DOCUMENT RESUME

ED 426 269 CE 077 954

TITLE	VISIONS2 Learning for Life Initiative. Final Report.
INSTITUTION	Orangeburg-Calhoun Technical Coll., Orangeburg, SC.; Holnam, Inc., Holly Hill, SC.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-12-31
NOTE	148p.; For the "Workplace Literacy Implementation Model", see CE 077 955. Prepared in partnership with Orangeburg-Calhoun Adult Education and Devro-Teepak, Inc.
CONTRACT	V198A40012
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Learning; *Basic Skills; Cognitive Style; Curriculum Development; Demography; Educational Research; Enrollment; Individualized Instruction; *Lifelong Learning; *Literacy Education; Needs Assessment; Outcomes of Education; *Partnerships in Education; Pretests Posttests; Questionnaires; Records (Forms); Recruitment; School Business Relationship; School Holding Power; Student Evaluation; Technical Institutes; Two Year Colleges; *Workplace Literacy

ABSTRACT

During the Learning for Life Initiative, a technical college and an adult education center partnered with two area businesses to develop and deliver job-specific workplace literacy and basic skills training to employees. Major activities of the initiative included the following: comprehensive staff development program for all project instructors, educational representatives, and business partners; initial assessment of both businesses' employees; job-specific literacy audits; development and delivery of an instructional curriculum including 35 classes and workshops (on such topics as conflict resolution, stress management, basic chemistry, computer basics, job-related reading and mathematics, communication, business writing, technology on the job, independent study, and basic electricity); ongoing outreach activities; individual education plans for all project participants; continued employment and career advancement activities to boost productivity and/or upgrade workers' skills; ongoing supportive services to overcome barriers to program participation; and orientation and information sharing activities for all worksite supervisors. All project goals were met or exceeded. (Twenty-five tables/figures are included. Appendixes constituting approximately 70% of the document contain the following: needs assessment materials and results; recruitment and retention plan and materials; curriculum development materials; student, supervisor, and workshop evaluation forms and results; and learning styles research.) (MN)

THE FINAL REPORT *of* VISIONS2 LEARNING FOR LIFE INITIATIVE

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

in partnership with

ORANGEBURG-CALHOUN ADULT EDUCATION

DEVRO- TEEPAK, INC.

and

HOLNAM, INC.

December 31, 1997
Funded by the U.S. Department of Education
National Workplace Literacy Program
FY '95, '96, '97
V198A40012

VISIONS2
LEARNING FOR LIFE INITIATIVE

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VISIONS2
LEARNING FOR LIFE INITIATIVE
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Grant Highlights

- Exceeded goal of student number by 23%
- Offered 4419 contact hours of educational time in 35 classes
- Increased contact hours of instruction every year of the grant
- Developed a basic skills matrix to determine basic skills needs across the different departments of a plant
- Instructors consulted with supervisors on educational concerns an average of 300 hours per year
- 195 workers voluntarily took a Learning Styles Inventory to determine their learning and communication styles
- Project Staff put together research on the predominant learning and communication styles of front-line workers and compared the results to those in management
- The above research was disseminated by presentations to national and state conferences and submitted to ERIC for publication
- The Learning Styles Research was used to open lines of communication in the plants and resulted in private counseling sessions and three Learning Styles Workshops
- 25% of students taking basic computer classes bought computers for their homes
- 50% of students in a class to ready them for higher education entered college
- 25% of the students entered technical college
- 10% of the students entered 4 year colleges
- 2 students attained their GED's
- 50% of the promotions given in one plant went to our students
- One of the companies served purchased a satellite dish for their employees to use to take higher education courses
- Project staff developed a Workplace Implementation Model and disseminated it to 100 workplace educators
- Project staff presented at two national conventions and five state conventions
- Information on workplace education has been given to the School-To-Work team and the project director is a member of the team
- The project director will use her skills in developing the work forces of the counties served by the grant after the grant ends

Part 1: Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 245

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): 50
   *Note: Because learning is lifelong and a worker sees the need for training to be continual, most of the workers served during the grant period took many repeat courses, therefore cannot be classified as having completed their literacy goals

3. Target number that were intended to be served during this three(3) year period/actually served: 200/245

4. Number served at each site during the three year grant period. (Number may include individuals reported in previous periods.)

Site	Class/Workshop Name - Location	# of learners	# of Contact Hours*
1 ('95)	Chemistry-Holnam, Inc.	29	362
2	Cement-Holnam, Inc.	10	78
3	Computers-Holnam, Inc.	25	266
4	Conflict Resolution Workshop-Devro-Teepak, Inc.	25	50
5	Stress Management Workshop-Devro-Teepak, Inc.	26	52
6	Jumpstart-Devro-Teepak, Inc.	20	320
7	Independent Learning-Devro-Teepak, Inc.	10	55
8 ('96)	Jump Start 2 - Devro-Teepak, Inc.	9	198
9	Stress Reduction Workshop - Holnam, Inc.	7	14
10	True Colors Workshop - Holnam, Inc.	48	96
11	Measurement Workshop - Devro-Teepak, Inc.	11	22
12	Learning Styles Workshop - Devro-Teepak, Inc.	11	22
13	Communications in the 90's-Devro-Teepak, Inc.	5	40
14	Self-Esteem Workshop - Holnam, Inc.	6	12
15	Learning Styles Workshop - Holnam, Inc.	8	16
16	Business Writing Workshop - Holnam, Inc.	22	44
17	Communications Workshop, Part I - Holnam, Inc.	14	28

18	Communications Workshop, Part II - Holnam, Inc.	15	30
19	Using Computers At Work - Holnam, Inc.	10	322
20	Learning Center - Devro-Teepak, Inc.	53	487.5
21	Using Technology on the Job	15	172.5
22('97)	Computers At Work, Part II-Holnam, Inc.	6	76
23	Computers At Work, Part III-Holnam , Inc.	5	60
24	Computers At Work, Part IV-Holanm, Inc.	5	202
25	Applied Math I, Scalehouse Math-Holnam, Inc.	3	6
26	Business Writing 1997-Holnam, Inc.	18	66
27	Independent Study-Holnam, Inc.	4	72
28	Independent Learning-Devro-Teepak, Inc.	30	743.25
29	Communications II-Devro-Teepak, Inc.	5	27
30	Using Workplace Documents	4	7
31	Using Technology on the JobII-Devro-Teepak, Inc.	7	20.25
32	Writing Instructions and Procedures-Devro-Teepak, Inc.	1	70.25
33	Basic Electricity	52	314
34	Using Computers at Work, Part V (Pre-Mac)-Holnam, Inc.	13	94
35	E-Mail Workshop-Holnam, Inc.	6	12
Total		538	4419

*Contact Hours means the total number of teaching hours that all participating workers received at this site.

Part 2: Inkind Information --

1. **Matching Funds or In-Kind Matching Obligated** $245,606 *

1995	$59,291
1996	$93,346
1997	$92,969

*See attachments for inkind documentation

Part 3: Participation Data --

1. Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative).

Programs	White, Not of Hispanic Origin	Black, Not of Hispanic Origin	Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Total
A. Adult Basic Education(Basic) Skills)*	139	103	1	2		245
B. Adult Secondary Education (GED)						
C. English as a Second Language						
Total	139	103	1	2		245

*Most of our classes centered on job-specific skills rather than adult basic skills, however, employees increased their basic skills through taking job-focused classes.

2. Indicate the average age of all learners participating in the project to date (Cumulative). 40

3. Indicate the number of all learners participating in the project to date by gender (Cumulative). Females: 87 Males: 158

4. Indicate the number of all learners participating in the project to date by race (Cumulative) Black: 103 White: 139 Other: 3

PART 4: Evaluation Data--

Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

OUTCOME MEASURE*	Number of Participants Who Have Shown Improvements

A. Basic Skills	198
B. Communications Skills	202
C. Problem Solving Skills	198
D. Work Productivity	277/296
E. Work Attendance	156/245
F. Self Esteem	274/296
G. Obtained GED	2
H. Other: Promotions	12

150 students showed improvement on a pre/post competency based test based on content of course.
175 used portfolio assessment and self assessment.
23 in problem solving completed a self assessment.
91 in work productivity reported on anecdotal reporting. Fifty-percent of promotions at one plant went to students in our classes.
277/298 on a Student Evaluation of Instruction indicated the course enabled them to perform their job better. 274/296 indicated they could use their new skills in their personal lives.
On the Supervisor Pre/Post Assessment of improvements in students, supervisors indicated 64% of students surveyed had improved in their attendance, work attitude, and productivity.

Report of Program Accomplishments
VISIONS 2: LEARNING FOR LIFE INITIATIVE
V198A40012
January 3, 1995-December 31, 1997

Described in detail and accompanied by examples are objectives as expressed in the original grant application with status noted. In instances where the goals could not be accomplished, explanation is provided.

OBJECTIVE 1 - Develop a comprehensive staff development component for instructors, educational representatives, and business partners. Completion date January 1995.

Activities (relating to Objectives 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9)
Status: Completed

Instructors received staff development on understanding the workplace, serving the adult learner, whole language, cooperative learning, and retention methods. They have attended workshops, staff development at the college, seen video presentations with discussion, and have had Ed Vitale, Curriculum Specialist, present a three-day workshop on tying specific task analyses to curriculum development. Business partners attended orientation sessions presented by VISIONS staff. They were given booklets for later referral. Specific activities include:

Legality in Testing workshop	Workplace Resource Center	1-20-95
Supervisor Orientation	Holnam, Inc.	3-3-95
	Teepak, Inc.	3-9-95
Developing Workplace Curricula		
Ed Vitale	3 day workshop	3-15, 16, 17-95
"What Works in the Workplace"	PBS Presentation	4-13-95
"Developing Curricula from		
Task Analysis"	Workshop	4-21-95
"Spotlight on Literacy"	Conference	5-10, 11, 12-95
Learning Styles Workshop	Workshop	12- 12-95
"Integrating Academic and		
Career Studies"	Workshop	8-16-95
Massachusetts Minicourse		
for Workplace Educators	Minicourse, teleconference	9-95 to 10-95
WordPerfect Training	O.C. Tech	10-11-95
Excel workshop	O.C. Tech	11-15-95
"Retraining the Work Force:		
Meeting the Global Challenge"	Video series	1-95 to 6-95
PACE Workshop	Workshop	10-5-95

A staff development handbook has been updated for the staff and has been distributed and discussed with all staff members. (Objective 1.9)

Objective 2 - Complete initial assessment of Holnam and Teepak employees by June 1995. Completion date, June 1995.

Status: **Partially completed** due to restrictions imposed by the industries. To date, 44 employees have been assessed voluntarily. One hundred and ninety-five(195) employees have taken a learning styles assessment.

Testing of Holnam and Teepak employees by standardized testing has been made difficult by both companies' reluctance to mandatorily test their employees. Their hesitancy is for several reasons: legal, employee dissatisfaction, as well as time constraints. During the grant period, new ownership of one workplace site forced the management to abandon assessing the work force because of impending plant reduction. However, The VISIONS staff asked students who attended classes to volunteer to take an assessment. Also, the counselor and instructor encouraged those who were interested in self-development to come forward for a analysis of their educational skills. (Objective 2.1, 2.2). Grant Staff chose to administer the Wonderlic test instead of the TALS because it required a shorter time to administer. (Objective 2.3). However due to the voluntary nature of taking the test, only 44 employees took the assessment and a decision was made to eliminate the post testing due to the small number of test takers. It was also felt that other measures, such as pre/post assessment related to course content and self-assessment materials would be a more accurate indicator of the success of the student. Counseling concerning testing results (2.5) was begun as soon as students completed assessment.

Objective 3 - Design and develop job-specific literacy audits and instructional curriculum by December 1997.

Status: Completed Task analyses were developed for the departments in each plant that expressed a basic skills need either by personal interview or by written needs survey. Curricula was designed as needed. After the six month's start-up period which occurred at the beginning of the grant, six different curricula were developed and taught. During 1996, twelve different curricula were developed, as well as numerous lessons for workers doing independent studies (approximately 54 learners). During 1997, seven additional curricula were developed. In total, 35 classes were conducted during the three year period.

(Objectives 3.1, 3.2, 3.3, 3.4) *Perform literacy task analyses and verify with supervisor and worker. Develop blueprint for lessons. Develop curriculum.*

Progress: Task analyses were completed and verified at both sites. The task analyses, along with discussions from supervisors and workers, pinpointed areas to be addressed in the development of curriculum. Instructors developed course outlines, schedules, and pre/post competency-based tests, demonstrations, or self-assessments to measure those skills taught. A needs assessment, interest sheets, letters to employees, orientations with employees, and a special task analysis tied to individual departments were developed. In analyzing the tasks of a job, the instructor at Devro-Teepak developed a basic skills matrix that was completed by supervisors, that analyzed basic skills components of jobs across the plant, rather than one job at a time (see attachments). The use of this matrix allowed the development of classes that served a wider population than a single department. The classes not only served a wider audience at a small industry, they allowed employees to sample work examples from other departments giving the students a broader knowledge of all plant operations. Since cross-training was a major goal of one of the industries served, the tasking of skills across many departments was especially appealing and useful.

In **1995**, curricula was developed for:

DEVRO-TEEPAK:

- Conflict Resolution workshop
- Stress Management workshop
- Jump Start class

HOLNAM:

- Basic Chemistry for Cement Workers
- Cement Class I(basic reading/math related to the job)
- Computer Basics

In **1996:** DEVRO-TEEPAK

- Jump Start2 Classes
- Measurement Workshop
- Learning Styles Workshop
- Communications in the 90's
- Using Technology on the Job
- Independent Learners

HOLNAM:

- True Colors Workshops
- Self-Esteem Workshops
- Stress Reduction Workshops
- Learning Styles Workshops
- Communications Workshops
- Using Computers at Work 2
- Business Writing Workshop

In **1997**: DEVRO-TEEPAK

- Independent Learner Packets
- Communications II
- Using Workplace Documents
- Using Technology on the Job
- Writing Instructions and Procedures

HOLNAM:

- Computers at Work, Part II
- Computers at Work, Part III
- Applied Math: Scalehouse Math
- Business Writing 1997
- Independent Study
- Computers at Work IV-Creating a Plant Glossary
- Basic Electricity
- Pre-MAC Pre-Study
- E-Mail Workshop

Instructors consulted with supervisors on educational concerns an average of 300 hours per year to develop classes. They also interviewed students, conducted needs surveys, and informally met with employees in break and lunch rooms. In total, 35 classes/workshops were held for 464 duplicated students and 245 unduplicated students. A total of 4419 instructional hours were conducted at the two sites during the three years.

Objective 4 - Provide ongoing outreach activities which will result in servicing and screening of a minimum of 200 eligible applicants by January 1998.

Status: Exceeded the goal by 23% 245 employees enrolled in classes during the grant

period.
Both sites developed interest surveys and conducted orientation sessions with management, supervisors, and workers. Brochures and handouts (Objectives 4.2,4.3) were developed (See appendix). At Holnam, the instructor spoke at plant meetings as well as met extensively with management. At Devro-Teepak, the instructor visited each area and spoke with the workers. A supervisor educational advisory panel was established at Devro-Teepak.
(4.1). Both instructors spoke to workers informally during break times and lunch periods (4.4,4.6). Both instructors wrote articles for the company newsletter. (4.5). The counselor developed a brochure, as well as a handout, listing her services and distributed it to employees at both plants (See appendix for comments on various approaches) .

