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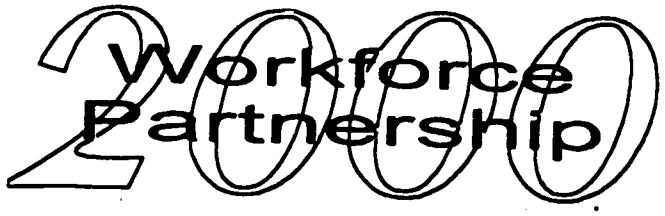
ABSTRACT

This curriculum package on production percentage math is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in production percentage math for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop multiplication and division skills required to solve work-related problems of ratio and proportion. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)



Patterns for Success: Production Percentage Math (P1)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Production Percentage Math
Job Title: New Hires

Author: Davis/Stagliano

General Instructional Objective: Understanding occupational specific mathematics

Overall Time: 95 minutes

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	5 min.	1.1 Motivational Activity Example Multiplication and division problems	Calculator	Students can correctly complete problems.
Review principles of multiplication and division.	30 min.	2.1 Instructional Activity • Teach students basic vocabulary of multiplication • Teach students how to compute multiplication problems on the calculator. • Teach students basic vocabulary of division. • Teach students how to compute division problems on the calculator.	"Multiplication on Calulator" - handout "Division on Calculator" - handout	Students can define vocabulary. Students can correctly work multiplication problems on calculator. Students can correctly work division problems on the calculator.
III.B.100 Interpret ratio and proportion, e.g. preparing mixtures, figuring pay rate.	5 min.	3.1 Motivational Activity Ask students to name everyday examples of the use of rates	Marker board/Markers	Instructor critiques students' responses.
	5 min.	3.2 Instructional Activity Teach students vocabulary.		Students can define vocabulary. Instructor critiques students' examples.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min,	3.3 Instructional Activity Review the definition for "ratio".		Students can define vocabulary. Instructor critiques students' examples.
	15 min.	3.4 Instructional Activity • Review the definition for "rate". • Teach students how to write a rate. • Work examples on the board.	"Reading and Writing Rates" - handout	Students are able to correctly work examples.
	15 min.	3.5 Guided Practice • Write the production percentage equation on the board. • Explain to students the rates and ratios contained in the equation. • Explain to students how to calculate daily rate of pay and hourly rate of pay. • Work through examples on the board.	"Production Percentage Rate and Ratios" - handout	Students are able to correctly work examples.
(Closure)	15 min.	4.1 Applied Practice and Closure Activity • Give students copies of gum sheets and "Production Percentage Rates and Ratios Worksheet". • Have students complete worksheet. • Review upon completion.	"Production Percentage Rates and Ratios Worksheet" - handout	Students can correctly complete all problems on the worksheet.

Lesson Plan

1.1 Motivational Activity - 5 minutes

This module covers rate, ratio and proportion. A review of multiplication and division utilizing the calculator is included. As an introduction, the instructor does a motivational activity dealing with multiplication and division word problems which involve workplace situations. Students use the calculator to solve these problems, and the instructor works through the problems with them.

Examples:

1. Laurie, a sewing machine operator, worked at 110% production on Thursday. This rate earned her $5.76 per hour. How much would she earn if she worked nine hours on Thursday?

Explanation: The "X" key is called the multiplication key and is used to multiply one number times another number. Instruct the students to work the problem on the calculator using the following method:

Enter:	5.76	
Hit:	X	**The correct answer is $51.84.**
Enter:	9	
Hit:	=	

Explanation: The "÷" key is called the division key and is used to divide one number by another. Instruct the students to work the problem on the calculator using the following method:

2. The shipping department sent out 22 boxes on Monday, 26 boxes on Tuesday, 18 on Wednesday, 24 on Thursday and 10 on Friday. What was the average number of boxes shipped out each day that week? (Explain to the students that this is a two step problem. They must first add the total for each day and then divide by the number of days in the week--five.

Enter:	22	
Hit:	+	
Enter:	26	
Hit:	+	
Enter:	18	
Hit:	+	
Enter:	24	
Hit:	+	
Enter:	10	
Hit:	=	**This will total 100. Then instruct the students to divide this total by 5. The correct answer is an average of 20 boxes shipped per day.**
Enter:	÷	
Hit:	5	
Enter:	=	

2.1 Instructional Activity - 5 minutes

A. Instructor explains the learning objective to the students: "We are going to review multiplication and division skills and practice them in ways that you may utilize these skills to calculate your production percentage."

