competencies on Microsoft Word

FILE TITLE	FILE DESCRIPTION
S2000.doc	Curriculum
Succ.xls	Results of pre/post surveys
Survey.doc	Pre/post survey

MICROMETER READING – Basic math and problem skills in reading micrometers. This curriculum was developed on the Hypergraphics systems and included hands-on micrometer reading. The supplemental material developed on Microsoft Word.

FILE TITLE	FILE DESCRIPTION
Wkplsch.doc	Class schedule
Micro.doc	Pre/post survey
Mcassess.doc	Pre/post analysis
Mcinfo2.doc	Handout
MSA.doc	Handout

DISK 2

MICROMETER READING – Continued

FILE NAME	FILE DESCRIPTION
Mic2.xls	Micrometer reading results class 2
Mic3.xls	Micrometer reading results class 3
Mic4.xls	Micrometer reading results class 4
Mic6.xls	Micrometer reading results class 6
Mic7.xls	Micrometer reading results class 7
Mic8.xls	Micrometer reading results class 8
Mic9.xls	Micrometer reading results class 9
Msmeval.doc	Students' evaluations

APPLIED WORKPLACE SKILLS – FORKLIFT TRUCK OPERATIONS – This curriculum was generated from an operations handbook.

FILE NAME	FILE DESCRIPTION
Fkltmch.doc	Pre/post survey
Fkltpro.doc	Pre/post survey
Fkltskl.doc	Handout
Fkltasii.xls	pre/post results
Fkltass.xls	pre/post results

CRANE SAFETY – This curriculum was developed from a safety manual.

FILE NAME	FILE DESCRIPTION
Crane Sfety.xls	pre/post results

PROMOTIONS OF WORKPLACE LITERACY PROGRAM

FILE NAME	FILE DESCRIPTION
pres.ppt	Overview of Workplace Literacy Program
staff.ppt	Staff training

DISK 3

FILE NAME	FILE DESCRIPTION
Stinson1.ppt	Presentation of program to Pilgrim's Pride Corporation
Task.ppt assessment	Overview of task analysis and needs

DISK 4

FILE NAME	FILE DESCRIPTION
ESL2.act	Video advertising ESL classes created on Action 25 software.

THE FOLLOWING IS A LIST OF CURRICULA DEVELOPED THROUGH THE WORKPLACE LITERACY PROGRAM BUT NOT COMPUTER GENERATED:

Crane Safety	See hard copy
Fork Truck Operations	See hard copy
Basic Workplace Writing/ESL	Holistic learning
Spanish/English Partner Study	Holistic learning

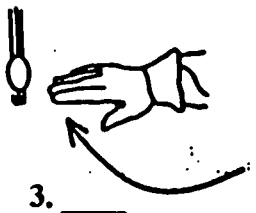
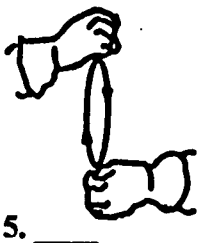
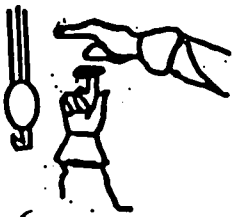
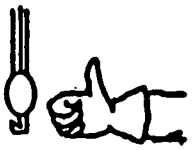
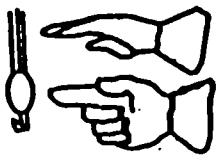
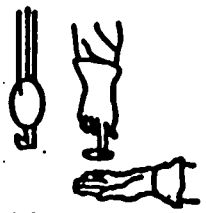
Course Title:	Crane Safety in the Workplace Applied Workplace Skills
Instructors:	Jana Bowers Mary McManus
Place:	Lone Star Adult Learning Center Classroom
Date:	October 15, and October 17, 1996
Length:	2 classroom hours 1 hands-on hour
Time:	Classroom Instructions 9:00 to 11:00 a.m. and 1:00 to 3:00 p.m. Applied hands-on 9:00 to 10:00 a.m. and 2:00 to 3:00 p.m.
Course Description:	This course is designed to improve the performance of the operators and other employees who work with cranes on a continuous basis. Knowledge and required techniques necessary to successfully operate a crane will be addressed. Accessibility of the information relevant to operating a crane will also be discussed in this course.
Course Objective:	This course is designed to re-assure the operators at A&E Machine Shop, Inc. of their performance with cranes and the requirements to operate these machines safely and successfully. Special emphasis will be placed on: • Reading the hand safety manual • Increasing consistency in the performance of hand signals • Explanation of daily, weekly, and monthly inspection reports
Learning Objectives:	The employee will be more consistent with their performance of operating the Crane and the Safety of the machine. Upon completion of the course, the employee will be able to comprehend the procedures required to successfully operate the crane and the safety to be practiced while working with the machine. The basic skills required are reading for information and some basic math for compiling reports.

This course is supported by a grant received from the National Workplace Literacy Grant Program, U.S. Department of Education.

NAME _____ DATE _____

CRANE SAFETY IN THE WORKPLACE
CRANE HAND SIGNALS
PRE-SURVEY

Match the illustration with the proper signal command. There is only one correct answer for each illustration.

Clear Crisp Concise	 1. ___	 2. ___	 3. ___	 4. ___
 5. ___	 6. ___	 7. ___	 8. ___	 9. ___
 10. ___	 11. ___	 12. ___	 13. ___	 14. ___
 15. ___	 16. ___	 17. ___	 18. ___	 19. ___

A. Main Hoist
B. Auxiliary Hoist
C. Travel
D. Stop
E. Retract Boom, two hands
F. Dog Everything
G. Lower Boom & Raise Load
H. Raise Boom
I. Raise Boom & Lower Load
J. Hoist Load Slowly
K. Swing Boom Slowly
L. Emergency Stop
M. Hoist Load
N. Lower Load Slowly
O. Swing Boom
P. Lower Boom
Q. Extend Boom, two hands
R. Lower Load
S. Travel, one track

Job Site Safety Assessment

Date _____

Job Name _____ Location _____

Operator Name _____ Rigger Name _____

Crane Used _____ Supt. Name _____

Boom Length _____ Jib _____ Radius _____

Max. Load Weight _____ Max. Total Weight _____

Crane Chart _____

Ground conditions	Good ☐	Fair ☐	Poor ☐
8x16 Mats Needed	Yes ☐	No ☐	
8x16 Mats Used	Yes ☐	No ☐	
Outrigger pads secured	Yes ☐	No ☐	
Outrigger mats used	Yes ☐	No ☐	
Barricades used	Yes ☐	No ☐	
Electricity			
Overhead wires	Yes ☐	No ☐	

Voltage _____

Distance from wires _____

Underground wires	Yes ☐	No ☐
Voltage _____		
Are wires protected	Yes ☐	No ☐
Tag Lined used	Yes ☐	No ☐
Personal Protective Equipment used	Yes ☐	No ☐

Comments, Safety Meeting, whom conducted _____

_____

_____

_____

Whom attended: _____

_____

_____

_____

_____

_____

CRANE MONTHLY INSPECTION REPORT

Crane ID # _____ Date of Inspection: _____ Inspector: _____
(Signature)

AREA	COMPONENTS	OK	NA	PROBLEMS OR COMMENTS
Structure	Welds			
	Warning Labels			
	Capacity Rating			
	Rails			
	End Stops			
	Wedge Washers			
	Wheels			
Control Panel	Switches			
	Warning Labels			
	Directional Labels			
Hook	Throat (Top)			
	Safety Latch (Top)			
	Bend/Twist (Top)			
	Throat (Bottom)			
	Safety Latch (Bottom)			
	Bend/Twist (Bottom)			
Hoist	Guards			
	Warning Labels			
	Brake(s)			
	Limit Switch			
	Load Chain / Rope			
Other	Operational Test			

Additional Comments

Crain & Hoist Form 2 Revision Date Feb 1993

LIFT TRUCK OPERATIONS
Applied Workplace Skills

CLASS SCHEDULE

Introductions
DOE Enrollment Form
Pre-Assessment
Video - Forklifts
Lesson Materials
Review Workplace Skills
Questions & Answers
Employee suggestions
Post Assessment
DOE Assessment Form

Course Title:	Lift Truck Operations Applied Workplace Skills
Instructors:	Floyd Hollis Jana Bowers
Place:	Conference Room at Specialty Tubing Lone Star Steel Company
Date:	On-going
Length:	1 Classroom Hour
Time:	2:00 to 3:00pm
Course Description:	This course is designed to improve the performance of the operators who are responsible for operating the lift truck. Knowledge and skills relevant to the lift truck will be addressed in this course.
Course Objective:	This course is designed to re-assure the lift truck operators in the Specialty Tubing Department of the necessary skills in operating a forklift.
Learning Objectives:	The employee will be more consistent with the comprehension of the procedures required to successfully operate the lift truck. The basic skill required is reading.

This course is supported by a grant received from the National Workplace Literacy Grant Program, U.S. Department of Education.

NAME:_____ DATE:_____

LIFT TRUCK OPERATIONS
FOR SPECIALTY TUBING DEPARTMENT
Applied Workplace Skills

Pre-Assessment
Please mark the answer True or False:

_____ 1. When traveling up or down a grade with a heavily loaded lift truck, keep the load upgrade to maintain control.

_____ 2. The lift truck can tip over forward when the load is raised. Forward tipping is even more likely when titling forward, braking when traveling forward, or accelerating in reverse.

_____ 3. It is OK to transport people on the lift truck.

_____ 4. It is not necessary that the operator of a forklift know the equipment's weight capacity.

_____ 5. Travel slowly when turning, lift trucks can tip over even at slow speeds.

_____ 6. Handle only loads within the rated capacity as shown on the nameplate. This rating represents the maximum load that can be lifted.

_____ 7. Keep yourself and all others clear of the lift mechanism. Never allow anyone under or on the fork.

_____ 8. Keep arms, legs, and head outside of operator's compartment.

_____ 9. If a lift truck tips over, you should jump to safety.

_____ 10. It is important to read the Lift Truck Operating Manual.

5/96 JB

NAME:_____ DATE:_____

LIFT TRUCK OPERATIONS
FOR SPECIALTY TUBING DEPARTMENT
Applied Workplace Skills

Post Assessment
Please mark the answer True or False:

_____ 1. When traveling up or down a grade with a heavily loaded lift truck, keep the load upgrade to maintain control.

_____ 2. The lift truck can tip over forward when the load is raised. Forward tipping is even more likely when titling forward, braking when traveling forward, or accelerating in reverse.

_____ 3. It is OK to transport people on the lift truck.

_____ 4. It is not necessary that the operator of a forklift know the equipment's weight capacity.

_____ 5. Travel slowly when turning, lift trucks can tip over even at slow speeds.

_____ 6. Handle only loads within the rated capacity as shown on the nameplate. This rating represents the maximum load that can be lifted.

_____ 7. Keep yourself and all others clear of the lift mechanism. Never allow anyone under or on the fork.

_____ 8. Keep arms, legs, and head outside of operator's compartment.

_____ 9. If a lift truck tips over, you should jump to safety.

_____ 10. It is important to read the Lift Truck Operating Manual.

5/96 JB

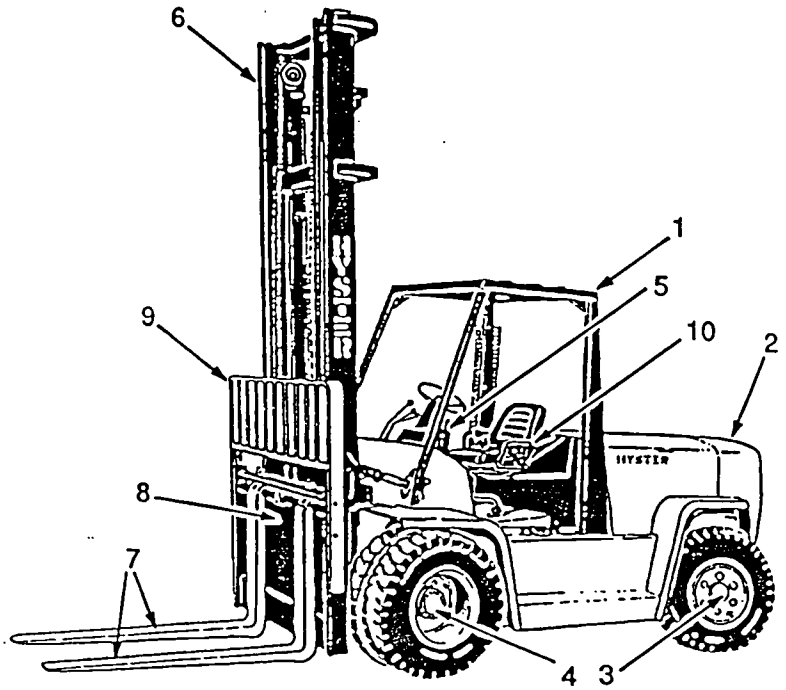
LIFT TRUCK OPERATIONS
Applied Workplace Skills

- Never transport people on any part of the truck.
- Keep arms, legs, and head inside operator's compartment.
- Do not use truck to lift people unless no other practical option. Then use only securely attached special work platform. Follow instructions in manual.
- Before dismounting, neutralize travel control, lower carriage, set brake. When parking, also shut off power, close LPG fuel valve, if applicable, block wheels on inclines.
- It is important that the operator of a fork lift know the equipment's weight capacity.
- If a truck tips over, do not jump. You should lean forward, hold on tight, brace feet, and lean away from impact.
- Travel slowly when turning, lift trucks can tip over even at slow speeds.
- Do not handle a load if any loose part of it is above the load backrest. Because any part of the load is likely to fall.
- Handle only loads within the rated capacity as shown on the nameplate. This rating represents the maximum load that can be lifted.
- The lift truck can tip over forward when the load is raised. Forward tipping is even more likely when tilting forward, braking when traveling forward, or accelerating in reverse.
- Keep yourself and all others clear of the lift mechanism. Never allow anyone under or on the fork.
- If the lift mechanism is raised to pick up or deposit a load, keep the tilt angle in either direction to a minimum. Do not tilt in either direction more than necessary when handling a load that is raised.
- When operating an unloaded lift truck on a steep grade, keep the counterweight upgrade.
- When traveling up or down a grade with a heavily loaded lift truck, keep the load upgrade to maintain control.
- For better visibility with large loads, travel with the load trailing, but always keep a proper lookout in the direction of travel.
- The operator of a lift truck should avoid bumps, holes, slick spots and loose materials that may cause the lift truck to swerve or tip. If unavoidable, slow down.
- Never indulge in stunt driving or horseplay while operating a lift truck.

Read the LIFT TRUCK OPERATING MANUAL!

NAME:_____ DATE:_____

LIFT TRUCK OPERATIONS
SPECIALTY TUBING DEPARTMENT
Applied Workplace Skills



1. _____ a. Seat Belt and Hip Restraint Bracket
2. _____ b. Mast
3. _____ c. Overhead Guard
4. _____ d. Counterweight
5. _____ e. Forks/Tines
6. _____ f. Carriage
7. _____ g. Steering Axle
8. _____ h. Parking Brake
9. _____ i. Drive Axle
10. _____ j. Load Backrest Extension

APPENDIX A

LONE STAR STEEL COMPANY

January 28, 1998

Dr. Judy Traylor
Dean, Adult & Developmental Education
Northeast Texas Community College
P. O. Box 1307
Mt. Pleasant, TX 75455

Dear Dr. Traylor:

Once again, I would like to express my appreciation to you and your staff for the excellent training programs developed under the National Workplace Literacy Grant. We are very fortunate to have partnered with an outstanding institution to develop training programs for our employees which will enable us to remain more globally competitive.

Through your many years of devoted effort you have consistently and conscientiously contributed to the betterment of all segments of adult education at Lone Star Steel.

We appreciate your contributions to our workplace literacy program.

Sincerely,

James T. Wilson
General Manager
Human Resources & Environmental

February 9, 1998

Dr. Judy Traylor
Dean, Adult and Developmental Education
Northeast Texas Community College
P.O. Box 1307
Mt. Pleasant, TX 75455

Dear Dr. Traylor:

It is always a pleasure to acknowledge the work and effort of you and your staff with the National Workplace Literacy Grant. Pilgrim's Pride considers the partnership we have with NTCC to be a vital one. The training programs that have been developed with this partnering allows our partners (employees) and Pilgrim's Pride to remain competitive and at the forefront of our industry.

Education and self-improvement are two of the main tenets of our quality program and we are pleased with the efforts of NTCC and their contributions to adult education at Pilgrim's Pride Corporation.

The workplace literacy program has been very successful for us and we thank you.

Sincerely,

Robert S. Stinson

Robert S. Stinson, Ph.D.
Vice-President for Continuous Improvement
Pilgrim's Pride Corporation

Pilgrim's Pride Corporation
P.O. Box 93
Pittsburg, Texas 75686-0093
903 855 1000

A & E MACHINE SHOP, INC.

January 28, 1998

Mrs. Sue Barker, Director
Rural Workplace Literacy Program
Northeast Texas Community College
P. O. Box 889
Lone Star, Tx. 75668

Dear Mrs. Barker:

It has been a privilege to be a business partner with the Rural Workplace Literacy Program over the last three years. The employees at A & E Machine Shop have benefited from the training offered through this program.

This training included Applied Workplace Technology, Blueprint Reading, and Crane Safety. The employees' basic skills improved through this training along with their self-confidence in job performance.

The training from this program has been so essential that we continue to partner with the college in additional training under the Skills Development Program.

Thank you for providing this vital training to our employees and we look forward to another successful partnership under the Skills Development Program.

Cordially,

Earl C. Alexander
President

P. O. Box 0190 • Lone Star, Texas 75668 • (903) 656-3485 • FAX 656-3489

Skills Symposium

Randy Pirkey of Lone Star Steel Company acts as facilitator for the employer panel at the recent Skills Development Fund Symposium. The panel, comprised of Kyle Pennington, Lone Star Steel Company; Mike Tyler, Pilgrim's Pride; Jeff Jones, A&E Machine Shop; and Neva Grieves, Titus Regional Medical Center, discussed how job training for employees can benefit a company in several ways. TRIBUNE photo by Sonya Roberts-Woods

NTCC hosts Skills Development Fund Symposium

By SHARON DENNEHY
NTCC Public Information Officer

The state has earmarked $25 million--tagged the Skills Development Fund--to help employers train workers and last Thursday, Northeast Texas Community College sponsored a symposium to help area business and industry leaders learn how to tap into that fund.

The Skills Development Fund program requires that businesses partner with a community or technical college to apply for the training funds.

"This is certainly not the first effort in workplace partnerships for Northeast Texas Community College," said Dr. Douglas Crawford, NTCC Vice-president for Instruction, in his opening remarks to the more than 50 attending the symposium. "But this represents a watershed of sorts because there is a new direction from Austin with the Texas Workforce Commission." NTCC has long had successful customized workplace training programs and adult education programs with Lone Star Company, Pilgrim's Pride Corporation, Titus Regional Medical Center.

"There was a time when the state did not consider it appropriate for community and technical colleges to use tax money for such programs but that has all changed," said Dr. Charles Florio, NTCC president. "We are supposed to identify the needs of the communities and help meet those needs and certainly meeting the training needs of business and industry the state to second in the nation in allocate training funds.

Hall explained the difference in the Smar Jobs grants and the Skills Development grants Smart Jobs fund go directly to the employer an the employer is not required to use a communit or technical college to deliver the training. Skill Development grants go directly to the colleg and the college, in partnership with the busines or industry, provides the training.

"This approach goes from business-based t community-based," said Hall. "The hope is tha once this is working, the business will not com to the state for a grant every time they nee training for their employees. They will go direct ly to the community college for assistance wit training."

Hall said his division has come up with simplified--and brief--proposal form as oppose to traditionally long and complicated gran application forms. He said their hope is that th ease of application for the funds will encourag businesses to apply.

"The businesses need the money, the work ers need the skills--the government wants t help. I know this is not the usual perception government," he said. "Texas is taking the lea in this program. We are looking at funding $2 in the next 14 months."

Representatives from LSS, Pilgrim's, TRM and A&E Machine Shop, who have participate in successful workplace training programs wit NTCC, served on a panel to help answer que tions about how customized training has work

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"There was a time when the state did not consider it appropriate for community and technical colleges to use tax money for such programs but that has all changed," said Dr. Charles Florio, NTCC president. "We are supposed to identify the needs of the communities and help meet those needs and certainly meeting the training needs of business and industry fulfills the mission of the community college."

Keynote speaker for the symposium was Richard Hall, Director of the Business Services Division of the Texas Workforce Commission (formerly the Texas Employment Commission). He said the commission wants to make certain the $25 million is distributed all over the state, to rural as well as well major metropolitan areas.

"The technology we have is great but we need a skilled workforce to be able to use the technology," said Hall. "It hasn't been that long ago we didn't have PCs (personal computers) and fax machines. And, as Dr. Florio said, at one the legislature did not think tax dollars should be spent in the workplace for training. Now we've found that sometimes the workplace is the best classroom."

Traditionally, explained Hal, Texas has been as low as 44th in the nation among the states in the number of dollars allocated by the legislature to support customized training. With the addition of the $25 million in the Skills Development Fund to the already appropriated $58 million Smart Jobs fund, Texas now has $83 million allotted for customized training--boosting the state to second in the nation in allocated training funds.

Hall explained the difference in the Smart Jobs grants and the Skills Development grants. Smart Jobs fund go directly to the employer and the employer is not required to use a community or technical college to deliver the training. Skills Development grants go directly to the college and the college, in partnership with the business or industry, provides the training.

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"The businesses need the money, the workers need the skills--the government wants to help. I know this is not the usual perception of government," he said. "Texas is taking the lead in this program. We are looking at funding $25 in the next 14 months."

Representatives from LSS, Pilgrim's, TRMC, and A&E Machine Shop, who have participated in successful workplace training programs with NTCC, served on a panel to help answer questions about how customized training has worked for them.

Jeff Jones, A&E Machine Shop, said, "When workers become more skilled in their jobs, it increases product quality, as well as the productivity, morale, and self-esteem of the worker."

Kyle Pennington, LSS, added, "It builds a feeling of team work."

Randy Pirkey, LSS, summed up the panel's remarks. "Everything we can teach an employee comes back to us in terms of dollars, productivity, everything."

The symposium was sponsored by NTCC's National Workplace Literacy Project and the NTCC Center for Business Development's Southwestern Bell Economic Excellence Grant in collaboration with Lone Star Steel, the United Steelworkers of America Local 4134, the Ark-Tex Council of Governments, the Texas Workforce Commission, the Upper East Texas Tech Prep Consortium, and Texas State Technical College, East Texas Center.

Any business or industry interested in information about the proposal process for obtaining a Skills Development Fund grant, may contact Dr. Judy Traylor, NTCC Dean of Adult and Developmental Education, 572-1911.

Longview News-Journal.
EAST TEXAS
Section B
Wednesday, December 4, 1996

College officials, industry leaders sign $635,000 grant for 2 ET schools

By Bill Thompson
Longview News-Journal Correspondent

MOUNT PLEASANT — East Texas industry executives and officials of Northeast Texas Community College and the Texas State Technical College-Marshall, met Tuesday at NTCC for the ceremonial signing of a $635,000 grant award to the two schools.

The major grant will be used to train East Texans to work in industries like Lone Star Steel and Pilgrim's Pride, college officials said.

"All of East Texas will benefit from this. There is something in it for everyone," Dr. Charles Florio, NTCC President, said at the signing.

Among those attending the grant signing were State Rep. Tom Ramsay, D-Mount Vernon, who Florio said played a large part in securing the grant from the Texas Skills Development fund, and Richard Hall of Austin, director of

See NTCC, 3B

NTCC From 1B

the Division of Business Services, Texas Workforce Commission.

Northeast Texas Community College will serve as the fiscal agent for the large grant. TSTC-Marshall will provide some technical training for the industry partners in the grant. Northeast Texas will also provide related basic skills and pre-technical training.

Funding for the grant, Florio said, comes out of a $25 million appropriation from the Texas Legislature, which signed into law the Texas Skills Development Fund.

"The grant received here is a pretty good chunk of that appropriation and we are very proud to be a part of this program along with TSTC," Florio said.

"Our challenge now is to be good stewards of taxpayers money to make this program a success and we will do that," Florio told those attending the ceremony.

Also on hand for the signing were Lonnie "Bo" Pilgrim, chairman of Pilgrim's Pride of Pittsburg, John Irvin, vice president for human resources for Lone Star Steel Co , Earl Alexander, CEO of A and E Machine Fabrication Co. of Lone Star and Lee Harkins, dean of TSTC-Marshall.

Labor unions were represented by Chuck Bassham, a representative of United Steel Workers Local No. 4134 of Lone Star.

APPENDIX B

Northeast Texas Community College

Certificate of Completion

Presented to

for

Applied Workplace Technology

Sue Barker
Director of Adult and Workplace Education

Kathryn Burns
Coordinator

APPENDIX C

INTRODUCTION TO FRACTIONS

&

REDUCING FRACTIONS

OCTOBER 14 & 21, 1996

2-3:00 p.m. or 3-4:00 p.m.

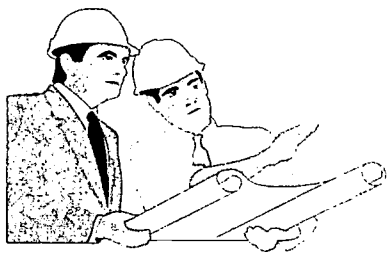
Location: T & N Conference Room

Instructor Will Be On-Site

Sign-up with:	Randy Pirkey	extension 6202
	Steve Daniel	extension 6723
	Rod Pruitt	extension 6668
or	Butch Nix	extension 6849

SIGN UP NOW

These classes are being offered through Northeast Texas Community College's Workplace Education Program.



APPENDIX D

PIECES OF THE WORKPLACE PUZZLE:

TASK ANALYSIS AND NEEDS ASSESSMENT

III. BACKGROUND ON BUSINESS PARTNER - PILGRIM'S PRIDE CORPORATION

A. APPROXIMATE # OF EMPLOYEES

B. ONE OF THE LARGEST INDUSTRIES IN THE COMMUNITY

C. CULTURAL MAKEUP OF EMPLOYEES

1. **WHITE**
2. **BLACK**
3. **HISPANIC**
4. **EMPLOYEES TARGETED FOR ASSESSMENT - 130 LINE FOREMEN**

IV. COMMITTEE

A. CONSISTING OF PERSONNEL FROM THE BUSINESS PARTNER AND THE COLLEGE AND THESE INDIVIDUALS REPRESENT THE THREE CULTURES

B. COMMITTEE'S MISSION - USE OVERHEAD

C. COMMITTEE'S RESPONSIBILITIES

1. **DEFINE CULTURAL DIVERSITY**
2. **CREATE A QUESTIONNAIRE TO DISCOVER WHAT SPECIFIC AREAS OF CULTURAL DIVERSITY NEED TO BE ADDRESSED**
3. **ADDRESS AFFIRMATIVE ACTION & EEO ISSUES**

V. DEFINITION OF CULTURAL DIVERSITY - *USE OVERHEAD*

VI. WHAT WE WANT AND DON'T WANT TO DO - *USE OVERHEAD*

VII. WHAT DO WE WANT TO KNOW? - *USE OVERHEAD*

A. THE QUESTIONS WERE DEVELOPED AROUND THESE AREAS

VIII. QUESTIONS GROUPED INTO THESE CATEGORIES:

A. SELF-ESTEEM

B. WORK ENVIRONMENT

C. EMPLOYEE RELATIONS

D. PERCEPTIONS

IX. HAVE AUDIENCE BREAK INTO GROUPS AND WORK ON CREATING A QUESTIONNAIRE

X. HANDOUTS

A. QUESTIONNAIRE

B. WHAT DO WE WANT TO KNOW?

Our Mission:

To gather information that will identify the nature of problems related to cultural differences of the primary ethnic groups represented in this geographic area, and develop a training process to address those issues.

CULTURAL DIVERSITY

Is a variety of cultural groups ..."that could speak the same language, share the same general religion, attend the same schools, and inhabit the same geographical area. Yet, these groups of people are culturally different; they do not share the same experiences nor do they share the same perceptions. They see the world differently. Their life styles are vastly different, and their beliefs, values, and attitudes are far from being the same." Intercultural Communication; Larry A. Samovar and Richard E. Porter; Wadsworth Publishing Company, Inc., 1976.