In 1996, the staff met to discuss attendance problems at both plants. By interviewing workers and conducting needs assessments, it was determined that rotating 12-hour shifts and workers' voluntary attendance in classes after work hours were a cause of reduction of attendance in the classes. In January of 1996, Holnam also began 12-hour rotating shifts. The result of the meeting of the staff was to develop a retention plan (see attachments). Included in the plan was interviewing all Devro-Teepak employees. The interviews were to be conducted on company time and last from 15 to 20 minutes. After interviewing workers, it was found that employees were interested in classes, but because of their long shifts, were unable to come to classes on their days off due to personal commitments. They favored independent learning classes over scheduled classes. They also preferred short, focused classes with specific needs such as learning how to use e-mail in their departments. See the attachments for the retention plan, copy of the interview form, and results of interview survey. One hundred and nine (109) employees asked about classes and wanted information on their learning and communication styles as a result of the interview.

Another strategy was to promote learning styles surveys to the various departments throughout each plant. Surveys were distributed to supervisors, managers and workers. Follow-up included sharing of results with departments, learning styles workshops, and counseling sessions with individual workers. Excitement grew as employees wanted copies of the survey to share with their families or work departments. Since the survey also included communication styles, communication was stressed also. Three communication workshops were the result of the interest generated by the survey. Workers began approaching the instructors when they saw them around the plant, thus increasing interest and attendance in classes and workshops. One hundred and ninety-five employees took the learning styles survey and received information about their learning and communication styles.

Objective 5 - Develop an Individual Educational Plan (IEP) for 100% of project participants at the beginning of each cycle. Completion date June 1995.

Status: Completed
One hundred percent (100%) of the students in the classes have had an IEP developed for them. IEP'S were periodically updated as students moved through different classes.

Objective 6 - Provide instructional activities which will result in new employment, continued employment, career advancement, or increased productivity; and/or upgrade of basic skills required by changes in the workplace; and improved competencies in speaking, listening, reasoning, and problem-solving by 90 percent of the project participants. Completion date, December 31, 1997.

New Employment: Status: 5 students have left one company to find employment outside the

plant. Thirteen of our students were released from one plant as a result of attrition due to new ownership. It is difficult for us to track whether they got new employment; however, their dismissal had nothing to do with their efforts as students. Few employees would *choose* employment elsewhere as both plants were excellent places to work and paid very well. **Career advancement or promotions** within the plant are a source of new employment and we feel our students performed very well. At one plant, **50% of the new promotions were received by our students.** One student exclaimed, "You made this possible. I would have never gotten the promotion without you." Another student told us, "Learning about the computer was a big help in getting my promotion. That along with all you taught us in the CEMENT classes is the reason I had the confidence to try to move up." The instructor went so far as to help the students with their resumes and wrote a letter of recommendation outlining the time and effort the employees made to increase their skills. She reiterated the skills they had increased that corresponded to the skills required for the job advancement.

At the other plant, promotions were limited because of flat organization, a fact that was made clear to us after we had started our grant project. However, one student was promoted as a result of practicing his math skills and passing a math assessment. **Continued Employment**: **94% of our students remained employed at the plants**. Only 13 or 6% were terminated and that was a result of plant reorganization related to new ownership. Others received more job responsibility as a result of further job-flattening and their new job responsibilities required them to ask us for additional skills enhancement particularly in report writing and accessing job documents by computer. Over 60% of our students at Devro-Teepak, which assumed new ownership, asked for classes in performing some skill required by their new positions.

Increased Productivity:

- Ninety-four percent of students **(94%) indicated that their classes helped them in the performance of their job.**
- Sixty-seven percent **(67%) of supervisors surveyed indicated their employees increased productivity as a result of attending classes.**
- The manager in one department claimed that **stress and conflict management classes prepared her 18 staff members to handle changes in management, reduction in force, and position reassignments that had affected the department over the last two years.**
- Anecdotal reporting by students included 9 independent learners who reported that they were **more efficient locating and using workplace information/documents.** Nine (9) students in the two Using Technology on the Job classes reported **increased ability to accomplish job duties.** The one student in the Writing Instructions and Procedures class reported **improvement in writing technical reports** for his job. The four (4) learners in Using Workplace Documents class reported **increased ability to access and use work documents.**
- Supervisor Pre/Post Assessment of workers involved in classes revealed **56% of our students increased in job attitude, productivity, quality of work, attendance, and job knowledge.** However, **84% remained the same or improved skills**. Many of the best employees received high ratings on the pre-supervisory evaluation and their high scores left little room for improvements.

Anecdotal comments from students include:

"My reports will have some polish now--great tips and helpful exercises."

"Developing and learning a standard of how to do the procedures and math related to the scale house has helped all the employees as well as myself. We now are more efficient and error free.'"

"I never realized how much chemistry was involved in the making of cement. I now have a

better idea of what makes a quality product. I had never been to our lab before and did not understand why they performed all those tests."
"This is exciting. I really understand myself and others around me better. I see what makes them tick. Can I have copies of this (Learning Styles Survey) for my wife and child?"
Two oral workers discussing their linguistic supervisor: "Now we know why he wants everything in writing and all we want to do is tell him what happened!"
"My typing skills have improved, enabling me to type faster and more accurately, increasing my efficiency."
"I am more competent and more confident." (student is taking the GED soon)
"I passed the technical college's entrance test!"
"I am more efficient in generating reports."
"I understand the differences in personality for the team I work with and have improved my business relationships with peers and management. I know how to find information and specific web sites on the internet."
"I feel more confident about involvement in the workplace."
"Classes give you more confidence in the workplace and at home."
"Classes have made me more conscientious toward my job."
"I am buying a computer as a result of classes."
"I am planning for advancement with the company, and with these classes, I will feel more at ease."

Status of students increasing their listening, speaking, reasoning and problem-solving: 100% of students completing our classes increased in these skills.
All classes at both sites emphasized listening, speaking, reasoning and problem-solving skills while addressing job-specific skills. Students had to brainstorm, solve problems in groups, access information, and present their ideas to a group. Some workshops such as conflict resolution, stress, learning and communication styles, communications, and self-esteem addressed these skills directly. They were reinforced in every class we taught.

Objective 7 - Provide ongoing tutorial assistance to 100% of adult learners in need of educational support services. Completion date December, 1995.

Status: 100% of learners requesting tutorial assistance were served.
The counselor and the instructors at both sites continually counseled students about their educational needs. These needs ran from job-specific areas, basic literacy, high school completion, to upgrading for college-level courses. Employees were served by taking the Wonderlic test to determine basic skills deficiencies and the Learning Styles Inventory to assess learning and communication styles. Counselling sessions were set up for all employees who were tested. Four learners were advised to attend adult education classes at the nearby adult ed centers. Two received their GED's after help from the workplace instructor. Students were tutored on test taking skills for the GED as well as for application to institutions of higher education. The instructor and counselor assisted employees with application forms and upgrading for college-level courses. The interviewing of all the employees at one site enabled the VISIONS staff to determine what obstacles prevented employees from attending classes. It was determined that workers wanted independent learning sessions on specific workplace needs such as writing reports or assessing workplace documents. Independent learner packets and worker self-assessments were developed for 56 workers. Additionally 109 workers approached the instructor for information on their basic skills as well as their learning and communication styles.

Objective 8 - Provide ongoing support services to adult learners which will result in the reduction of barriers for adult learners to participate in VISIONS 2. Completion date December 1997.

Status: completed

The counselor for the project had numerous private counseling sessions in addition to the development of 245 Individual Education Plans (IEP'S). In addition, students who had dropped out of class were counseled and asked to complete an exit survey. The results of the Exit Survey indicated that the times for classes were not convenient and family obligations prevented workers from attending classes on their days off. We found many of them, male and female, were single parents who took their children to doctor appointments and school functions. Therefore, independent learning packets were prepared for each student and workers could counsel with the instructor for help when time was available. The instructor prepared a Resource Room for students so that they could sign out materials. The industry purchased notebook computers for students to sign out and work on at home. Students who missed class because of work were encouraged to complete make-up work and were given homework packets to complete. Because most all of the barriers to attendance were work related, it is very difficult to do anything about this problem. Work conditions at the plants, which included kiln breakdowns, replacement workers who needed training, and overtime for workers on vacation, are mandatory and prevent workers from attending classes. The rotating 12-hour shifts presented an ongoing problem for scheduling of classes, but workers were able to make adjustments and attend classes once we realized that with a changed approach, we could better accommodate their time constraints.

Objective 9 - Develop orientation and information sharing program targeted to 100% of supervisors to explain framework of grant for implementation. Completion date April 1995.

Status: Completed

Orientation sessions were provided to supervisors at both sites. Information on how adults learn, the relationship of upgrading skills to increased productivity, the specifics of the grant, the Likert scale, testing procedures (Objectives 9.1 - 9.5), and the importance of, and the how to's of filling out evaluations were presented to every supervisor and top management at both sites. Sessions included use of overheads, discussion and sharing of questions. Each supervisor was given an information packet with telephone numbers of staff to use as a reference during the grant. Follow up of grant specifics was accomplished by the many meetings with supervisors and management during the year. Instructors attended safety meetings and met with the Education Committees and supervisors at each plant..

Objective 10 - Set up a research-based collection system to
1) determine causes of dropouts and non-participation;
2) measure whether increases in competency-based teacher-developed tests correspond to any changes in the TALS test scores of participants. Completion date January, 1998.

Status: Objective 10 (1) Completed

1) Initial informational gathering sheets were developed to capture the data needed to discover trends and results of skills enhancement. The outside evaluator gave technical advice as to how to fully implement the research components. Objective 10.1 - the development of an interview form for dropouts was developed. Objective 10.2 - 10.6 (collection of data) began

with the start up of classes. Student evaluation of instruction allowed us to make changes in course content, length and times of classes, and methods of teaching as we progressed through the grant.
In addition to the interviewing and surveying of workers described in the previous sections, the counselor met with those who missed class and distributed an exit survey to those who dropped out. We were able to ascertain why the majority dropped out: Heavy work schedules with assigned overtime, family responsibilities, sick family members, 12-hour shift schedules and generally "not enough time" were the main reasons stated by those who dropped.

2) It has been discussed in previous sections why all workers at both plants have not been tested. Because we could not do the research indicated originally, the project staff instead performed research on the learning and communication styles of the front-line worker. Comparison was made to those styles of the management. One hundred and ninety-five workers at both industrial sites served were given a learning and communication style inventory. Such information was useful in the planning of instructional techniques as well as increasing lines of communication in the plant. The research was collected, analyzed and presented at the American Association of Adult and Continuing Educators conference in 1996, state SCACHE conference in 1997, and has been disseminated in a research write-up to ERIC. Information about the research has been sent to other interested parties, state-wide and nationally. It was included in the "best practices" or Workplace Implementation Model. See appendix for the results of the research on the preferred learning and communication styles of front-line workers.

Objective 11 - Disseminate results via articles in journals, presentations at conferences, and dissemination programs at the plant sites. Completion date January 1998.

Status: Presentations have been made at two national conventions; products produced were on display and disseminated at two additional national workplace conventions; project staff has presented at four state conventions; Workplace Implementation Model was disseminated to 100 national and state organizations that deal with workplace literacy; the learning styles research has been submitted via an article to ERIC. Information on learning styles was presented to the grantee site, Orangeburg-Calhoun Technical College, and was shared with the School-to-Work Initiative at the college.

Objective 12 - Disseminate the results of the workplace literacy implementation model to statewide and national organizations involved in workplace literacy initiatives by March 1998.

Status: Completed
In addition to activities described above, the staff has completed a best practices or *Workplace Implementation Model* booklet which has been sent to the 44 national work sites, workplace development coordinators at the community college level, and adult education coordinators in the state of South Carolina.

DEMOGRAPHICS

DEMOGRAPHIC CHARACTERISTICS OF PROGRAM PARTICIPANTS

AGE:			ETHNICITY:			GENDER:		
18-25 yrs. old	20	8%	Black	103	42%	Female	87	36%
26-40 yrs. old	104	43%	White	139	57%	Male	158	64%
41-65 yrs. old	116	48%	Other	3	1%			
66-70 yrs. old	1	0.5%						
Not Applicable	1	0.5%						

EDUCATIONAL LEVEL:

0-5TH GRADE		6TH-9TH GRADE		10TH-11TH GRADE		12TH GRADE		POST SECONDARY		NOT APPLICABLE	
2	1%	8	3%	10	4%	172	70%	51	21%	2	1%

BLACK

0-5TH GRADE		6TH-9TH GRADE		10TH-11TH GRADE		12TH GRADE		POST SECONDARY		NOT APPLICABLE	
2	2%	4	4%	3	3%	76	74%	16	16%	2	2%