B. Introduce the vocabulary of basic multiplication writing the following problem on the board:

```
  413    multiplicand
x  12    multiplier
 826
 413
4956    product
```

C. Compute multiplication problems with the students, explain to them how to work problems on the calculator. Use "Multiplication on Calculator" handout for examples and explanation.

D. Introduce the vocabulary of basic division writing the following problem on the board:

```
  40
4|160
 -16
   0
```

160 (dividend) ÷ 4 (divisor) = 40 (quotient)

E. Compute division problems with the student, explain to them how to work problems on the calculator. Use "Division on Calculator" handout for examples and explanation.

F. Randomly ask students to define multiplicand, multiplier, product, dividend, divisor, and quotient.

3.1 Motivational Activity - 5 minutes

Instructor guides discussion on everyday examples of rates. Utilizing the following examples ask students to generate sample rates:

- Hourly rate of pay
- Rate of the cost of a gallon of gas
- Rate of speed on highway

Write responses on the board. Explain if responses are appropriate or inappropriate.

3.2 Instructional Activity - 5 minutes

A. Define ratio as a relation comparing one quantity to another by division--comparing measurements which may or may not be of the same kind. An example would be miles per hour--unlike--and chewing 4 out of 5 sticks of gum--as like.

B. Define proportion as a statement that two ratios are equal. An example would be a recipe that calls for proportionate--equal--amounts of water and milk.

C. Define rate as a ratio that compares quantities in different units--rates cannot be of the same kind. An example would be: 10 hours to 2 hours is a ratio, but not a rate; however, 10 miles to 2 hours is both a ratio and a rate.

D. Randomly ask students to define ratio and to give examples. Instructor critiques students' responses.

(This module does not contain in-depth calculations on ratios, rates and proportions because most rates and ratios, aside from pay rates, are calculated by the engineering department and knowledge of the calculations is not needed by a floor employee.)

3.3 Instructional Activity - 5 minutes

A. Review the definition for ratio and teach students how to write a ratio using the following example. Explain to students that since a ratio is a fraction, then sometimes a ratio may need to be reduced like a fraction.

A **ratio** is a relation comparing one quantity to another by division. For example, if a sewing machine operator completes repairs on 8 out of 12 garments, then the ratio of corrected garments to total garments is expressed in any of the following ways:

8:12 8 to 12 8/12

All of these examples would be read: "**Eight to twelve**". Since a ratio is a fraction, look to see if the fraction can be reduced. In the example above, 8/12 can be reduced to 2/3, so 8/12 = 2/3, 8:12 = 2:3, and 8 to 12 = 2 to 3.

Another example: an inspector checks 6 out of 48 pieces for errors.

This would be:	6:48	6 to 48	6/48
Reduced:	1:8	1 to 8	1/8

B. Randomly ask students to define ratio and to give examples. Instructor critiques students' responses.

3.4 Instructional Activity - 15 minutes

A. Review the definition for rate and teach students how to write a rate. Distribute handout "Reading and Writing Rates". Explain to students that a rate is a ratio, because the rate still compares two units. Also a ratio is not a rate, because rates compare unlike units, while ratios only compare identical units.

B. Work through the sample problems with students using handout "Reading and Writing Rates".

3.5 Guided Practice - 15 minutes

A. Show students the production percentage equation using the "Production Percentage Rates and Ratios". Explain to students the ratios and rates contained in the equation and how to calculate hourly rate of pay and daily rate of pay. Be certain students understand that an operator's skilled rate does not change. This is often confusing to students and they often try to calculate skilled

rates, which are actually calculated by engineering--be sure they understand the skilled rate is a given number.

B. Work through the examples on the board.

4.1 Applied Practice and Closure Activity - 15 minutes

Give students copies of gum sheets and "Production Percentage Rates and Ratios Worksheet". Have students complete worksheet. Review and score worksheet. Instructor should spend additional time with those students who do not score 100%.