Some of the variables that influence cultural perceptions are:

- Attitudes
- Social organization
- Roles and the role prescriptions
- Language
- Use and organization of space
- Time conceptualization
- Nonverbal expression

What we want and don't want to do:

- influence peoples behavior
- increase awareness of differences
- offer tools for initiating dialog and problem solving
- learn how to appreciate & value the differences

- Change people's beliefs and values
- imply right or wrongness or preferences
- ignore reality
- make everyone the same

COMMUNICATION PROBLEMS

⇒ Listening Skills
⇒ Breakdown in communication - i.e. not understanding job to do
⇒ Body Language
⇒ Spatial Communication
⇒ Information not shared

MISUNDERSTANDINGS

⇒ Between various levels of employees
⇒ In directions to do jobs

LANGUAGE BARRIERS

⇒ Communication
⇒ Stop confusion
⇒ Eliminate misunderstandings

PERCEPTUAL DIFFERENCES

⇒ Different perception of job levels
⇒ Different time perceptions

ATTITUDINAL DIFFERENCES

⇒ Positive attitude for learning about other cultures
⇒ 50/50 on employees treated differently

VALUE DIFFERENCES

⇒ Time
⇒ Space
⇒ Work as a team
⇒ Attendance
⇒ Pride in work
⇒ Self-Motivation
⇒ Respect of individuals

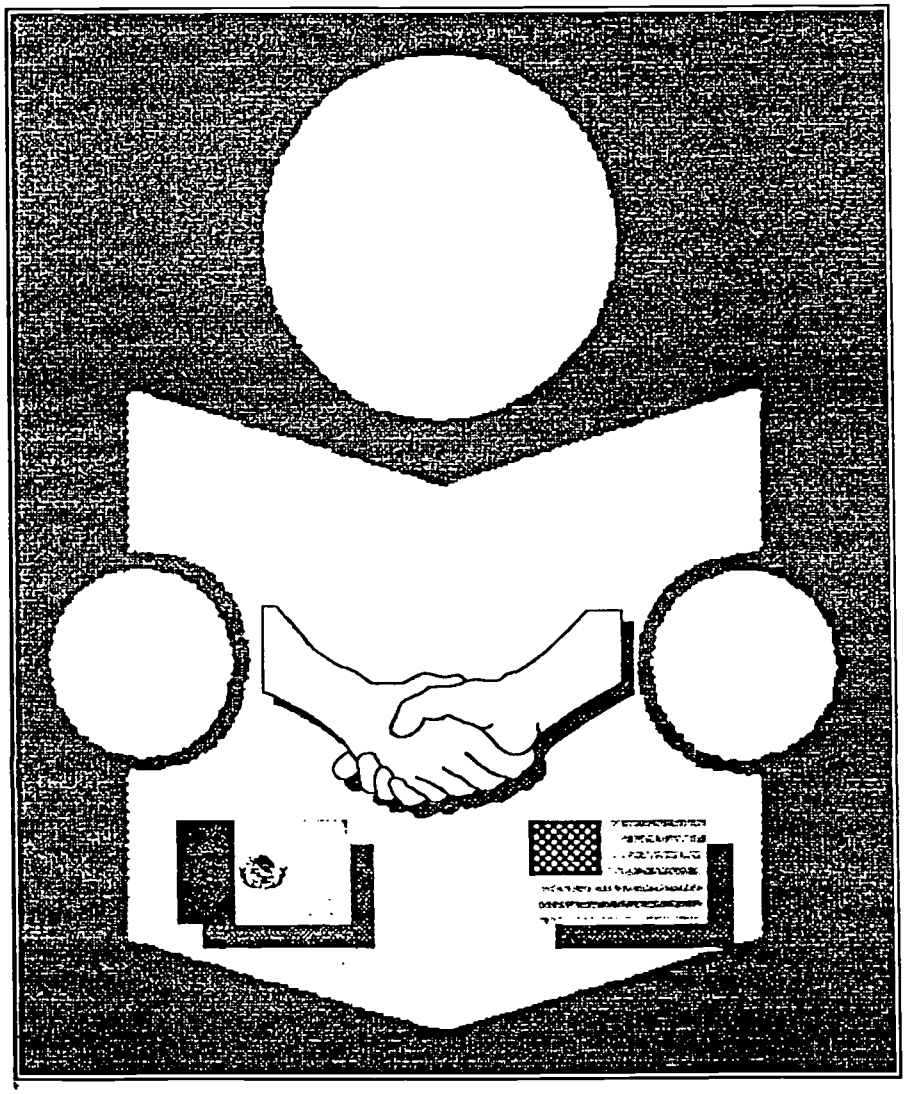
WHAT DO WE WANT TO KNOW?

Suggestions:

- ✓ Communication problems
- ✓ Misunderstandings
- ✓ Language barriers
- ✓ Perceptual differences
- ✓ Attitudinal differences
- ✓ Value differences

APPENDIX E

REUNION BINACIONAL



MEXICO
ESTADOS UNIDOS DE AMERICA

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
REUNION BINACIONAL
MEXICO - ESTADOS UNIDOS DE AMERICA
28 DE FEBRERO AL 1º DE MARZO DE 1996
CIUDAD ACUÑA, COAHUILA MEXICO

EDUCACION BASICA PARA ADULTOS EN CENTROS DE TRABAJO.

AGENDA DE TRABAJO

Febrero 28, 1996

14:00 - 14:30 Hrs.	Inauguración del evento. Firma de convenio de colaboración INEA - Grupo Acerero del Norte (Area Carbón).
14:30 - 18:30 Hrs.	Exposición de participantes Estados Unidos de América.

Jim Parker, Departamento de Educación Washington, D.C.

Dr. Pavlos X. Roussos, Director de la División de Educación de Adultos de Austin, Texas.

Dr. Mark Walsh, Director de Seguimiento Educativo Universidad de Texas A & M, Kingsville.

Patricia DeHesus-Lopez, Universidad de Texas A & M, Kingsville.

INSTITUTO NACIONAL PARA LA EDUCACION DE LOS ADULTOS
REUNION BINACIONAL
MEXICO - ESTADOS UNIDOS DE AMERICA
28 DE FEBRERO AL 1º DE MARZO DE 1996
CIUDAD ACUÑA, COAHUILA MEXICO

Sesión I

Tema: " Programa de Educación Rural del Noreste de Texas "
Colegio de la Comunidad del Noreste de Texas.

Expositor :
Jeanni Pruitt, Coordinadora de ESL.
Sergio Sánchez, Instructor.

Sesión II

Tema: " Programa ISO 9000 "
Ten County ACE Co-op
San Marcos, Texas.

Expositor :
Bill Bascom, Coordinador del Proyecto.

Sesión III

Tema: "Demostración del Proyecto Educativo en lugares de trabajo dentro de la Fábrica U.S. Steel Rolling Mill "
Colegio de la Comunidad El Paso, Texas.

Expositor:
Kathleen Bombach, Directora del Centro de Desarrollo Educativo en Lugares de Trabajo.

APPENDIX F

NETEX COMPLEX

Partners in Progress
Job and Community

On June 5, Fifty-five Pilgrim's Pride NETEX Complex Partners were awarded certificates for their participation in GED and English-as-a-Second-Language classes. Hours of independent study following biweekly on-site classes give Partners the skills to function more effectively on the job and in the community. Congratulations to each and every one for investing in the future.

For more information on GED and ESL, contact **Donna Kuykendall**, ESL/AE Coordinator, Mt. Pleasant Human Resources, Ext. 3356.

(Above) Front row: Martha Silva, Blanca Salas, Irma Ordonez, Alicia Hernandez, Maria Equihua, and Vanessa Garcia.
Back row: Juan Mejia, Mario Marquez, Manuel Bolanos, Instructor Jeanni Pruitt, and Lorenzo Martinez

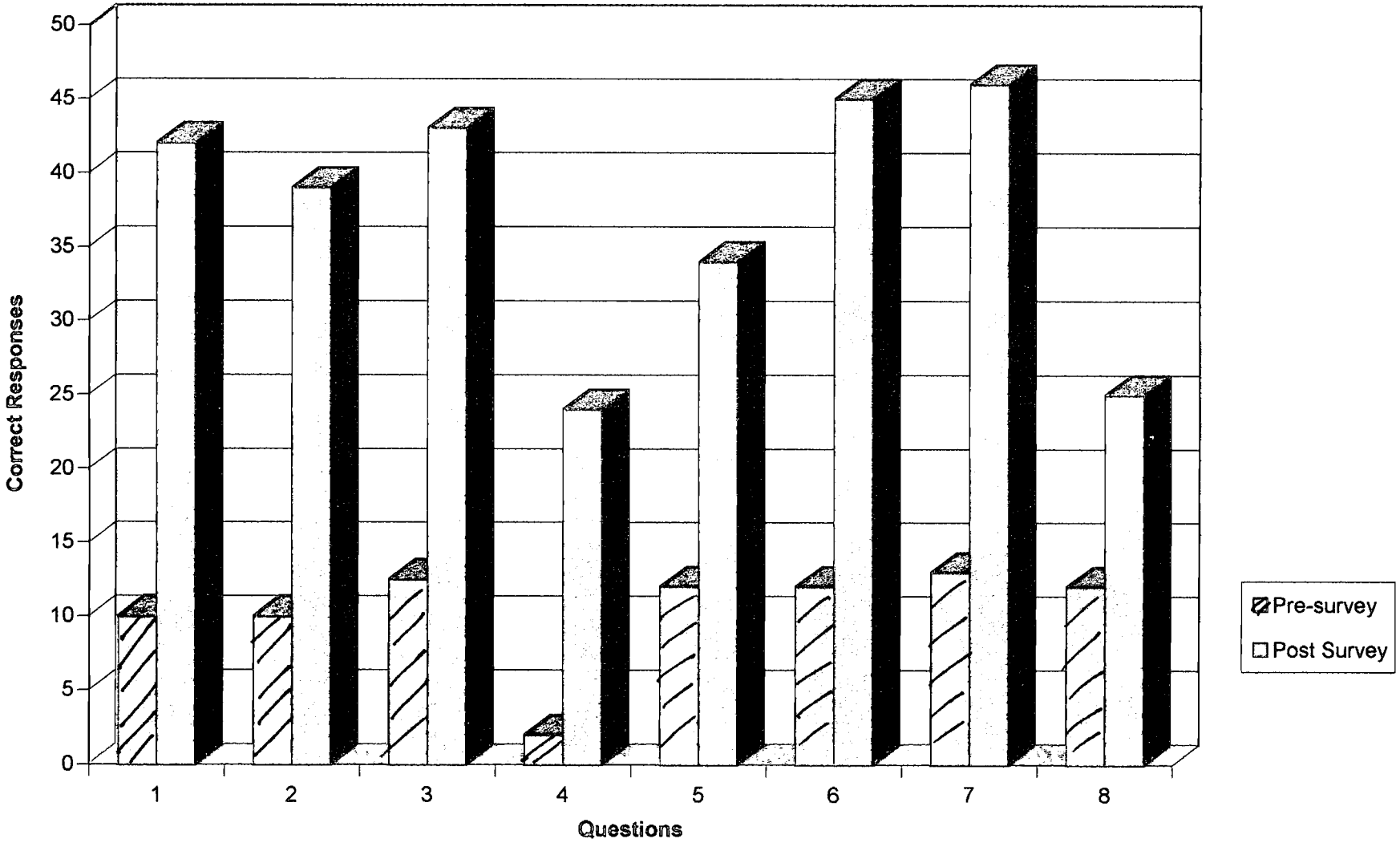
Front row: Antonio Lopez, Anastacia Casildo, Petra Gonzalez, Margarita Martin, Diamantina Flores, Margarita Zuniga, Silvia Morales, Eliseo Morales, Porfirio Villanueva, Rafael Garcia, and Macario Castellano.
Back row: Damian Serrano, Policarpo Godoy, Ricardo Soto, Leon de la Rosa, José Salas, Santos Cantu, Daniel Rocha and Instructor Jeanni Pruitt.

TOP BROILER GROWERS
May and June, 1997

May	June
PITTSBURG/MT. PLEASANT	
Cecil & Cecil Omaha, Texas	Bill Weatherford Farm 2 Mt. Vernon, Texas
NASHVILLE/DEQUEEN	
David & Pam Foster Foreman, Arkansas	Cragar Farm, Inc. DeQueen, Arkansas
LUFKIN/NACOGDOCHES	
Lachickadee Cheeseland, Texas	Stephen Jacobs Woden, Texas
HOPE/LEWISVILLE	
Dorothy Foster Waldo, Arkansas	Keith Nottingham Texarkana, Arkansas