WHITE

0-5TH GRADE		6TH-9TH GRADE		10TH-11TH GRADE		12TH GRADE		POST SECONDARY	
0	0%	4	3%	7	5%	96	69%	32	23%

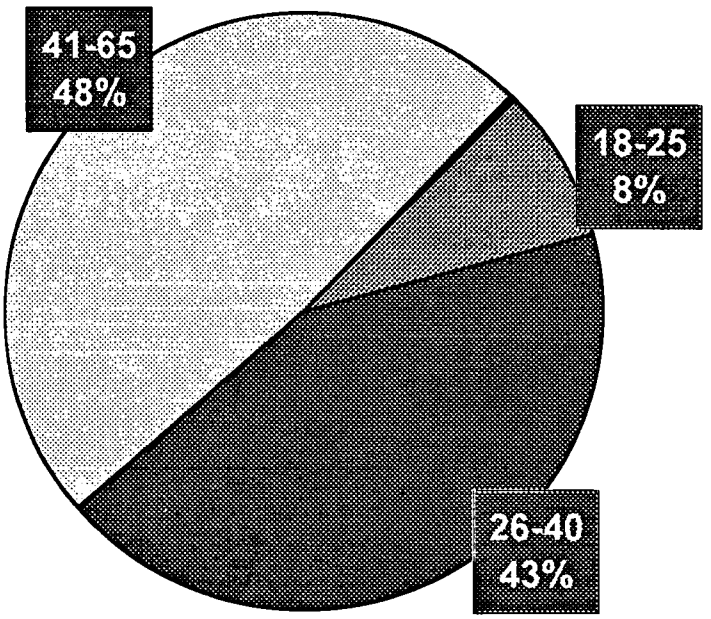
OTHER

0-5TH GRADE		6TH-9TH GRADE		10TH-11TH GRADE		12TH GRADE		POST SECONDARY	
0	0%	0	0%	0	0%	0	0%	3	100%

**Please note: Not all participants reported data in all categories; therefore, all do not total 100%.*

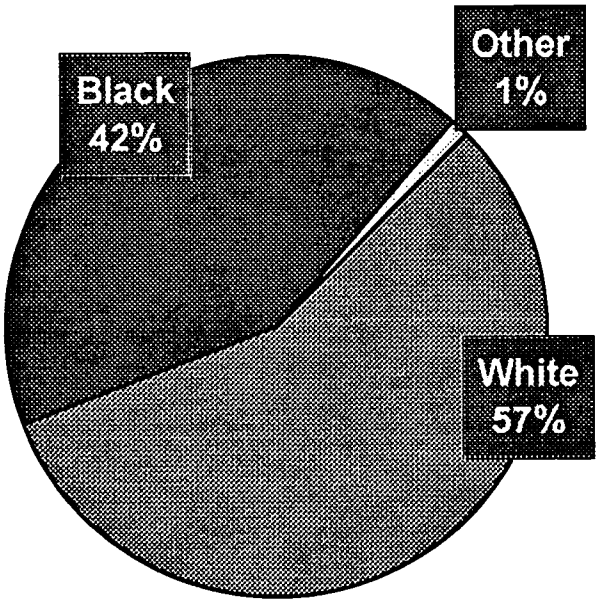
Total Program Enrollment

AGE



Total Program Enrollment

Race



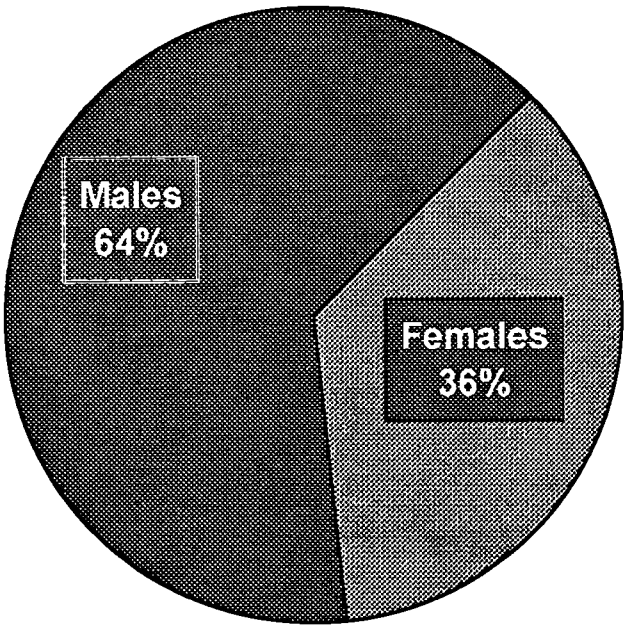
57% - 139 White Students

42% - 103 Black Students

1 % - 3 Other Students

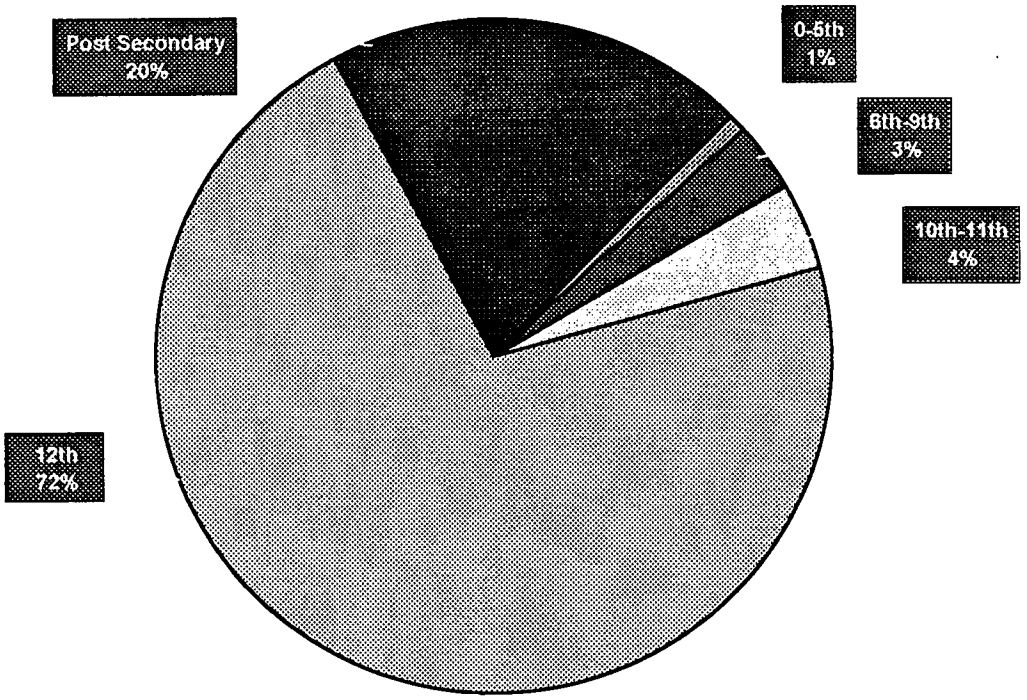
Total Program Enrollment

Gender



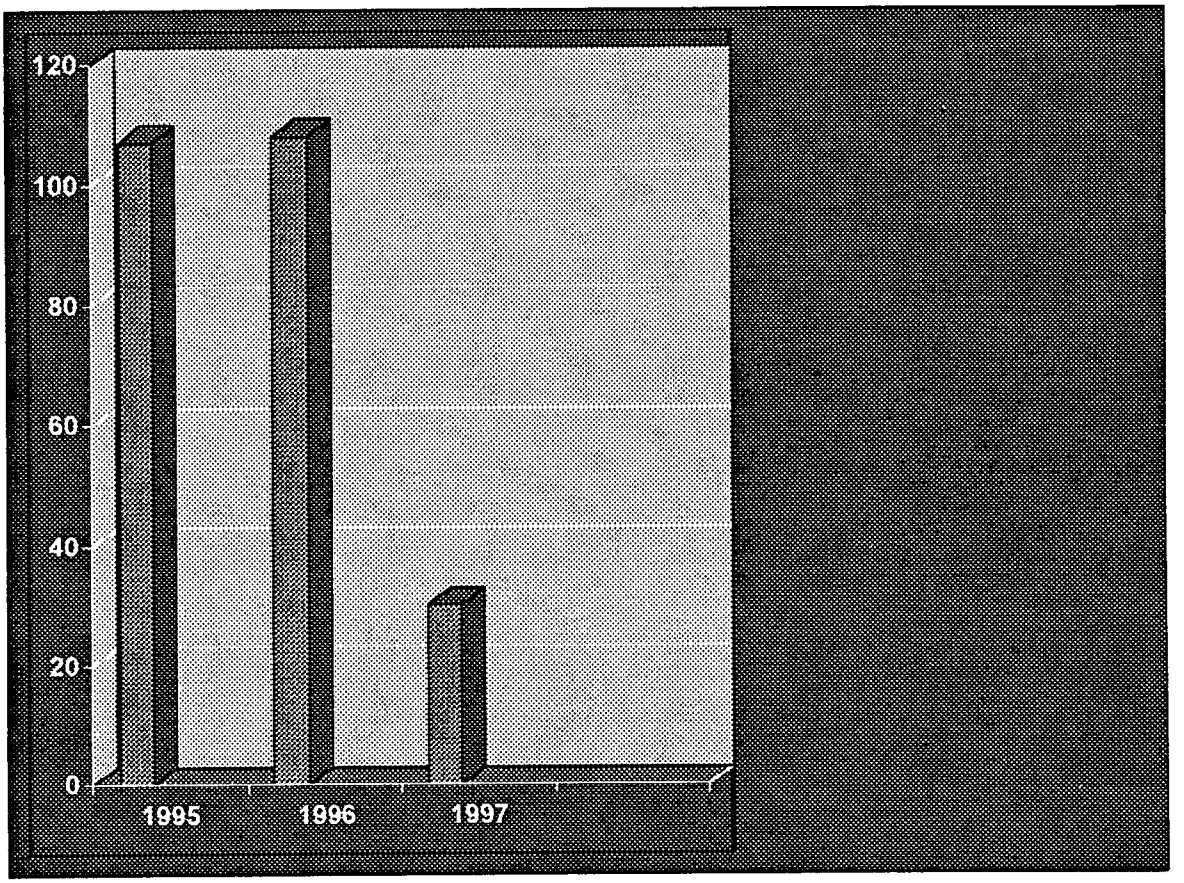
Total Program Enrollment

Educational Level



Total Program Enrollment

Total Number of New Students Unduplicated Per Year



1995-107 New Students

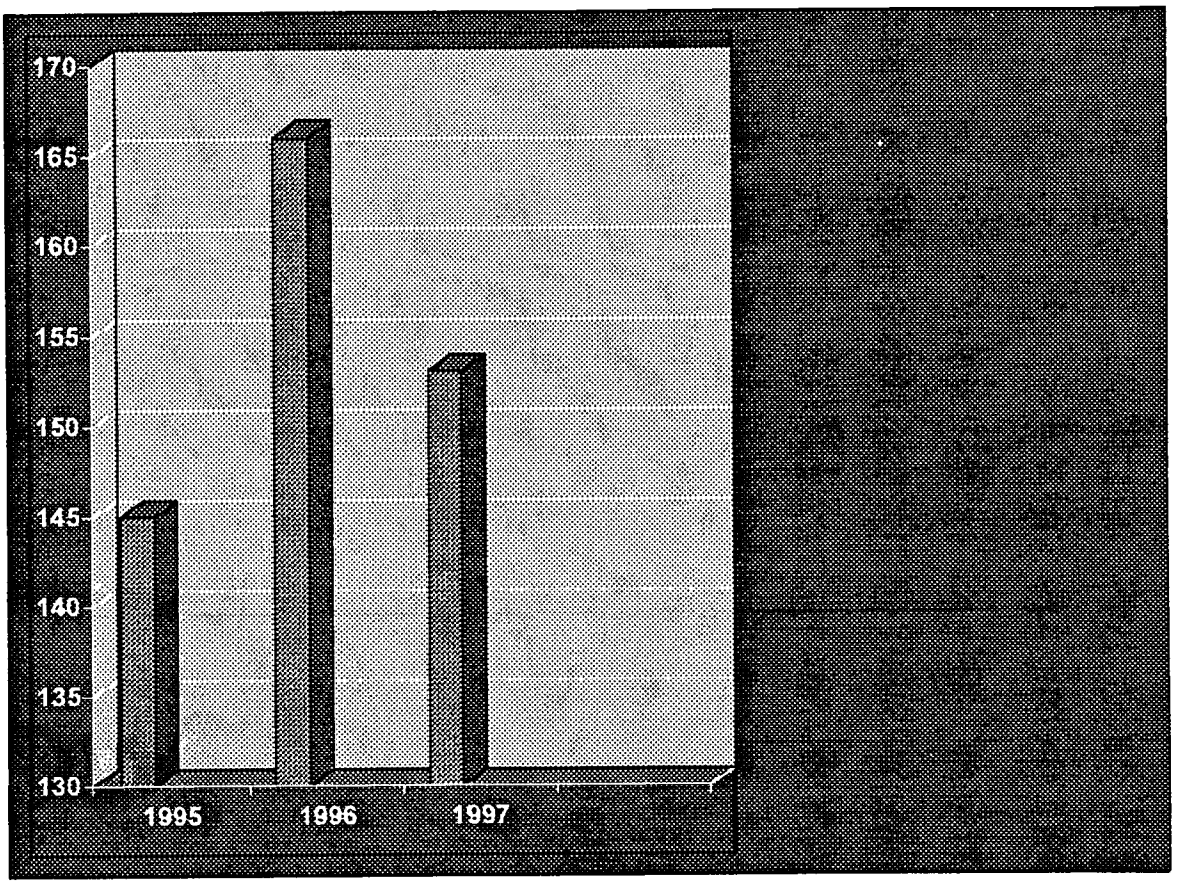
1996-108 New Students

1997-30 New Students

Total Number of Students for Both Sites for three years - 245 students

Total Program Enrollment

Total Number of Students Duplicated Per Year



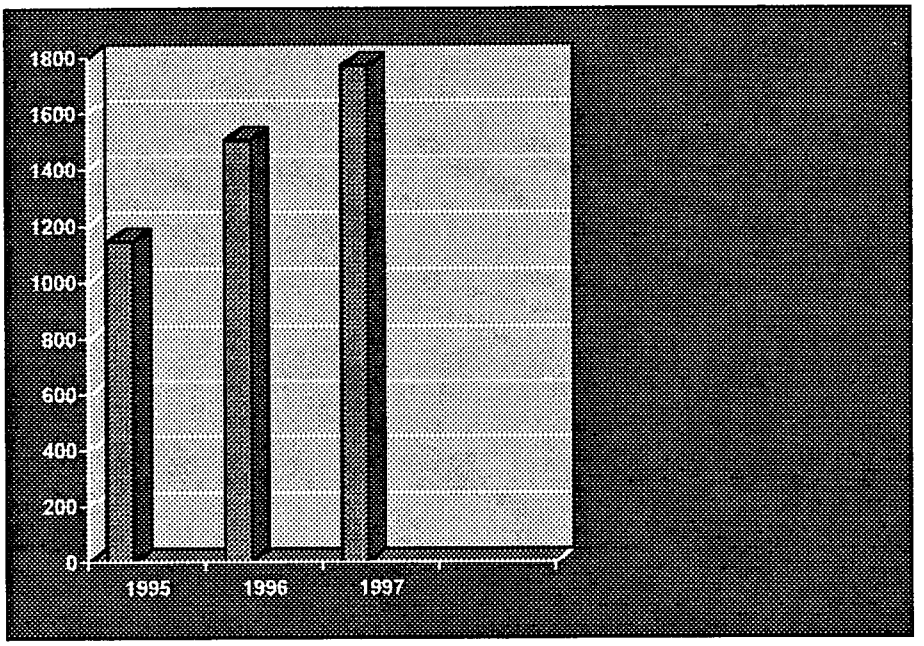
1995-145 Duplicated Students

1996-166 Duplicated Students

1997-153 Duplicated Students

Total Program Enrollment

Total Number of Student Contact Hours Per Year



1995-1145 hours

1996-1504 hours

1997-1770 hours

Total Contact Hours (3 years) - 4419

CLASSES FOR THE NATIONAL WORKPLACE LITERACY GRANT
JANUARY 1, 1995 THROUGH DECEMBER 31, 1997

1995 CLASSES

Holnam, Inc.

1. Chemistry
2. Cement
3. Computers

Devro-Teepak, Inc.

4. Conflict Resolution Workshop
5. Stress Management Workshop
6. Jumpstart
7. Independent Learning (Ongoing)

Total Number of students for 1995: 145 students
Total Number of contact hours for 1995: 1145 contact hours

1996 CLASSES

Holnam, Inc.

1. Stress Reduction
2. True Colors
3. Self-Esteem Workshop
4. Learning Styles Workshop
5. Business Writing Workshop
6. Communications Workshop, Part I
7. Communications Workshop, Part II
8. Using Computers At Work II

Devro-Teepak, Inc.

9. Jumpstart 2
10. Measurement Workshop
11. Learning Styles Workshop
12. Communications in the 90's
13. Learning Center (Ongoing)
14. Using Technology on the Job

Total number of students for 1996: 234 students
Total number of contact hours for 1996: 1504 contact hours

1997 CLASSES

Holnam, Inc.

1. Computers at Work, Part II
2. Computers at Work, Part III
3. Applied Math I, Scalehouse Math
4. Business Writing 1997
5. Independent Study
6. Computers at Work, Part IV (Glossary)
7. Basic Electricity Workshop
8. Using Computers at Work Part V (Pre-MAC)
9. E-Mail Workshop

Devro-Teepak, Inc.