Multiplication on Calculator

Calculator Usage:

The **"X"** key is called **multiply key** and is used to multiply two numbers. Press the keys as shown to solve the sample problems below:

1. **Enter:** 452
   Hit: X
   Enter: 236
   Hit: =

   The answer to 452 X 236 is 106,672

2. **Enter:** 567
   Hit: X
   Enter: 123
   Hit: =

   The answer to 567 X 123 is 69,741

Work the following problems on your calculator:

1. **120 X 34 =**
2. **316 X 239 =**
3. **605 X 1004 =**

Multiplication on Calculator Key

Calculator Usage:

The **"X"** key is called **multiply key** and is used to multiply two numbers. Press the keys as shown to solve the sample problems below:

1. **Enter:** 452
   Hit: X
   Enter: 236
   Hit: =

   The answer to 452 X 236 is 106,672

2. **Enter:** 567
   Hit: X
   Enter: 123
   Hit: =

   The answer to 567 X 123 is 69,741

Work the following problems on your calculator:

1. **120 X 34 = 4,080**
2. **316 X 239 = 75,524**
3. **605 X 1004 = 607,420**

Division on Calculator

Calculator Usage:

The "÷" key is called the **divide key** and is used to divide one number by another. Press the keys as shown to solve the same problems below:

1. **Enter:** 833 **Hit:** ÷ **Enter:** 49 **Hit:** = **The answer to 833 ÷ by 49 is 17**

2. **Enter:** 126 **Hit:** ÷ **Enter:** 3 **Hit:** = **The answer to 126 ÷ by 3 is 42**

Work the following problems on your calculator:

1. **255 ÷ 5 =**
2. **132 ÷ 11 =**
3. **855 ÷ 19 =**
4. **1815 ÷ 33 =**

Division on Calculator
Key

Calculator Usage:

The "÷" key is called the **divide key** and is used to divide one number by another. Press the keys as shown to solve the same problems below:

1. **Enter:** 833 — **The answer to 833 ÷ by 49 is 17**
   Hit: ÷
   Enter: 49
   Hit: =

2. **Enter:** 126 — **The answer to 126 ÷ by 3 is 42**
   Hit: ÷
   Enter: 3
   Hit: =

Work the following problems on your calculator:

1. 255 ÷ 5 = 51
2. 132 ÷ 11 = 12
3. 855 ÷ 19 = 45
4. 1815 ÷ 33 = 55

Reading and Writing Rates

A **rate** is a ratio that is used to compare quantities of different kinds. Rates are usually written in a per unit form. So, a rate is a ratio, but a ratio is not a rate because a ratio only compares like objects, whereas a rate compares different objects.

For example, the speed on an interstate is 65 miles per hour. This is a rate, a rate of speed per hour. The rate can be expressed 65 miles/1 hour, 65 miles:1 hour, or 65 miles per hour.

Sample Problems:

1. On Monday Joanne worked 9 hours and made $54.00. What was her hourly rate of pay?

   $54.00 ÷ 9 = $6.00 *So, Joanne's hourly rate is $6 per hour.*

2. A sewing machine operator worked a 9 hour day, or 540 minutes. From the tickets on her gum sheet, she calculated her ticket minutes to be 580. If you wish to express ticket minutes to minutes worked, would this be a rate or a ratio?

   Ticket minutes to minutes worked is a ratio, because it compares identical units, in this case, minutes. The ratio may be expressed 580 to 540, 580/540 or 580:540.

3. In one week, Monday through Friday, Lori worked at a rate of 8 hours per day. Her total weekly paycheck was $250.00. What was her daily pay rate?

   Divide the number of days she worked, 5, into the total amount of her paycheck:

   $250.00 ÷ 5 = $50.00 *So, Lori earned $50.00 per day.*

Production Percentage Rates and Ratios

Look at the following equation:

Ticket ÷ Minutes = Production x Skill or Base = $ per hour x Hours = Total $ per Day
Minutes Worked Percentage Level Rate Worked
(In decimal form)

Sewing machine operators use this equation to determine their production percentage and how much they earned in a given day.