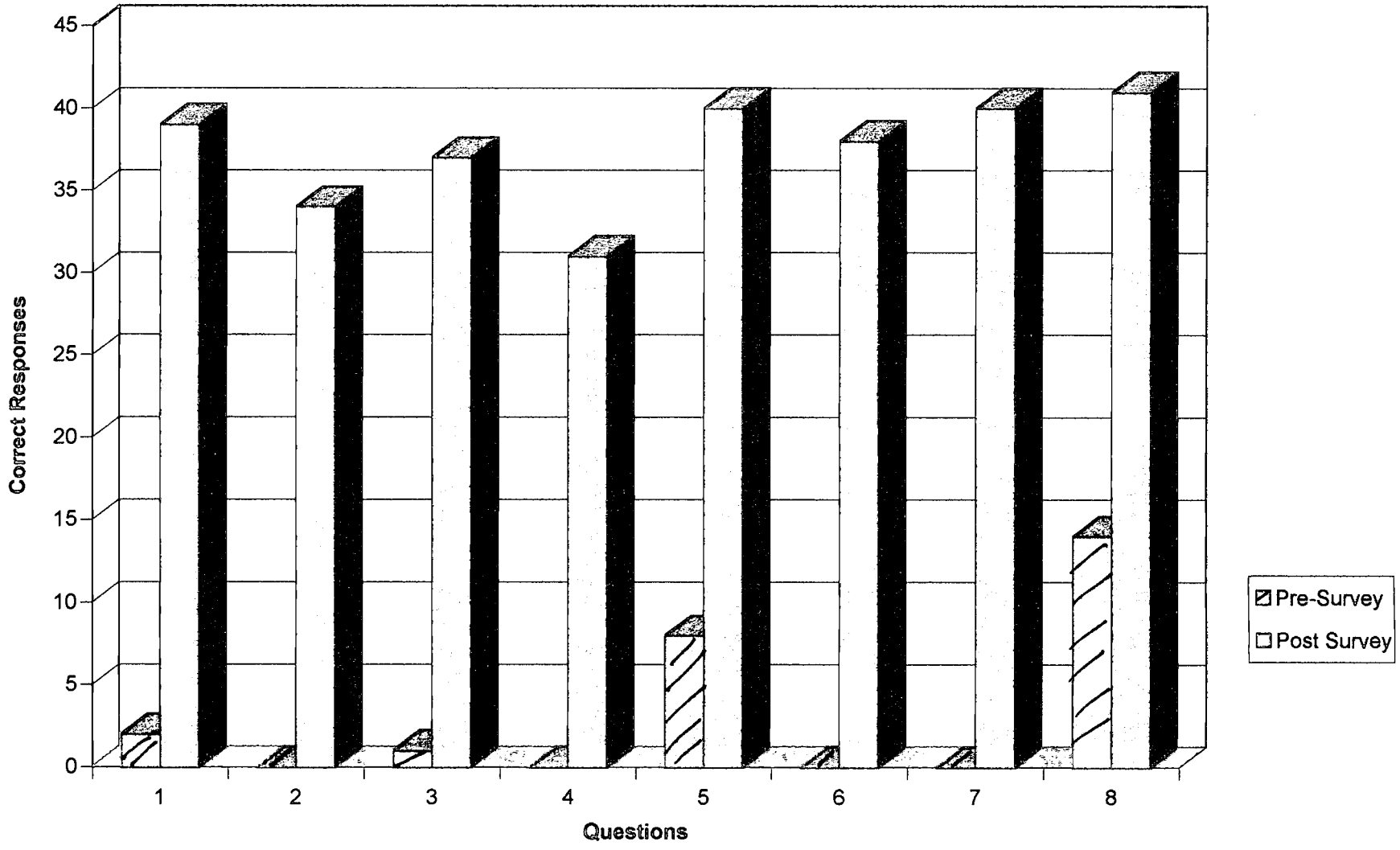
APPENDIX G

Applied Workplace Technology - Phase V
January 1997

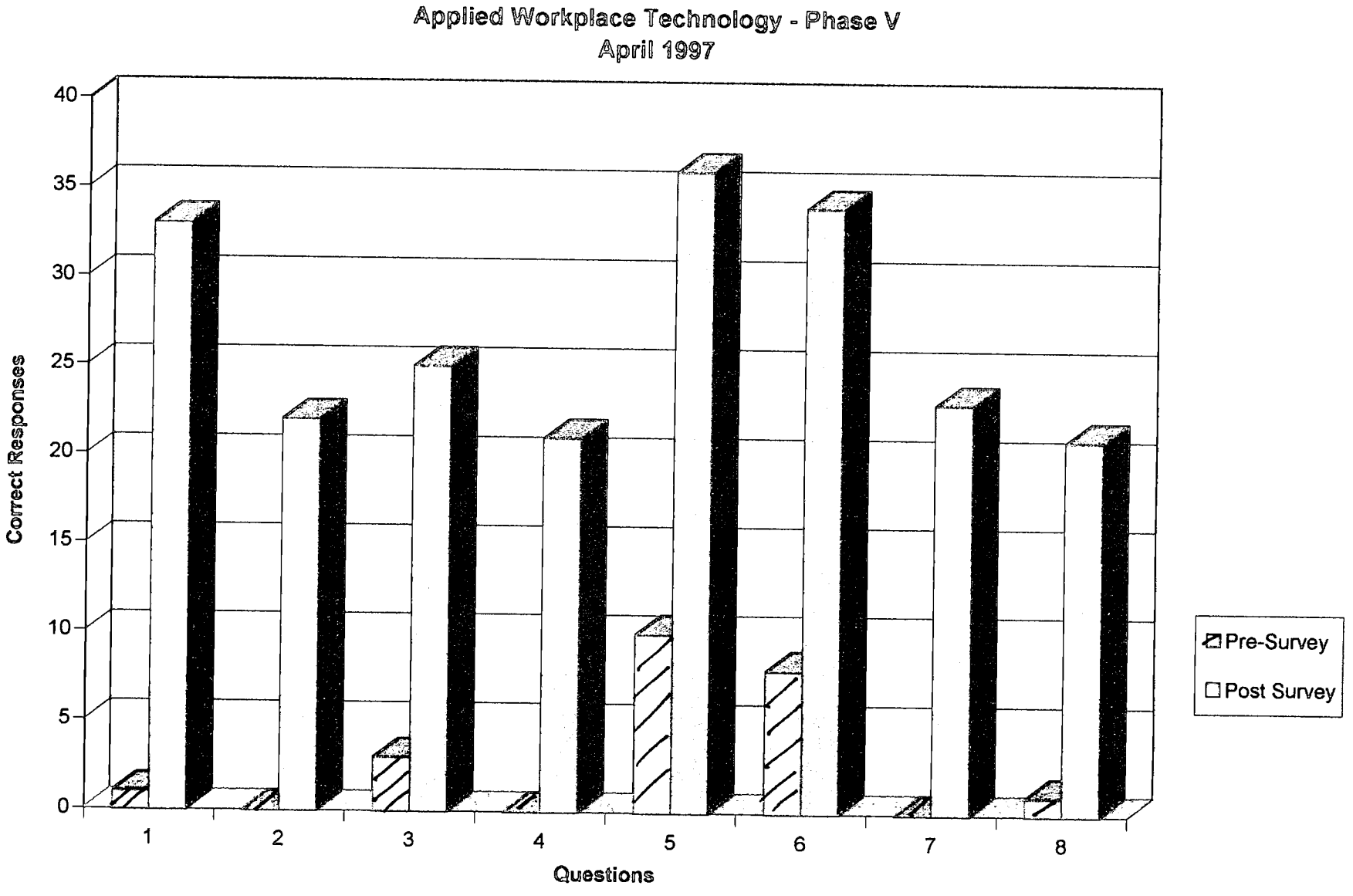


Overall Increase 257%

Applied Workplace Technology - Phase V
February 1997

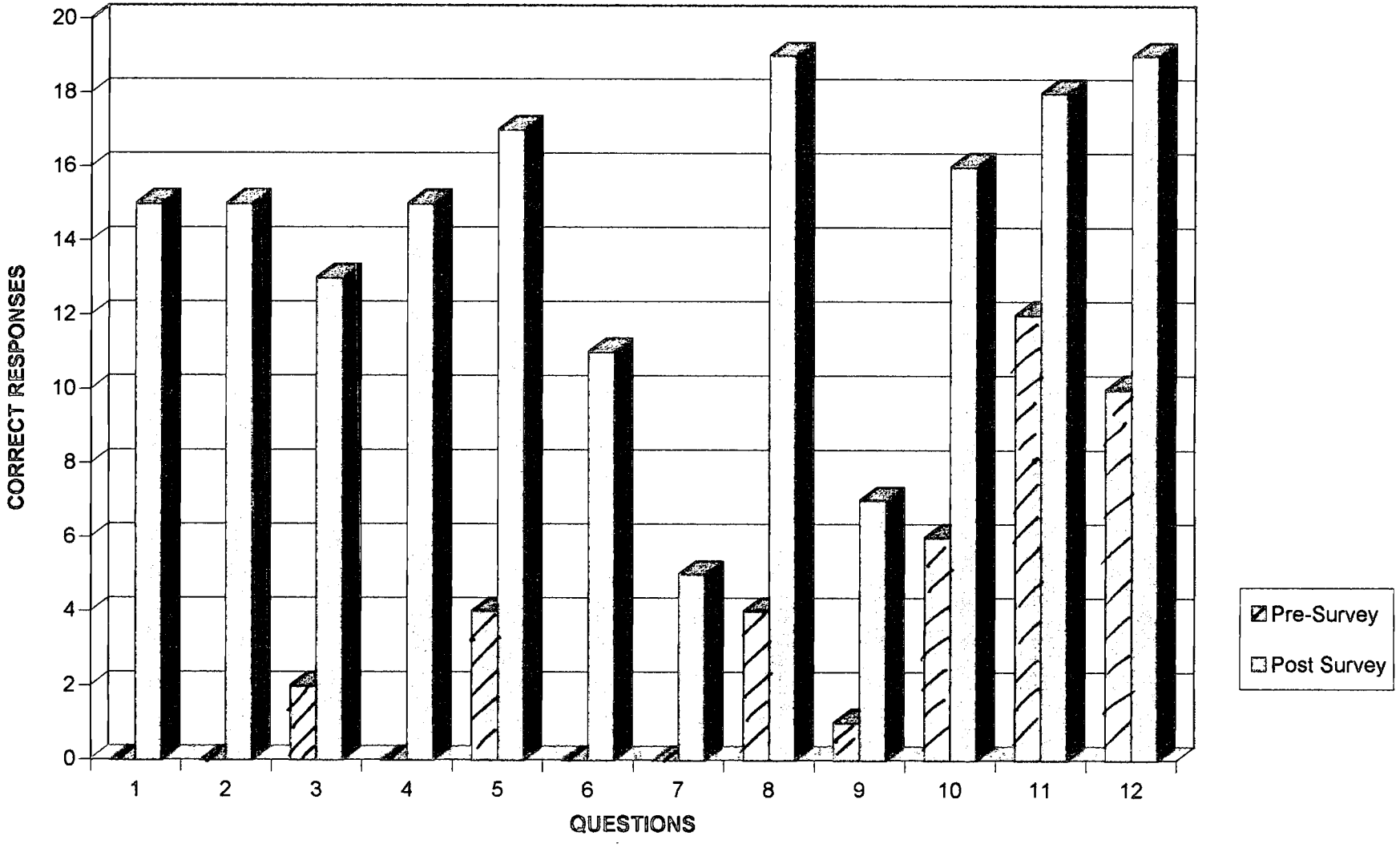


Overall Increase 1100%



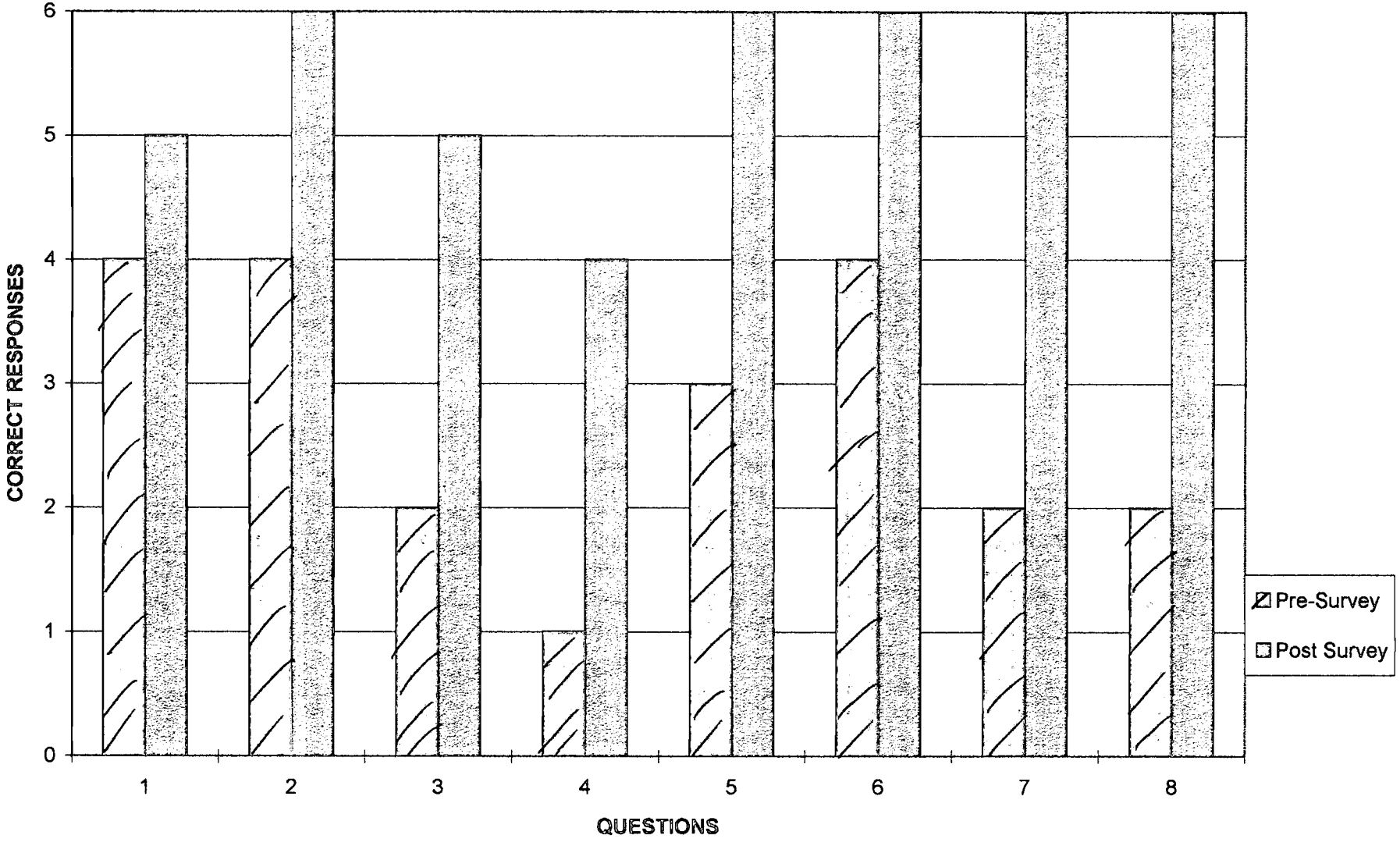
Overall Increase 835%

Applied Workplace Technology - Phase VI
June 1997

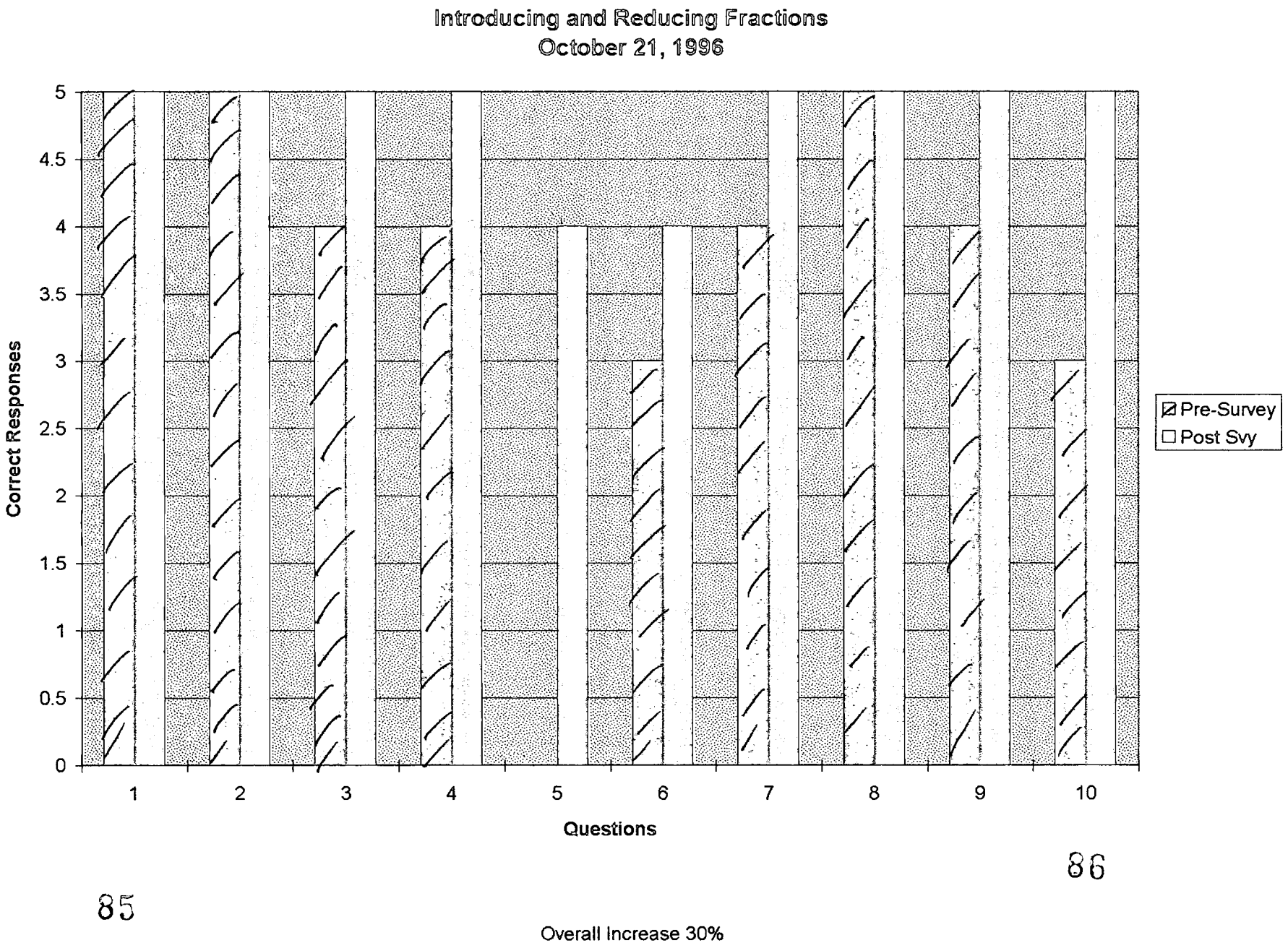


Overall Increase 336%

Applied Workplace Technology - Phase VII
October 1997

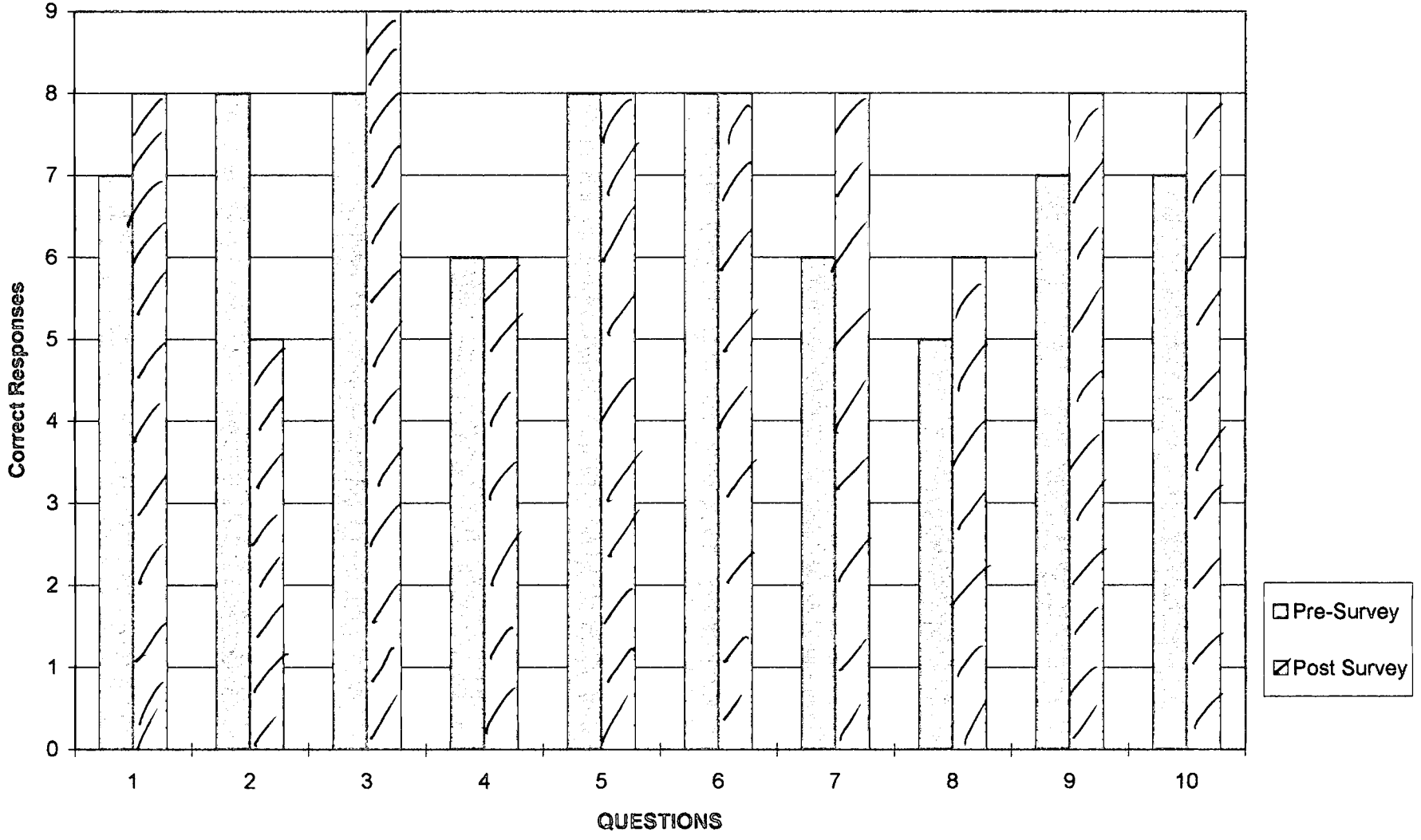


Overall Increase 100%



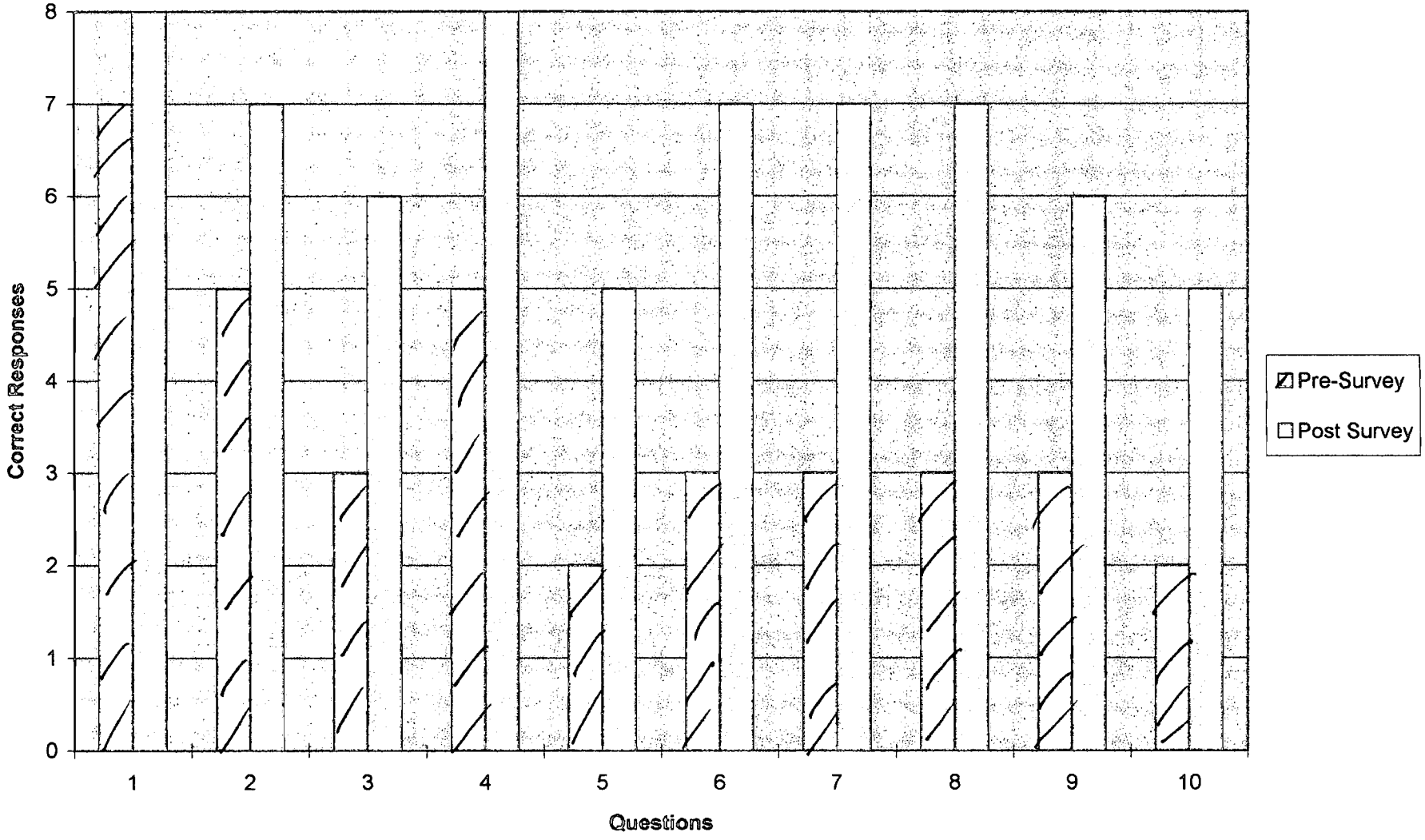
Overall Increase 30%

Finding the Lowest Common Denominator
Changing Improper Fractions to Mixed Numbers
November 1996