10. Independent Learning
11. Communications II
12. Using Workplace Documents
13. Using Technology on the Job II
14. Writing Instructions and Procedures

Total number of students for 1997: 157 students
Total number of contact hours for 1997: 1770 contact hours

Total Number of Classes for grant cycle:	35
Total Number of Students for grant cycle:	245
Total Number of Contact Hours for grant cycle:	4419

***Contact Hours means the total number of teaching hours that all participating workers received at this site.**

INKIND

Inkind Summary January 1995 through December 1997

January 1995 – December 1995

Holnam, Inc.	$16,868.00
Orangeburg–Calhoun Technical College	$17,508.00
Devro–Teepak, INc.	$24,185.00
Calhoun County Adult Education	$730.00
Total Inkind Amount (January–December)	**$59,291.00**

January 1996 – December 1996

Holnam, Inc.	$26,056.00
Orangeburg–Calhoun Technical College	$20,561.00
Devro–Teepak, INc.	$44,317.00
Orangeburg Adult & Community Education	$1,682.00
Calhoun County Adult Education	$730.00
Total Inkind Amount (January–December)	**$93,346.00**

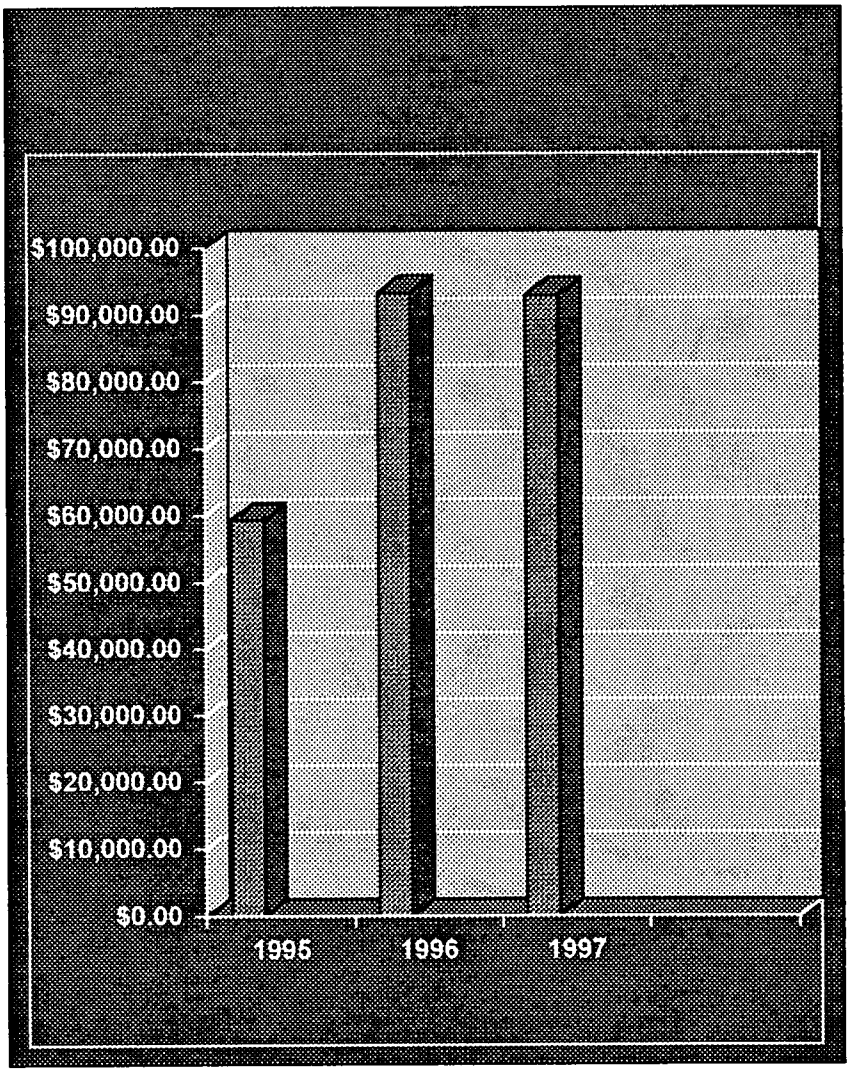
January 1997 – December 1997

Holnam, Inc.	$36,133.00
Orangeburg–Calhoun Technical College	$20,270.00
Devro–Teepak, Inc.	$36,566.00
Total Inkind Amount (January–December)	$92,969.00

Total Inkind (3 Years) – $245,606.00

Total Program Inkind

Total Amount of Inkind for Each Year



1995-$59,291.00

1996-$93, 346.00

1997-$92,969.00

Total for three (3) years - $245,606.00

Holnam, Inc. In-kind Report
1995

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	Total Y-T-D
Donated Services(from separate spreadsheet)																										
Key Employee Interviews	30	7.25	217.5	9	270	12.7	382.5	11.5	345	15.2	457.5	7.25	217.5	10	300	6	180	5	150	7.75	232.5	7.75	232.5	7.75	232.5	3217.5
Volunteers																										
Monthly Total			**217.5**		**270**		**382.5**		**345**		**457.5**		**217.5**		**300**		**180**		**150**		**232.5**		**232.5**		**232.5**	**3217.5**
Supplies :																										
Paper, ream	5		0		0		0		0		0		0		0		0	1	5		0		0		0	5
Pens, doz	3.48		0		0		0		0		0		0		0		0		0		0		0		0	0
Legal Pads, doz	9.5		0		0		0		0		0		0		0		0		0		0		0		0	0
Pencils, gross	18		0		0		0		0		0		0		0		0		0		0		0		0	0
Photocopies	0.03		0	250	7.5	120	3.6	100	3		0	450	13.5		0	225	6.75	200	6	600	18	560	16.8	650	19.5	94.65
Faxes	1		0		0	10	10	2	2	4	4		0		0		0		0		0		125		125	266
Monthly Total			**0**		**7.5**		**13.6**		**5**		**4**		**13.5**		**0**		**6.75**		**11**		**18**		**141.8**		**144.5**	**365.65**
Equipment:																										
Desk, exec.	25		0		0		0		0		0		0		0		0		0		0		0		0	0
Chair, swivel	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	120
Chair, side	6		0		0		0		0		0		0		0		0		0		0	2	12		0	12
File Cabinet	10	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	240
Bookcase	10		0		0		0		0		0		0		0		0		0		0		0		0	0
Storage Cabinet	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	216
Lamp	3		0		0		0		0		0		0		0		0		0		0		0		0	0
Table	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	2	36	1	18	234
Computers in Lab	100	1	100	1	100	1	100	1	100	1	100	1	100	13	1300	12	1200	10	1000	6	600	6	600	6	600	5900
Office Space (120 sf)	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1	97.5	1170
Classroom Space (560 sf = to one week)																										0
Miscellaneous:							150														37.02		50		50	287.02
Monthly Total			**263.5**		**263.5**		**413.5**		**263.5**		**263.5**		**263.5**		**1463.5**		**1363.5**		**1163.5**		**800.52**		**843.5**		**813.5**	**6179.02**
Pay for Classes(from separate spreadsheet)																										
Chemistry																	1010				400		620		310	2340
Cement																	1010				400		620		310	2340
																										0
																										0
																										0
Monthly Total			**0**		**0**		**0**		**0**		**0**		**0**		**0**		**2020**		**0**		**800**		**1240**		**620**	**4680**
Telephone	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**204**
Postage									**2.42**		**17.6**						**0.96**				**0.64**					**21.62**
TOTAL IN-KIND			498		538		826.6		632.92		739.6		511.5		1780.5		3368.2		1341.5		1868.6		2474.8		1827.5	16567.79

ORANGEBURG–CALHOUN TECHNICAL COLLEGE INKIND SUMMARY BY MONTH

1995

Category/Item	Value Each	January Qty	January Value	February Qty	February Value	March Qty	March Value	April Qty	April Value	May Qty	May Value	June Qty	June Value	July Qty	July Value	August Qty	August Value	September Qty	September Value	October Qty	October Value	November Qty	November Value	December Qty	December Value	Total Y–T–D
Office Furniture:																										
Desk (Exec.)	25	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	600.00
Chair (Swivel)	10	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	240.00
chair (side)	6	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	360.00
file cabinet	10	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	480.00
shelf or bookcase	10	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	600.00
lamp	3	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	36.00
lge. storage cabinet	18	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	216.00
table	18	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	432.00
Monthly Total			**247.00**		**247.00**		**247.00**		**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**22**	**247.00**	**2964.00**
Office Equipment:																										
Fax Machine	125	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1500.00
Copy Machine	50	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	600.00
Pencils–used at Teepa	0.15		0.00		0.00	100	15.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	15.00
TV/VCR	1485		0.00		0.00		0.00	1	1485.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1485.00
Typewriter	35	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	420.00
Monthly Total			**210.00**				**225.00**		**1695.00**		**210.00**		**210.00**		**210.00**		**210.00**		**210.00**		**210.00**		**210.00**		**210.00**	**4020.00**
Office Space:	270	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	6480.00
Monthly Total			**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**	**6480.00**
Telephone:	17	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	408.00
Monthly Total			**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**	**408.00**
Postage:																										
Letters	0.32	15	4.80	****	48.00	15	4.80	15	4.80	63	20.16	63	20.16	63	20.16	63	20.16	63	20.16	63	20.16	63	20.16	64	20.48	224.00
Packages	3.5	25	87.50	0		0		0			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	87.50
FedEx or Postal Priority	10.7		0.00								0.00		0.00		0.00		0.00		0.00		0.00		0.00	3	32.25	32.25
Monthly Total			**92.3**		**48**		**4.8**		**4.8**	**63**	**20.16**		**20.16**		**20.16**		**20.16**		**20.16**		**20.16**		**20.16**		**52.73**	**343.75**
Faxes: ($1 per page)	1		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	40	40.00		0.00	14	14.00	54.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**40.00**		**0.00**		**14.00**	**54.00**
Time spent with others:																										
Kathy Davis	20		0.00	0	0.00	0	0.00	0	0.00	10	200.00	10	200.00	10	200.00	10	200.00	5	100.00	5	100.00	10	200.00	10	200.00	1400.00
Faye Pendarvis	14.5		0.00		0.00		0.00		0.00		0.00		0.00		0.00	2	29.00	1	14.50		0.00	0	0.00	0	0.00	43.50
Gary Foley	13	0	0.00		0.00		0.00		0.00	10	130.00		0.00	4	52.00	0	0.00	1.	19.50		0.00	0	0.00	1	13.00	214.50
Retta Guthrie	24		0.00		0.00		0.00	0	0.00	2	48.00	0	0.00	0	0.00	2	48.00		0.00		0.00	0	0.00	0	0.00	96.00
Gerry Shuler	14.5		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1.	21.75		0.00		0.00	0	0.00	0	0.00	21.75
Connie Horger	14		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	4	56.00	0	0.00	0	0.00	56.00
Nancy Coleman	18		0.00		0.00		0.00		0.00	20	360.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	360.00
Karen Felder	7.5	0	0.00	0	0.00	0	0.00	0	0.00	5	37.50	0	0.00	5	37.50	5	37.50		0.00		0.00		0.00		0.00	112.50
Linda Hezekiah	8.5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5.	46.75	5.	46.75	5.	46.75	5.	46.75	0.	4.25	0.	4.25	195.50
Scarlet Geddings	11		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	11	121.00		0.00	121.00
Brenda Shuler	14.5		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Melissa Stewart	20		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Mike Hammond	23		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Jimmy Crider	13		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Keith Blanton	21		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Amar Madineni	16		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Computer Lab/Equipme	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Meeting Rooms – OCT	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Long Distance Lab/Equ	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Monthly Value Total		**0**	**0.00**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**		**775.50**		**200.00**		**336.25**		**383.00**	**13**	**180.75**	**14**	**202.75**	**21**	**325.25**	**11**	**217.25**	**2620.75**
Staff Development:																										
WordPerfect Training–3	75		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	75.00		0.00		0.00		0.00	75.00
Inservice – 8 hrs.	150		0.00		0.00		0.00		0.00		0.00		0.00		0.00	5	750.00		0.00		0.00		0.00		0.00	750.00
Excel Training–2hrs.	75		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	75.00		0.00	75.00
			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Monthly Total			**0.00**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**	**0**	**0.00**	**5**	**750.00**	**1**	**75.00**	**0**	**0.00**	**1**	**75.00**	**0**	**0.00**	**$900.00**
TOTAL INKIND			1123.30		869.00		1030.80		2320.80		1826.66		1251.16		1387.41		2184.16		1306.91		1293.91		1451.41		1314.98	17780.50

WordPerfect Training – Chris
Inservice – Entire Staff
Excel Training – Lou Taylor

OCTNKD96.wk1 (Monetary Inkind Disk)

Devro–Teepak In–kind Report
1995

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	Total Y–T–D
Donated Services(from separate spreadsheet)																										
Key Employee Interviews	31.43	13	408.5	23	722.8	69.75	2192.	18.95	595.5	16.5	518.5	0	0	63	2011	86	2221	90	1981	81.5	1096	35	1021	12	358	13125.9
Volunteers																										
Monthly Total			**408.5**		**722.8**		**2192.**		**595.5**		**518.5**		**0**		**2011**		**2221**		**1981**		**1096**		**1021**		**358**	**13125.9**
Supplies :																										
Paper, ream	5		0		0		0	1	5	1	5		0	1	5		0	1	5		0		0	2	10	30
Pens, doz	3.48		0		0		0	1	3.48	1	3.48		0	1	3.48		0		0		0		0		0	10.44
Legal Pads, doz	9.5		0		0		0		0		0		0	1	9.5		0		0		0		0	0.5	4.75	14.25
Pencils, gross	18		0		0		0	1	18	1	18		0	1	18		0		0		0		0		0	54
Photocopies	0.03	6	0.18		0	30	0.9	120	3.6	210	6.3		0	60	1.80	250	7.5	575	17.25		0	3500	105	250	7.5	150.03
Other			0		0		0		0		0		0		0		0		0		0		0		0	0
Monthly Total			**0.18**		**0**		**0.9**		**30.08**		**32.78**		**0**		**37.78**		**7.5**		**22.25**		**0**		**105**		**22.25**	**258.72**
Equipment:																										
Desk, exec.	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	1	25	300
Chair, swivel	10	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	360
Chair, side	6	2	12	2	12	2	12	1	6	6	36	6	36	2	12	2	12	2	12	2	12	2	12	2	12	186
File Cabinet	10	1.5	15	1.5	15	1.5	15	2	20	2	20	2	20	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	195
Bookcase	10	1	10	1	10	1	10		0	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	110
Lamp	3	1	3	1	3	1	3		0	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	33
Table	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	2	36	2	36	2	36	1	18	1	18	270
Computers in Lab	100	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4800
Office Space (120 sf)	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1080
Classroom Space (660 sf = to one week)																							114		40	154
Miscellaneous: Satellite dish																										0
Copy Machine	50		0		0	1	50	1	50	1	50	1	50	1	50	1	50	1	50	1	50	1	50	1	50	500
Monthly Total			**603**		**603**		**653**		**639**		**682**		**682**		**653**		**671**		**671**		**671**		**767**		**693**	**7958**
Pay for Classes (from separate spreadsheet)													0		0		0		0		0		0		0	0
Jump Start													0		0		0		0		0		1293		384	1677
Independent Learning													0		0		0		0		0		155.21		102	257.21
Conflict Resolutions Workshop											1112.		0		0		0		0		0		0		0	1112.5
													0		0		0		0		0		0		0	0
													0		0		0		0		0		0		0	0
Monthly Total			**0**		**0**		**0**		**0**		**1112.**		**0**		**0**		**0**		**0**		**0**		**1448.21**		**486**	**3048.71**
Telephone	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	204
Postage																	4.6		5.65				6.6		4.75	22.2
TOTAL INKIND			1028		1342		2853		1281		2362		699		2718		2921		2697		1784		3355.01		1581	24945.5

tpkinknd.wk1(95–97)Monetary Inkind disk

1995

Calhoun County Adult Education
1995

Category/Item	Value Each	January		February		March		April		May		June		July		August		September		October		November		December		TOTALS
		Qty	Value	Qty	Value	Qty.	Value	Qty.	Value	Qty	Value	Qty.	Value	Qty	Value	Qty	Value	Qty	Value	Qty	Value	Qty	Value	Qty	Value	Y-T-D
COURSES:																										
GED Class																										0.00
																										0.00
																										0.00
2-6hr days/1 instructor																										0.00
																										0.00
$3 per stud X 4	3																	4	12.00	4	12.00	4	12.00	4	12.00	48.00
																										0.00
																										0.00
Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**12.00**		**12.00**		**12.00**		**12.00**	**48.00**
Computer Materials	100																	1	100.00	1	100.00	1	100.00	1	100.00	400.00
Desk	25																	1	25.00	1	25.00	1	25.00	1	25.00	100.00
Chair	10																	1	10.00	1	10.00	1	10.00	1	10.00	40.00
Table	18																	1	18.00	1	18.00	1	18.00	1	18.00	72.00
Lamp	3																	1	3.00	1	3.00	1	3.00	1	3.00	12.00
Photocopies	0.03																	72	2.16	60	1.80	100	3.00	92	2.76	9.72
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**170.16**		**169.80**		**171.00**		**170.76**	**681.72**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
																										0.00
																										0.00
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
																										0.00
																										0.00
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																										0.00
																										0.00
																										0.00
																										0.00
																										0.00
Monthly Value Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
																										0.00
																										0.00
																										0.00
Monthly Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
TOTAL INKIND			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		182.16		181.80		183.00		182.76	729.72