The above equation has many examples of ratios and rates:

- Ticket Minutes ÷ Tickets Worked expresses a ratio. For example, if an operator's ticket minutes add up to 580, and she worked a nine hour day, you would simply multiply 9 (hours worked) times 60 (minutes per hour), which would be 540 and then the ratio may be expressed:

  580:540 580 to 540 580/540

- The skill level expresses an operator's set hourly skilled rate of pay. For example, an operator's skilled pay rate may be $5.60. So, her rate can be expressed:

  $5.60 per hour $5.60:1 Hour 5.60 to 1 Hour $5.60/1

  The skill level rate of pay is set by the engineering department and does not fluctuate.

- The dollars per hour is an operator's actual rate of pay, based on her production.

- The Total Dollars for the Day is simply another way to express the operator's actual rate of pay.

Examples:

1. If an operator's ticket add up to 580 minutes, and she worked a 9 hour day, what was her production percentage, and how much money did she make that day? (Skilled rate = $5.60 per hour) Minutes worked = 9 (hours) x 60 (minutes per hour)
   580 ÷ 540 = **1.07** x $5.60 = $5.99 x 9 = **$53.91**

   -- In the above equation, the operator's production percentage is first expressed in a decimal, in this case 1.07. So, convert the decimal to a percent by moving the decimal two places to the right, and her production percentage is 107%. Her daily rate of pay is $53.91.

   -- What is the operator's fixed skilled rate of pay per hour? $5.60
   -- As long as the operator remains on her current job assignment, will her skilled rate ever change? No. The only exception would be if the skilled rate was changed by engineering.

2. If an operator's tickets add up to 510 minutes, and she worked a 9 hour day, what was her production percentage, and how much money did she make that day? (Skilled rate = $5.60 per hour)

   510 ÷ 540 = **.94** x $5.60 = $5.26 x 9 = **$47.34**

   -- So, the operator's production percentage is 94% and her daily rate of pay is $47.34.
   -- According to the operator's skilled rate, she is supposed to make $5.60 per hour. So, why did she only make $5.26 per hour? Because to make her skilled rate, she must be at 100% production. Since her production dropped, so did her pay.

3. An operator in training adds up her ticket minutes to 380, and she has worked a 9 hour day. What was her production percentage, and how much money did she make that day? (She is on a base rate of $5.41 per hour)

   380 ÷ 540 = **.70** x $5.41 = $3.787 x 9 = **$34.08**

   -- So, her production percentage is 70%. But, her hourly pay rate (based on production) is $3.787 per hour, which calculates to only $34.08 for the entire day.
   However, the operator is guaranteed a minimum of $5.00 per hour. So, since the operator worked a 9 hour day, her daily pay rate would be $5.00 x 9 = **$45.00**.

Production Percentage Rates and Ratios Worksheet

Ticket ÷ Minutes = Production x Skill or Base = $ per hour x Hours = Total $ per Day
Minutes Worked Percentage Level Rate Worked
(In decimal form)

- Always round production percentage down.
- To calculate dollars per hour, leave production percentage in decimal form.
- Guaranteed Minimum = $5.00

1. Look at the Gum Sheets for Willie Bell Bigham. Given that she worked a 9 hour day and that her skilled rate is $5.80 per hour, answer the following questions:
   - What is the ratio of her ticket minutes to her minutes worked?
   - What is her hourly rate of pay?
   - What is her daily rate of pay?
2. Look at the Gum Sheet for Lena Smith. Given that she worked a 9 hour day, and her base rate of $5.41 per hour, answer the following questions:
   - What is the ratio of her ticket minutes to her minutes worked?
   - What is Lena's production percentage?
   - What is her calculated hourly rate of pay?
   - Will Lena actually be paid her calculated rate of pay?
3. Look at the Gum Sheets for Diane Smith. Given that Diane worked a 9 hour day and that her skilled rate is $5.60 per hour, answer the following questions:
   - What is her production percentage?
   - What is her hourly rate of pay?
   - What is her daily rate of pay?
   - How is the pay for Diane's minutes off standard computed?

4. Look at the Gum Sheets for Tina Downing. Given that Tina worked a 9 hour day and that her skilled rate is $5.60 per hour, answer the following questions:
   - What is the ratio of her ticket minutes to her minutes worked?
   - What is her production percentage?
   - What is her hourly rate of pay?
   - What is her daily rate of pay?