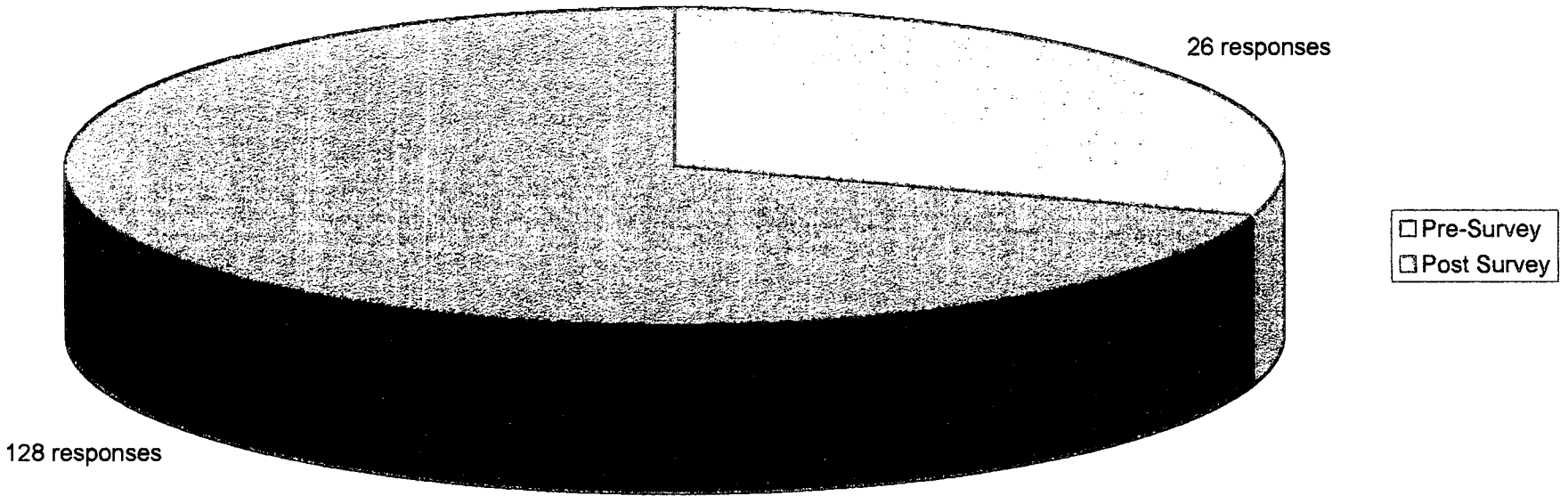
Overall Increase 6%

Adding & Subtracting Fractions
November 1996

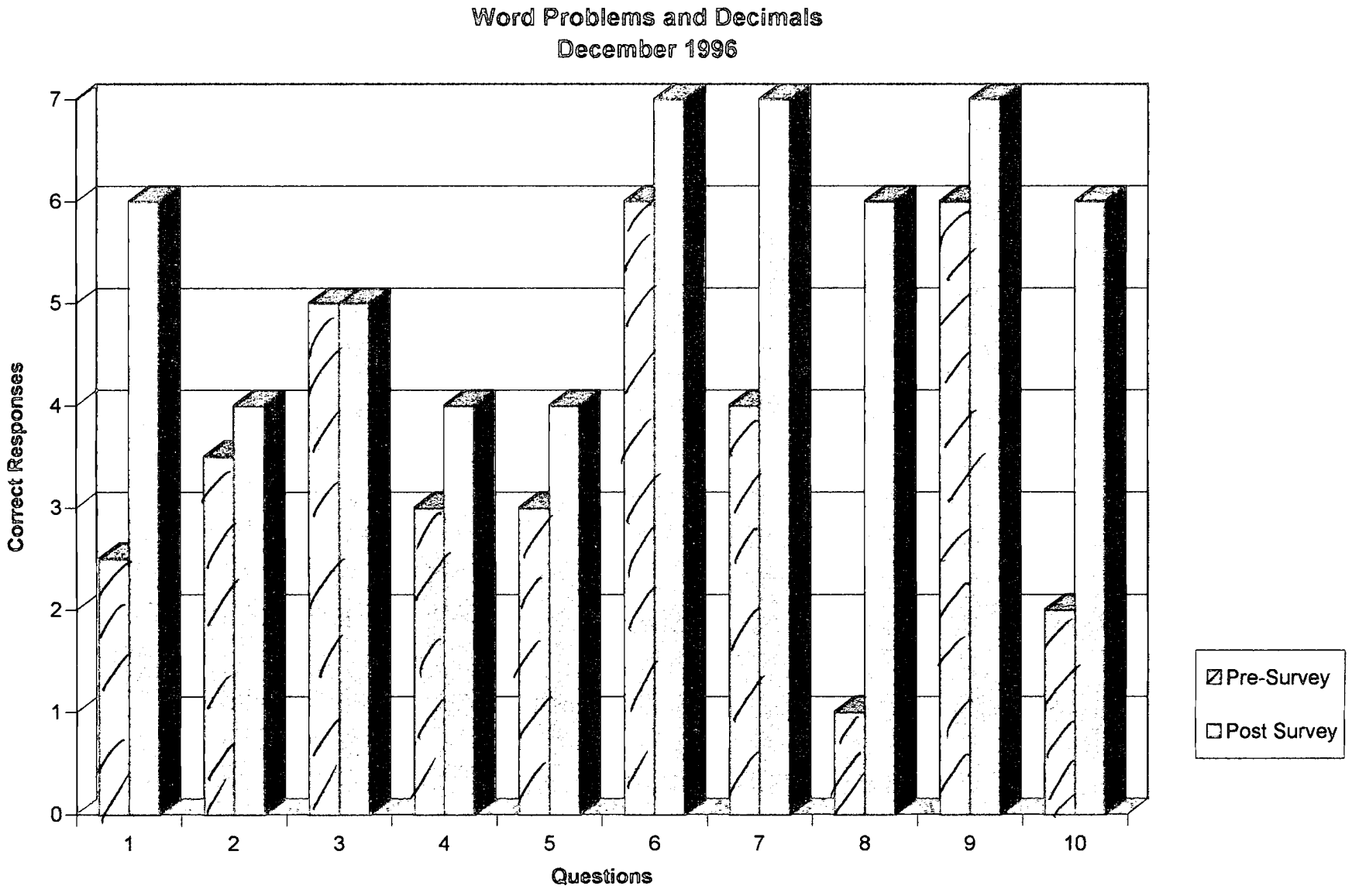


Overall Increase 83%

Multiplying and Dividing Fractions
November 1996

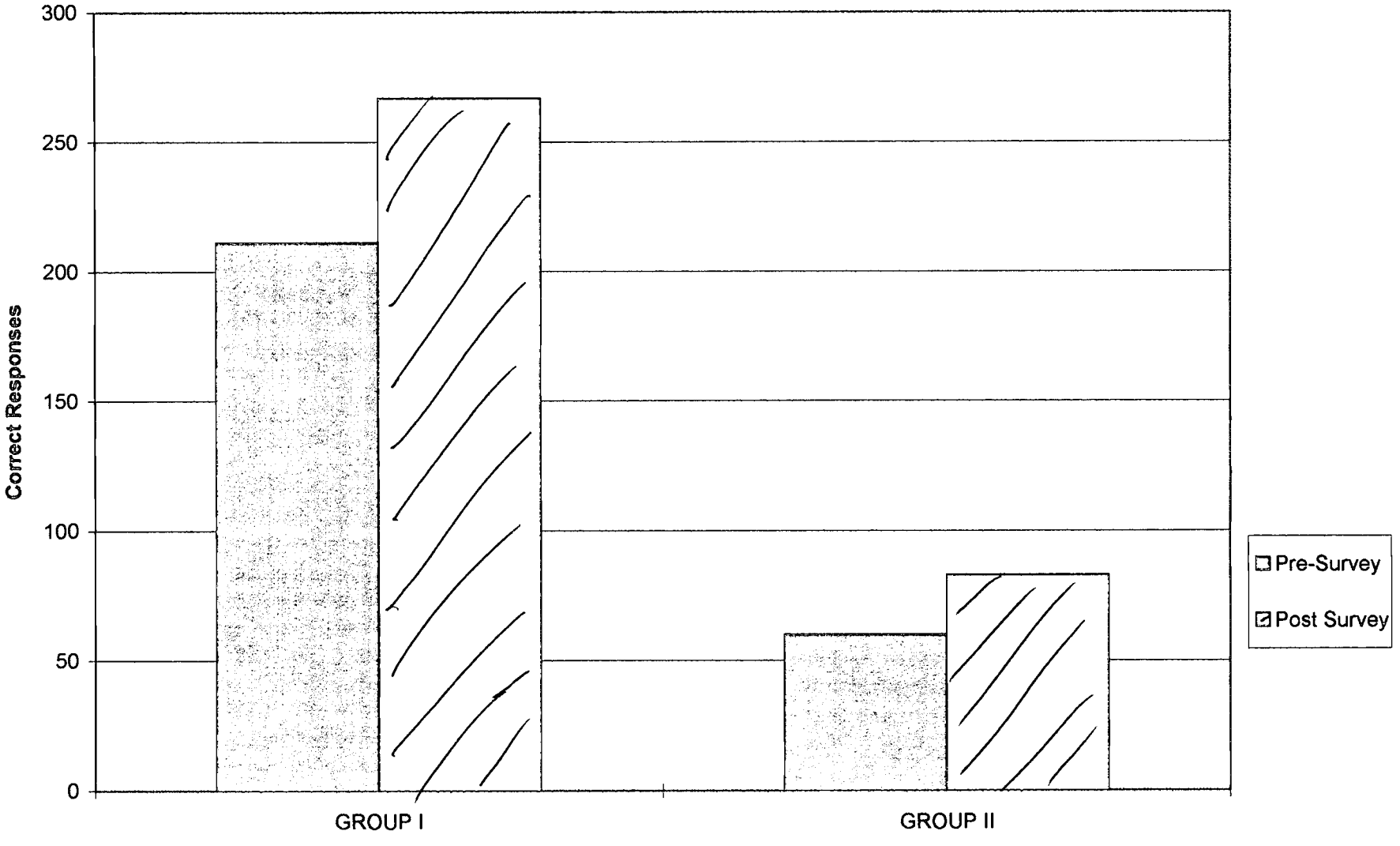


Overall Increase 392%



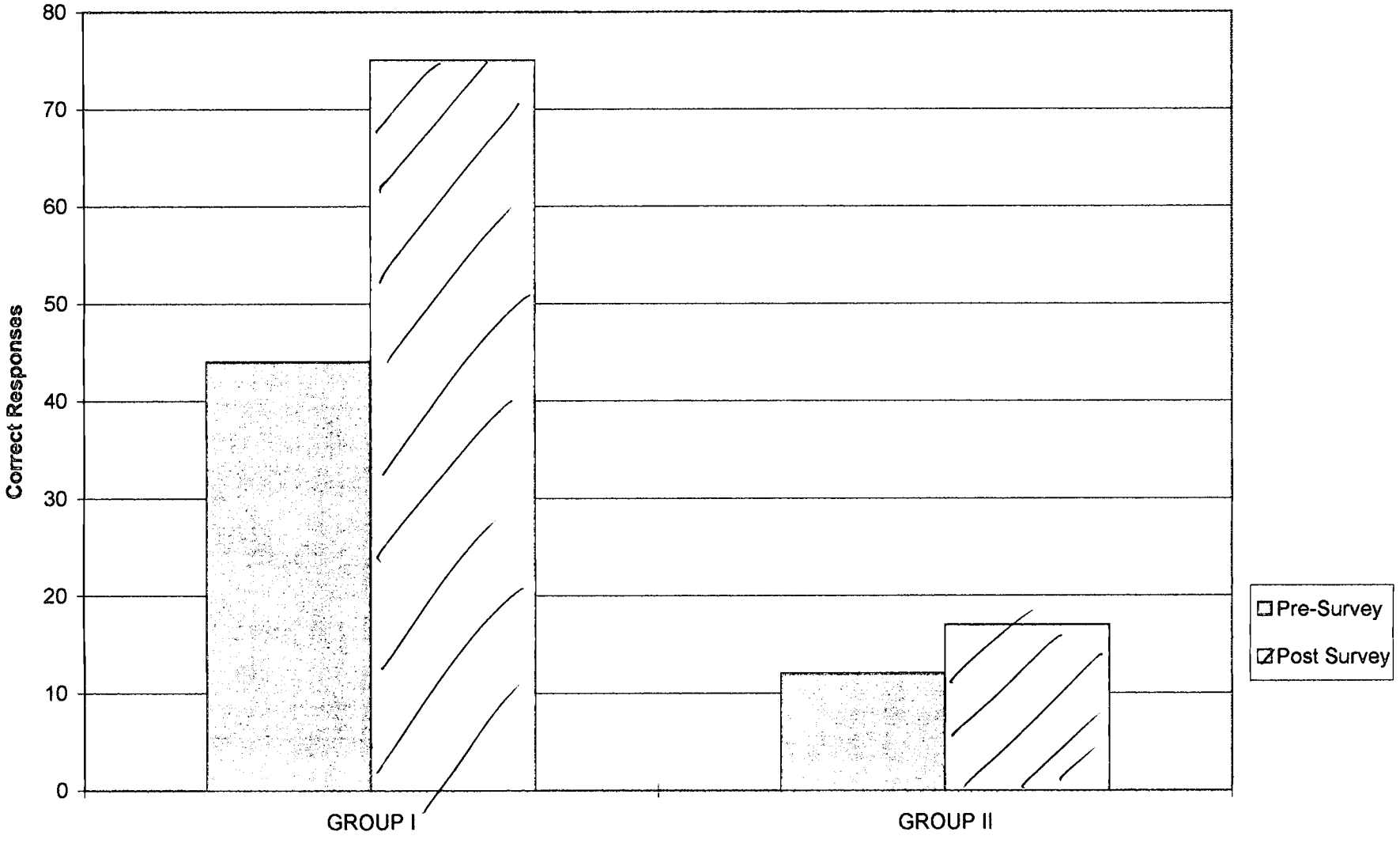
Overall Increase 56%

APPLIED WORKPLACE MATH - SURVEY I
PILGRIMS - FEBRUARY 1997

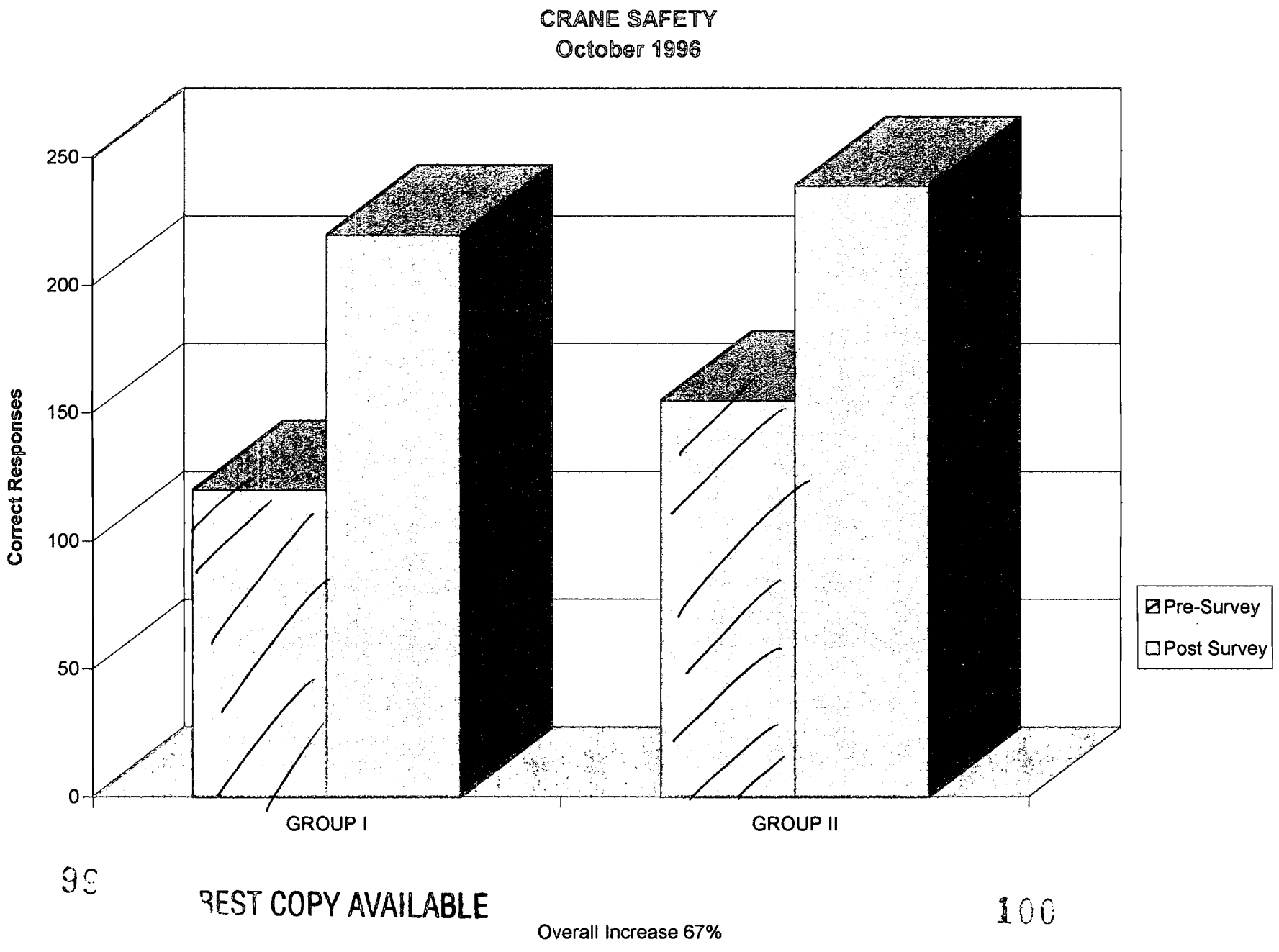


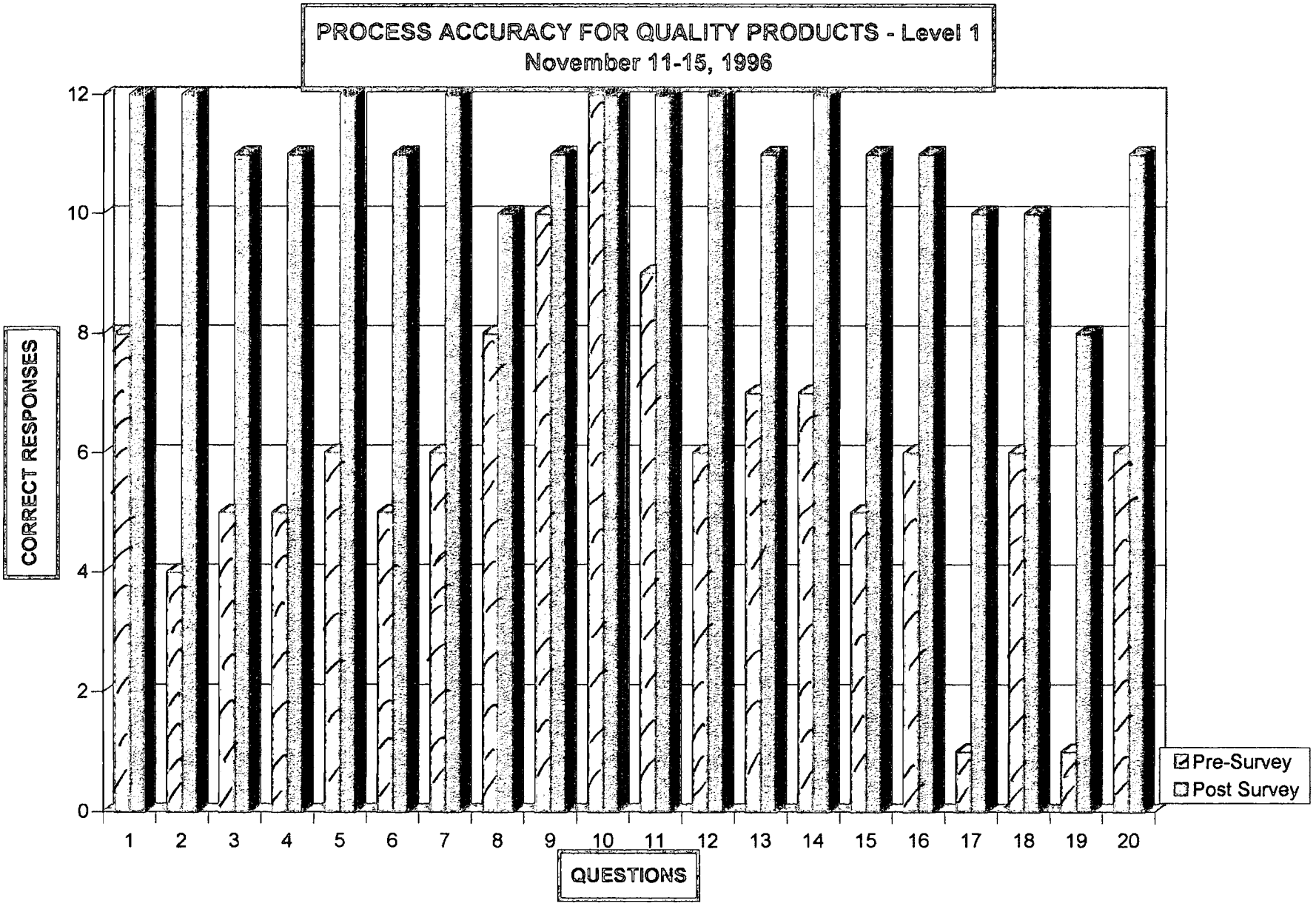
Overall Increase 29%

APPLIED WORKPLACE MATH - SURVEY II
PILGRIMS - FEBRUARY 1997

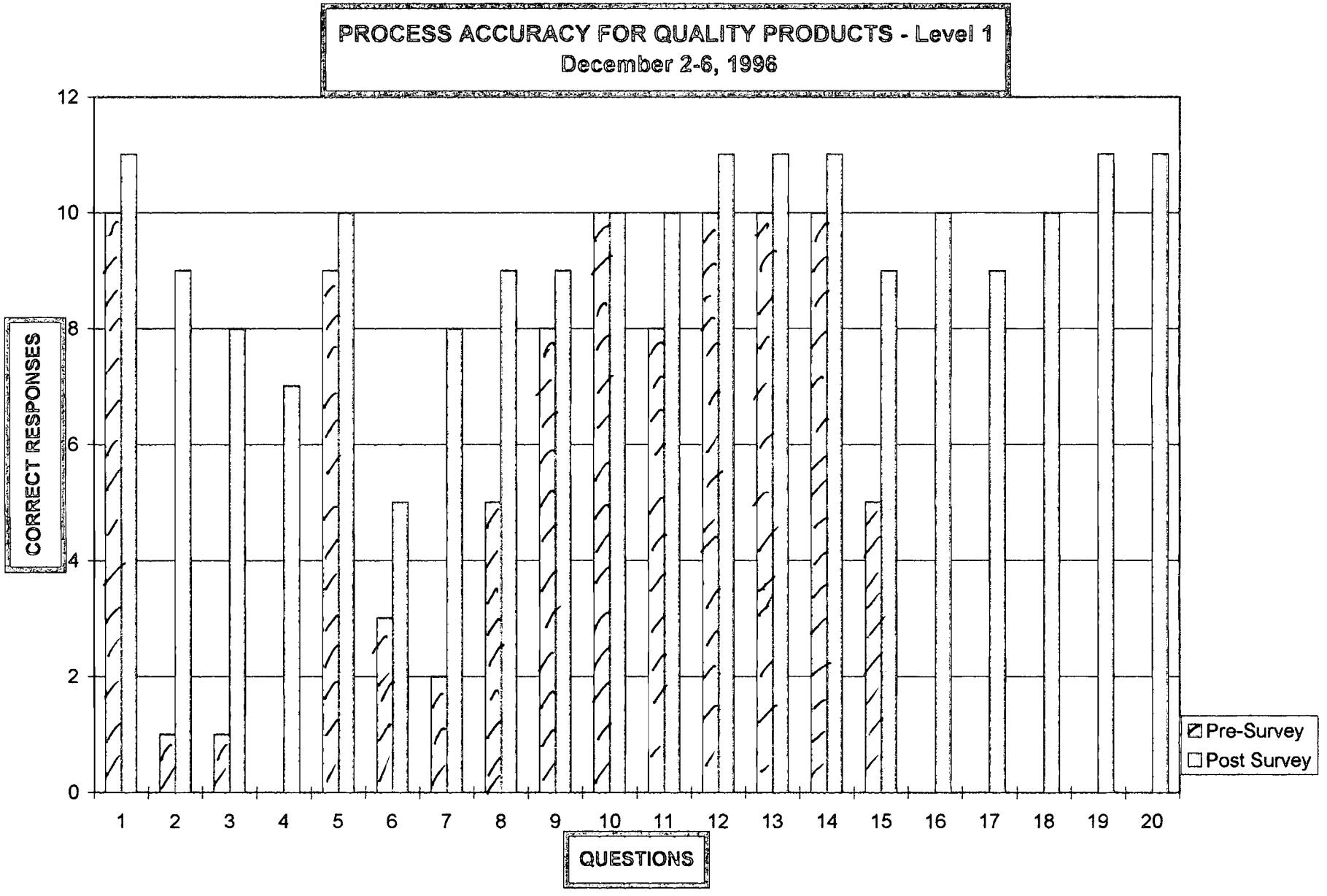


Overall Increase 64%



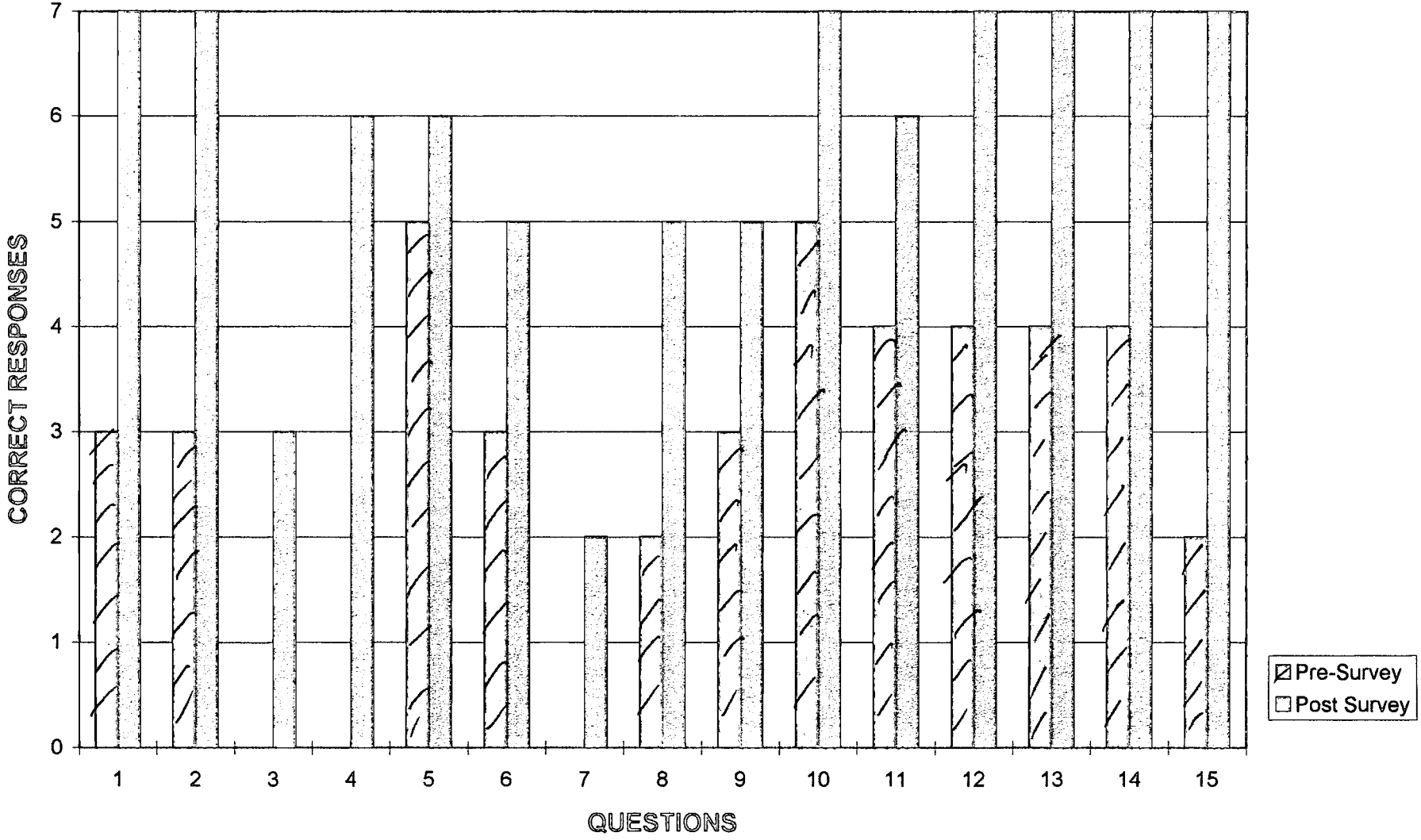


12 Students
81% Overall Increase

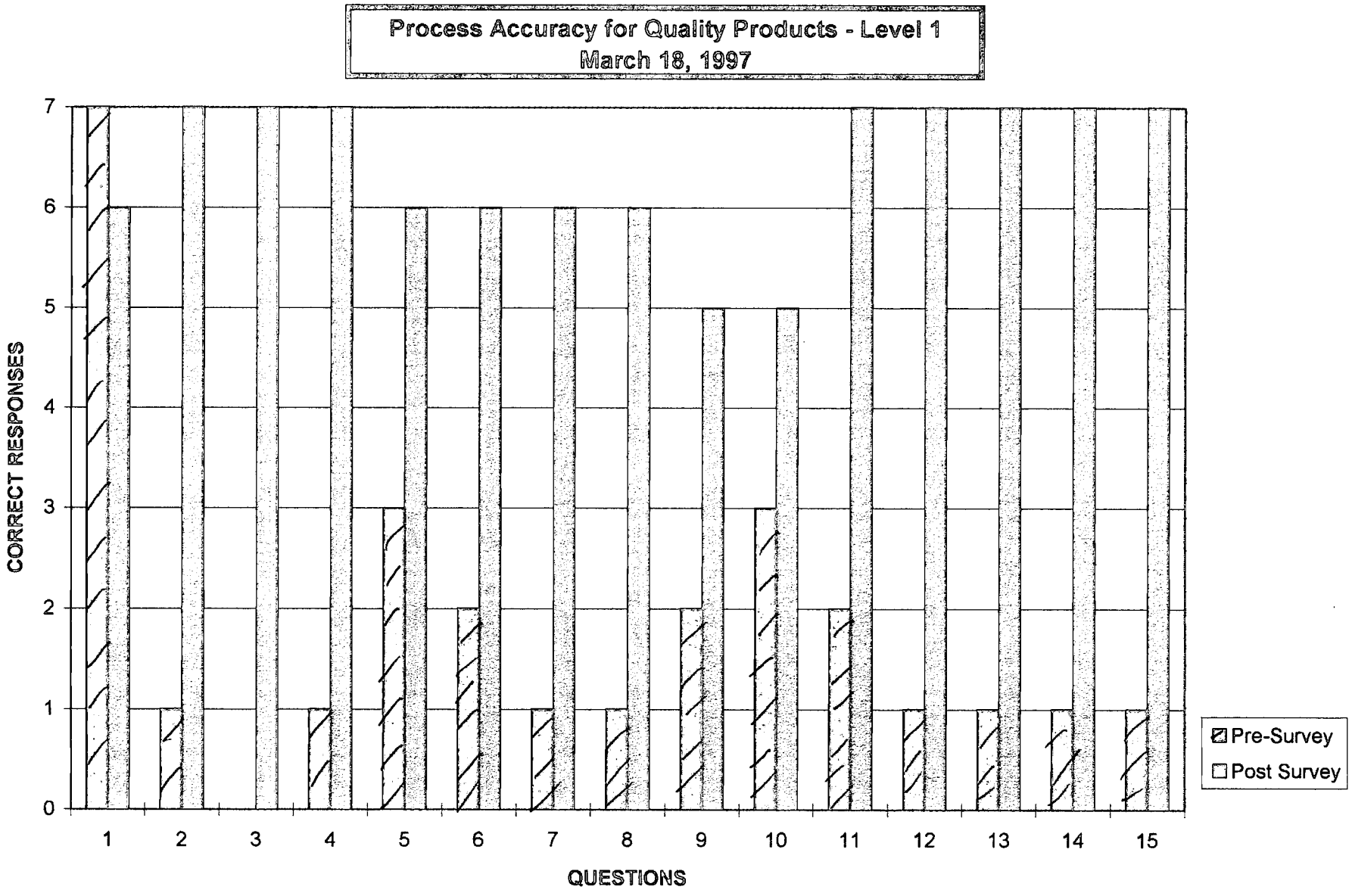


11 Students
105% Overall Increase

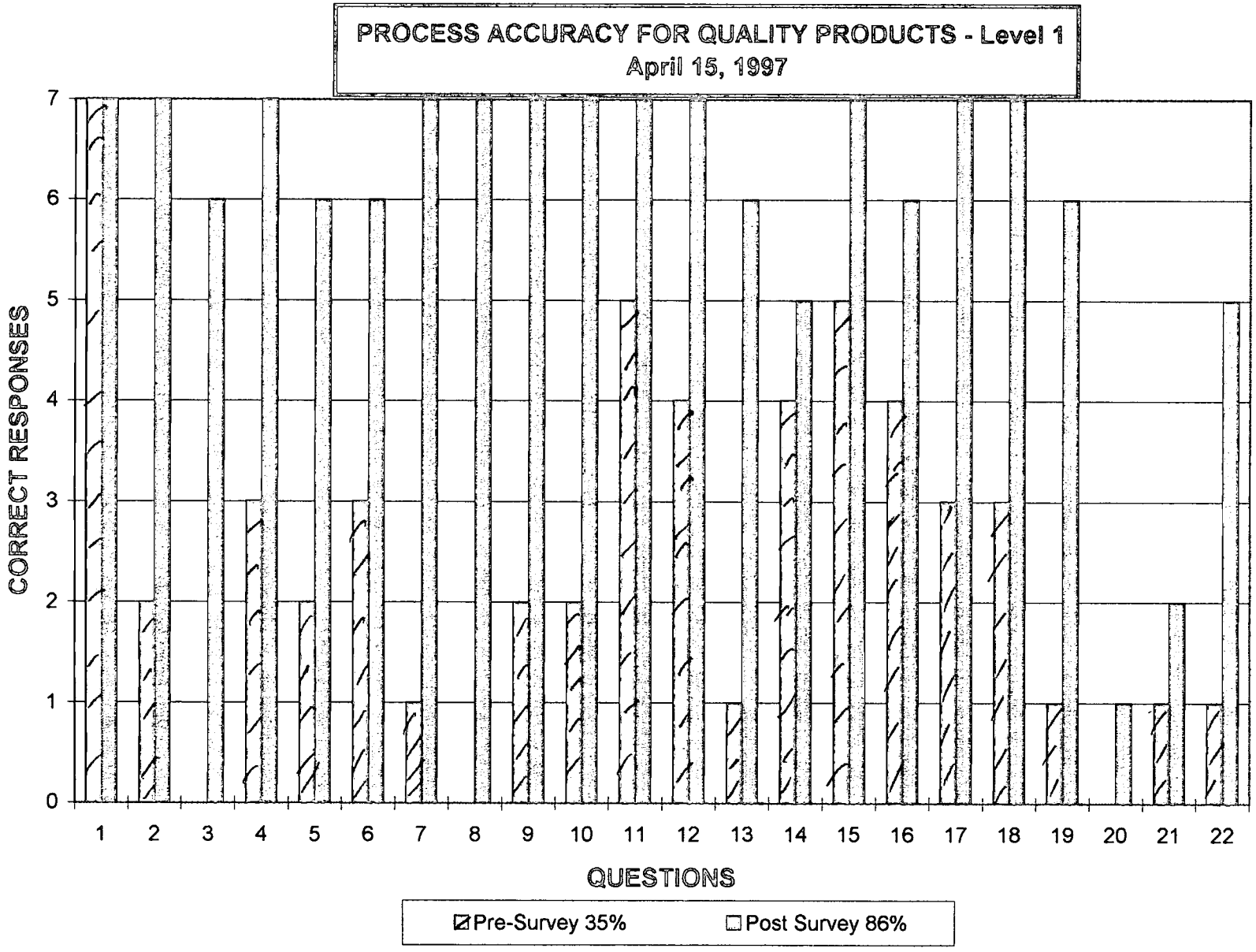
PROCESS ACCURACY FOR QUALITY PRODUCTS - Level 1
March 11, 1997



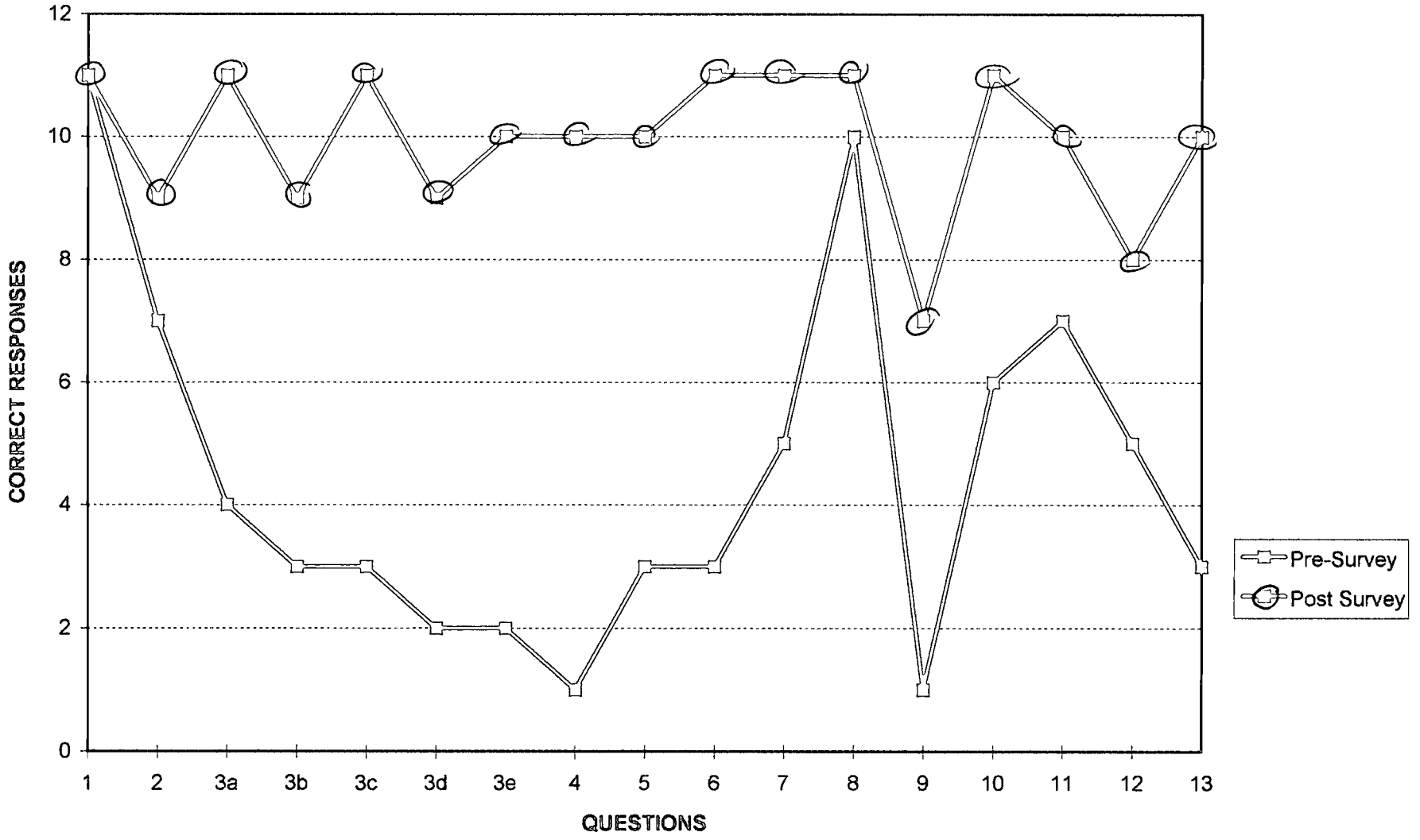
7 Students
107% Overall Increase



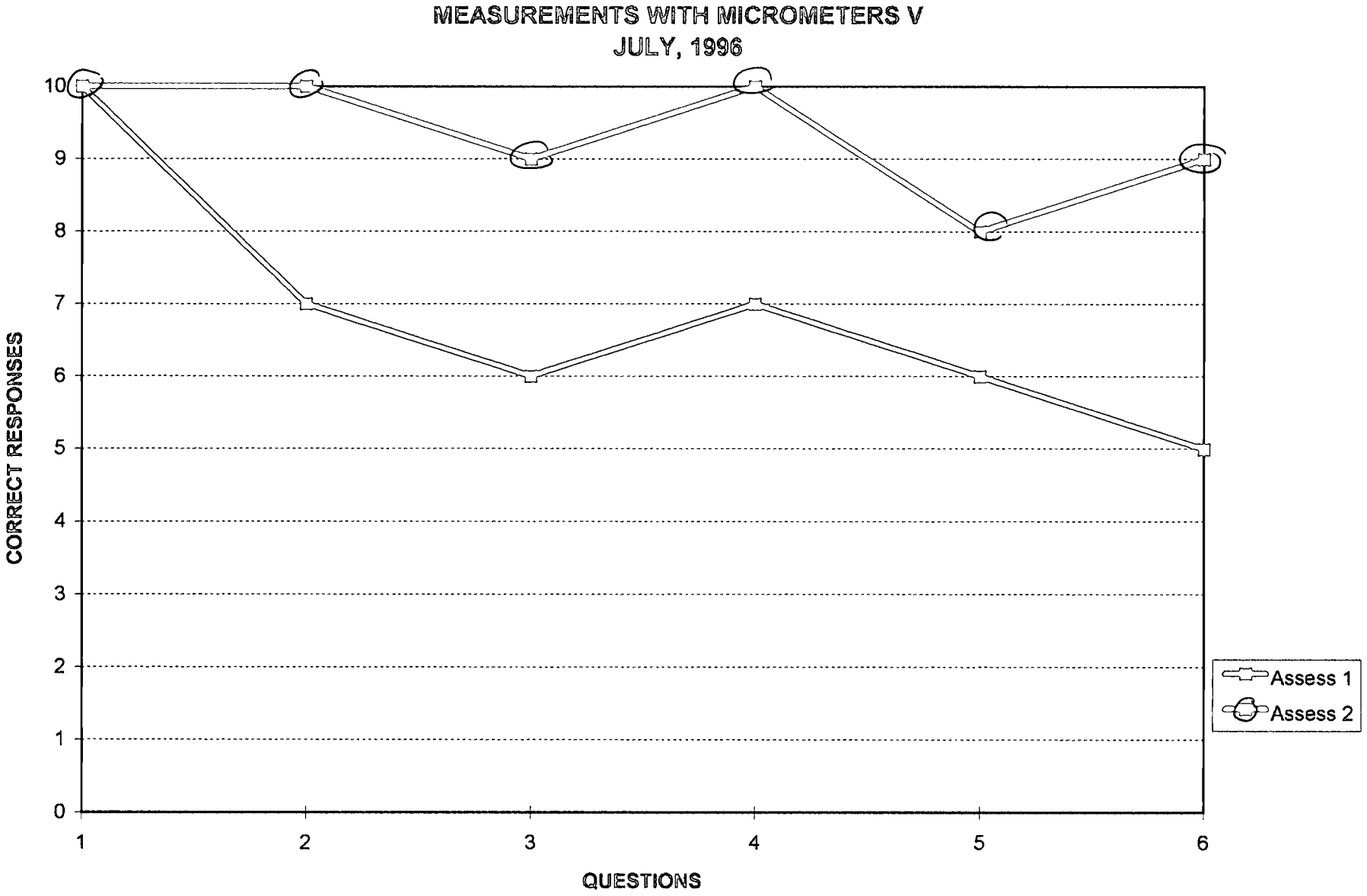
7 Students
256% Overall Increase


PROCESS ACCURACY FOR QUALITY PRODUCTS - Level 1
April 15, 1997
CORRECT RESPONSES
0
1
2
3
4
5
6
7
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
QUESTIONS
Pre-Survey 35%
Post Survey 86%