OACEnknd.wk1 OAENKD96.WK1 (Orangeburg Adult Education Inkind) monetary disk

1996

Holnam, Inc. In-kind Report
1996

Value Each	Value Each	January		February		March		April		May		June		July		August		September		October		November		December		Total
		Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Qty.	Value	Y-T-D
Category/Item																										
Donated Services(from separate spreadsheet)																										
Key Employee Interviews	30	11.2	337.50	9	270.00	10.5	315.00	19.2	577.50	19.5	585.00	14.5	435.00	18.7	562.50	19	570.00	24	720.00	18.2	547.50	18	540.00	14.5	435.00	5895.00
Volunteers																										
Monthly Total			**337.50**		**270.00**		**315.00**		**577.50**		**585.00**		**435.00**		**562.50**		**570.00**		**720.00**		**547.50**		**540.00**		**435.00**	**5895.00**
Supplies :																										
Paper, ream	5	1	5.00	1	5.00		0.00	1	5.00		0.00		0.00	1	5.00		0.00	1	5.00	0	0.00		0.00	1	5.00	30.00
Pens, doz	3		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	3.00		0.00	1	3.00		0.00		0.00	6.00
Legal Pads, doz	9.5		0.00		0.00		0.00		0.00		0.00		0.00	0.21	2.00		0.00		0.00		0.00		0.00		2.00	4.00
Pencils, gross	18		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Photocopies	0.03	175	5.25	375	11.25	850	25.50	350	10.50	850	25.50		0.00	1800	54.00	1200	36.00	420	12.60	1750	52.50	550	16.50	850	25.50	275.10
Other			0.00		4.00		0.00		58.00		0.00		0.00		27.50		0.00		0.00		4.50		4.50		0.00	98.50
Monthly Total			**10.25**		**20.25**		**25.50**		**73.50**		**25.50**		**0.00**		**88.50**		**39.00**		**17.60**		**60.00**		**21.00**		**32.50**	**413.60**
Equipment:																										
Desk, exec.	25		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Chair, swivel	10	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	120.00
Chair, side	6	2	12.00	2	12.00	2	12.00	2	12.00	20	120.00	20	120.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	360.00
File Cabinet	10	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	1.5	15.00	180.00
Storage Cabinet	18	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	216.00
Bookcase	10		0.00		0.00		0.00		0.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	80.00
Chair, padded folding(student)	2		0.00		0.00	1	2.00	12	24.00	12	24.00	12	24.00	20	40.00	20	40.00	20	40.00	20	40.00	20	40.00	20	40.00	314.00
Table	18	2	36.00	2	36.00	4	72.00	10	180.00	10	180.00	10	180.00	10	180.00	10	180.00	10	180.00	10	180.00	10	180.00	10	180.00	1764.00
Computers in Lab & Instructor's office	100	1	100.00	1	100.00	2	200.00	7	700.00	7	700.00	7	700.00	7	700.00	7	700.00	7	700.00	7	700.00	7	700.00	7	700.00	6700.00
Office Space (120 sf)	90	1	90.00	1	90.00	0	0.00		0.00	0	0.00		0.00		0.00	0	0.00	0	0.00		0.00		0.00		0.00	180.00
Classroom Space (660 sf = to one week)	294		0.00		0.00	1	294.00	1	294.00		294.00	1	294.00	1	294.00	1	294.00	1	294.00	1	294.00	1	294.00	1	294.00	2940.00
Miscellaneous																										0.00
Monthly Total			**281.00**		**281.00**		**623.00**		**1253.00**		**1371.00**		**1371.00**		**1279.00**		**1279.00**		**1279.00**		**1279.00**		**1279.00**		**1279.00**	**12854.00**
Pay for Classes (from separate spreadsheet)																										0.00
Independent Study Lab	10		0.00	2	20.00	12	120.00		0.00		0.00		0.00		0.00	0	0.00	0	0.00	0	0.00		0.00		0.00	140.00
Workshop	10		0.00		0.00		0.00		0.00	4	40.00	6	60.00	96	960.00	78	780.00	50	500.00	4	40.00		0.00		0.00	2380.00
Career 2000/Computers At Work II	10		0.00		0.00		0.00	18	180.00	82	820.00	26	260.00	70	700.00	26	260.00	26	260.00	48	480.00	60	600.00	50	500.00	4060.00
Other - Refreshments																	7.50		20.00						5.00	32.50
Fax Transmittal Documents																			27.00		17.00	9	9.00	4	4.00	57.00
Monthly Total			**0.00**		**20.00**		**120.00**		**180.00**		**860.00**		**320.00**		**1660.00**		**1047.50**		**807.00**		**537.00**		**609.00**		**509.00**	**6669.50**
Telephone	17	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	1	**17.00**	**204.00**
Postage	0.32		**0.00**	2	**0.64**	4	**1.28**	5	**1.60**	14	**4.48**	3	**0.96**	5	**1.60**	10	**3.20**	6	**1.92**	4	**1.28**	5	**1.60**	4	**1.28**	**19.84**
TOTAL INKIND			645 75		608 89		1101 78		2102 60		2852 98		2143 96		3608 60		2955 70		2842 32		2441 78		2457 60		2273 78	26033 94

1996

ORANGEBURG–CALHOUN TECHNICAL COLLEGE INKIND SUMMARY BY MONTH

1996

Category/Item	Value Each	January Qty	January Value	February Qty	February Value	March Qty.	March Value	April Qty.	April Value	May Qty	May Value	June Qty.	June Value	July Qty	July Value	August Qty	August Value	September Qty	September Value	October Qty	October Value	November Qty	November Value	December Qty	December Value	TOTALS Y–T–D
Office Furniture:																										
Desk (Exec.)	25	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	600.00
Chair (Swivel)	10	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	380.00
chair (side)	6	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	5	30.00	360.00
file cabinet	10	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	4	40.00	480.00
shelf or bookcase	10	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	5	50.00	600.00
lamp	3	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	36.00
lge. storage cabinet	18	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	216.00
table	18	2	36.00	2	36.00	2	36.00	2	36.00	2	36.00	3	54.00	3	54.00	3	54.00	3	54.00	3	54.00	3	54.00	3	54.00	558.00
Monthly Total			**247.00**		**247.00**		**247.00**		**247.00**		**247.00**		**285.00**		**285.00**		**285.00**		**285.00**		**285.00**		**285.00**		**285.00**	**3230.00**
Office Equipment:																										
Internet–Unlimited access	50		0.00		0.00		0.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	900.00
Fax Machine	125	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1500.00
Copy Machine	50	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	600.00
Pencils–used at Teepak	0.15		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
TV/VCR	1485		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Typewriter	35	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	420.00
Monthly Total			**210.00**		**210.00**		**210.00**		**310.00**		**310.00**		**310.00**		**595.00**		**595.00**		**595.00**		**595.00**		**595.00**		**595.00**	**5130.00**
Office Space:	270	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	6480.00
Monthly Total			**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**		**540.00**	**6480.00**
Telephone:	17	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	408.00
Monthly Total			**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**		**34.00**	**408.00**
Postage:																										
Letters	0.32	10	3.20	0	0.00	7	2.24	28	8.96	4	1.28	3	0.96	4	1.28	5	1.60		0.00	6	1.92	5	1.60	8	2.56	25.60
Packages	3.5		0.00		0.00		0.00		0.00	22	77.00		0.00	1	3.50		0.00		0.00		0.00		0.00		0.00	80.50
Postal Priority	10.75		0.00		0.00		0.00		0.00	1	10.75		0.00	1	10.75		0.00		0.00		0.00		0.00		0.00	21.50
FedEx	22.5		0.00	0	0.00	1	22.50		0.00	0	0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	22.50
Monthly Total			**3.20**		**0.00**		**24.74**		**8.96**		**89.03**		**0.96**		**15.53**		**1.60**		**0.00**		**1.92**		**1.60**		**2.56**	**150.10**
Faxes ($1 per page)	1		0.00	0	0.00	4	4.00	3	3.00	0	0.00		0.00	3	3.00	5	5.00		0.00	4	4.00	3	3.00	2	2.00	24.00
Monthly Total			**0.00**		**0.00**		**4.00**		**3.00**		**0.00**		**0.00**		**3.00**		**5.00**		**0.00**		**4.00**		**3.00**		**2.00**	**24.00**
Time spent with others:																										
Kathy Davis	20	10	200.00	10	200.00	10	200.00	10	200.00	7	140.00	2	40.00	2	40.00		0.00		0.00		0.00		0.00	0	0.00	1020.00
Gary Foley	13		0.00		0.00		0.00	5	65.00	6	78.00		0.00		0.00		0.00	2	26.00		0.00		0.00	0	0.00	169.00
Gerry Shuler	14.5		0.00	1.5	21.75	2	29.00		0.00		0.00		0.00		0.00	2	29.00	2	29.00		0.00		0.00	0	0.00	108.75
Brenda Shuler	14.5	1.5	21.75		0.00	2	29.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	50.75
Amar Madineni	16		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	16.00	2	32.00		0.00	0	0.00	48.00
Keith Blanton	21		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	7	147.00	5	105.00	2	42.00	1.5	31.50	325.50
Melisssa Stewart	20		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	20.00		0.00	0	0.00	20.00
Mike Hammond	23		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	23.00		0.00	0	0.00	23.00
Computer Lab/Equipment	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	8	400.00		0.00	0	0.00	400.00
Meeting Rooms – OCTC	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	8	400.00		0.00	0	0.00	400.00
Long distance Lab/Equip	50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	4	200.00		0.00	0	0.00	200.00
Larry Freeman	16		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	16.00		0.00		0.00	0	0.00	16.00
Jimmy Crider	13		0.00		0.00		0.00		0.00		0.00		0.00		0.00	6	78.00		0.00	1	13.00	6	78.00	1	13.00	182.00
Monthly Value Total			**221.75**		**221.75**		**258.00**		**265.00**		**218.00**		**40.00**		**40.00**		**107.00**		**234.00**		**1193.00**		**120.00**		**44.50**	**2963.00**
Staff Development:																										
Inservice – 18 hrs.	25	0	1800.00		0.00		0.00		0.00		0.00		0.00		0.00	6	150.00		0.00		0.00		0.00		0.00	1950.00
Distance Ed Committee Mtg	18.36		0.00	2.5	45.90		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	45.90
Video Conference	30		0.00		0.00		0.00	1	30.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	30.00
Power Point Workshop	75		0.00		0.00		0.00		0.00	2	150.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	150.00
Monthly Total			**1800.00**		**45.90**		**0.00**		**30.00**		**150.00**		**0.00**		**0.00**		**150.00**		**0.00**		**0.00**		**0.00**		**0.00**	**2175.90**
TOTAL INKIND			3055.95		1298.65		1317.74		1437.96		1588.03		1209.96		1512.53		1717.60		1688.00		2652.92		1578.60		1503.06	20561.00

Devro–Teepak In–kind Report
1996

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	Total Y–T–D
Donated Services(from separate spreadsheet)																										
Key Employee Interviews			1348		935		724		2614		2903		1477		1683		1019		560		1620		450		198	15531
Volunteers																										
Monthly Total			**1348**		**935**		**724**		**2614**		**2903**		**1477**		**1683**		**1019**		**560**		**1620**		**450**		**198**	**15531**
Supplies :																										
Paper, ream	5	1	5	1	5	2	10	2	10	4	20	2	10	3	15	2	10	2	10	2	10	2	10	2	10	125
Pens, doz	3.48		0		0		0		0		0		0		0		0		0		0		0		0	0
Legal Pads, doz	9.5		0		0		0		0		0		0		0		0		0		0		0		0	0
Pencils, gross	18		0	1	18		0		0		0		0		0		0		0		0		0		0	18
Photocopies	0.03	339	10.17	820	24.6	1600	48	2050	61.5	2300	69	2350	70.5	1650	49.5	3150	94.5	2690	80.7	4150	124.5	1730	51.9	275	8.25	693.12
Other			0		0		0		0		9		9		55		0		0		0		0		0	73
Monthly Total			**15.17**		**47.6**		**58**		**71.5**		**98**		**89.5**		**119.5**		**104.5**		**90.7**		**134.5**		**61.9**		**18.25**	**909.12**
Equipment:																										
Desk, exec.	25	1	25	1	25	1	25	1	25	1	25	2	50	2	50	2	50	2	50	2	50	2	50	2	50	475
Chair, swivel	10	3	30	3	30	3	30	3	30	3	30	2	20	3	30	3	30	3	30	3	30	3	30	3	30	350
Chair, side	6	2	12	2	12	2	12	2	12	2	12	1	6	2	12	2	12	2	12	2	12	2	12	2	12	138
File Cabinet	10	1.5	15	1.5	15	2	20	2	20	2	20	1	10	1.5	15	1.5	15	1.5	15	2	20	2	20	2	20	205
Bookcase	10	1	10	1	10	1	10	1	10	1	10	2	20	1	10	1.5	15	1.5	15	2	20	2	20	2	20	170
Lamp	3	1	3	1	3	1	3	1	3	1	3		0	1	3	1	3	1	3	1	3	1	3	1	3	33
Table	18	1	18	1	18	1	18	1	18	2	36		0	1	18	1	18	1	18	1	18	1	18	1	18	216
Computers in Lab	100	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4	400	4800
Office Space (120 sf)	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	1	90	0	0	1	90	1	90	990
Classroom Space (660 sf = to one week)					114		114	60	181	5	14.25				200		200		200		200		200		200	1623.25
Vax Terminals	30		0		0		0		0		0		0		0	2	60	2	60	2	60	2	60	2	60	300
Printers In Lab	30		0		0		0		0		0		0		0	2	60	2	60	2	60	2	60	2	60	300
Miscellaneous: Satellite dish			3600																							3600
Monthly Total			**4203**		**717**		**722**		**789**		**640.25**		**596**		**828**		**953**		**953**		**873**		**963**		**963**	**13200.2**
Pay for Classes (from separate spreadsheet)																										663
Jump Start					221		331.5		110.5																	8493.5
Independent Learning			102		144.5				588.5		945		461.75		556.5		682		496.5		1915		787.25		1814.5	508.5
Workplace Communications for the 90's							144		364.5																	1376
Learning Styles Workshop											1376															93.5
Employee interviews:174 emp. x 1/2hr @$17											1487.5															
																	696.27		442		331.5		153			
Production Reporting Math–Measurement											93.5															14244.7
Monthly Total			**102**		**365.5**		**475.5**		**1063.5**		**3902**		**461.75**		**556.5**		**1378.27**		**938.5**		**2246.5**		**940.25**		**1814.5**	**25379.2**
Telephone	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**17**	**1**	**29**		**49**		**49**		**49**	**0**
Postage					**7.35**		**12.6**		**5.35**		**12.63**		**10.88**		**13.65**		**6.35**		**15.85**		**22**		**13**			**0**
TOTAL INKIND			5685 1		2089 4		2009 1		4560 3		7572 88		2652 13		3217 65		3478 12		2587 05		4945		2477 15		3042 75	44316.8

tpkinknd.wk1(95–97)Monetary Inkind disk

1996

ORANGEBURG ADULT AND COMMUNITY EDUCATION PROGRAM

1996

Category/Item	Value Each	January Qty	January Value	February Qty	February Value	March Qty.	March Value	April Qty.	April Value	May Qty	May Value	June Qty.	June Value	July Qty	July Value	August Qty	August Value	September Qty	September Value	October Qty	October Value	November Qty	November Value	December Qty	December Value	TOTALS Y-T-D
COURSES:																										
True Colors Workshop																										0.00
.																										0.00
																	300.00									300.00
2-6 hr days/2 instructors																										0.00
2 instructors @20 hr.X15 hrs																										0.00
$3 per stud(materials) X 48																	144.00									144.00
Mileage 148x.255																	37.74									37.74
																										0.00
Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**481.74**		**0.00**		**0.00**		**0.00**		**0.00**	**481.74**
Visual Aids:																										
Computer Materials																	1200.00									1200.00
																										0.00
																										0.00
																										0.00
																										0.00
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**1200.00**		**0.00**		**0.00**		**0.00**		**0.00**	**1200.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
																										0.00
																										0.00
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
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Monthly Value Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
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Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
TOTAL INKIND			0.00		0.00		0.00		0.00		0.00		0.00		0.00		1681.74		0.00		0.00		0.00		0.00	1681.74