Production Percentage Rates and Ratio Answer Key

1. Ratio: **530.907** to **540**, **530.907:540**, or **530.907/540**

   Hourly rate of pay: **$5.70 per hour**

   Daily rate of pay: **$51.30 per day**

2. Ratio: **295.593** to **540**, **295.593:540**, or **295.593/540**

   Production Percentage: **54%**

   Calculated Hourly rate of pay: **$2.9214 per hour**

   Lena will not get paid **$2.9214 per hour**, because Pridecraft guarantees $5.00 per hour. So, her pay rate will not decrease below $5.00 per hour.

3. Production Percentage: **71%**

   Hourly rate of pay: **3.976**

   Daily rate of pay: **$45.00; Pridecraft guarantees $5.00 per hour**

   Minutes off standard are computed using the average of the previous 4 weeks

4. Ratio: **554.476 to 540**, **554.476:540**, or **554.476/540**

   Production Percentage: **102%**

   Hourly rate of pay: **5.712**

   Daily rate of pay: **$51.41**

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HEM BTM V/PKTS GRP I 6542674 CBL 130 1603 SCULPTURED NECK TUNIC SIS CBL XLG CEIL BLUE 14.815 0131550055 07-6743 XL 24	HEM BTM 1/2" 665C2067 CBB 130 41203 WMNS WARMUP JKT JWL NK SIS COBALT SM COBALT BLUE 16.073 0131548623 06-1303 S 24	HEM BOTTOM 1/2" 66T42062 CBL 160 41213 LADIES WARMUP JEWEL NK SIS CEIL BLUE CEIL BLUE 7.681 0121550330 07-6736 3XL 24
HEM BOTTOM 6102315 WTE 90 32326 COMPEL LAB COAT WTE LARGE WHITE 18.590 0111542379 06-1267 L 24	HEM BOTTOM 66102316 WTE 90 32326 COMPEL LAB COAT WTE MEDIUM WHITE 18.590 0111542394 06-5317 M 24	HEM BTM V/OF/PKT GP I 66582045 RAS 75 1605 NURSES TUNIC ULT V-NK LG SELF BIND RASBERRY 24.967 0111548373 06-0579 L 24
HEM BTM V/OF/PKTS GRP I 65C2363 CBB 94 1605 JEWEL NECK TUNIC SIS FRT OPNS COBALT COBALT BLUE 24.967 0121545193 06-1424 2XL 24	HEM BTM 1/2" 66542084 CBL 140 41203 UNISEX WARMUP JACKET CBL XL ULT RAG S CEIL BLUE 32.146 0111550046 07-6746 XL 48	HEM BTM 1/2" 665C2065 CBB 150 41203 WM UP JKT LADIES JEWEL NK SIS CBB LG COBALT BLUE 32.146 0131544885 05-6830 L 48

DEPT #: 123

NAME: *William Lee Smith*

DATE: *7/11/96*

CLOCK #: *758024931*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

	START	STOP	START	STOP	START	STOP	
HOURS WORKED							4
							6

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						

HEM BTM 1/2" 665C2065 CBB 150 41203 WM UP JKT LADIES JEWEL NK SIS CBB LG COBALT BLUE 32.146 0131544884 05-6830 L 48	HEM BTM V/OF/PKTS GRP I 66582045 RAS 75 1605 NURSES TUNIC ULT V-NK LG SELF BIND RASBERRY 49.934 0111548372 06-0579 L 48	
HEM BTM 1/2" 665A2065 BLU 160 41203 LADIES WARM UP SIS JEWEL NK BLU LG BLUE 32.146 0121538534 06-6399 L 48	SERGE LEFT FRONT 665C2067 CBB 60 41112 NS WARMUP JKT NK SIS COBALT SM COBALT BLUE 10.000 0061548623 06-1303 S 24	
HEM BTM V/OF/PKTS GRP I 66542366 CBL 94 1605 TUNIC JWL NK W/SMS SIS PATCH PKT CBL CEIL BLUE 49.934 0121549725 06-4954 M 48		
HEM BTM V/OF/PKTS GRP I 66542366 CBL 94 1605 TUNIC JWL NK W/SMS SIS PATCH PKT CBL CEIL BLUE 49.934 0121549724 06-4954 M 48		
HEM BTM V/OF/PKTS GRP I 66582045 RAS 75 1605 NURSES TUNIC ULT V-NK LG SELF BIND RASBERRY 49.934 0111548370 06-0579 L 48		