MEASUREMENTS WITH MICROMETERS V
JULY, 1996

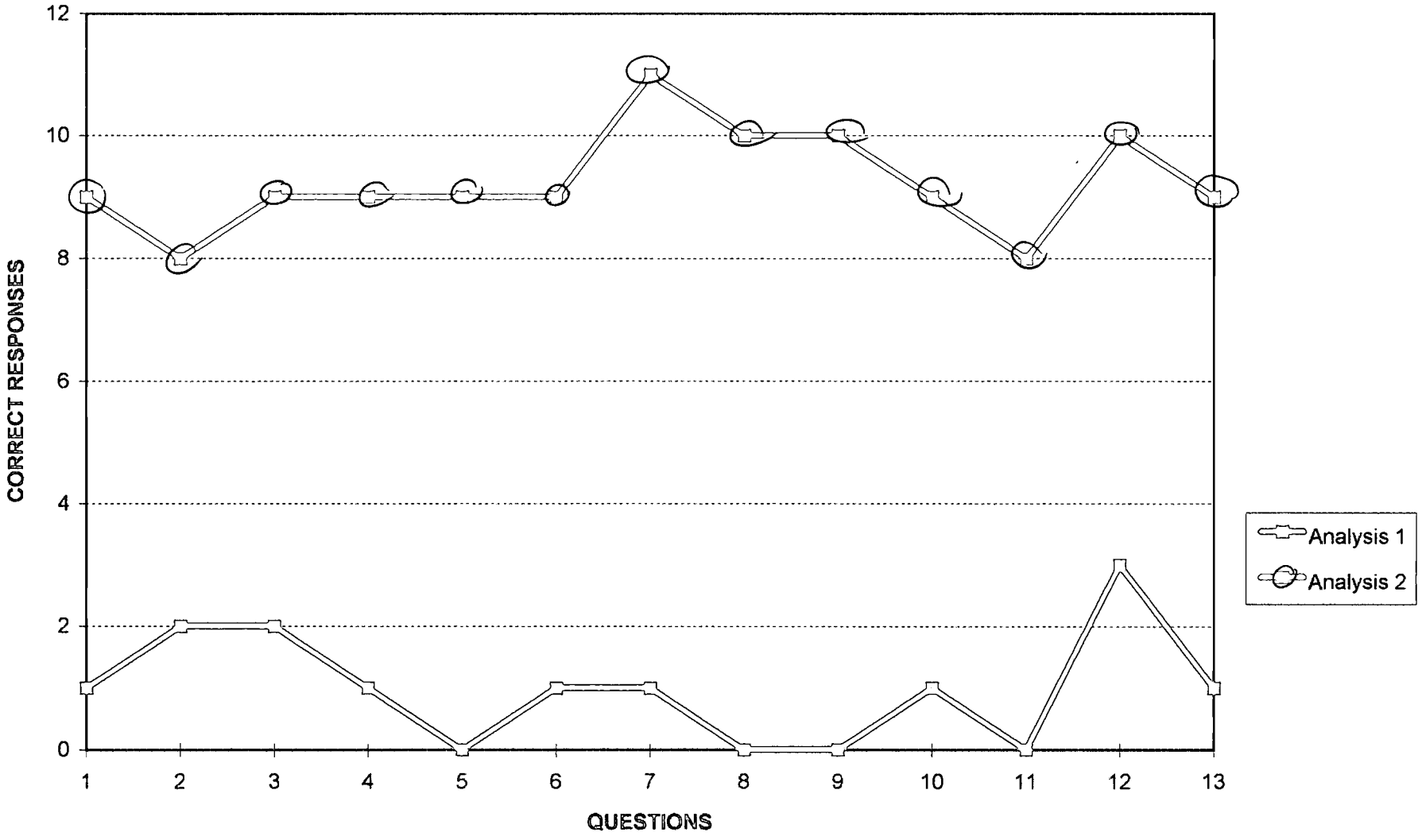


11 STUDENTS
122% Overall Increase

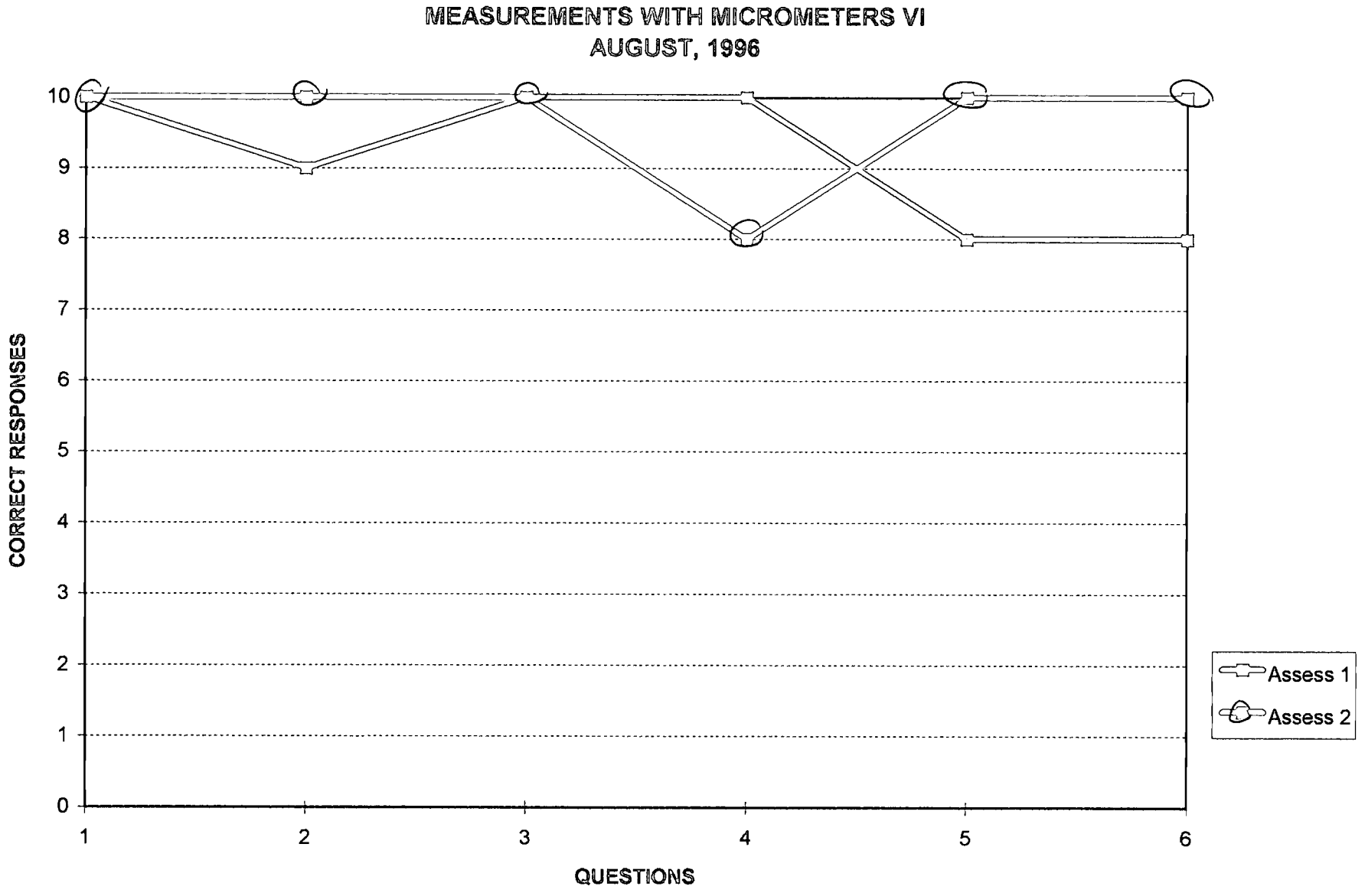


11 STUDENTS
37% Overall Increase

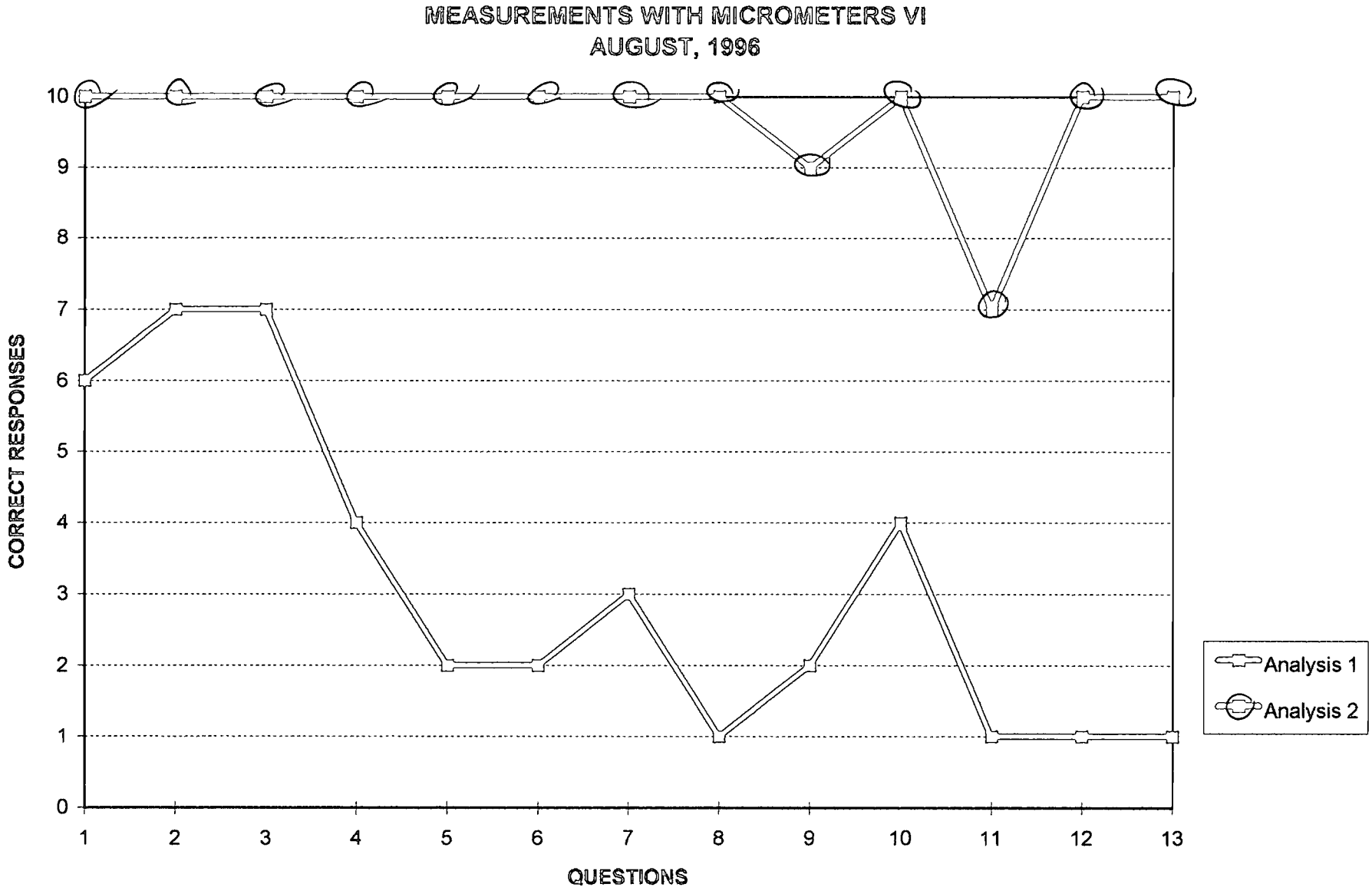
MEASUREMENTS WITH MICROMETERS V
JULY, 1996