OACEnknd.wk1 OAENKD96.WK1 (Orangeburg Adult Education Inkind) monetary disk

1996

Calhoun County Adult Education
1996

Category/Item	Value Each	January Qty	January Value	February Qty	February Value	March Qty.	March Value	April Qty.	April Value	May Qty	May Value	June Qty.	June Value	July Qty	July Value	August Qty	August Value	September Qty	September Value	October Qty	October Value	November Qty	November Value	December Qty	December Value	TOTALS Y-T-D
COURSES:																										
GED Class																										0.00
																										0.00
																										0.00
2-6hr days/1 instructor																										0.00
																										0.00
$3 per stud	3	4	12.00	4	12.00	5	15.00	5	15.00										0.00		0.00		0.00		0.00	54.00
																										0.00
																										0.00
Total			**12.00**		**12.00**		**15.00**		**15.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**54.00**
Computer Materials	100	1	100.00	1	100.00	1	100.00	1	100.00										0.00		0.00		0.00		0.00	400.00
Desk	25	1	25.00	1	25.00	1	25.00	1	25.00										0.00		0.00		0.00		0.00	100.00
Chair	10	1	10.00	1	10.00	1	10.00	1	10.00										0.00		0.00		0.00		0.00	40.00
Table	18	1	18.00	1	18.00	1	18.00	1	18.00										0.00		0.00		0.00		0.00	72.00
Lamp	3	1	3.00	1	3.00	2	6.00	2	6.00										0.00		0.00		0.00		0.00	18.00
Photocopies	0.03	240	7.20	360	10.80	440	13.20	500	15.00										0.00		0.00		0.00		0.00	46.20
Monthly Total			**163.20**		**166.80**		**172.20**		**174.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**676.20**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
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																										0.00
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
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Monthly Value Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
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																										0.00
																										0.00
Monthly Total			**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**		**0.00**	**0.00**
TOTAL INKIND			175.20		178.80		167.20		189.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	730.20

OACEnknd.wk1 OAENKD96.WK1 (Orangeburg Adult Education Inkind) monetary disk

1997

Holnam, Inc. Inkind Report
1997

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	Total Y-T-D
Donated Services(from separate spreadsheet)																										
Key Employee Interviews	30	19.5	585	18	540	25	750	32	960	24	720	29.8	894	30.75	922.5	28	840	33	990	31.5	945	23	690		0	8836.5
Volunteers																										
Monthly Total			585		540		750		960		720		894		922.5		840		990		945		690		0	8836.5
Supplies :																										0
Paper, ream	5		0		0		0		0		0		0		0	1	5	1	5	1	5	1	5		0	20
Pens, doz	3		0		0		0		0		0		0		0	1	3		0		0		0		0	3
Legal Pads, Each	1		0		0		0	1	4.5		0		0	2	2		0	1	1		0	1	1		0	8.5
Pencils, gross	18		0		0		0		0		0		0		0		0		0		0		0		0	0
Photocopies	0.03	525	15.75	350	10.5	1200	36	4000	120	300	9	250	7.5	400	12	500	15	500	15	650	19.5	400	12		0	272.25
Other: Post-it notes	1.5		0		0		0		0		0		0		0		0	2	3	1	1.5		0		0	4.5
File Folders (100)	5					1	5																			5
Hang File Folders (100)	7.5					1	7.5																			7.5
Monthly Total			15.75		10.5		48.5		124.5		9		7.5		14		23		24		26		18		0	320.75
Equipment:																										
Desk, exec.	25		0				0		0		0		0		0		0		0		0		0		0	0
Chair, swivel	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	120
Chair, side	6	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	2	12	144
File Cabinet	10	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	1.5	15	180
Bookcase	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	120
Storage Cabinet	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	1	18	216
Table	18	10	180	10	180	10	180	10	180	10	180	10	180	10	180	10	180	10	180	10	180	10	180		0	1980
Chair, padded folding (student)	2	20	40	20	40	20	40	20	40	20	40	20	40	20	40	20	40	20	40	20	40	20	40		0	440
Computers in Lab	100	9	900	9	900	9	900	9	900	9	900	9	900	9	900	9	900	9	900	9	900	9	900		0	9900
Computer for Instructor	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1	100	1200
Classroom/Office Space (392 sf combined)	294	1	294	1	294	1	294	1	294	1	294	1	294	1	294	1	294	1	294	1	294	1	294		0	3234
Miscellaneous: Satellite dish																			0		0		0		0	0
Office Space	90															1	90		0		0		0	1	90	180
Monthly Total			1579		1579		1579		1579		1579		1579		1579		1669		1579		1579		1579		255	17714
Pay for Classes(on separate spreadsheet)																										0
Independent Study Lab	10		0		0							2	20	2	20			6	60	30	300	30	300		0	700
Career 2000/Computers At Work IV	10		0		0							28	280	28	280	12	120		0		0		0		0	680
Workshop: Business Writing '97	10	76	760	60	600	62	620	46	460	32	320	18	180	38	380				0	8	80	2	20		0	3420
Basic Electricity	10													164	1640	108	1080	32	320		0		0		0	3040
Applied Math, Scalehouse Math	10			6	60														0		0		0		0	60
Using Computers at Work, pt. V-pre-MAC	10															47	470	24	240	22	220		0		0	930
Monthly Total			760		660		620		460		320		480		2320		1670		620		500		320		0	8830
Telephone	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	1	17	204
Postage	0.32	10	3.2	4	1.28	3	0.96	10	3.2	2	0.64	1	0.32		0	4	1.28		0	15	4.8	6	1.92		0	17.6
Other: Refreshments															35		35		35							105
Fax Transmittal Documents	1	7	7	2	2	4	4	6	6	8	8	12	12	4	4	22	22	16	16	7	7	9	9	8	8	105
TOTAL INKIND			2966 95		2809 78		3019 46		3149 7		2653 64		2989 82		4891 50		4277 28		3281		3178 8		2634 92		280	36132 85

50

51

HOLNKD97.wk1 (Monetary Inkind disk)

1997

ORANGEBURG–CALHOUN TECHNICAL COLLEGE INKIND SUMMARY BY MONTH

1997

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	TOTALS Y–T–D
Office Furniture:										0																
Desk (Exec.)	25	2	50.00	2	50.00	2	50.00	2	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	200.00
Chair (Swivel)	10	2	20.00	2	20.00	2	20.00	2	20.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	80.00
chair (side)	6	0	0.00	0	0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
file cabinet	10	3.5	35.00	3.5	35.00	3.5	35.00	3.5	35.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	140.00
shelf or bookcase	10	4	40.00	4	40.00	4	40.00	4	40.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	160.00
lamp	3	1	3.00	1	3.00	1	3.00	1	3.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	12.00
lge. storage cabinet	18	1	18.00	1	18.00	1	18.00	1	18.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	72.00
table	18	1	18.00	1	18.00	1	18.00	1	18.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	72.00
Monthly Total			184.00		184.00		184.00		184.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	736.00
New Furniture																										
Desk (Exec.)		0	0.00		0.00		0.00		0.00	3		3		3		3		3		3		3		3		
Chair (Swivel)		0	0.00		0.00		0.00		0.00	2		2		2		2		2		2		2		2		
Computer table		0	0.00		0.00		0.00		0.00	1		1		1		1		1		1		1		1		
Over desk shelf		0	0.00		0.00		0.00		0.00	2		2		2		2		2		2		2		2		
File cabinet		0	0.00		0.00		0.00		0.00	3		3		3		3		3		3		3		3		
Chairs (occasional)		0	0.00		0.00		0.00		0.00	2		2		2		2		2		2		2		2		
Chair mat		0	0.00		0.00		0.00		0.00	2		2		2		2		2		2		2		2		
Monthly Total	572		0.00		0.00		0.00		0.00		572.00		572.00		572.00		572.00		572.00		572.00		572.00		572.00	4576.00
Office Equipment:																										
Internet–Unlimited access	50	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	2	100.00	1200.00
Fax Machine	125	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1	125.00	1500.00
Copy Machine	50	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	1	50.00	600.00
Pencils–used at Teepak	0.15		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
TV/VCR	1485		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Typewriter	35	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	1	35.00	420.00
Monthly Total			310.00		310.00		310.00		310.00		310.00		310.00		310.00		310.00		310.00		310.00		310.00		310.00	3720.00
Office Space:	270	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	2	540.00	6480.00
Monthly Total			540.00		540.00		540.00		540.00		540.00		540.00		540.00		540.00		540.00		540.00		540.00		540.00	6480.00
Telephone:	17	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	408.00
Monthly Total			34.00		34.00		34.00		34.00		34.00		34.00		34.00		34.00		34.00		34.00		34.00		34.00	408.00
Postage:																										
Letters	0.32		4.63	6	1.92	5	1.60	7	2.24	8	2.56	4	1.28	6	1.92	5	1.60	10	3.20	20	6.40	30	9.60	68	21.76	58.71
Packages	3.5		0.00				0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
FedEx or Postal Priority	22.5		0.00				0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Monthly Total			4.63		1.92		1.6		2.24		2.56		1.28		1.92		1.6		3.2		6.40		9.60		21.76	58.71
Faxes ($2 per page)	2	11	22.00	5	10.00	6	12.00	4	8.00		2.00	19	38.00	10	20.00	7	14.00	26	52.00	28	56.00	42	84.00	10	20.00	338.00
Monthly Total			22.00		10.00		12.00		8.00		2.00		38.00		20.00		14.00		52.00		56.00		84.00		20.00	338.00
Time spent with others:																										
Keith Blanton	25.00		0.00	2	50.00	2.5	62.50	3	75.00		0.00	1	25.00		0.00		0.00	2	50.00		0.00		0.00	2	50.00	312.50
Faye Pendarvis	14.50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Gary Foley	13.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Retta Guthrie	24.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Gerry Shuler	14.50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Karen Felder	7.50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Linda Hezekiah	8.50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Scarlet Geddings	11.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Brenda Shuler	14.50	1	14.50		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	14.50
Jimmy Crider	13.00	1	13.00	2	26.00		0.00	11.7	152.75	1	13.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	204.75
June Sloop	21.00		0.00	1.5	31.50		0.00		0.00		0.00	6.5	136.50	1.5	31.50		0.00		0.00		0.00		0.00		0.00	199.5
Robert Dibble	14.00		0.00	3	42.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	42.00
Buildings & Grounds	9.00		0.00	4	36.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	36.00
Linda Bonnette	18.00		0.00		0.00		0.00	2	36.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	36.00
Billy Glover	12.00		0.00		0.00		0.00		0.00	4	48.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	48.00
Billy Parker	12.00		0.00		0.00		0.00		0.00	27	324.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	324.00
James Bryant	18.00		0.00		0.00		0.00		0.00	1	18.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	18.00
Patrick Williams	8.50		0.00		0.00		0.00		0.00		0.00	4	26.00	3	19.50		0.00	2	13.00		0.00		0.00		0.00	58.5
David Metts	16.50		0.00		0.00		0.00		0.00		0.00	6	99.00		0.00		0.00		0.00		0.00		0.00		0.00	99.00
Douglas Richardson	15.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	4	60.00		0.00		0.00		0.00		0.00	60.00
Monthly Value Total			27.50		185.50		62.50		263.75		403.00		286.50		51.00		60.00		63.00		0.00		0.00		50.00	1452.75
Staff Development:																										
Inservice	50.00	4	1000.00		0.00		0.00		0.00		0.00		0.00		0.00	13	650.00		0.00		0.00		0.00		0.00	1650.00
Windows 3.1 course	50.00	2	100.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	100.00
Excel course	50.00	2	100.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	100.00
File Manager course	50.00	2	100.00		0.00		0.00		0.00		0.00		0.00	1	50.00		0.00		0.00		0.00		0.00		0.00	150.00
Word Creation	50.00		0.00	1	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	50.00
Power Point	50.00		0.00		0.00	1	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	50.00
Eudora Workshop	50.00		0.00		0.00		0.00		0.00		0.00	2	100.00		0.00		0.00		0.00		0.00		0.00		0.00	100.00
Web Search	50.00		0.00		0.00		0.00		0.00		0.00	2	100.00		0.00		0.00		0.00		0.00		0.00		0.00	100.00
Netscape Mail	50.00		0.00		0.00		0.00		0.00		0.00	1	50.00		0.00		0.00		0.00		0.00		0.00		0.00	50.00
Using Graphics	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	50.00		0.00		0.00	50.00
Interactive Conference (Leadership)	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	50.00		0.00	50.00
Interactive Conference (Marketing)	50.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	1	50.00		0.00	50.00
Monthly Total			1300.00		50.00		50.00		0.00		0.00		250.00		50.00		650.00		0.00		50.00		100.00		0,00	$2,500.00
TOTAL INKIND			2432.13		1315.42		1194.10		1341.99		1863.56		2031.78		1539.92		2181.60		1574.20		1568.40		1643.60		1547.76	$20,263.46

OCTNKD97.WK1 (OCTC Monetary Inkind–97)

Devro–Teepak In–kind Report

1997

Category/Item	Value Each	January Qty.	January Value	February Qty.	February Value	March Qty.	March Value	April Qty.	April Value	May Qty.	May Value	June Qty.	June Value	July Qty.	July Value	August Qty.	August Value	September Qty.	September Value	October Qty.	October Value	November Qty.	November Value	December Qty.	December Value	Total Y–T–D
Donated Services(from separate spreadsheet)																									0.00	11749.00
Key Employee Interviews			890.00		761.00		1315.00		1017.00		609.00		841.00		1118.00		842.00		1601.00		1667.00		1088.00			
Volunteers																										
Monthly Total			890.00		761.00		1315.00		1017.00		609.00		841.00		1118.00		842.00		1601.00		1667.00		1088.00		0.00	11749.00
Supplies :																										
Paper, ream	5	2	10.00	2	10.00	1	5.00	2	10.00	2	10.00	2	10.00	2	10.00	1	5.00	2	10.00	2	10.00	1	5.00		0.00	95.00
Pens, doz	3.48		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Legal Pads, doz	9.5	0.5	4.75		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	4.75
Pencils, gross	18		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Photocopies	0.03	1270	38.10	1780	53.40	1250	37.50	3285	98.55	1386	41.58	1245	37.35	765	22.95	675	20.25	3200	96.00	1258	37.74	455	13.65		0.00	497.07
Other			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Monthly Total			52.85		63.40		42.50		108.55		51.58		47.35		32.95		25.25		106.00		47.74		18.65		0.00	596.82
Equipment:																										
Desk, exec.	25	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	2	50.00	600.00
Chair, swivel	10	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	3	30.00	360.00
Chair, side	6	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	2	12.00	144.00
File Cabinet	10	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	240.00
Bookcase	10	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	2	20.00	240.00
Lamp	3	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	36.00
Table	18	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	1	18.00	216.00
Computers in Lab	100	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4	400.00	4800.00
Vax Terminals	30	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	720.00
Printers in Lab	30	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	2	60.00	720.00
Office Space (120 sf)	90	1	90.00		90.00		90.00		90.00	1	90.00		90.00	1	90.00	1	90.00	1	90.00	1	90.00	1	90.00	1	90.00	1080.00
Classroom Space (660 sf = to one week)			200.00		200.00	Lab	200.00	Lab	200.00	Lab	200.00	Lab	200.00	Lab	200.00	Lab	200.00	Lab	200.00	Lab	200.00		0.00		0.00	2000.00
Miscellaneous: Clock																	25.00									25.00
Monthly Total			963.00		963.00		963.00		963.00		963.00		963.00		963.00		988.00		963.00		963.00		763.00		763.00	11161.00
Pay for Classes (from separate spreadsheet)																	0.00		0.00		0.00		0.00		0.00	669.00
Communications Workshop			222.00		326.00		121.00										603.00		983.50		1098.00		730.00		0.00	340.00
Independent Learning			1667.00		1269.00		1064.00		1181.25		914.25		374.50		724.75		68.00		0.00		17.00		0.00		0.00	408.00
Writing Instructions and Procedures			68.00		136.00		51.00								68.00		0.00		233.50		133.75		96.75		0.00	779.50
Using Technology on the Job 2 (UTJ2)							34.00				34.00		17.00		230.50		233.50		133.75		96.75		0.00		0.00	167.88
Using Workplace Documents (UWD1)							68.00		17.00				82.88				0.00		0.00		0.00		0.00		0.00	0.00
																	0.00		0.00		0.00		0.00		0.00	12565.63
Monthly Total			1957.00		1731.00		1338.00		1198.25		948.25		474.38		1023.25		836.50		1134.25		1194.75		730.00		0.00	14930.01
Telephone	17	2	34.00		34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	2	34.00	408.00
Postage			10.50		10.50		7.89		7.89		6.35		6.75				3.68		6.65		4.25					66.46
TOTAL INKIND			3907.35		3562.90		3700.39		3328.69		2612.18		2368.48		3171.20		2729.43		3844.90		3910.74		2633.65		797.00	36566.91

teenkd97.wk1 (Monetary Inkind disk)

APPENDIX OF PRODUCTS PRODUCED

Needs Assessment

Example of a Supervisor Interview

Interview Notes: Lead Operator–Chemical Department, Inc.
Present for Interview: Elizabeth Ray, Lou Taylor, and Chris Walsh

Discussing Task Analysis for the Slurry Prep. Operator.