DEPT #: 123

NAME: *William Lee Smith*

DATE: *7/11/96*

CLOCK #: *758024931*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

HOURS WORKED						
	START	STOP	START	STOP	START	STOP

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					

ATTACH COUPONS TO BLOCKS

@JOIN PADS W/LB GRP 3 59752111 QU 36 10 87802 QU UNDERPAD BIRDEYE W/BOZ. VINTEX 30X QUILTED 12.674 0011555428 06-4832 30 12	@JOIN PADS W/LB GRP 4 59752100 QU 36 10 87803 ECON QU UNDERPAD BIRDSEYE WTE 34X36 QUILTED 25.685 0011556714 07-6913 34 24	
@JOIN PADS W/LB GRP 3 59752111 QU 36 10 87802 QU UNDERPAD BIRDEYE W/BOZ VINTEX 30X QUILTED 25.349 0011555368 06-4832 30 24	%JN 2PLY, TKNS@13SPI&LB 59750101 BL 36 10 25032 QU UNDERPAD IBEX/VINTEX W/TKINS 34X36 BLEACHED 51.722 0011555720 06-5019 34 24	
@JOIN PADS W/LB GRP 3 59752111 QU 36 10 87802 QU UNDERPAD BIRDEYE W/BOZ. VINTEX 30X QUILTED 25.349 0011555367 06-4832 30 24	%JN 2PLY, TKNS@13SPI&LB 59750101 BL 36 10 25032 QU UNDERPAD IBEX/VINTEX W/TKINS 34X36 BLEACHED 51.722 0011555724 06-5019 34 24	
@JOIN PADS W/LB GRP 4 59752100 QU 36 10 87803 ECON QU UNDERPAD BIRDEYE WTE 34X36 QUILTED 25.685 0011556716 07-6913 34 24	%JN 2PLY, TKNS@13SPI&LB 59750101 BL 36 10 25032 QU UNDERPAD IBEX/VINTEX W/TKINS 34X36 BLEACHED 51.722 0011555728 06-5019 34 24	
@JOIN PADS W/LB GRP 4 59752100 QU 36 10 87803 ECON QU UNDERPAD BIRDEYE WTE 34X36 QUILTED 25.685 0011556715 07-6913 34 24		

DEPT #: 127

NAME: *Lisa Jones*

DATE: *7/11/96*

CLOCK #: *205146213*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

	START	
HOURS WORKED	STOP	4:
	START	
	STOP	
	START	
	STOP	6:

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						

TK BND & TIES - 9 71119456 CLS 80 31252 PAT GOWN IV CAROLINA CLS L6 CUST/LOGO/SP 28.205 0071541047 06-6307 L 48	TKNK, SLV, TT, ATTI, FAC 70420430 TBL 130 31667 PAT GOWN LO TBL LG TRACY BLUE 36.490 0081535627 06-3917 L 48	#TKNK 5X, SLV2X, WSTI, ATT 74E34430 BLU 130 31664 PAT GOWN MP REG SLV W/TT @WST BLU L BLUE 30.960 0071542679 07-3342 L 48
TK BND & TIES - 9 71119456 CLS 80 31252 PAT GOWN IV CAROLINA CLS L6 CUST/LOGO/SP 28.205 0071541059 06-6307 L 48	#TKNK, SLV, ATTI, FAC 70Q20440 GRY 160 31667 PAT GOWN LO SIDEWRAP W/TT GRY LG BLUE 30.960 0071542679 07-3342 L 48	@ATT SNAPS (6 ST) 66T92065 TEA 180 52102 LADIES WARMUP JEWEL NK SIS TEAL LARGE TEAL 26.458 0141549870 06-6336 L 48
TK BND & TIES - 9 71119456 CLS 80 31252 PAT GOWN IV CAROLINA CLS L6 CUST/LOGO/SP 28.205 0071541053 06-6307 L 48	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542387 06-1267 L 24	@ATT SNAPS (6 ST) 665P2067 PEA 150 52102 WMS WARMUP JKT JEWEL NK SIS PEACH SMA PEACH 13.229 0151533202 06-0982 S 24
TACK NK, SLV, TT, ATI, 6X 0P70430 BLU 50 31475 PAT GOWN ANG BK REG SLU TT CHAMP SL L BLUE 26.933 0071540053 05-4908 L 48	@ATT SNAPS (6 ST) 66102315 WTE 180 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542391 06-1267 L 24	TK BND & TIES - 9 71119456 CLS 80 31252 PAT GOWN IV CAROLINA CLS L6 CUST/LOGO/SP 28.205 0071541047 06-6307 L 48
TKNK 5X, SLVS 2X - 7X 1A36468 CLS 130 31247 PAT GOWN MP ULT REG SLV CLS LARGE CUST/LOGO/SP 24.091 0051543125 06-4362 L 48	TK BND & TIES - 9 71119456 CLS 80 31252 PAT GOWN IV CAROLINA CLS L6 CUST/LOGO/SP 28.205 0071541047 06-6307 L 48	TKNK 5X, SLVS 2X - 7X 1A36468 CLS 130 31247 PAT GOWN MP ULT REG SLV CLS LARGE CUST/LOGO/SP 25.233 0051543125 06-4362 L 48