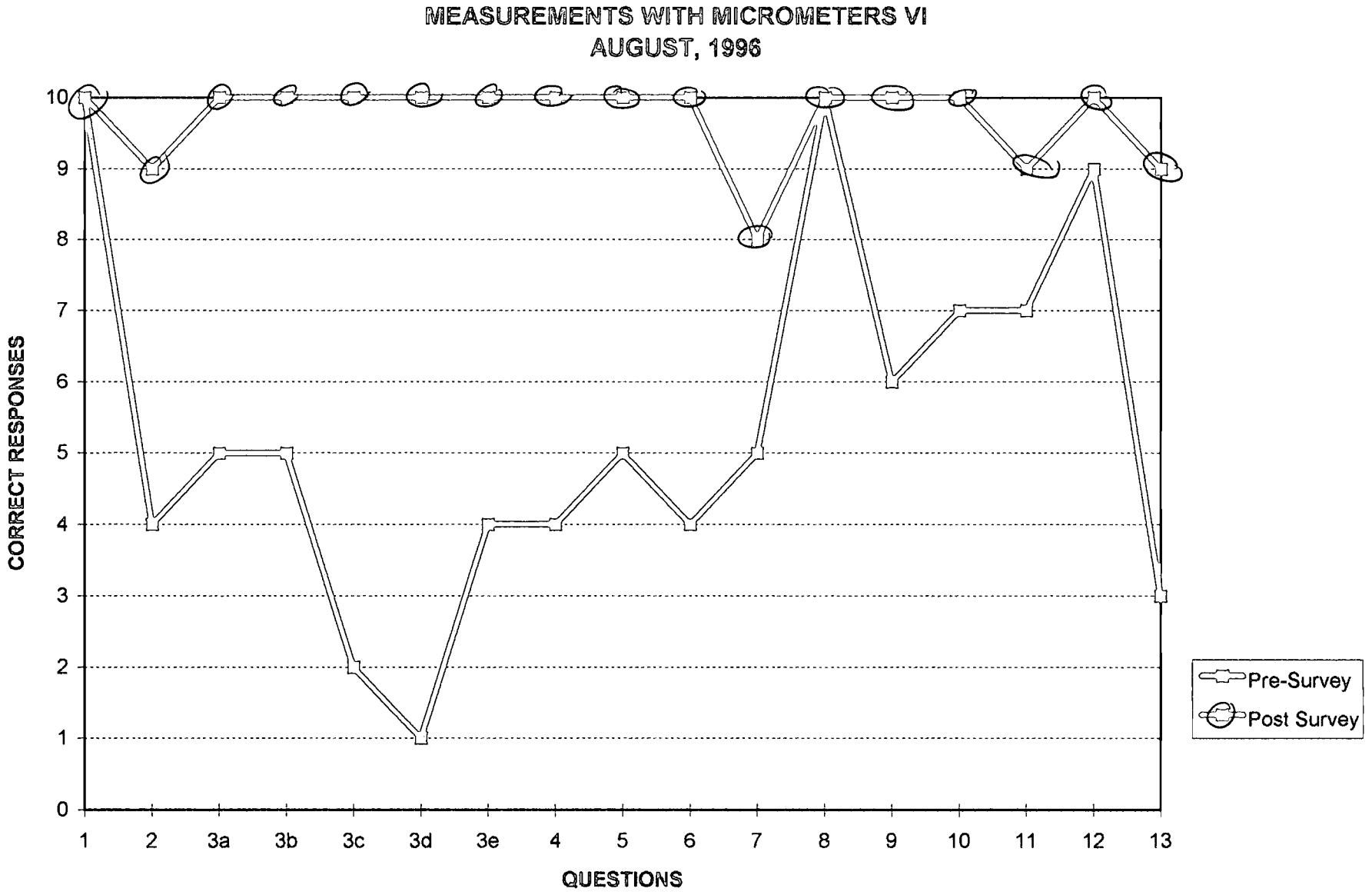
11 STUDENTS
823% Overall Increase



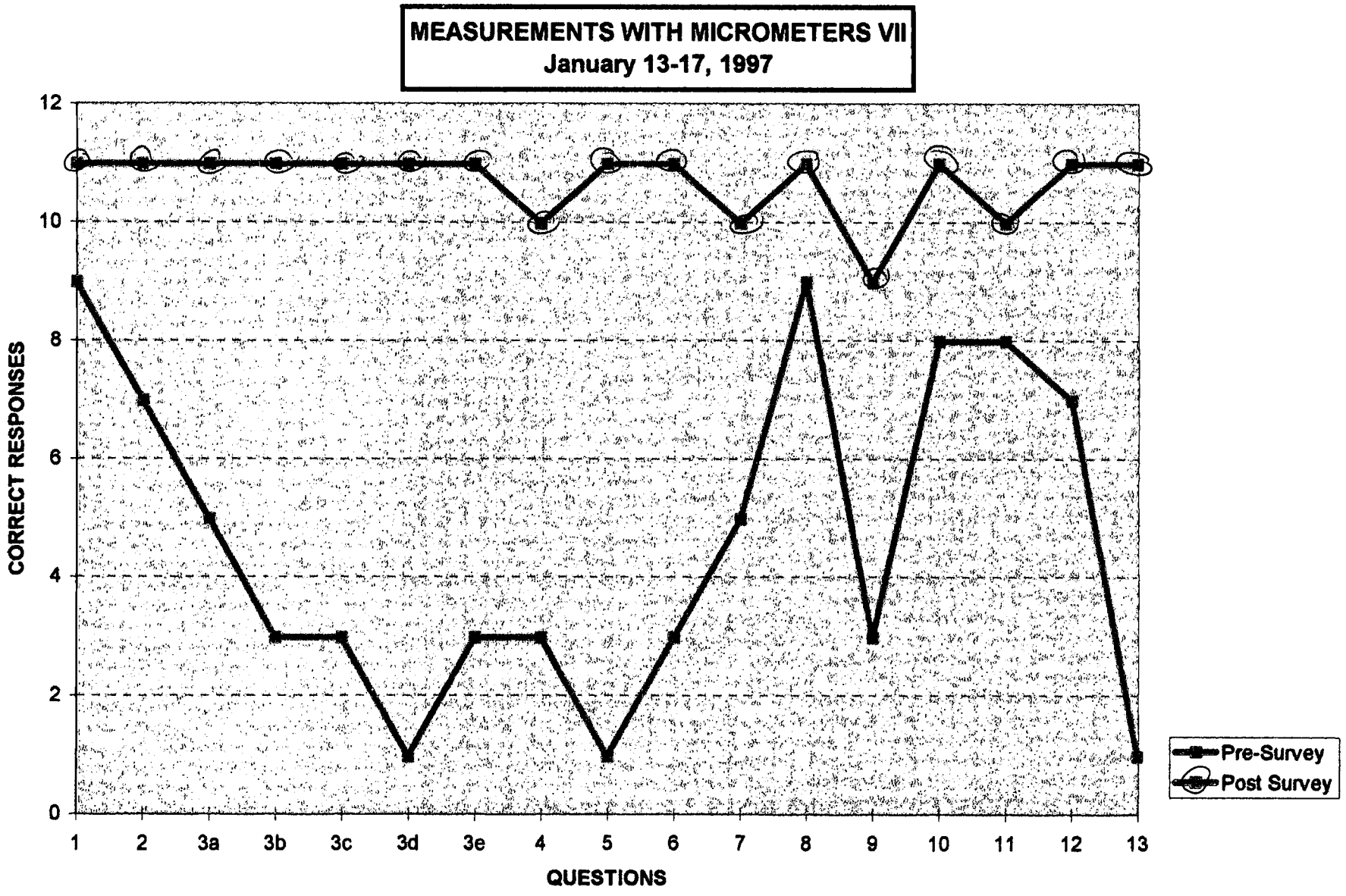
10 STUDENTS
5% Overall Increase



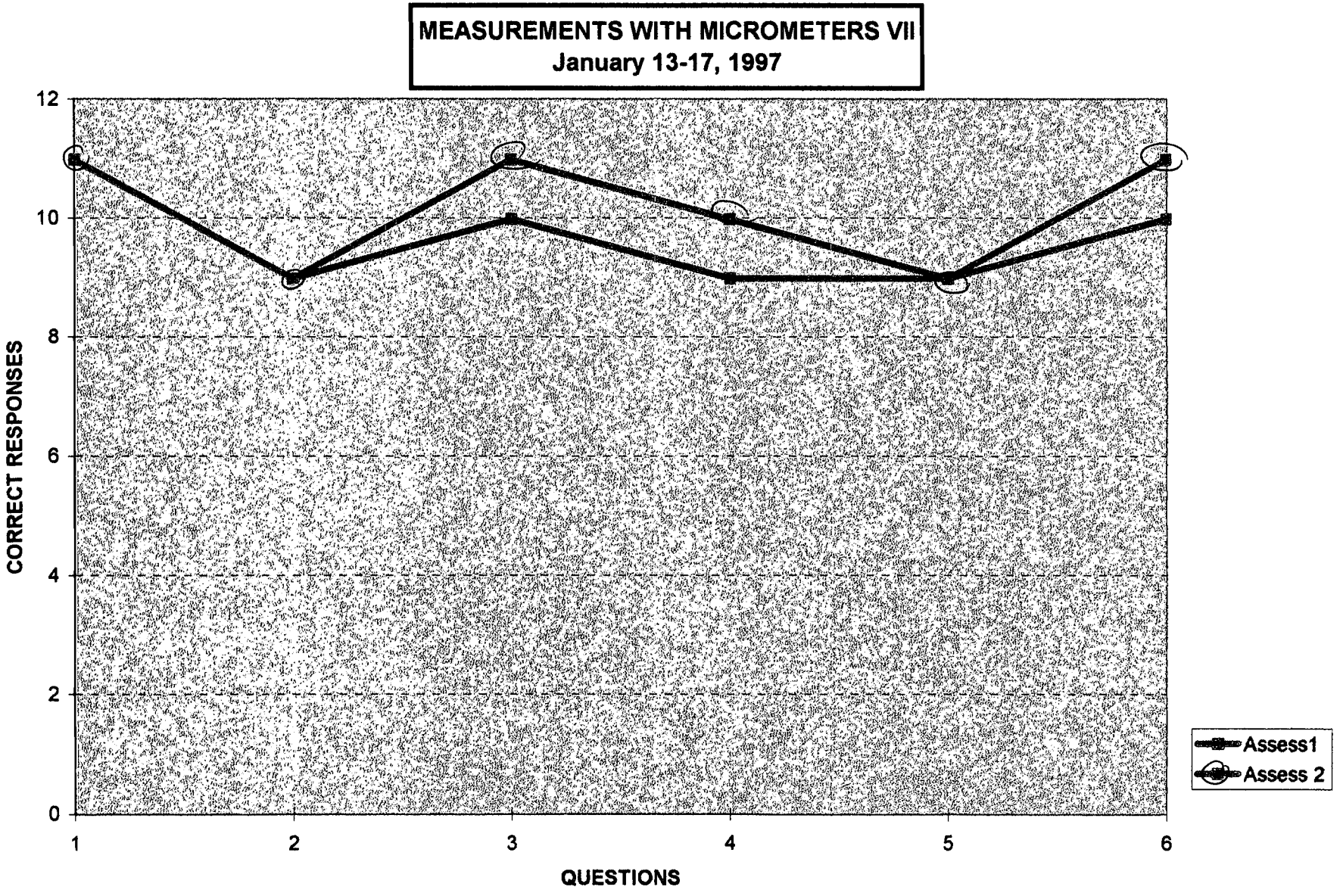
10 STUDENTS
207% Overall Increase



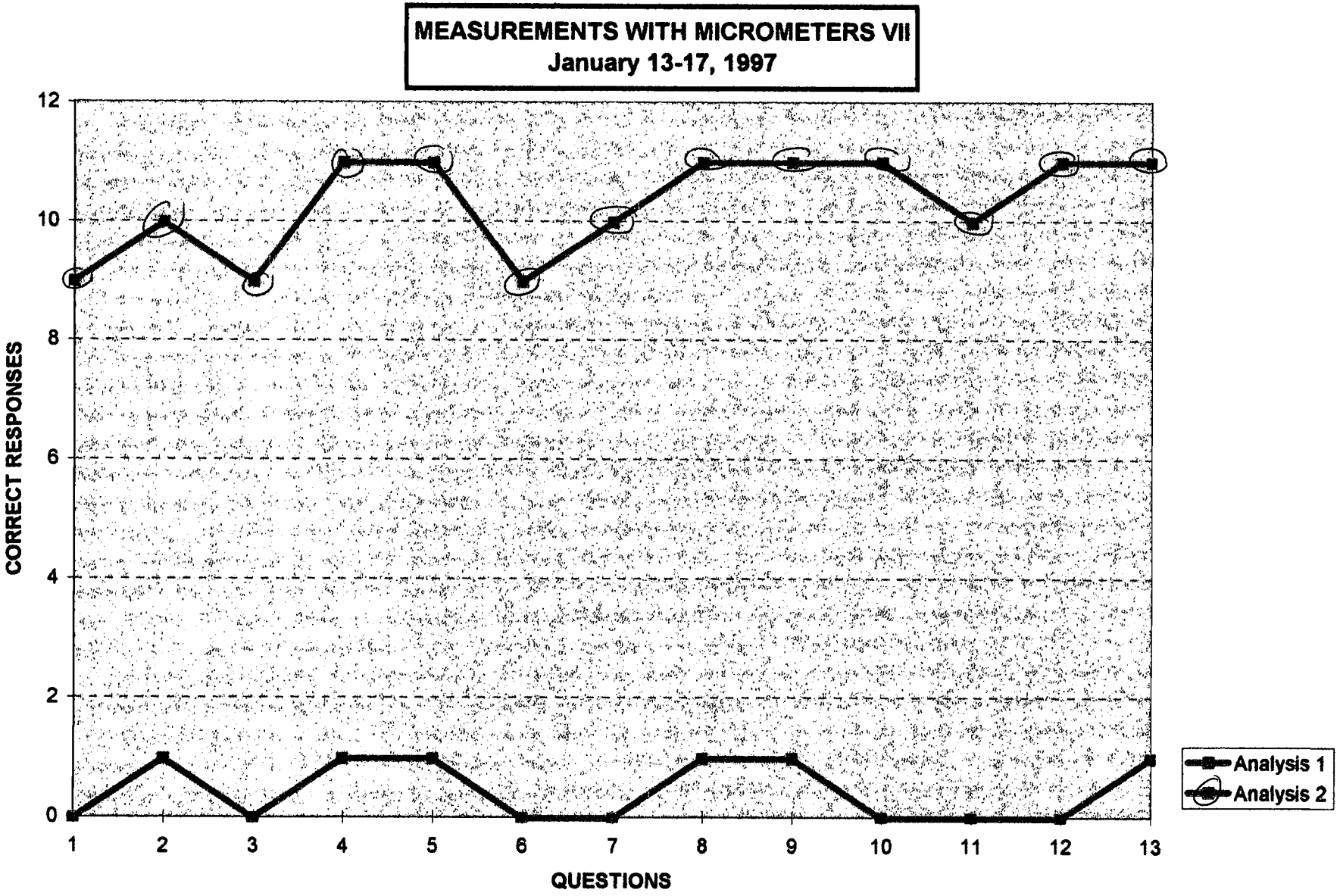
10 STUDENTS
81% Overall Increase



11 Students
130% Overall Increase

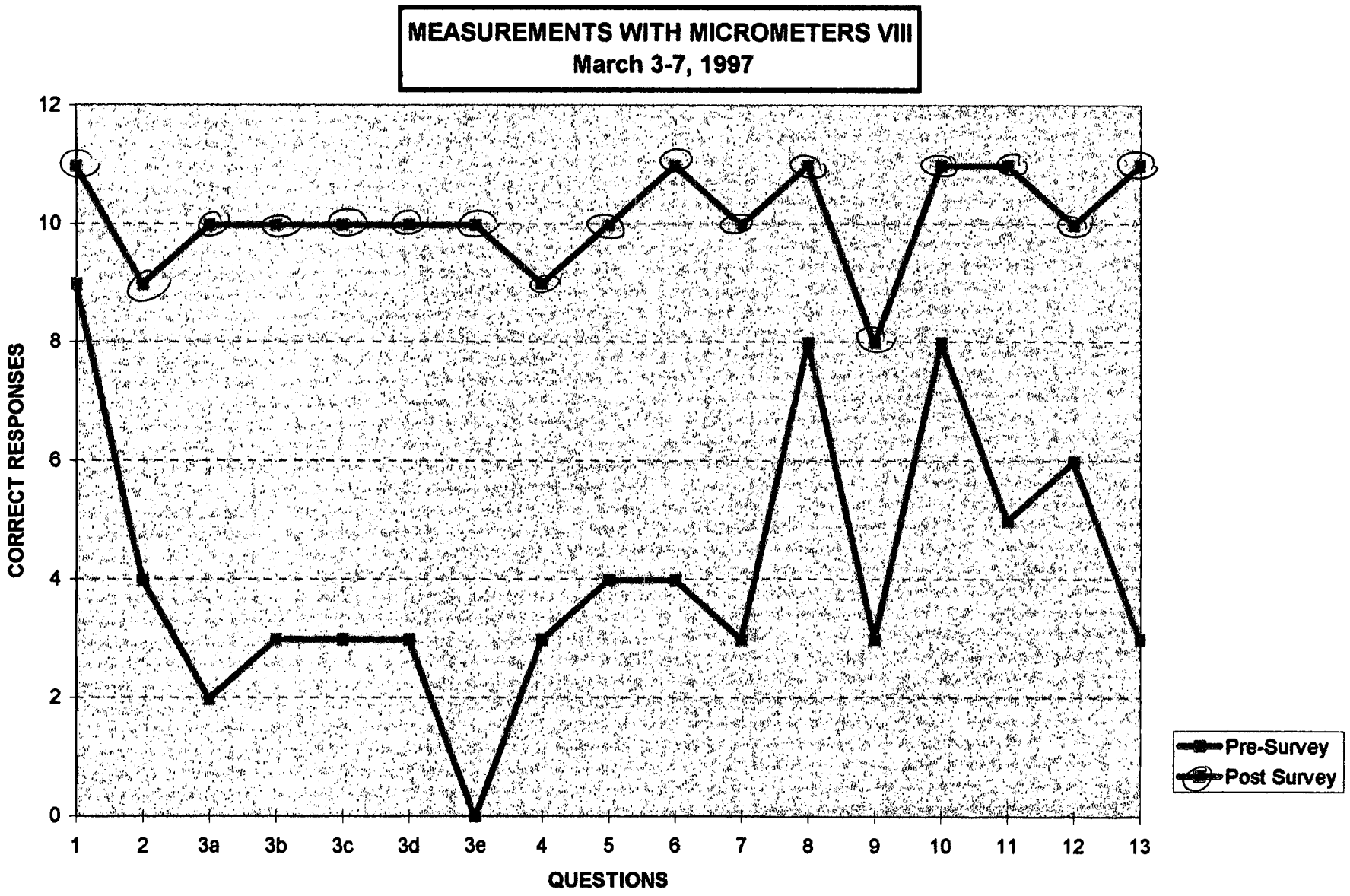


11 Students
5% Overall Increase

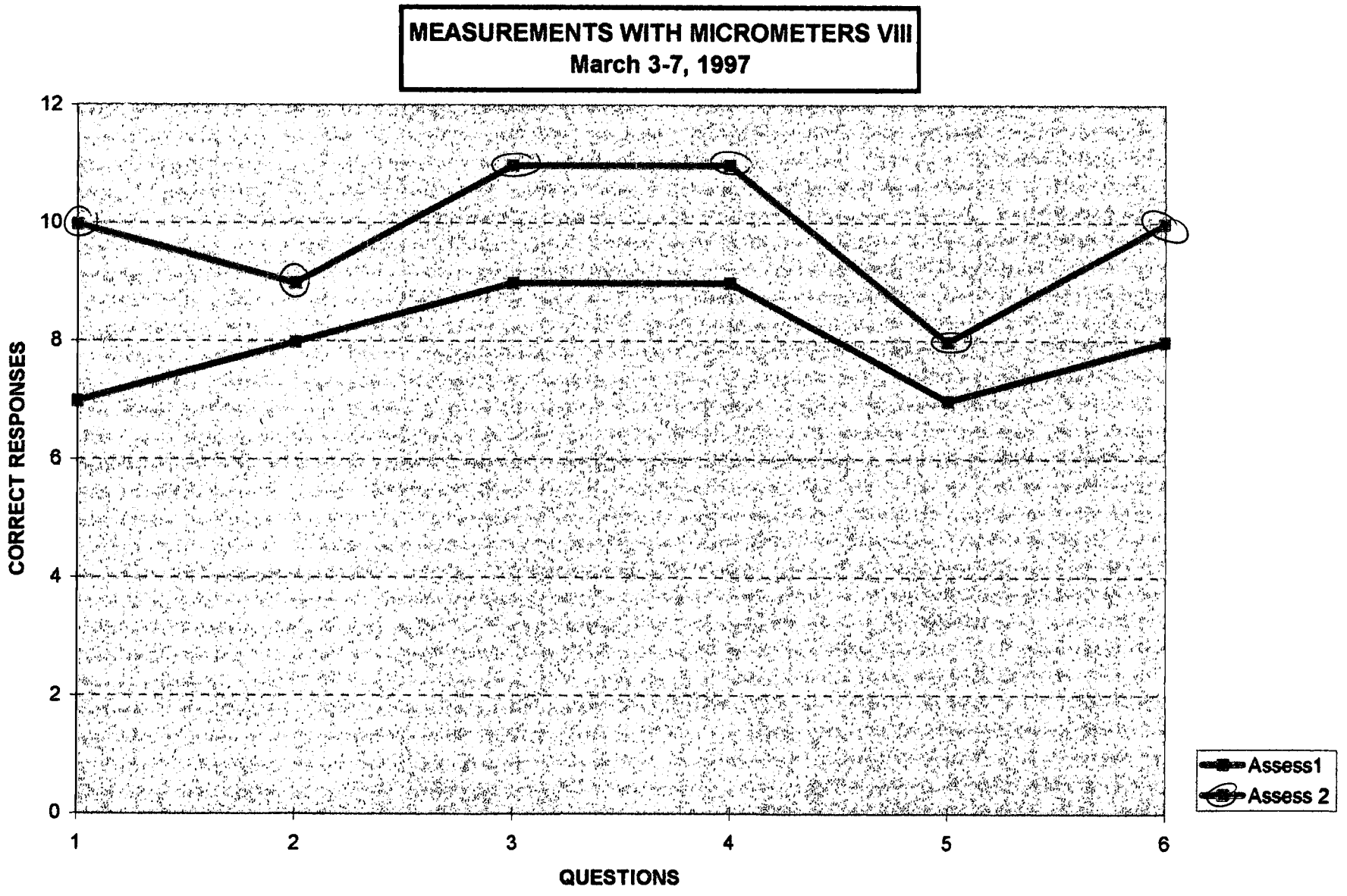


11 Students
2,133% Overall Increase

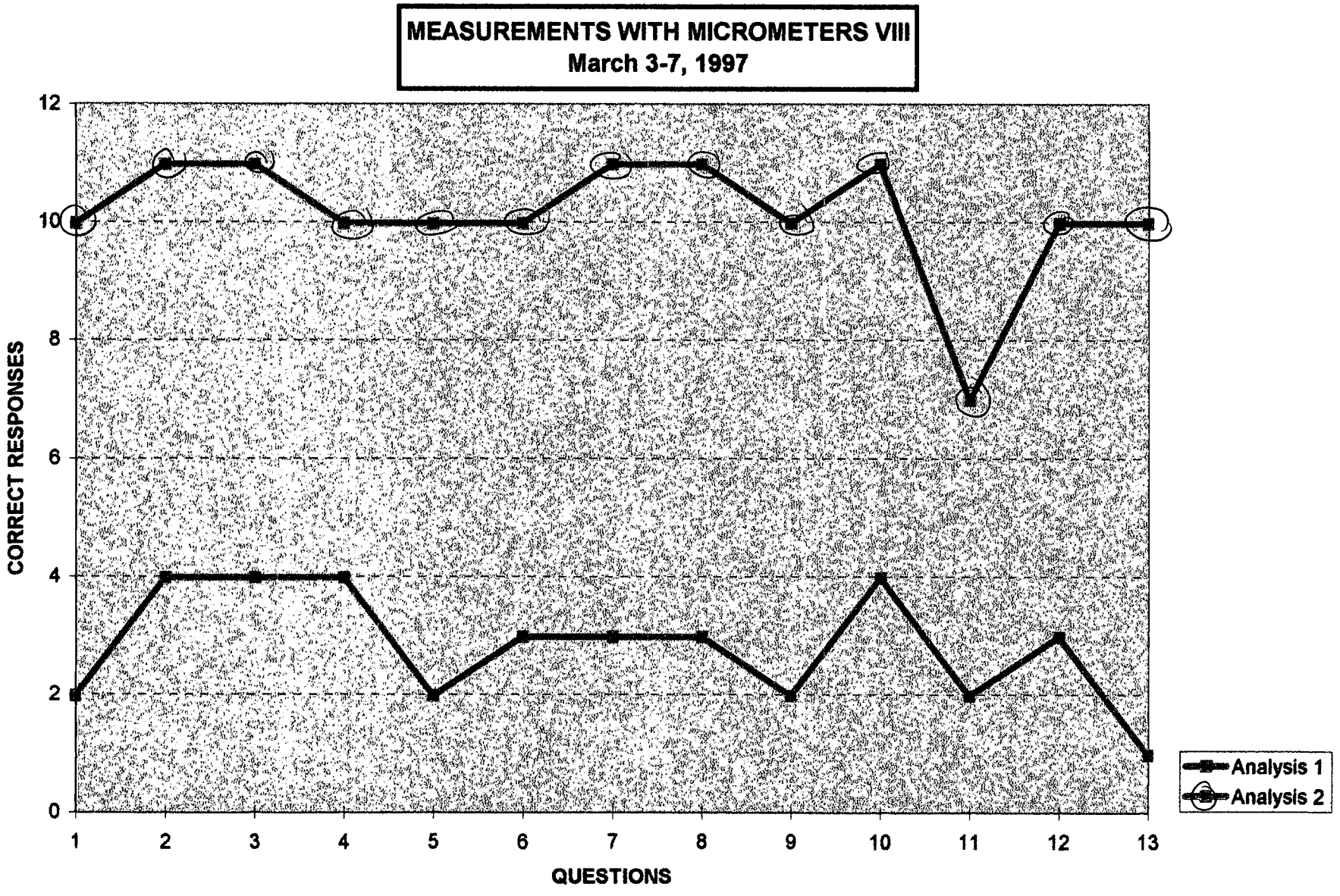
Chart7



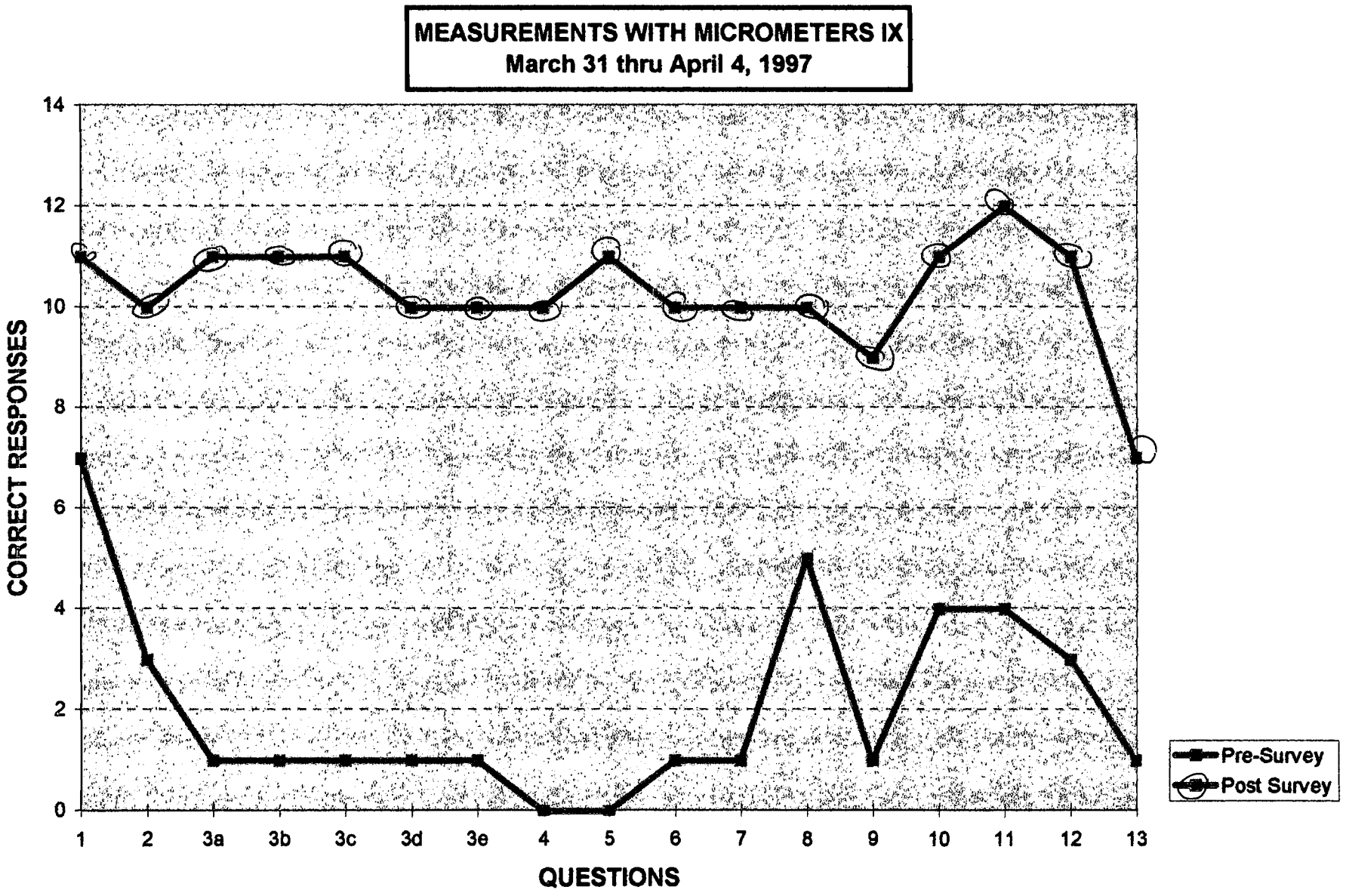
10 Students
142% Overall Increase



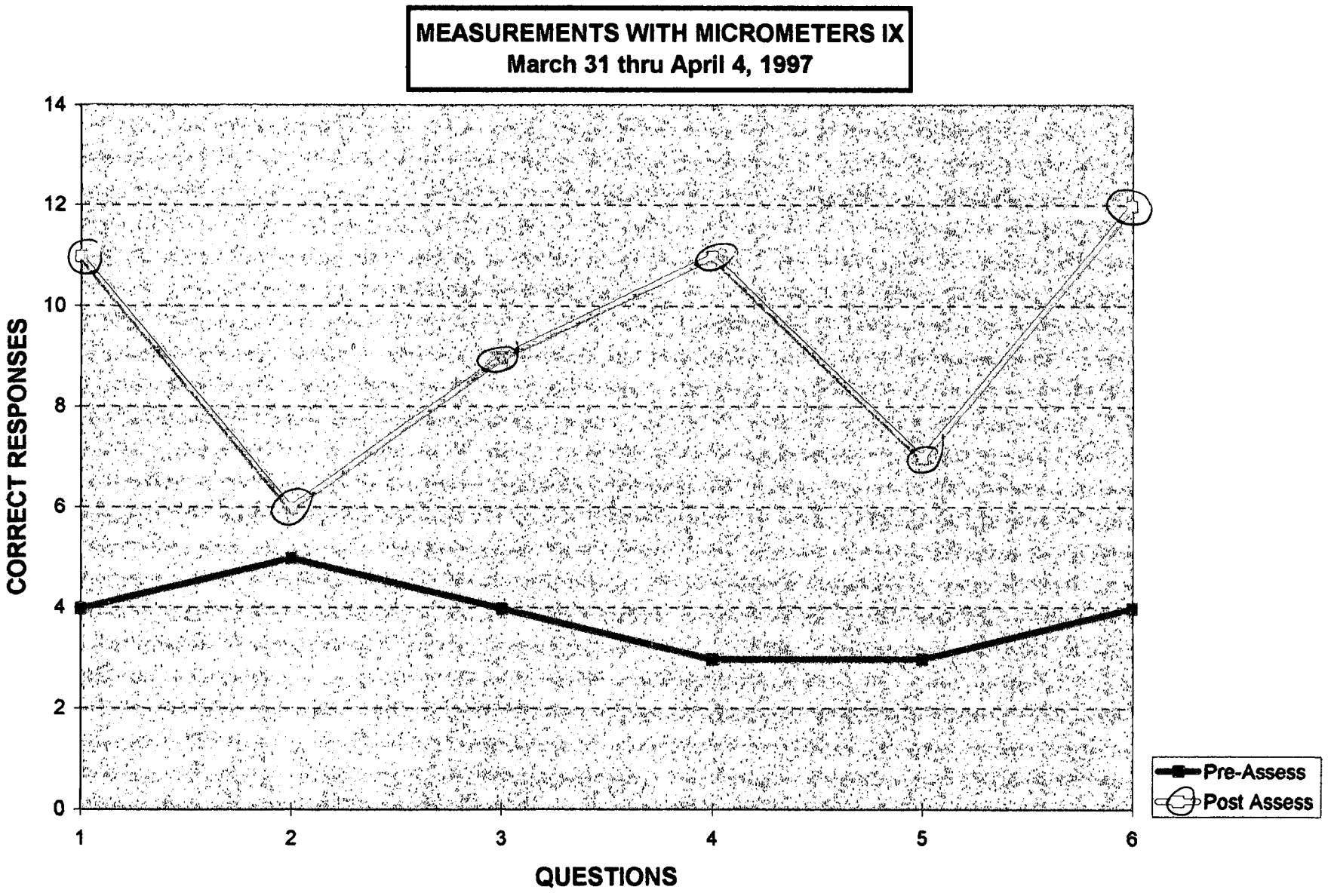
11 Students
23% Overall Increase



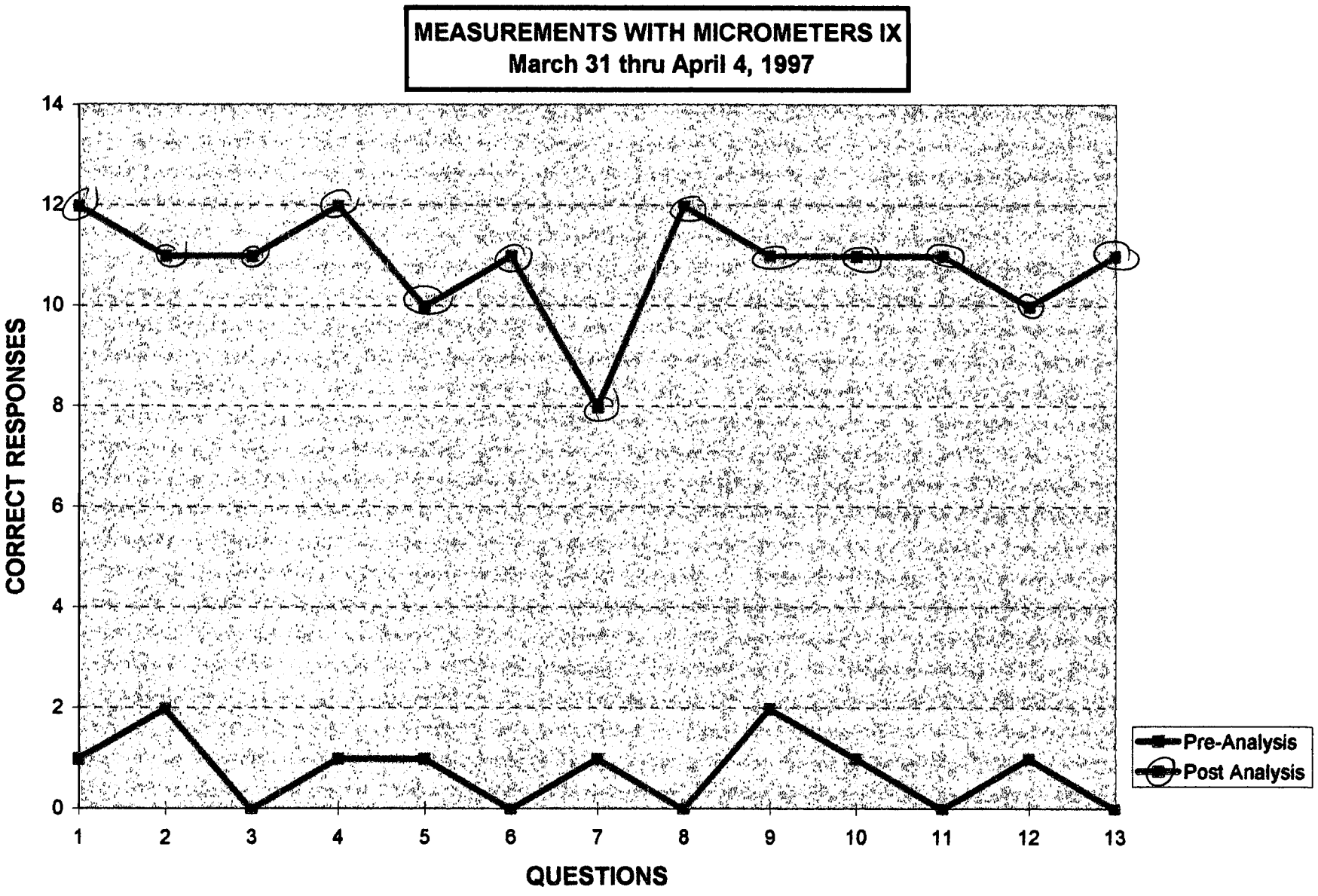
11 Students
257% Overall Increase



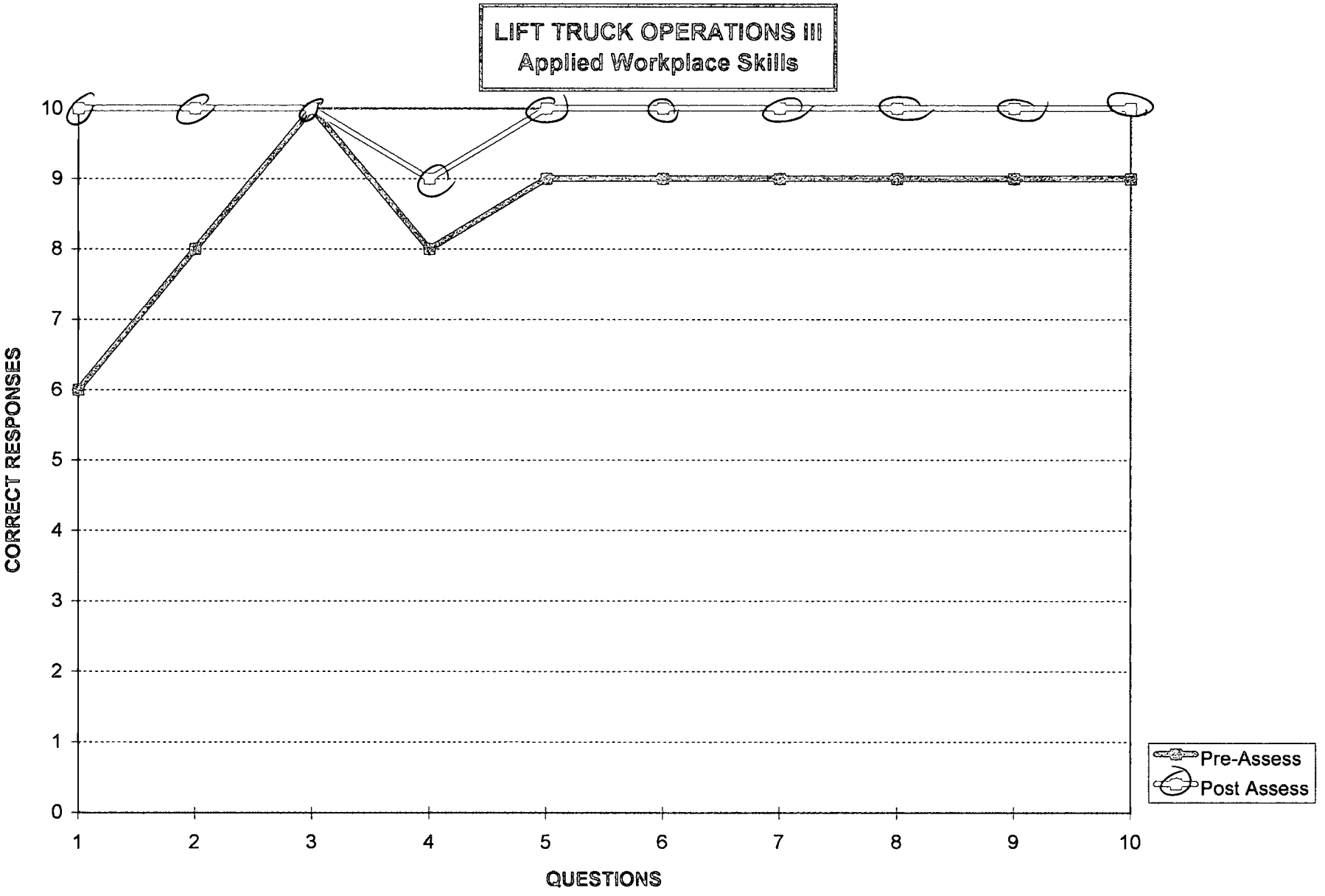
12 Students
400% Overall Increase



12 Students
143% Overall Increase

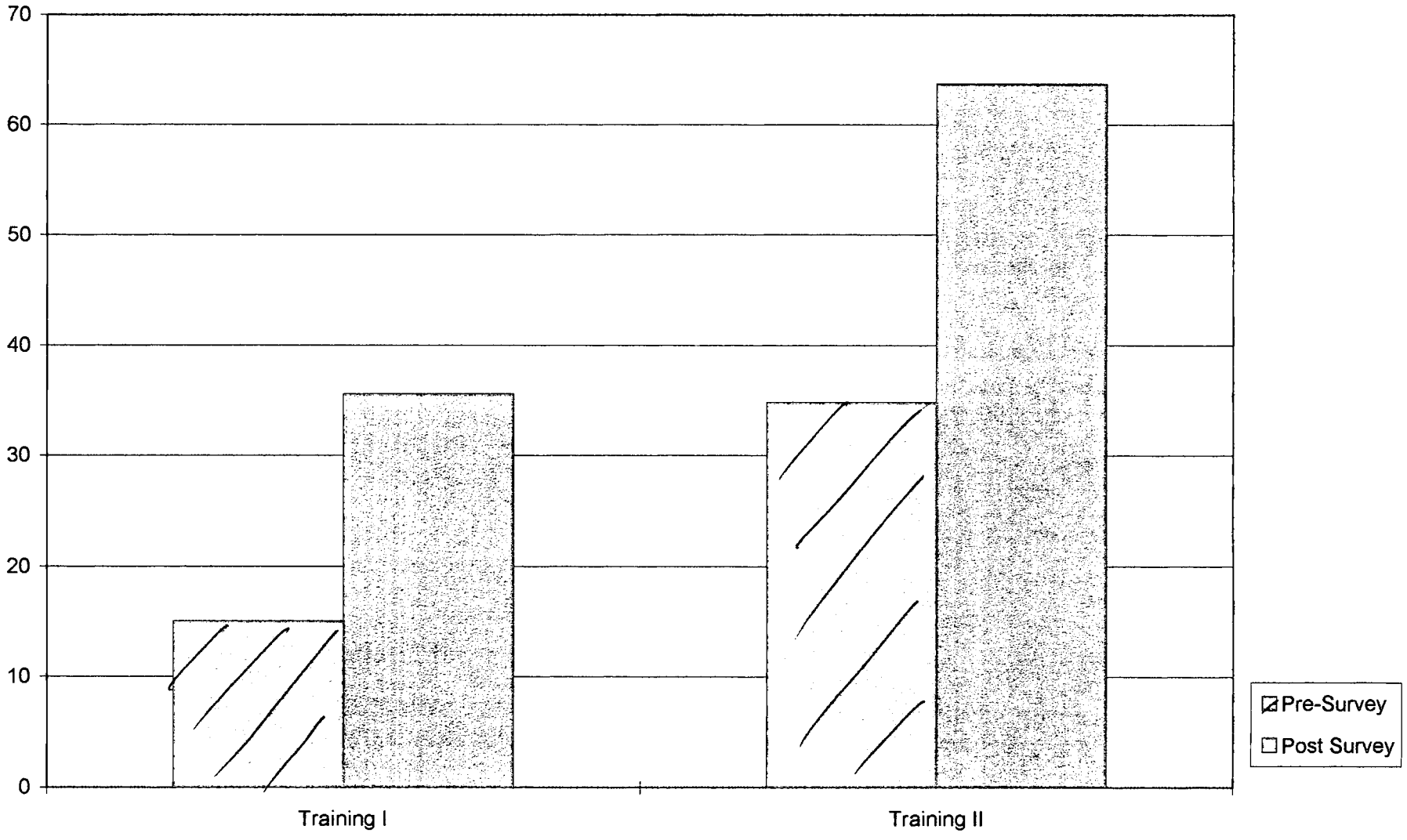


12 Students
131% Overall Increase



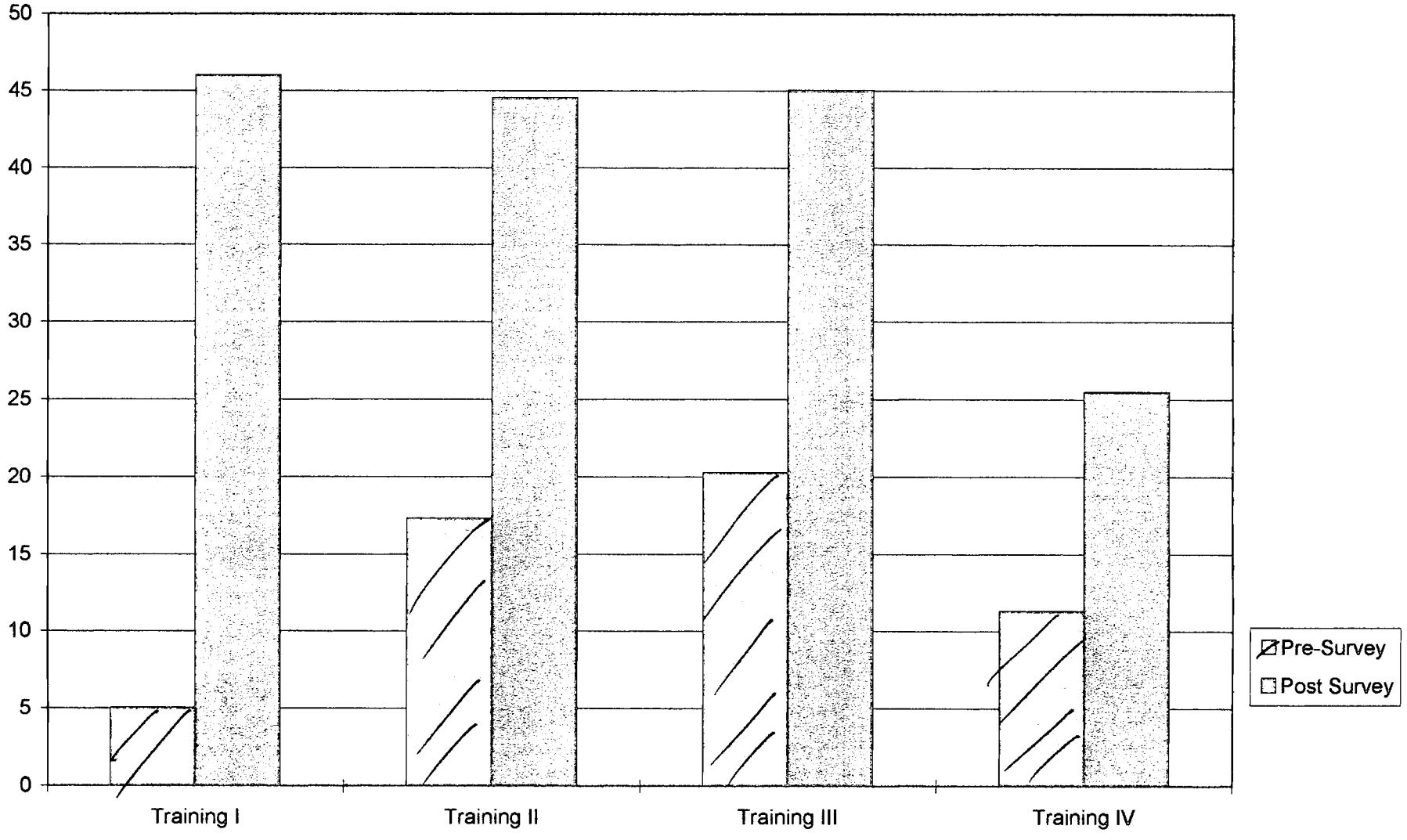
10 STUDENTS
15% Overall Increase

LOW BEGINNER LEVEL ESL



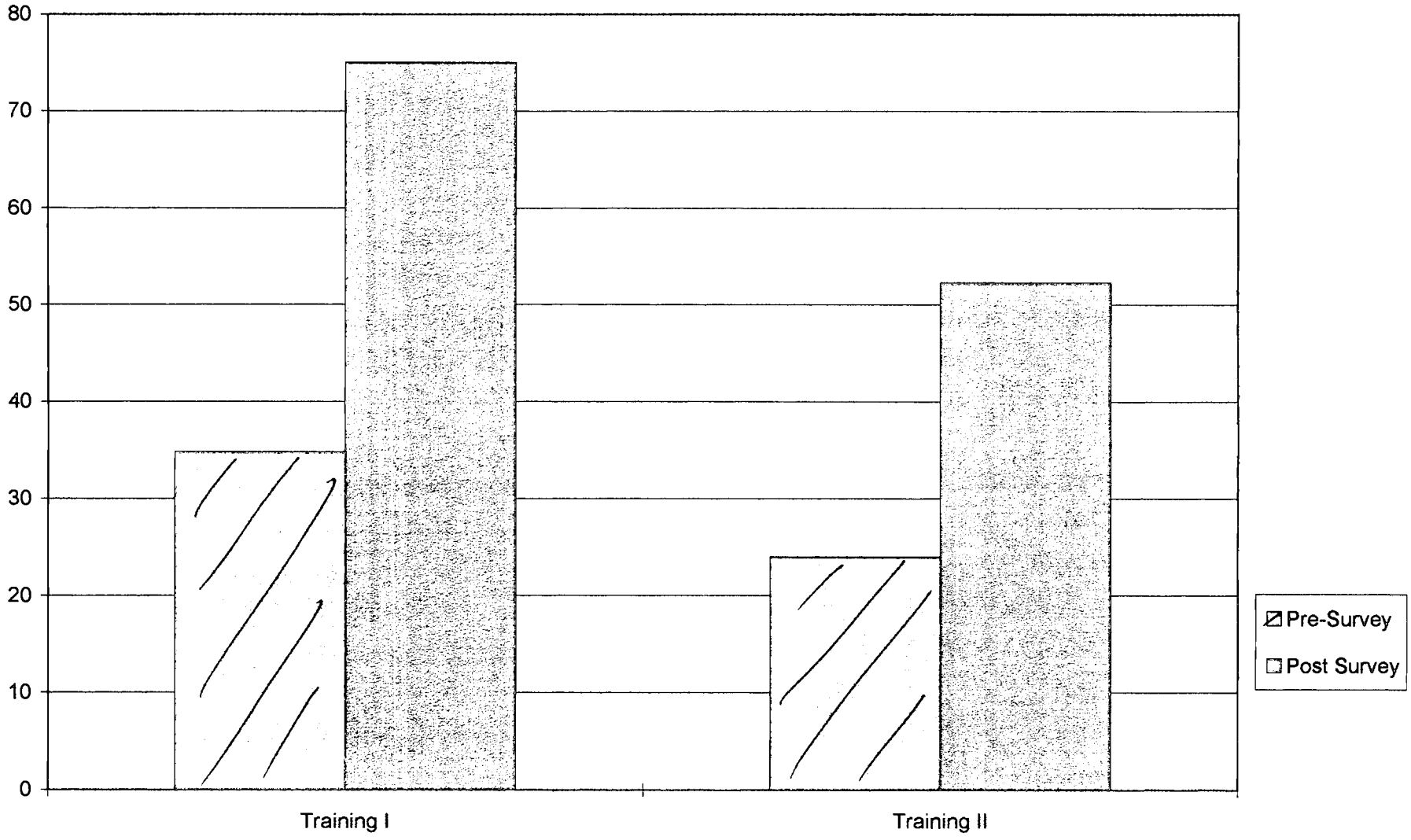
Overall Increase 99%
30 Students
Scores Based on 1-5 Scale