- performs the mixing and Hide Preparation for the slurry
- 2 operators per shift (18 trained in plant to perform job, includes relief operators)
- orally trained for job
  -no formal testing -just oral feedback
- most training is On-the job Training (OJT)
- no SPC (per se) used in Department
- documentation on paperwork required for ISO 9000 certification
- job is a continuous process
- person must also be able to operate a forklift

What do you see as weaknesses among the operators?

1. reading and understanding, especially in comprehension
2. math (there is a good bit of math required to perform job and complete sheets)
3. computer work
   -basic data entry -no word processing required for job
4. unfamiliar with Military Time
   -need to calculate time slurry enters storage vats +10 or +60 hours to run tests

What are the hiring requirements for the job?

-good common sense -High School Diploma
-some mechanical experience -ability to do physical work

What times would be good for classes?

-during days off
-work on rotating 11 and 3/4 hour shifts which eliminates before and after work classes

What are some of the reading materials that are required of a person in the job?

- Job Safety Analysis (JSA) must be read and signed off on
- -this goes over the procedures to do a job
- MSDS (Material Safety Date Sheets) located in Tom's office
- Mixing SOP (Standard Operating Procedures) a 42 page document
  -step-by-step guide developed for product improvement and ISO 9000
  -must be read and signed off on

Are there any math skills required of the position and where can they be found?

- there are a good bit of math skills required of the job:
  -basic math (add, subtract, multiply, and divide)
  -read gauges (some digital, others not)
  -Military Time calculations-materials stays in system for 6-8 days
  -knowledge of metric notation
  -Collagen Slurry Calculation and Mixing Sheet
  -TI (digital Thermometer)

Can you think of any topics or suggestions for class?
Not right now but I will get back to you.

Supervisor's Interview Questions and Responses

Name:_____ **Dept.:**_____ **Date:**____

1. Are you familiar with the NWLG? Do you have any questions concerning it? Are you aware that classes could be tailored for your specific department needs?

2. What type of skills do you feel that your employees could best benefit from over the next year? _____

3. Can you identify any areas or specific needs in your department that you feel could benefit from training?
   YES NO If yes, what are they? _____

4. Can you identify any instruction that could be developed for your department?
   YES NO If YES, what are they? _____

5. Do you feel that your department could come to class during working hours?
   YES NO Why or why not _____

6. What days and times are best for your workers? _____

7. What type of class would you prefer? _____
   a - Independent Study with videos, homework packets?
   b - Self-paced Independent Study both with instructor supervision
   c - Instructor-led Class - short focus or long term
   d - Combination of Instructor-led with Independent Learning
   e - Workshop (how long?) _____ *hours*
   f - other comments/ideas _____

8. Would you require employees to attend the training? YES NO

9. Do you read my monthly reports? YES NO
   Do you find the information in the reports useful? YES NO
   What information would you find more useful? _____

10. Additional Comments: _____

DO WHAT YOU HAVE ALWAYS DREAMED OF DOING - DO SOMETHING FOR YOURSELF!!!

EDUCATION CLASSES
by:
VISIONS II

Instructor: Lou Taylor
Counselor: Sue Crapps

WHAT'S IN THEM FOR **ME?**

- More knowledge
- More job satisfaction
- More chance of advancement
- More skills
- More pride in myself

WHAT CAN THE VISIONS II COUNSELOR **DO FOR ME?**

- Show me how to complete regular VISIONS II classes.
- Show me how to get special help with a tutor if I am having trouble with the classes (everything is done in privacy without others knowing about it)
- Show me how close I am to obtaining my G.E.D.
- Show me how to get my G.E.D.
- Show me how to get my high school diploma.
- Show me how to study other things, like computers, that aren't offered in these classes.
- Show me how to pay for other classes (there is available help).
- Show me how to work with the Instructor, Lou, to get the most out of classes.

WHAT ARE OTHER RESOURCES THAT CAN HELP **ME?**

- Orangeburg-Calhoun Technical College.
- Adult Education
- Santee Literacy Council
- Orangeburg Literacy Council
- Private one-on-one tutor
- Computer Programs, such as "Math Keys"

How's Your Math?

We have located a math instructor who is available to teach a short math course during the summer. The course can be written to include the math you want or need. If you are interested in this class, please fill in the form below and route it to Susan c/o HR, or drop it by the Visions 2 office.

Name_____

Dept _____ Unit_____

Check the kinds of math you would like to have taught:

____ Fractions, Decimals, Percents

____ Graphs, Tables

____ Solving Word Problems

____ Algebra

____ Geometry

____ Trigonometry

____ Other (explain, please)

_____

_____

Team Member Survey
Personal Interview
May 1996

Name _____ Department _____ Unit_____

1. Do you send E-mail on the VAX? _____ What is your screen name?_____

2. If you were in charge of training for your department, what classes would you offer?
General education (such as math or report writing):

Technical skills (such as troubleshooting):

3. Have there been changes in your job over the last few years that require higher skills?____
Are there new skills and knowledge that would help you on your job now?

In your personal life?

4. Have you participated in any of the classes we have offered at Teepak?_____
If yes, are there any other classes you would like to take?

If no, are there reasons you have not taken classes offered by the VISIONS program?
(Check all that apply)

__ Didn't know about classes
__ Don't need classes offered
__ Times not convenient
__ Child care problems
__ Transportation problems
__ Don't want Company to know
__ Too much time involved
__ Can't make long-term commitment
__ _____
__ _____

5. I'm going to read down a list of classes we can offer. Tell me if you are interested by answering "yes", "no" or "maybe" for each one.

__ Math Review
__ Reading Comprehension
__ Speed Reading
__ Writing
__ Letters and Memos
__ GED
__ Basic Chemistry
__ Understanding the company savings plans and benefits better
__ Introduction to Computers
__ Spreadsheets
__ Charts and Graphs
__ E-mail
__ Interpersonal Communication
__ College Classes
__ History of Devro-Teepak

6. What classes could we offer to get you to make the commitment to come to class?

_____
_____
_____
_____

7. Would you be interested in:

__ taking a test to determine your general education level?
__ completing a questionnaire to determine your personal learning style?
__ taking the Practice GED Test?
__ talking to VISIONS staff about other educational opportunities?

If yes, When would you like to do that? (Remember that Wednesday, Thursday, and Friday mornings are booked up for the next 4-5 weeks.)

_____
_____
_____
_____

8. What class format would suit you best?

__ Organized class that meets 4-6 times over a three month period
__ Workshops that last about 4 hours each
__ Take home workbook or laptop computer
__ Learning lab at the plant
__ Teacher-led small group classes

9. Is there anything else about training and education at Teepak that you would like to tell me and the other VISIONS staff members?

_____
_____
_____
_____

Interviewer _____ Date _____

Follow-up actions needed:

VISIONS 2 UP-DATE

By Susan Ferguson

Visions 2 staff members, Chris Walsh, Sue Crapps, and I, have done the impossible! Well, almost. During May, we set out to interview every team member at Sandy Run. And we have done just that, except for a few team members were on vacation. Make-up interviews are being scheduled with them.

The purpose of the interviews was to find out how we could serve you better. We asked what classes you want and how you want classes scheduled. Here's what you told us you want or need and what we can offer to you:

Topic	Class Content	What Visions 2 Can Offer
Academic Skills	Math, Reading Comprehension, Speed Reading, Basic Chemistry, penmanship	**Computer programs**: basic math, algebra, geometry, and trig, basic chemistry, and language skills. **Workbooks:** math at most levels, building reading skills, speed reading. **Workshops:** Speed reading, penmanship.
Computer classes	Typing, Email, word processing, Windows, charts and graphs	**Computer programs**: all of the requested content is available in the VAX Training room.
Interpersonal Communication	Dealing effectively with others, handling stress, anger, conflict	**Workshops or short classes:** Workplace Communication. Learning Styles/Thinking Styles, Dealing With Conflict, Handling Stress
College Classes	Degree classes, as well as preparation for the entrance exam or placement test	**Satellite Dish:** Access to any classes offered through SCETV. (Schedule available from SusanF). **Classes:** ***Jump Start*** – emphasis on math and writing skills needed to score well on technical college placement test.
Company related classes	History of Devro-Teepak, Understanding Company Benefits and Savings Plans	**Workshops:** Company Benefits and History of Devro-Teepak are being developed
Classes open to spouses and adult children.	GED preparation, computer skills.	**Computer programs:** VAX training room access by appointment. **Workbooks, GED Practice testing** available by contacting SusanF.
Assignments that can be done at home.	Various content.	**Computer programs:** laptop computers available in production departments. **Workbooks and customized assignments** on various topics available from SusanF.

To sign up for class or to get more information, contact Susan Ferguson at extension 371 (SUSANF on the Vax) or drop by the Visions 2 office next door to the Vax Training Room.

Interview Results

One hundred and seventy-four (174) employees were interviewed during May, 1996. Below are the reasons given for not taking classes (answers are duplicated).

Reasons for not taking classes offered by Visions program:

Reasons	Number
Didn't know about classes	9
Don't need classes offered	10
Times not convenient (distance to travel, shift interferred)	38
Child care problems (family obligation, time w/family, school children)	26
Transportation problems	1
Don't want Company to know (or other people)	2
Too much time involved (overtime, other jobs, personal time, burn-out)	52
Can't make long-term commitment	32
Not interested (hates taking classes, near retirement)	7

Preference of Courses:

Course Preferred	Percentage Interested
Introduction to Computers	74
Math Review	64
Company Benefits	52
Computer Spreadsheets	52
E-mail	52
Computer Charts and Graphs	47
Interpersonal Communications	45
Reading Comprehenson	44
Writing	43
History of Devro-Teepak, Inc.	37
Letters and Memos	35
Basic Chemistry	34
College Classes	32
Speed Reading	32
G E D	6

Seventy-one percent (71%) of those interviewed would like to be evaluated by taking the Learning Styles Inventory to discover their personal learning style and fifty-seven percent (57%) would like to take the Wonderlic Skills Basic Test to determine their individual general education level.

In answer to the question "Are there new skills and knowledge that would help you on your jobs now?", most responded with computer training and math.

When asked if they were in charge of training for their department, what general education classes would they offer, thirty-two percent (32%) would like a math class, twenty-five percent (25%) would like a computer class, twenty-one percent (21%) would like to have a communication/teamwork class, and fifteen percent (15%) would like classes in handwriting/reading/spelling/English. Other classes they would like offered are basic chemistry, stress management, report writing, and basic skills. Several answers for technical skills classes were given including computers, communications, analytical writing, safety, cross-training, measurement, quality and procedures.

RECRUITMENT & RETENTION

RECRUITMENT STRATEGIES

(Strategies developed by the VISIONS staff to combat attendance problems at the two sites)

Because of attendance problems at both sites served by the VISIONS grant, the staff met to discuss the problem and to come up with viable alternatives to combat the problem. The first task at hand was to identify the problem. By brainstorming, the staff was able to list the following concerns:

- vocalized company support but actual hands-off policy. Companies are not learning organizations - there is no company goal that employees need to reach (Devro-Teepak).
- no company incentives, besides pay, for employees to attend
- lack of support for company-wide testing, whose value is in demonstrating to students their need for education
- no on-company time for classes
- busy lifestyles. People do not have too much time to come to classes on their own time.
- 12-hour, rotating shifts
- diverse groups of people. Differences in educational levels, gender, cultural backgrounds, personalities, and family responsibilities make it difficult to attract different employees to any one class or theme.
- single parents with active social lives
- employees active in local politics
- religious involvement
- no pressing company needs. As long as the work is getting done, the company is satisfied.
- management changes: New personnel director at Holnam; one plant bought by another (Devro-Teepak); Devro-Teepak company liaison (Ray Chaney) no longer with company

Below are possible solutions to some of the problems:

- sit with each company representative and lay out the particular problems with that site.
- have regular meetings, in addition to the monthly reports, to let the companies know their responsibilities regarding the grant, what our current status is, and how we can reach the goals that we have set.
- conduct a needs survey with each employee using a uniform questionnaire which would include what classes they feel that they need and want. (The instructors, counselor and project director will decide on the questions asked.)
- use the old TABE test scores as a needs assessment.
- coordinate workshops between sites. Develop curricula that can be used as

need arises. Collaboration will allow more variety for our diverse population and make it easier on each instructor.

- have more brainstorming sessions with staff.
- make courses relevant to the job and include personal interest areas as examples. Have classes of shorter duration.
- conduct classes in modules.
- make more use of media.

In looking at our two sites specifically, we observed the following:

Support Provided at **Holnam**:

1. Mandates attendance in some classes.
2. Invites instructor to take part in industry activities.
3. Has instructor submit articles to company newsletter.
4. Supports instructor's contact with front-line workers and supervisors.
5. Has bought books, bookbags, notebooks for students.
6. Pays for class attendance.
7. Provides office space, classroom space, personal computer for instructor.

Support Needed at **Holnam:**

1. Need for advisory groups.
2. More interest in classes - need input. Upper management too busy for consultation.
3. Recognition of employees who attend classes.
4. Mandate from management that classes are important.
5. Overt activity from company; in other words, they need to assume direct responsibility for classes.

Support Provided at **Devro-Teepak:**

1. Give instructors access to managers, invitations are given for plant meetings.
2. Introduced grant by having instructor speak at assigned training classes.
3. Invite instructor to submit articles to newsletter.
4. Provide bulletin board coverage.
5. Bought a satellite for employees to improve their education.
6. Assigned instructor as liaison for distance learning.
7. Tried to get employees time off for classes; workers rejected the concept.
8. Assigned an employee to work directly with the program.

Support Needed at **Devro-Teepak:**

1. Interest from plant manager.
2. Incentives for employee participation.
3. Active promotion of the classes by the company, showing that classes are important.

4. Less flat organization, more room for advancement (skills need to be attached to promotion.)
5. Increased activity - should not leave everything to project staff - Devro-Teepak administration needs to also take responsibility for recruiting students.