DEPT #: 121

NAME: *Karen L. Smith*

DATE: *7/08/96*

CLOCK #: *937328120*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

	START	
	STOP	
	START	
	STOP	
	START	
	STOP	4
	START	6

HOURS WORKED

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						
Stop		TA	TM	OA	OM	
Start						

@ATTACH SNAPS (5 SETS) 66592084 TEA 160 52101 UNISEX WARMUP JACKET TEA XL BLT RAG S TEAL 22.766 0131538348 05-5200 XL 48	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542386 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542378 06-1267 L 24
@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542392 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542380 06-1267 L 24	@ATT SNAPS (6 ST) 66T92065 TEA 180 52102 LADIES WARMUP JEWEL NK SIS TEAL LARGE TEAL 26.458 0141549870 06-6336 L 48
@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542381 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542387 06-1267 L 24	@ATT SNAPS (6 ST) 665P2067 PEA 150 52102 WMS WARMUP JKT JEWEL NK SIS PEACH SMA PEACH 13.229 0151533202 06-0982 S 24
@ATT SNAPS (5 SETS) 6682G187 MTY 150 52101 XXTUNIC SNAP FRT SHORT SLV MISTY SM MISTY 22.766 0151542588 06-0226 S 48	@ATT SNAPS (6 ST) 66102315 WTE 180 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542391 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542388 06-1267 L 24
@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542390 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542382 06-1267 L 24	@ATT SNAPS (6 ST) 66102315 WTE 110 52102 COMPEL LAB COAT WTE LARGE WHITE 13.229 0121542389 06-1267 L 24