BEGINNER LEVEL ESL
Fiscal Year 1996-97



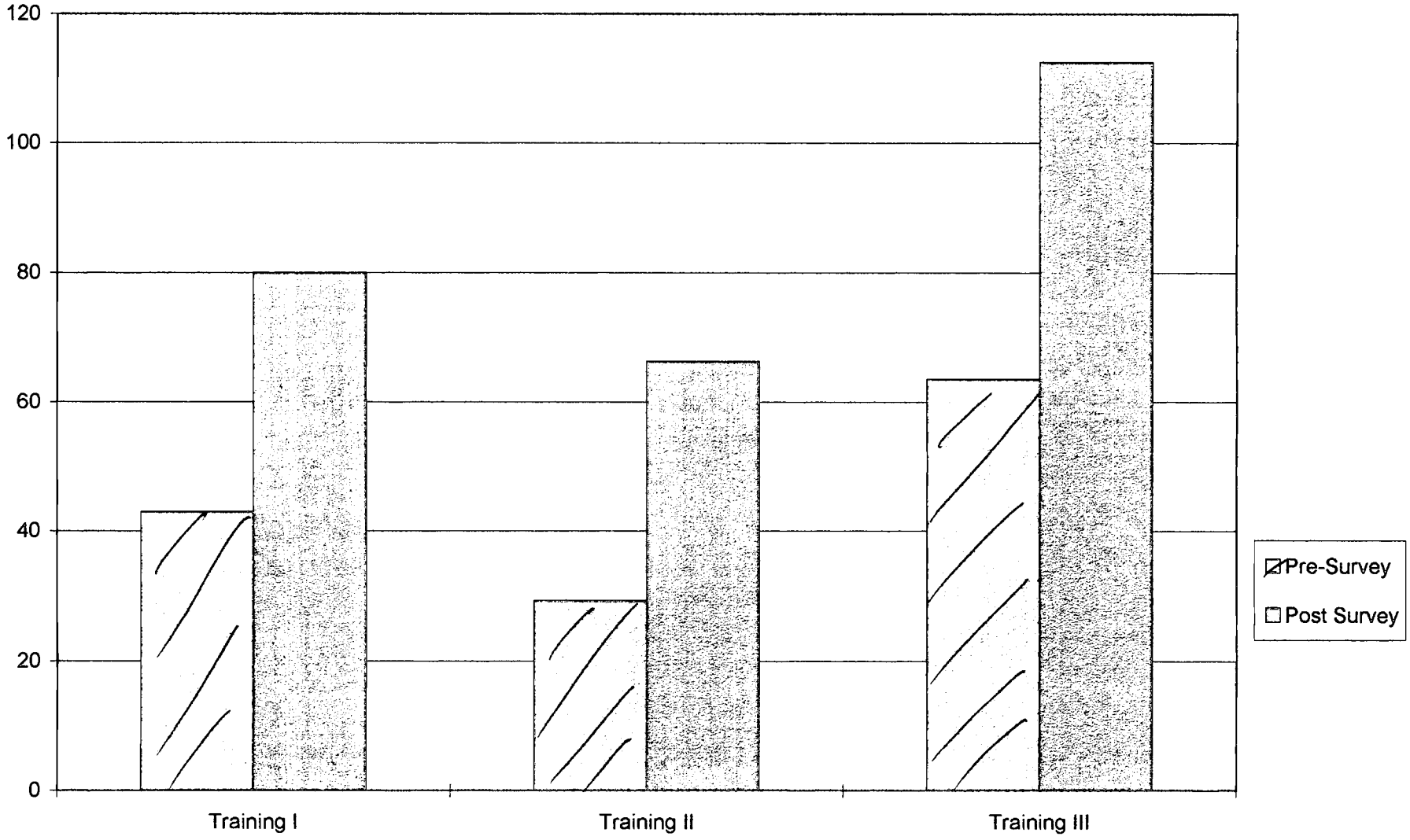
Overall Increase 200%
46 Students
Scores Based on 1-5 Scale

MULTI-LEVEL ESL
Fiscal Year 1996-97



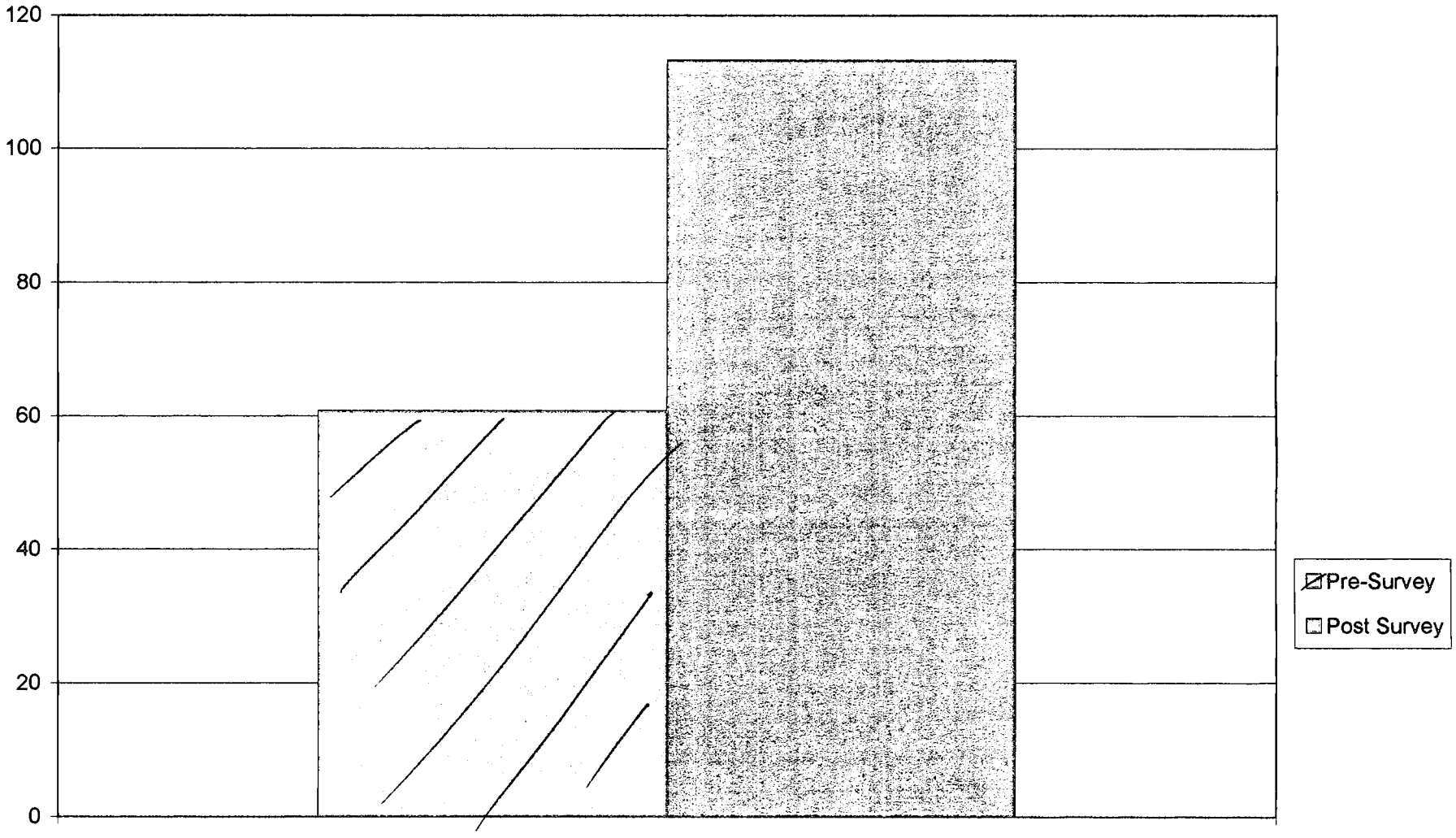
Overall Increase 117%
34 Students
Scores Based on 1-5 Scale

INTERMEDIATE LEVEL ESL
Fiscal Year 1996-97



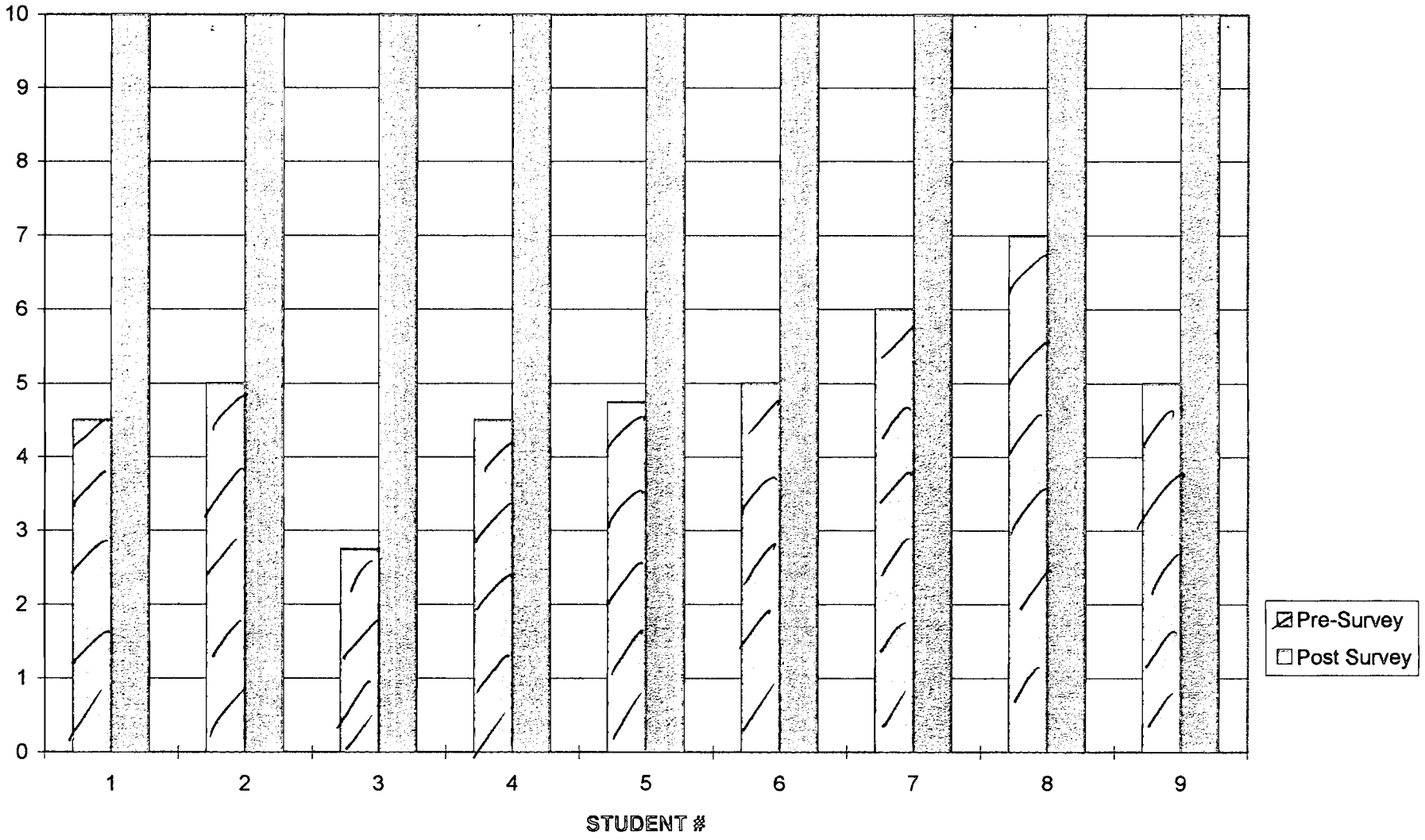
Overall Increase 91%
54 Students
Scores Based on 1-5 Scale

ADVANCED LEVEL ESL
Fiscal Year 1996-97



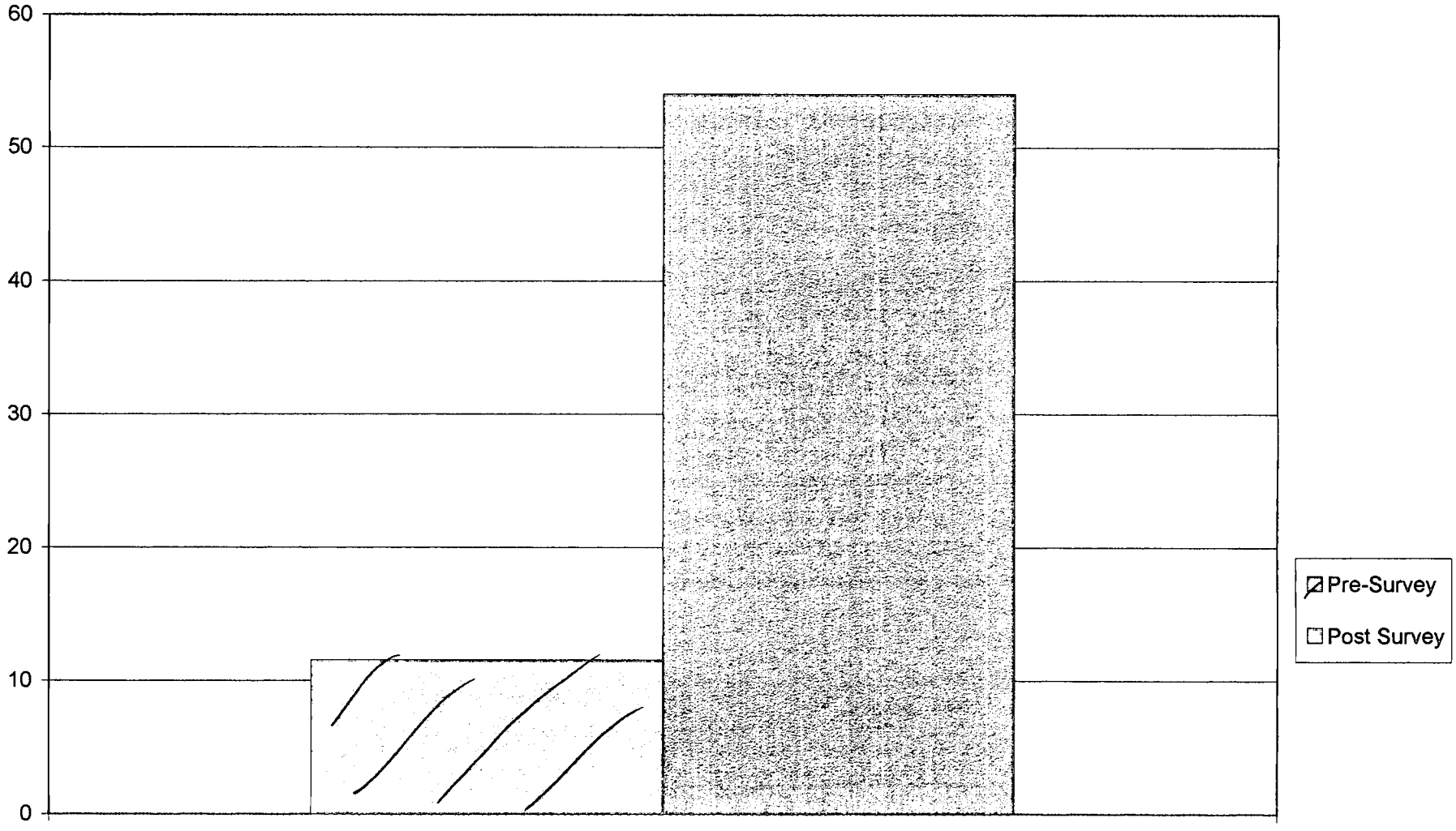
Overall Increase 86%
15 Students
Scores Based on 1-10 Scale

WORKPLACE ESL WRITING
Fiscal Year 1996-97



Overall Increase 102%
9 Students
Scores Based on 1-10 Scale

SPANISH/ENGLISH PARTNERSHIP STUDY
Fiscal Year 1996-97



Overall Increase 370%
6 Students
Scores Based on 1-10 Scale

APPENDIX H

PAC

Minutes

recording secretary Donna Denton

The third meeting of the Project Advisory Committee (PAC) for the Workplace Literacy Project was held on Tuesday, April 16, 1996, at 4:00 p.m. with 6 members present. The meeting was held in the board room on Northeast Texas Community College campus. Representatives from Lone Star Steel Corporation and Northeast Texas Community College were in attendance. Attendees received an agenda, a questionnaire, and Skills Development Fund information upon arrival.

Sue Barker opened the meeting with a welcome to the participants. The informal meeting was held in a round table discussion.

Project objectives were discussed. The Workplace Symposium was discussed. Claudia Henderson suggested that Lone Star Steel and Pilgrim's Industries be requested to provide refreshments for the symposium. Sue replied that ample funds were already available for thesymposium costs.

The Literacy Link Nomination was discussed. The director's office is in the process of nominating our Texas Rural Project for this award using the link with the Family Literacy Program which is in progress at this time. There will be a state and national level award.

The Workplace Mid-Point Conference is coming up at the end of April. Sue Barker, Kathryn Burns, Claudia Henderson, Jeanni Pruitt and Dr. Judy Traylor will attend. Kathryn and Claudia will make a presentation on May 1 and a notebook is being put together for a display which will include a video produced by Barry Wood of Pilgrim's Pride Industries and a video produced by former Workplace employee, Kim Wommack.

During the question and answer session the Success 2000 class was discussed. The response was poor. Claudia suggested that closer coordination and advertising distribution with department supervisors would help to make future classes more successful. It was also suggested that the union representative, Herschel Burks, would be

helpful in this endeavor. A proposed presentation at the union hall was discussed. Claudia encouraged the suggestion, she also encouraged a presentation to the executive committee (officers) of the union.

Jeanni Pruitt reported that the multi-level ESL classes for Pilgrim's were proving to be too intimidating for the students since the levels of English understanding were too varied. She is conducting on-site classes for the lower level students at the Strube Egg Farm in the evening beginning May 1.

Kathryn Burns reported that on-site GED classes for Lone Star Steel Company will begin May 6. Nina Johnson, GED instructor at the Lone Star Learning Center, has agreed to conduct those classes.

Sue Barker reminded everyone to mark their calendars for the GED Graduation to be held on the Northeast campus on Thursday, May 9, at 7:00 p.m. Also, the week of April 22-26 is National Volunteer Week. The Adult Ed. Department will host a Volunteer Tutor recognition at 3:00 p.m. on the campus.

A student at ETSU, Commerce, will interview Sue Barker, Monday, April 22, and will be visiting Workplace classes during the week.

The meeting adjourned at 5:00 p.m.

Recording Secretary: Donna Denton

Attachments: Agenda
ESL class report
Questionnaire
Skills Development Fund Information

AGENDA

PROJECT ADVISORY COMMITTEE
APRIL 16, 1996
CAMPUS BOARD ROOM
4:00 p.m.

I.	Workplace Symposium	Sue Barker
II.	Literacy Link Nomination	Sue Barker
III.	Workplace Mid-Point Conference	Kathryn Burns
IV.	Current Activities	Kathryn Burns Jana Bowers Jeanni Pruitt
V.	Question and Answer Session	Sue Barker

April 16,1996

PAC Meeting

Items for discussion:

- **Prepared foods classes continue, we are utilizing open enrollment. The classes at Prepared foods will continue throughout the summer months.**
- **West plant classes will continue throughout the month of May.**
- **Discuss Pilgrim's Pittsburg classes.**
- **Strube classes to begin May 6th at the egg farm.**
- **Binational conference in Mexico. We used the Pilgrim's ESL classes as the model... Pilrim's assisted us in preparing a video of classes at Prepared foods.**
- **Fall class statistics: Mt.Pleasant 9% increase....Pittsburg 23 % increase in oral and written skills**
- **Approx. 55 students in the Spring classes.**

Open for questions !!!!

Prepared by: Jeanne Pruitt

PAC

Minutes

recording secretary Donna Denton

The fourth meeting of the Project Advisory Committee (PAC) for the Workplace Literacy Project was held on Wednesday, August 7, 1996, at 4:00 p.m. with 11 members present.

Members attending included:

Pilgrim Pride Corporation:
Dr. Bob Stinson
Barry Wood
Mike Tyler

A&E Machine Shop:
Michelle Wesson

Lone Star Steel Company:
Claudia Henderson

NTCC:
Dr. Judy Traylor
Sue Barker
Kathryn Burns
Jana Bowers
Jeanni Pruitt
Donna Denton

The meeting was held in the Pride Room in the corporate offices of Pilgrim Pride Corporation in Pittsburg, Texas. Attendees received an agenda and a questionnaire upon arrival.

Dr. Bob Stinson opened the meeting with a welcome to the participants. The informal meeting was held in a round table discussion.

The second year performance report was reviewed by Kathryn Burns. All representatives have received a copy. Copies have been sent to the Department of Education in

Washington, D.C. We are waiting for notification of the continuance for the third year of the grant.

Dr. Traylor distributed two handouts: Targeted Occupations, 1995-96, and Notes of the Meeting of the Texas Workforce Commission. The staff of the Workplace Literacy Project was congratulated for an outstanding job. The third year will be spent truly evaluating the program. Previously announced long-range plans to obtain alternative sources of funding have resulted in the Skills Development Fund (SDF). Finalization is currently underway with Lone Star Steel Company to submit a proposal in the SDF project. The outlook is very hopeful on receiving funding.

The fall schedule of Workplace classes was presented by Jana Bowers and Jeanni Pruitt. Since class scheduling must be flexible, dates and times are set monthly for the following classes: Measurements with Micrometers, Report Writing, Applied Reading Skills, Basic Reading and Math, SPC/Quality Control (Lone Star Steel), Crane Safety, and Blueprint Reading (A&E Machine Shop). ESL classes at Pilgrim's have continued throughout the Summer and are going on into Fall for Monday through Thursday at Prepared Foods. ESL classes will restart in the Fall at the West Plant. Monday and Wednesday classes are continuing at the Strube Egg Farm. During 1995-96, the Downtown Learning Center in Mt. Pleasant has reported 40 ESL and 36 GED students who are Pilgrim employees.

Sue Barker reported on the Secretary's Award from the Department of Education. The Texas Rural Workplace Project was one of only two sites in the state nominated to receive this award. This nomination resulted in an on-site visit by a representative of TEA and the Department of Education. The announcement of the winner will be made in September. Sue also requested feedback from the partners, asking them to take time to fill out the questionnaire handed out at the beginning of the meeting. These are to be sent to her at NTCC.

Dr. Stinson asked if political warfare was responsible for discontinuing Workplace funds. An affirmative answer was given, with a restatement that the SDF project will help expand the efforts for further funding through the state and will take the place of the Workplace project when it ends. Dr. Stinson reported that the manager of Strube, Terry Wright, encourages participation in the ESL classes by attending every class. Presenting classes in an industry setting is difficult and must be flexible.

Mike Tyler was asked to report on his attendance of ESL Training Symposium at A&M University in Kingsville, Texas. His response was that it was an excellent program with very intensive training to make ESL teaching more effective. He now understands the theory behind methodologies. Side benefits to the training were value lessons in team-work and team-teaching lesson plans.

Pilgrim's has a 60% ratio of Hispanic employees. The prime emphasis at this time is ESL instruction at all locations. At the present time, Pilgrim's in east Texas is the only

location currently working on a cultural diversity plan. The next area of educational opportunity will be GED instruction. More Hispanic employees are expressing an interest in this course of study. Presently 4 or 5 are almost ready to test.

Dr. Traylor reported that there are a lot of opportunities in the SDF project which can be used with ESL training. Pilgrim's supervisory positions require English proficiency and more math skills.

The meeting adjourned at 5:00 p.m.

Recording Secretary: Donna Denton

Attachments: Agenda
Questionnaire
Targeted Occupations
Texas Workforce Commission Meeting Notes

Agenda

Project Advisory Committee Meeting

August 7, 1996
4:00 PM to 4:55 PM
Pride Room - Pilgrim's Pride Corporation

Agenda topics

4:00-4:10 PM	Second Year Results	Kathryn Burns
4:10-4:25 PM	Skills Development Funding	Dr. Judy Traylor
4:25-4:35 PM	Fall Schedule - Workplace Classes	Jana Bowers
		Jeanni Pruitt
4:35-4:45 PM	Questionnaire	Sue Barker

Special notes:

Agenda

Project Advisory Committee Meeting

August 7, 1996
4:00 PM to 4:55 PM
Pride Room - Pilgrim's Pride Corporation

Agenda Topics

4:00-4:10 PM Second Year Results — Kathryn Burns

Discussion:

Conclusions:

Action items:	Person responsible:	Deadline:

4:10-4:25 PM Skills Development Funding — Dr. Judy Traylor

Discussion:

Conclusions:

Action items:	Person responsible:	Deadline:

4:25-4:35 PM Fall Schedule - Workplace Classes — Jana Bowers and Jeanni Pruitt

Discussion:

Conclusions:

Action items:	Person responsible:	Deadline:

4:35-4:45 PM Questionnaire		Sue Barker
Discussion:		
Conclusions:		
Action items:	Person responsible:	Deadline:

QUESTIONS

1) *What other types of training would you like to see offered in this program?*

_____

_____

_____

2) *What types of training would you like to see repeated?*

_____

_____

_____

3) *Can you think of other ways to identify educational needs for the business partners?*

_____

_____

_____

4) *Are we meeting your educational needs or is there something different we need to be doing?*

_____

_____

_____

TARGETED OCCUPATIONS 1995-96

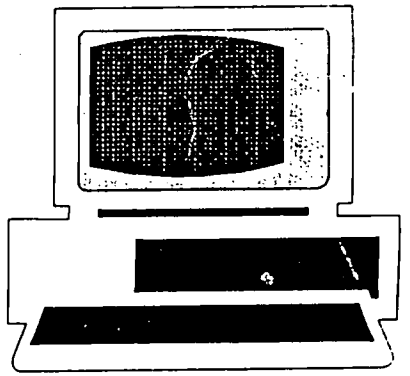
These occupations have been targeted by Northeast Texas employers as having potential for growth in the 9-county Northeast Texas Region. Each of the occupations requires two years or less of education or training beyond high school.

Occupational Title	Tx.* Avg. Hrly Wage 1992
Adjustment Clerks	$10.84
Aquaculturist	*No data*
Auto Mechanics	*$12.79*
Bookkeeping/Account Clerks	$ 7.54
Business Service Agent	$19.38
Computer Aided Manufacturing Technician	*No data*
Computer Maintenance Technician	*$ 8.30*
Cooks, Institutions	$ 7.98
Correctional Officers/Jailer	$10.33
Diesel/Bus/Truck/Mechanic	$11.18
Emergency Medical Technicians	$15.08
Gardener/Groundskeepers	$ 8.89
Hairstylist/Cosmetologist	$ 8.04
Health Profession, NEC	$ 7.27
Industrial Machine Mechanics(Electrical)	$12.78
Licensed Practical Nurse	$ 8.25
Maintenance Repairers, General(Industrial)	*$10.33*
Mechanics Helpers	$ 7.74
Nursing Aides/Orderlies	$ 7.45
Plumbers/Pipfitters	*$14.13*
Police Patrol Officer	*$13.93*
Registered Nurses	*$13.42*
Sales Supervisors	*$10.33*
Sales Workers, NEC	$10.07
Salesperson, Parts	$ 7.98
Secretaries, NEC	*$ 9.81*
Service Supervisors, NEC	*$ 9.32*
Sheet Metal Workers	$10.33
Shipping/Receiving Clerks	$ 8.41
Stock Clerks, Sales Floor	$ 6.19
Stock Clerks, Stock Room	$ 6.19
Supervisor, Construction Trades	*$12.39*
Supervisor/Managers, Clerical	*$11.36*
Supervisors, Mechanics	*$15.98*
Supervisors, Production	*$14.96*
Truck Drivers, Heavy	$12.45
Welders & Cutters	$ 9.80

***Note:** *Wages listed are based on statewide average hourly wages for each occupation. Italics indicate occupations on the State of Texas List of Priority Occupations and Emerging Occupations for 1995.*

Jobs with Bright Futures

Paralegals	Around	$20,900
Financial service sales rep.	Around	$28,000
Travel agents	Around	$12,000
Computer systems analysts		$17,000
Computer programmers		$19,000+
Human services worker		$12,000+
Actuaries		$22,000+
Operations research analysts		$30,000+
Electrical and electronics engineers		$30,000+
Sales service representatives		$24,000+



Emerging Occupations

The occupations listed below have been identified as emerging occupations by the *Texas Innovations Network (TINS)*. These occupations do not currently exist in numbers large enough to be captured in labor market surveys. They have potential for future job opportunities.

Agriculture in the international marketplace
Aquaculturist
Computer Aided Maintenance technician
Crop protection/production specialist
Information technology support specialist
Laboratory analyst/environmental
Laser/electro-optics technician
Manufacturing/automated systems technician
Network systems technician
Telecommunications technician

Quality Workforce Planning of Northeast Texas
2500 North Robison Road
Texarkana, Texas, 75599
903/838-4541

July 26, 1996
mc: Area Offices

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(2)

TEXAS WORKFORCE COMMISSION
MEETING ON HIGHER LEVEL APPEALS

Notes of Meeting of the Commission
Held pursuant to due notice, in Room 644, TWC Building
July 16, 1996

An open meeting of the Texas Workforce Commission was held on Tuesday, July 16, 1996, at 9:00 a.m. A quorum was present.

Present were Chairman Bill Hammond, Unemployment Insurance Chairman Jo Betsy Norton, and Commissioner David R. Perdue and Executive Director Ronald Kapche.

Meeting notes from Docket 27 were unanimously approved on motion of Commissioner Norton, and seconded by Commissioner Perdue.

Staff Reports

Mr. Kapche announced that they are beginning a series of meetings with Regional Directors and that following that, the revision and finalization of the local service delivery plan which will result in some focus groups, one specifically designed to look at the workforce center. He asked for suggestions from the Commission for business representation on the focus groups. Additionally, a staff person from each Commission office will serve on that committee. The committee will be chaired by Barbara Cigainero.

Mr. Richard Hall, Director of Business Services, gave a report concerning activities in the Skills Development Fund. Sixteen applications have been received for a total of $8.1 million. Approval of the second skills development grant is now approved, to provide training to Sierra Industries, an aviation manufacturer in Uvalde, Texas, working with Southwest Texas Junior College. The award for $89,914.00 will train 34 workers. Of the applications received, some have been as large as $2.4 million; 10 are under $200,000; five are over $1 million. Ten manufacturing companies in the north Texas area have applied as a consortium for a grant, one of several consortiums applying for grants.