DEPT #: 123

NAME: *Tony Johnston*

DATE: *7/08/96*

CLOCK #: *710342178*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

Stop						
Start	■					
Stop						
Start	■					
STOP						4
Start						6

HOURS WORKED

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					

ATTACH COUPONS TO BLOCKS

@ATTACH SNAPS (5 SETS) 66542085 CBL 160 52101 UNISEX WARMUP JACKET CBL LG ULT RAG S CEIL BLUE 22.766 0131537254 05-6627 L 48	@ATT SNAPS (4 ST) 6654G097 CBL 150 52100 XX JEWEL NK TUNIC CAP SLV KAUMO CBL SM CEIL BLUE 19.070 0191544675 07-4428 S 48	ATT 3 METAL SNAPS 66542414 CBL 180 12036 STEP IN DRESS ANGLE BACL SIS CBL XL CEIL BLUE 17.592 0241544625 07-5869 XL 48
@ATT SNAPS (4 ST) 6654G096 CBL 150 52100 XX JEWEL NK TUNIC CAP SLV KAUMO CBL ME CEIL BLUE 19.070 0191544672 07-4426 M 48	ATT 3 METAL SNAPS 66542416 CBL 180 12036 STEP IN DRESS ANGLE BACK SIS CBL MED CEIL BLUE 17.592 0241539624 06-6358 M 48	@ATT SNAPS (6 ST) 665E2064 BRX 170 52102 LADIES WARMUP SIS JEWEL NK XL BRX BURDEAUX 26.458 0141543037 05-3056 XL 48
ATTACH SNAPS (5 SETS) 665E2043 BRX 90 52101 TUNIC VNK RAG SLV CASCADE BRX 2XL BURDEAUX 11.383 0131543031 07-6681 2XL 24	@ATT SNAPS (4 ST) 6654D225 CBL 100 52100 UNISEX WARMUP JKT RAG SLV CEIL BLUE LG CEIL BLUE 19.070 0101547772 07-6520 L 48	@ATT SNAPS (4 ST) 6654D225 CBL 100 52100 UNISEX WARMUP JKT RAG SLV CEIL BLUE LG CEIL BLUE 19.070 0101547769 07-6520 L 48
@ATT SNAPS (6 ST) 66532064 JAD 150 52102 LADIES WARMUP JACKET ULT XL JAD SETIN JADE 26.458 0151544695 06-5702 XL 48	@ATT SNAPS (6 ST) 66532062 JAD 150 52102 LADIES WARMUP JACKET ULT SXL JAD SETIN JADE 26.458 0151544692 05-5494 3XL 48	@ATT SNAPS (4 ST) 66544386 CBL 180 52100 XXUNISEX WARMUP JACKET ULT SIS CBL CEIL BLUE 19.070 0141539017 07-3348 M 48
@ATTACH SNAPS (5 SETS) 6653F634 JAD 90 52101 XXVNK TUNIC RAG SLV FRT DPN KAUMO JAD JADE 22.766 0131539388 07-3678 XL 48	@ATTACH SNAPS (5 SETS) 6653F635 JAD 90 52101 XXVNK TUNIC RAG SLV FRT DPN DAUMO JAD JADE 22.766 0131548952 07-6507 L 48	@ATTACH SNAPS (5 SETS) 665E2044 BRX 90 52101 NURSES TUNIC VNK RAG SLV BRX XL BURDEAUX 11.383 0131543032 07-6771 XL 48

DEPT #: 123

NAME: *Tony Johnston*

DATE: *7/08/96*

CLOCK #: *710342178*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

Stop		
Start	■	
Stop		
Start	■	
Stop		4
Start		6

HOURS WORKED

CODE:

COMMENTS:

Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					
Stop		TA	TM	OA	OM	
Start	■					

@ATTACH SNAPS (5 SETS) 6653F635 JAD 90 52101 XXVNK TUNIC RAG SLV FRT DPN KAUMO JAD JADE 22.766 0131548954 07-6507 L 48		
37		BEST COPY AVAILABLE

DEPT #: 123

NAME: *Tony Johnston*

DATE: *7/08/96*

CLOCK #: *710342178*

REMEMBER TO CLOCK WHEN LEAVING THE PLANT.

HOURS WORKED	START		STOP		START		STOP	
	START	6	STOP	4	START		STOP	

CODE:

Comments:

Start		TA	TM	OA	OM
Stop					
Start		TA	TM	OA	OM
Stop					
Start		TA	TM	OA	OM
Stop					
Start		TA	TM	OA	OM
Stop					

College: ESJC____ MSTC____ **WORKFORCE 2000 PARTNERSHIP** Revised 5/96

Course#:_____ **INDIVIDUAL EDUCATION PLAN** Date:_____

Level:_____

Name:_____Male:___Female:___Age:___Birthdate:_____

Street:_____Social Security#:_____

City:_____State:_____Zip:_____Phone#:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____**Long Range**_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Production Percentage Math
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
•Improve skills for current job	III.B.100 Interpret ratio and proportion, e.g. preparing mixtures, figuring pay rate	Motivational Activity			
•Improve reading/ writing/math		Multiplication and Division Vocabulary and Applied Practice on the Calculator			
		Discussion--Vocabulary of Ratios			
		Discussion--Vocabulary of Rates			
		Guided Practice--Production Percentage Equation			
		Applied Practice and Closure Activity--Production Percentage Worksheet	X	_____	

_____
Employee Signature **Date**

_____
Instructor Signature

U.S. Department of Education
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National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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