The application of QVC for $2.5 million over three years is currently under review. This company has suffered high turnover in the past, due to the fact that the jobs in telemarketing and customer service are not ones people choose to stay in. This will be considered carefully, since the goal of the fund is to create stable long-term career jobs with some skills. On the other hand, San Antonio is in need of jobs, so both factors will need to be weighed in considering the application.

APPENDIX I

NORTHEAST TEXAS COMMUNITY COLLEGE
NATIONAL WORKPLACE PARTNERSHIP PROGRAM
PARTICIPANT EVALUATION

Course Title _____ Date _____

Instructor _____ Course Location _____

Circle the answer that reflects your opinion of the course.

5 = Strongly Agree	3 = Undecided	1 = Strongly Disagree
4 = Agree	2 = Disagree	NA = Not Applicable

1. The presentation was clear and organized	5	4	3	2	1	NA
2. The presenter was knowledgeable.	5	4	3	2	1	NA
3. The content was relevant.	5	4	3	2	1	NA
4. The level of complexity of the material was appropriate.	5	4	3	2	1	NA
5. I had sufficient opportunity to participate	5	4	3	2	1	NA
6. The presenter was responsive to my questions.	5	4	3	2	1	NA
7. Enough time was given to the subject.	5	4	3	2	1	NA
8. My objective for taking this course was met.	5	4	3	2	1	NA
9. The facilities were satisfactory	5	4	3	2	1	NA
10. The equipment was satisfactory.	5	4	3	2	1	NA
11. I would recommend this class to a co-worker.	5	4	3	2	1	NA
12. My overall evaluation of this course was satisfactory.	5	4	3	2	1	NA

13. What part of the course did you like most? _____

_____

14. What part of the course did you like least? _____

_____

15. What changes would you suggest to improve the course? _____

_____

16. Please list any other courses you would be interested in taking in the future. _____

_____

_____

5/97-dd

APPENDIX J

SUMMARY - PARTICIPANT EVALUATIONS
Applied Workplace Technology V

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	18	15	4			
2. The presenter was knowledgeable.	26	9	2			
3. The content was relevant.	19	12	4	1		
4. The level of complexity of the material was appropriate	16	16	2	2		
5. I had sufficient opportunity to participate.	25	10	1			
6. The presenter was responsive to my questions.	25	9	2			
7. Enough time was given to the subject.	12	9	14	3	1	
8. My objective for taking this course was met.	16	15	6			
9. I would like a follow-up on the topic.	28	7	1	1		
10. The facilities were satisfactory.	26	10	1			
11. The equipment was satisfactory.	26	9	1			
12. I would recommend this class to a co-worker.	22	12	1			
13. My overall evaluation of this course was satisfactory.	20	14	2			

14. What part of the course did you like most?
Working with Windows. *Windows.* *Lab work.*
All. *All of it.* *The regaining of knowledge lost.* *Hands on the computer.* *Microsoft.*
Learning things I did not know. *Learning to use the computer better.* *Missing work.*
Hands on application of material presented. *Experimenting with .* *I like to use the computer.*

15. What part of the course did you like least?
None. *DOS.* *Would like to have more time than 1 hour.*
More in depth training; more time. *Not enough time per day.* *Little more time; few more classes.*
More time was needed (not enough class days and not long enough sessions). *Not knowing.*
Classes were too short in a day to get it all soaked in. *DOS commands.* *N/A.*
Brevity--hour per week. *Not enough time.* *Initial class.*

16. What changes would you suggest to improve the course?
More time (x12). *Two hours instead of one hour.*
All. *Have more often (twice a week).* *Follow-up.* *Keys.* *Longer sessions.*
More programs. *Longer classes, like two hours.* *Longer classes.* *More time allotted.*
Have pre-printed detailed information on <u>all</u> basic computer language.

17. Please list any other courses that you would be interested in taking.
Advanced classes. *Window.*
Computer classes once again. *Anything that deals with computers.* *More computer text.*
Computer II. *More advanced.* *Windows 95.* *More computer courses.*
Quires in the AS400 at Lone Star Steel. *All.* *Any offered.*

SUMMARY - PARTICIPANT EVALUATIONS
Applied Workplace Technology VI

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	8	11				
2. The presenter was knowledgeable.	8	9	2			
3. The content was relevant.	8	7	4			
4. The level of complexity of the material was appropriate	8	10	1			
5. I had sufficient opportunity to participate.	11	7	1			
6. The presenter was responsive to my questions.	13	6				
7. Enough time was given to the subject.	5	8	3	1	1	1
8. My objective for taking this course was met.	7	6	4	1	1	
9. The facilities were satisfactory.	8	10			1	
10. The equipment was satisfactory.	8	10	1			
11. I would recommend this class to a co-worker.	9	8	2			
12. My overall evaluation of this course was satisfactory.	8	8	1	2		

13. What part of the course did you like most? Learning computer terms that are needed when working with computers.
Windows. All. The part when I get to type my home row keys & the speed of my typing.
Working on the computer. Working with Windows. Learning how to operate a computer.
The hands-on experience. Using different menus.

14. What part of the course did you like least? Not enough time. Typing.
None because it was all interesting to me. No part. DOS. The Test.

15. What changes would you suggest to improve the course? Take more time to go over more things at a little slower pace.
Windows 95 in all computers. More hours & days to really comprehend. More time.
None. Longer course. Longer & give more into.

16. Please list any other courses that you would be interested in taking. Micrometer. More computer courses.
All of them. The typing part. Internet. Advanced classes. Any.
All courses.

SUMMARY - PARTICIPANT EVALUATIONS
Applied Workplace Technology VII

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	2					
2. The presenter was knowledgeable.	2					
3. The content was relevant.	2					
4. The level of complexity of the material was appropriate	2					
5. I had sufficient opportunity to participate.	2					
6. The presenter was responsive to my questions.	2					
7. Enough time was given to the subject.	1			1		
8. My objective for taking this course was met.	1			1		
9. The facilities were satisfactory.	2					
10. The equipment was satisfactory	2					
11. I would recommend this class to a co-worker.	2					
12. My overall evaluation of this course was satisfactory.	2					

13. What part of the course did you like most?

The instructor was very nice and knowledgeable. Everybody was very friendly and willing to help in any way they could. Windows.

14. What part of the course did you like least?

Wish that the course was longer. *Time between classes.*

15. What changes would you suggest to improve the course?

More time. *Make the course longer.*

16. Please list any other courses that you would be interested in taking.

Blueprinting. *More on Windows 95.*

SUMMARY - PARTICIPANT EVALUATIONS
Micrometer Class V

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	3	8				
2. The presenter was knowledgeable.	6	5				
3. The content was relevant.	3	8				
4. The level of complexity of the material was appropriate	3	8				
5. I had sufficient opportunity to participate.	6	5				
6. The presenter was responsive to my questions.	6	5				
7. Enough time was given to the subject.	6	4	1			
8. My objective for taking this course was met.	4	7				
9. I would like a follow-up on the topic.	2	6	3			
10. The facilities were satisfactory.	5	6				
11. The equipment was satisfactory.	5	6				
12. I would recommend this class to a co-worker.	8	3				
13. My overall evaluation of this course was satisfactory.	6	5				

14. What part of the course did you like most?
Use & care of micrometers. GR&R.
I was impressed with the entire course. All of it! Gum. Taking readings with micrometers and the standards.
Computer toys, "Remote". When we used the remote control. It all seemed pretty good.
The reading of micrometer scale worksheets.

15. What part of the course did you like least?
No field trips! GR&R. The lectures!
When you were reading off the projector screen. N/A.

16. What changes would you suggest to improve the course?
Improve worksheet hand-outs. I wouldn't change a thing.
More time (days). None. I would not change the questions, but the order of questions from Assessment #1 to #2.
More time of measurement technique. Need Bubblelicious gum. More classes that help in the near future.
When tested with blocks, etc., make sure they are flat enough to be consistent.

17. Please list any other courses that you would be interested in taking.
Any other type of inspection cuorse.
Any computer course. Like to see a list available. Any courses I can take. N/A.

SUMMARY - PARTICIPANT EVALUATIONS
Micrometer Class VI

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	6	4				
2. The presenter was knowledgeable.	7	3				
3. The content was relevant.	8	2				
4. The level of complexity of the material was appropriate	4	6				
5. I had sufficient opportunity to participate.	9	1				
6. The presenter was responsive to my questions.	9	1				
7. Enough time was given to the subject.	8	1		1		
8. My objective for taking this course was met.	6	4				
9. I would like a follow-up on the topic.	3	5	2			2
10. The facilities were satisfactory.	8	2				
11. The equipment was satisfactory.	6	3		1*		
12. I would recommend this class to a co-worker.	8	2				
13. My overall evaluation of this course was satisfactory.	9	1				

14. What part of the course did you like most? Hypergraphics. GR&R study. All of it. The entire course. Course exceptionally good; answer, everything. Learning Mic parts. (Dr. Pepper; cookies) Learning about mics and techniques.

15. What part of the course did you like least? K. Terrell's presentation of GR&R material. He should be more prepared or get someone else. There wasn't a part that I did not like. All O.K. N/A. Liked all parts. The break down of micrometer & teaching materials.

16. What changes would you suggest to improve the course? None. Better working micrometers. N/A. Anywhere there is a need of change. Teach degree of changes in temperature & ovality in pipe.

17. Please list any other courses that you would be interested in taking. Statistics. CPR. SPC class. Flying. Any.

* Our 5"-6" micrometer was stiff and needed oil. I feel this affected our group GR&R numbers.

SUMMARY - PARTICIPANT EVALUATIONS
Micrometer Class VII

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	10	1				
2. The presenter was knowledgeable.	11					
3. The content was relevant.	8	2		1		
4. The level of complexity of the material was appropriate	7	3	1			
5. I had sufficient opportunity to participate.	10	1				
6. The presenter was responsive to my questions.	11					
7. Enough time was given to the subject.	11					
8. My objective for taking this course was met.	11					
9. I would like a follow-up on the topic.	8	2	1			
10. The facilities were satisfactory.	9	2				
11. The equipment was satisfactory.	9	2				
12. I would recommend this class to a co-worker.	9	1	1			
13. My overall evaluation of this course was satisfactory.	10	1				

14. What part of the course did you like most? The mechanics and hands-on. Using the micrometers. Hands-on R & R. Hands-on training with micrometers. When we did the gauge reading. Using the gauges. Micrometer scale. All of it. GR&R.

15. What part of the course did you like least? N/A. Reading. GR&R. None. The test. Sitting.

16. What changes would you suggest to improve the course? Add a film to beginning of class. None. N/A. Mixing the bore gauging class with the measurement with micrometers. Shorter. More time to ask questions. I wouldn't change a thing. include the use of bore gauges.

17. Please list any other courses that you would be interested in taking. I.D. Specs.; Itaz waste, E. Current. I.D. Gauge. Bore gauging; SPC. I.D. Mic. and Bore gauges.

SUMMARY - PARTICIPANT EVALUATIONS
Micrometer Class VIII

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	4	6				
2. The presenter was knowledgeable.	4	6				
3. The content was relevant.	7	3				
4. The level of complexity of the material was appropriate	4	7				
5. I had sufficient opportunity to participate.	3	7				
6. The presenter was responsive to my questions.	5	5				
7. Enough time was given to the subject.	5	5				
8. My objective for taking this course was met.	5	5				
9. I would like a follow-up on the topic.	3	5	2			
10. The facilities were satisfactory.	4	5	1			
11. The equipment was satisfactory.	4	6				
12. I would recommend this class to a co-worker.	5	5				
13. My overall evaluation of this course was satisfactory.	4	6				

14. What part of the course did you like most? *I liked the whole course.* *GR&R.* *Testing with micrometers.* *All of the info.* *All.* *Taking measurements.* *The test.* *All of it.* *I was able to check myself with micrometer without any pressure.*

15. What part of the course did you like least? *None.* *N/A.* *Computer not working.*

16. What changes would you suggest to improve the course? *None.* *More participation.* *Cowboy stew!!*

17. Please list any other courses that you would be interested in taking. *Some kind of course on tape measures.* *Open.* *What is offered?* *None.* *All.* *Intro to Windows.* *Any that will help advance my knowledge to/for the plant.*

dd

SUMMARY - PARTICIPANT EVALUATIONS
Micrometer Class IX

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	8	4				
2. The presenter was knowledgeable.	10	2				
3. The content was relevant.	9	3				
4. The level of complexity of the material was appropriate	7	4				
5. I had sufficient opportunity to participate.	10	1				
6. The presenter was responsive to my questions.	12					
7. Enough time was given to the subject.	6	5	1			
8. My objective for taking this course was met.	8	3	1			
9. I would like a follow-up on the topic.	7		2	1	1	
10. The facilities were satisfactory.	8	3	1			
11. The equipment was satisfactory.	9	2	1			
12. I would recommend this class to a co-worker.	10	2				
13. My overall evaluation of this course was satisfactory.	11	1				

14. What part of the course did you like most?
R & R. *Hands on using micrometers.* *Faking readings.*
All of the class. *All.* *Reading the micrometers* *Measuring with micrometers.*
Working with others to learn the micrometers. *Hands on with mics.*

15. What part of the course did you like least?
Reading pictures of gauges; confusing. *The lectures.*
G R & R *I enjoyed it all.* *Pre-test.* *None.*

16. What changes would you suggest to improve the course?
Read actual gauges, not pictures.
More accurate pictures for readings of micrometers. *Follow-up.*
More exercises. *Shorter lectures.* *More hands-on.* *None.*
Forget G R & R because it is not understood by most.

17. Please list any other courses that you would be interested in taking.
What do you have?
Any. *All courses.* *SPC and any others made available.*

id

SUMMARY - PARTICIPANT EVALUATIONS
Applied Math Skills

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	8	1				
2. The presenter was knowledgeable.	9					
3. The content was relevant.	8	1				
4. The level of complexity of the material was appropriate	9					
5. I had sufficient opportunity to participate.	8	1				
6. The presenter was responsive to my questions.	8	1				
7. Enough time was given to the subject.	6	3				
8. My objective for taking this course was met.	8	1				
9. I would like a follow-up on the topic.	4	2	1			1
10. The facilities were satisfactory.	8	1				
11. The equipment was satisfactory.	8	1				
12. I would recommend this class to a co-worker.	9					
13. My overall evaluation of this course was satisfactory.	8	1				

14. What part of the course did you like most? All. Teacher. Everything. I liked it all.
Refreshing the things I had forgotten. Addition. Multiplication & Division.

15. What part of the course did you like least? None. N/A. Nothing.

16. What changes would you suggest to improve the course? None. N/A. Time.
Make it start in the morning at 7:00 when we are less busy. Longer time.

17. Please list any other courses that you would be interested in taking. Computer. Algebra.
Any. Any offered. Blueprint reading & mechanics.

OVERALL PARTICIPANT EVALUATION SUMMARY
Crane Safety

	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	25	1			
2. The presenter was knowledgeable.	25	1			
3. The content was relevant.	24	2			
4. The level of complexity of the material was appropriate	25	1			
5. I had sufficient opportunity to participate.	25	1			
6. The presenter was responsive to my questions	26				
7. Enough time was given to the subject.	25			1	
8. My objective for taking this course was met.	25			1	
9. I would like a follow-up on the topic.	18	2		2	3
10. The facilities were satisfactory.	25	1			
11. The equipment was satisfactory.	20	6			
12. I would recommend this class to a co-worker.	25	1			
13. My overall evaluation of this course was satisfactory.	26				

14. What part of the course did you like most? *Hands on training; instructor really works with you on understanding.*
I did learn the hand signals; gave me new knowledge of a crane. *The hand signals.* *The factory films.*
Visual inspections *Time from work.* *All.* *Hands on training.* *Hands on.*
Review of signals. *Working with crane.* *Clear and concise presentation.* *On-site.*
Good organization. *Seeing the crane.* *Seeing crane operate.* *Learning the safety on crane course.*

15. What part of the course did you like least? *It wasn't long enough.* *N/A* *None.* *Not sure.*
Wasn't long enough. *Movie.* *Tests.* *Leaving.* *Sitting in class too much.*
The test. *All was good.* *Being teacher's pet and respect of class.*

16. What changes would you suggest to improve the course? *None.* *More hours.* *Not any.*
A longer hand signaling class. *Let everyone have a chance to operate crane* *Make it longer.* *N/A.*
Have individuals present their inspection information instead of unorganized group discussion. *More time.*
No test. *More on the why and safety factors of these signals.* *Having more time with program*

17. Please list any other courses that you would be interested in taking. *Forklift; rigging; calculating fractions.*
Rigging; operating of crane *Open to any and all.* *Forklift safety.* *Any.*
Welding Technology; Blueprint reading. *Forklift safety.*
Blueprint Reading; computer; Forklift training; Rigging training.

SUMMARY - PARTICIPANT EVALUATIONS
Process Accuracy for Quality Products

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	5	6	1			
2. The presenter was knowledgeable.	6	6				
3. The content was relevant.	6	5	1			
4. The level of complexity of the material was appropriate	5	7				
5. I had sufficient opportunity to participate.	7	5				
6. The presenter was responsive to my questions.	8	4				
7. Enough time was given to the subject.	4	6	1	1		
8. My objective for taking this course was met.	5	5	2			
9. I would like a follow-up on the topic.	6	4	1		1	
10. The facilities were satisfactory.	8	3	1			
11. The equipment was satisfactory.	7	4	1			
12. I would recommend this class to a co-worker.	9	3				
13. My overall evaluation of this course was satisfactory.	7	4	1			

14. What part of the course did you like most? *Introduction to SPC.* *Working sample problems.*
David Terrell's instruction. *Control Charts.* *Figuring Cpk & CP; fractions into decimals into a foot.*
All *Why it is important to chart SPC.* *Three known elements of TQC/M.*
Saw information on the forms and length.

15. What part of the course did you like least? *The complicated part-on upper & lower control limit evaluation.*
Need better explanation of decimals of a foot at start of class. *The spread.* *N/A.*
Classroom organization. *Class too short on some topics.* *Short rim-SPC.*
Saws in one class 7 other in another class.

16. What changes would you suggest to improve the course? *Separate operators to their specification.*
Fewer examples, i.e. time wasted on multiple examples, such as drunk driver, archer, airplane runway; two will do.
More time. *Longest class on less days.* *More time on charting; CP & Cpk's.* *None.*
Strongly suggest separating different operators such as str. saws, etc.
Let someone go to each position for knowledge wise.

17. Please list any other courses that you would be interested in taking. *Anything relevant to making a better product.*
More SPC training. *First Aid; Safety.* *All.*

SUMMARY - PARTICIPANT EVALUATIONS
Process Accuracy for Quality Products II

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	4	3	2	1		
2. The presenter was knowledgeable.	6	3	1			
3. The content was relevant.	5	2	2	1		
4. The level of complexity of the material was appropriate	5	3		2		
5. I had sufficient opportunity to participate.	7	2	1			
6. The presenter was responsive to my questions.	7	3				
7. Enough time was given to the subject.	6	2	1		1	
8. My objective for taking this course was met.	4	5		1		
9. I would like a follow-up on the topic.	2	4	2	1		1
10. The facilities were satisfactory.	4	6				
11. The equipment was satisfactory.	3	6				1
12. I would recommend this class to a co-worker.	6	3	1			
13. My overall evaluation of this course was satisfactory.	4	6				

14. What part of the course did you like most? *Fractions.* *Cookies & coke.* *Charting.* *Actual chart instruction.* *Math.*

15. What part of the course did you like least? *Bell Curve.* *N/A* *Signas, Bell Curves, etc.*

16. What changes would you suggest to improve the course? *Make a video course of it.* *More time.* *A little more time.* *More practical application.* *Shorten Bell caves fundamentals.*

17. Please list any other courses that you would be interested in taking. *Computer class.* *CPR.* *Other Quality Control.*

SUMMARY - PARTICIPANT EVALUATIONS
Process Accuracy for Quality Products III

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	2	4				
2. The presenter was knowledgeable.	5	1				
3. The content was relevant.	4	2				
4. The level of complexity of the material was appropriate	3	3				
5. I had sufficient opportunity to participate.	5	1				
6. The presenter was responsive to my questions.	4	1				
7. Enough time was given to the subject.	3	1		2		
8. My objective for taking this course was met.	3	3				
9. I would like a follow-up on the topic.	3	2	1			
10. The facilities were satisfactory.	5	1				
11. The equipment was satisfactory.	3	2				
12. I would recommend this class to a co-worker.	5	1				
13. My overall evaluation of this course was satisfactory.	4	2				

14. What part of the course did you like most? Learning more about the SPC charts. Charts.
Parts unknown. Being further informed and knowledgeable. All.

15. What part of the course did you like least? The time; there was not enough time. N/A.
Formulas for figuring Cp Cpk. None.

16. What changes would you suggest to improve the course? Compare SPC to what customer specs. are.
More time. N/A. None.

17. Please list any other courses that you would be interested in taking. More about L.S.S. computer system.
Computer. Quality overall performance of our product.

SUMMARY - PARTICIPANT EVALUATIONS
Process Accuracy for Quality Products IV

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.	2	4	1			
2. The presenter was knowledgeable.	5	2				
3. The content was relevant.	2	4	1			
4. The level of complexity of the material was appropriate	4	1	1			
5. I had sufficient opportunity to participate.	5	1				
6. The presenter was responsive to my questions.	4	3				
7. Enough time was given to the subject.	5	1	1			
8. My objective for taking this course was met.	4	3				
9. I would like a follow-up on the topic.	4	2	1			
10. The facilities were satisfactory.	4	3				
11. The equipment was satisfactory.	1	5	1			
12. I would recommend this class to a co-worker.	4	2				
13. My overall evaluation of this course was satisfactory.	1	5				

14. What part of the course did you like most? Learning more than I already knew. All. Film.

15. What part of the course did you like least? None. N/A. Cpk.

16. What changes would you suggest to improve the course? None. More time given to Cp and Cpk. More time to study.

17. Please list any other courses that you would be interested in taking. None. Open. Computer. Any course to make me knowledgeable about mill processes.

SUMMARY - PARTICIPANT EVALUATIONS
Process Accuracy for Quality Products V

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
1. The presentation was clear and organized.		6			1	
2. The presenter was knowledgeable.	3	3		1		
3. The content was relevant.		4	2	1		
4. The level of complexity of the material was appropriate	1	4	2			
5. I had sufficient opportunity to participate.	3	3	1			
6. The presenter was responsive to my questions.	2	5				
7. Enough time was given to the subject.	1	3	1	1	1	
8. My objective for taking this course was met.		6		1		
9. I would like a follow-up on the topic.		6			1	
10. The facilities were satisfactory.	1	6				
11. The equipment was satisfactory.	1	5	1			
12. I would recommend this class to a co-worker.	1	4	1			
13. My overall evaluation of this course was satisfactory.	1	5	1			

14. What part of the course did you like most? *All* *The breaks.* *Doing SPC charts.*
The instructors were good. *Learning to chart.*
At the end when Rodney and the metal specialist discussed the operator's concern.

15. What part of the course did you like least? *All.* *The length of time it took.*
The long ten hours. *Too long; ten hours on payday.* *None.*

16. What changes would you suggest to improve the course? *All.* *Shorten it.*
Do not have this class on payday. *I would suggest this be made a two-day course.*

17. Please list any other courses that you would be interested in taking. *Electronics.*

dd

APPENDIX K

LONE STAR STEEL COMPANY

April 16, 1997

Dear Jana,

A few weeks ago, one of our new drawbench operators, Mr. Jim Thurman, attended the week long "GR&R", "Measurements with Micrometer", and the SPC classes which were conducted through Northeast Texas Community College.

Within a couple of weeks of the class, we had a tour and audit from one of our automotive customers, American Axle and Manufacturing. The automotive representative spent several minutes with Mr. Thurman at his worksite discussing the various details surrounding his job as a drawbench operator.

Typical questions were as follows:

1. How do you verify sizes?
2. How do you know your micrometer is reading correctly?
3. How often do you check samples?
4. How often are the micrometers certified?

Mr. Thurman did an excellent job answering all the questions directly related to knowledge he gained in the above mentioned classes. Jim explained how he used the micrometers and verified sizes, how he checked verification prior to usage, how operators perform the same function and repeatability when dealing with only .005" tolerance, and how and why we were tracking critical characteristics through SPC. He even mentioned that through our classes that all employees are attending, how this would help us to continually improve our products sent to our customers. Jim's explanations to the customer and understanding of his operation is testimony to the benefits of our training. Thank You.

Sincerely yours,

Tommy Stewart
Superintendent, Manufacturing

TOMMY STEWART
SUPERINTENDENT, MANUFACTURING
SPECIALTY TUBING DEPARTMENT

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APPENDIX L

Pilgrim's Pride ESL Program
Evaluation of Effects on Job Advancement and Job Performance

Participant Reactions: Reactions of participants to the ESL Workplace Literacy training programs have been favorable. Classes have been offered for the past year in the following locations:

- Prepared Foods Division -- Mt. Pleasant
(Four days per week)
- West Plant -- Mt. Pleasant
(Two days per week)
- Pilgrim's Pittsburg/ Pride Room
(Two days per week)

Significant increases in the student's ability to read, write and speak in English have been noted through pre and post testing of participants. This will be discussed further in the Participant Learning section of this report. Significant changes in the participants' attitudes toward training have also been noted by word of mouth, increase in attendance; and enrollment. A certain amount of turn over is expected when the student realizes he or she will have to work and study in order to succeed and show marked improvement. Several attitude surveys were administered and it was found the students enjoyed participatory and whole language learning as opposed to vocabulary and worksheets. Changes to the curricula include more flash cards, whole language exercises, group activities and free writing in journals about personal experiences. Writing was initially very intimidating to the students, but once they realized they would not be graded on style or grammar they started to enjoy writing more. This, however, did pose a problem for the multi-level classroom in that many of the students in the Pittsburg/ Pride Room classes were illiterate in their own language, while some were functioning at a pre GED level. This group was probably our most challenging class of all. Student retention among this group was a problem.

This was addressed by breaking up the formal class, with the instructor working with this population individually at the Adult Learning Center in Mt.Pleasant.

Participant Learning: Evaluation of student learning is an essential component to test student mastery of the information taught and attitudes of workplace classes. * Charts and graphs included in this report. Pre and post test was administered to all participants testing their retention and knowledge of the material presented. These tests included written exercises, oral language evaluation and incorporated listening skills activities. Activities in the classroom throughout the year included the following methods:

Fill -- in -- the -- Blanks
Memorization
Use of words in Sentences
Composition
Reading Aloud
Question and Answer exercise
Conversation Practice
Small Group Practice
Map Exercises
Journal Writing
Reflection on Experience
Using Commands to Direct Behavior
Language Games
Picture Strip Story

As a language teacher, you must make decisions all the time. Some of the decisions are minor ones - should homework be given that day, for instance. Other decisions have more profound implications. What should be the goal of language instruction in the workplace setting? Which language teaching method will be the most effective in reaching it? What is the best means of evaluation to see if it has been reached? There is no single best answer to questions like these. Some things we might want to discuss as a group in evaluating these classes are:

• What are the goals of the organization as it relates to second language learning at the workplace?
•How is language viewed? How is culture viewed?
•How is evaluation accomplished and viewed within the organization?
•What does the organization consider in evaluating the success of the classes?

The answer to these questions will help us, as a group, to evaluate the success of these programs /classes more effectively.

Participant Learning: The second level of evaluation consists of testing student mastery of the information taught and attitudes towards workplace classes. This was done through pre and post testing of the students. ■ Review of charts and graphs provided in year end report.

Participant Performance: The third level of evaluation correlates with the mastery of information with actual performance on the job. This was achieved through interviews with supervisors, job task analysis and production data or feedback.

Five (5) supervisors were interviewed and the following were comments from those interviews:

☑ Supervisors are now soliciting students on their lines to attend and participate in the classes, due to increased performance on the line, directly related to their "partners" ability to communicate more effectively on the job.

☑ Supervisors have been more willing to cooperate by utilizing flexible staffing strategies to accommodate attendance requirements of students.

☑ Supervisor concurrence with importance of training to line performance.

☑ Changes in policy to support the educational programs by rewarding the student reimbursement of testing fees and their hourly salary while away from job testing, if they show proof of passing the GED to Mike Tyler, Educational Coordinator.

☑ At the completion of the Business Math class designed for Quality Control Tech. there were significant improvements in Partners ability to understand and use math concepts.
☑ Improved communication (verbal skills) on the job site where previously communication was limited to signing, hand gestures and specific limited vocabulary usage. Open dialog is now possible and occurring on a frequent basis.

☑ Virtually every week a Partner or a Partners supervisor is enrolling in a class.

Organizational Results: With each passing year, customer expectations rise to a new level of sophistication. Technology necessary to deliver those expectations requires stronger fundamental education, new machinery requiring more skill to operate, for example.

The continuous improvement programs are moving the employees toward more partner participation. The change process will require additional skills like, the use of data process improvement's problem solving, that will require a higher level of affective communication and understanding.

People will be expected to do more than they have ever been asked to do. They must be able to communicate on all "Partner Levels" to contribute to the overall success and development of products. Every Partners contribution has a direct impact on customer satisfaction.

General Statistics 1994-1996: (*Provided by Mike Tyler,Education Coordinator)*

✓ 300% increase in enrollment
✓ 124 students = 5,339 student hours
✓ 9 students from the ESL classes have moved into the English GED study program and of those 9, two have passed the GED and three are scheduled for testing.
✓ We started with two classes in 1994 and we currently offer nine (9) classes on Pilgrim job sites.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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