In addition to the above meeting, another brainstorming session was conducted with the outside evaluator on April 9, 1996, who offered solutions based on her workplace experiences. She suggested:

- classes for family members.
- GED pretesting (on-site group testing) as an incentive to attend classes.
- classes advertised for their value in family usage (helping children with homework, helping with family communications, developing the ability of parents to act as coaches to their offspring, introducing computers, using learning styles, developing interpersonal skills). These topics would be used as marketing tools, but their usefulness to us would be through incorporating relevant material of value to employees on the job.
- current students used as recruiters.
- sessions taught regarding pay and benefits.
- further definition of company needs by conferring with supervisors and management.
- brown-bag workshop series (30 +30)
- library concept--have a room with materials workers can use to check out and work on during their off times

After discussion, assignment sheets were prepared and distributed to staff. Assignments included activities from the two brainstorming sessions.

PROGRESS TO DATE

Task	Responsibility	Completion Date
Meet with management	Chris, Lou, Susan	Holnam, April 16, D-T, April 4
Set up interviews	Susan	May 30
Develop interview form	Chris, Susan, Sue	April 15
Conduct Interviews	Chris, Susan, Sue	May 30
Send out congratulatory letters with certificates of completion	Chris	April 12
Write articles in company newsletters	Susan, Lou	April 9
Memos, letters sent to those missing class	Sue	April 9
Handouts put in employee paycheck	Sue, Susan, Lou	April 9
Collaboration on summer workshops	Susan, Lou	May 30
Develop workshop on learning styles	Susan, Lou	April 23
Conversation with Department Managers	Susan, Lou	ongoing
Attend safety meeting	Lou	monthly
Remarket cement course	Lou	April 22
Develop small handout	Susan	
Suggestion of names for advisory group	Lou, Bill Patterson	April 19

THE SCOPE AND NATURE OF RETENTION PLAN

The retention program herein has been developed by Project VISIONS. The methods and procedures will be employed at two partnership sites: Holnam Cement Company, Holly Hill, SC and Devro-Teepak, Inc., Columbia, SC.

In an effort to identify and address retention problems, the VISIONS Retention Plan is multi-faceted, designed to monitor many factors that precipitate withdrawal, e.g. absenteeism, 12-hour rotating shifts, work overload, lack of company incentives, personal family problems, class scheduling, class length, instructors' teaching methods and class content. The rationale is that if these factors that influence retention are monitored carefully, student withdrawal can be minimized.

The staff of VISIONS has taken great care in the identification of pre-existing factors that will affect student persistency, as well as anticipating other problems and concerns that may arise. Of course, our retention plan cannot address all the factors that may have a negative effect on retention. The staff of VISIONS clearly realized that point. That is why great steps have been taken to address the above stated retention problems that are present at both sites, while at the same time giving consideration to those problems and concerns that are not completely correctable, but whose negative effects may be mitigated.

SUPPORT AND EDUCATIONAL COUNSELING

Counseling is an essential element. It will undergird the VISIONS retention program. The Program Counselor is responsible for monitoring retention and providing educational and support counseling to each participant in the program. The duties of the Program Counselor are:

- To serve as the Individualized Educational Plan (IEP) Coordinator. The Counselor will meet with each student to design an IEP. This will allow each student to discuss his or her educational and personal goals. The Counselor aides each student in setting realistic goals. The counselor updates the IEP as needed and assembles each student's at the beginning and end of class for instructors to review.

To provide support counseling. Each student will be made aware of the counselor's schedule at each industry site and of the services offered by development of a counselor brochure, posted signs in the workplace, and by reminding employees of the services via inserts in paychecks. The purpose of the Counseling sessions is to monitor each student's progress and address concerns and problems.

The Counselor is responsible for monitoring absenteeism. It is the instructor's responsibility to inform the counselor of absences. The instructor will decide on the procedure used either by informing the counselor personally, or by having the counselor review attendance records. Absences of students are handled by the

counselor; by either sending a personal note, or by sending a memo reminding the student that classes can be made up and homework packets are available from the instructor. Students are also encouraged to come for individual help from the instructor. The instructor emphasizes help available during class times. The "partners in progress" program, if workable, allows the instructor to pair students in class for encouragement to keep attendance up, as well as to allow the partners to share missed assignments. We realize that some students prefer to work as individuals, and we respect their personal learning styles if they choose not to partner.

The 12-hour rotating shifts at both industry sites require that employees come to class on their days off. Because their days off are not consecutive, a 16 hour course is stretched to a longer period. If a student misses a class, several weeks pass before another class occurs. Therefore, it is essential that students are contacted after they miss one class because they often feel it is too late to reenter. Each week the Counselor will meet with the Instructors and the Project Director to discuss problems or concerns.

The Counselor conducts classroom observations and administers student class evaluation surveys (mid-point and final student evaluation of instructor, NWLIS forms). The counselor administers Exit Interviews with class drops and summarizes reasons for drops. Such information is used by the project staff to amend programs so more students will attend.

By implementing the above outlined procedures, the Counselor will be in a position to detect and address problems and concerns that may affect retention.

EARLY WARNING SIGN DETECTION

One of the most important features of an effective retention program is the ability to detect precipitating problems or concerns that may suggest that a student is contemplating withdrawal from the program. Normally, a student will display particular types of behaviors when he or she is discontent with an educational program or aspects of it. Such behavior can be classified as Early Earning Signs. The rationale is that if these signs are detected early, interventive and corrective measures can be taken.

Three methods will be employed in the detection of early warning signs: The Counselor Referral Form, The Student Evaluation Survey, and Counseling Sessions.

INSTRUCTOR'S OBSERVATION FORM: Indeed, no one is in a better position to detect signs that may precipitate withdrawal than the instructor. The attitude and behavior of a student in the classroom can yield clues regarding the student's sentiments about the class, the material, or the instructor's manner of teaching. When observing, the instructor should be sensitive to the following behavior:

* Lack of interest

* Non-Participation

* Negative Attitude

* Student Interaction

Each student is evaluated on a monthly basis. The instructor and the counselor discuss the observational data and initiate steps to address problems. It is important to note that most students drop out of class after the first two classes. Attempts to remedy problems need to be incorporated early to be effective.

THE STUDENT EVALUATION SURVEY: The purpose of this survey is to ascertain the students' sentiments regarding the class, e.g. subject interest, relevancy of material, instructional methods. This instrument will provide the instructor with a mirror which can yield information that may suggest that adjustments in teaching methods, or classroom activities or class times are warranted. The student evaluation survey is conducted twice during each class cycle, once at mid-point and again at the end of class sessions.

COUNSELING SESSIONS: The Program Counselor meets with each student on a need basis to discuss the student's educational progress, as well as problems and concerns that a student may have. In addition to these counseling sessions, the Counselor responds to Counseling Referrals originated by the instructors when a problem arises that warrants immediate attention. The Counselor discusses the problem with the student and then informs the instructor of his or her evaluations and recommendation.

ABSENTEEISM POLICY AND PROCEDURES

Absenteeism is a major concern of the retention program. Because repeated absences may signal that a problem has arisen which may precipitate withdrawal, it is imperative to ascertain the reasons for the absences. Moreover, completion of a class requires, for the most part, 70% attendance; this leaves very little leeway for excessive absenteeism.

In addressing the problem of absenteeism, the following procedures are employed:

* When a student is absent, he or she will receive a "We miss you" letter. The letter will express the sentiment that the student's presence was dearly missed. The counselor is responsible for originating the letter, or the student receives from the counselor a memo listing options for class make-up.

* When a student has missed 2 classes, the counselor schedules a time to meet with the student to discuss the reasons for the absences, as well as

possible remedies. The instructor works with the student and counselor on a plan for the student to "catch up" on assignments or, if the students wishes, to finish the course on an individual basis.

* Because of 12-hour shifts, students as well as employees, have requested shorter, more focused classes. During vacation months, workshops will be scheduled.

It is important to state that no student will be expelled from the program because of excessive absenteeism. While it is true that a student must attend a minimum number of hours to complete a class, efforts are made to encourage participation from those students who display attendance problems, and to work with the student to determine alternative delivery methods.

SITUATIONAL PROBLEMS

From the outset, there are factors that will have an anticipated negative effect on retention. The staff of VISIONS has endeavored diligently to identify and address those factors, with the understanding that, although there are specific problematic circumstances that cannot be completely remedied, steps can be taken to mitigate their negative effects. There are three factors that will present retention problems: Class Time, Transportation, and Child Care.

CLASS TIME: The ideal time to offer classes would be during the student's working hours. Lucidly stated, the employer pays the employee for attending classes by virtue of allowing the employer to attend classes on the clock. However, in our program, attendance is, on the most part, voluntary and on the employees' own time.

One problem which we have experienced in our program, particularly at Holnam, Inc., and which we are seeking to address, is the retention of students in classes during the summer months. The drop-out rate has been substantial in the past due to:

*Vacation schedules and the resulting overtime
*Unscheduled overtime
*The need for filling in for retiring workers until new employees are trained and for fellow co-workers on vacation.
*Outside jobs, such as farming, etc. that are seasonal

Unfortunately, the VISIONS participant will attend classes after or before work at Holnam. This will require them to make some sacrifices and arrangements if they decide to attend classes. Students at Holnam work a rotational schedule; fatigue will be a factor. At Devro-Teepak, Inc., 12-hour shifts exist for most

employees. While most attend during their days off, some students attend classes during work.

Prospective students at Holnam and Devro-Teepak expressed, during the recruiting stage, that they are tired after work. Moreover, many of the participants at Holnam are older-between 40 and 50 years of age. They are accustomed to going home and doing domestic chores. At Holnam, many of them also do farming or car repair for additional income. To them, these functions are extremely important.

EFFORTS TO ADDRESS PROBLEM: The class time is an immutable factor; thus, efforts have been taken to express to each prospect that participation in the program will lead to personal and occupational enhancements. Each prospect must understand that he or she must make some personal efforts, and yes sacrifices, in this endeavor. Steps have been taken to make the classes pleasant and relaxing. The instructional time is only 4 hours a week, requiring a commitment of one of the employee's days off to attend.

We are addressing the problem by offering workshops and short-term classes (no more than 2-week duration). By requiring shorter periods of attendance, students are more likely to come to classes. We are also surveying students' wants and needs so that classes will be more specific to their desires. Every employee will be interviewed at Devro-Teepak. At Holnam, interest surveys have been given to every department. Advisory groups of employees are being formed.

Within the classroom, effort is being made to incorporate more hands-on material to accompany lesson plans, so that students will become increasingly involved in the subject matter. In this regard, there is a greater likelihood that they will feel that learned material is beneficial to their job duties and is actually applicable to real-life situations, with the outcome of increased retention.

Alternative delivery methods are also being used. Videoing classes is an alternative which has been considered,but rejected by class participants because of embarrassment at being taped. WE have considered taping the instructors outside of class and using the tape as a "catch up" tool.

Individuals with attendance problems have been encouraged to make up work with homework packets or in individual sessions with the instructor. Computer-assisted instruction has also been used by several students.

TRANSPORTATION:
Currently, there does not appear to be any transportation problem at either site.

CHILD CARE: There does not appear to be any problem with child care since most workers do rotational shift work and have already worked out child care.

INCENTIVES

To encourage attendance and participation, it was suggested to each partner to provide incentives to those employees participating in the program. The incentives are contingent on attendance.

HOLNAM, INC.
Each participant will be remunerated $10.00 an hour for each hour attended.

At the end of the each class, those students who completed the class with acceptable attendance will receive a Completion Certificate, which will be presented at an awards dinner.

DEVRO-TEEPAK, INC.
Employees who are on straight time may take classes during one of their working hours and then they stay for an additional hour of their off time.

Employees who are attending classes on their time off are reimbursed for one-half of their hourly wage.

COMMUNICATION WITH MANAGEMENT

Another method used as a retention and recruitment tool is communication with management and supervisors. Such communication is accomplished by use of a monthly report about classes and grant activities which is sent to each supervisor. The instructors attend departmental meetings and meet informally whenever they can with supervisors. Formal meetings have been held as needed.

At the beginning of the grant, an informational meeting was held with all supervisors and a Supervisory Handbook with information about adult learners, type of testing used, explanation of the grant, job-specific curricula, task analysis techniques, a list of services provided, and numbers of staff members was presented to each supervisor.

3. RECRUITMENT & RETENTION

We combined the topics of Recruitment and Retention as we found these areas closely related. Various methods to recruit and then retain students were used throughout the grant period. Because of 12-hour rotating shifts and the fact that classes on the most part were voluntary, workers found it very difficult to commit to classes. As a result of poor participation, workers were interviewed to find out their needs for classes. One plant wanted a majority of individualized instruction or short classes (no more than 12 cumulative hours). When we responded to their needs, time spent by workers on improving personal basic skills or job skills increased. Our biggest problem was in recruiting students, rather than in retaining them. Because of 12-hour rotating shifts, we limited the length of classes. We kept records on why students dropped out of classes. Those reasons included: not enough personal time to commit to classes, pressing family duties that needed to be conducted during their days off, and the need to rest after working 12-hour rotating shifts. When enrollment dropped during the grant, a brainstorming meeting was held by the grant staff and the following list of recruitment/retention strategies were gathered. Personal interviews with over 200 employees were one of the suggested activities planned to increase interest in classes. Each instructor comments on the workability of the proposed activities at their particular job site.

Recruitment, Retention, and Building Internal Program Support

PRACTICE	EFFECTIVENESS	
	Plant One	Plant Two
Introduce the project at new hire orientation	This was done for the first year and one half. Effective in bringing in some new students. Since the change in management this has not been done.	Company HR personnel include information on VISIONS2 in new hire orientation.
Mail project correspondence to potentially interested employees	I have not used the mail. I found that personal contact is more effective.	In-house mail used to alert interested employees when classes begin.
E-mail information about the project company-wide	Not all employees have e-mail access. I use e-mail to keep in touch with supervisors that are not on shift while I'm here - this has been very useful.	E-mail is not available to many of our target market.
Market the program by using a variety of visual items	In addition to the above, I have a page in the plant bi-monthly newsletter.* Upcoming classes & mind puzzles are featured. The mind puzzles have generated discussion and interest in class. The newsletter has been an effective & viable means of communication.	Bulletin Boards, Company Newsletter, Flyers, and Brochures have been employed.
Devote a prominent bulletin board to the Workplace Learning Project	Space in the plant is limited, therefore I use the common boards in the lunchroom & departments.	Company has designated bulletin board in main hallway for VISIONS2 use.

Use the brown bag workshop approach (takes up little time)	Did not use the "brown-bag" approach. However, I did use 2-hour workshops and found this format very effective.	Orientation sessions for classes were held on four successive Wednesdays to reach all shift & day workers.
Provide information kiosk at employee entrance & exit	There is no common entry/ exit & limited space within the plant. There is a table & bulletin board space throughout the plant.	The bulletin board in the main entryway was available for posting notices.
Attract people to the information: i.e. Popcorn Day	The plant gave out apples at the start of the program to emphasize learning programs. This was done at a plant-wide meeting to introduce me, the program, and create interest.	VISIONS2 had space at the Annual Health Fair. We emphasized reading materials dealing with health & stress management.
Encourage individual department meetings regarding workplace learning	I have been asked to speak at department meetings in every department. These structured & often informal meetings have been effective ways to get out information.	One department invited grant staff to several meetings. Others held meetings at irregular times and intervals and never got around to including us.
Establish one-to-one recruitment either by the company, project representative, or preferably both.	Initial fears were overcome in small group meetings within departments & one-on-one contact initiated by the employee. I spend time in the lunchroom during breaks and lunches - this has been a good recruiting tool - a casual & relaxed atmosphere.	The instructor was very successful at recruiting students while "sitting around" in the breakroom during lunch and other break times. Most of our Independent Learners were recruited in this way.
Conversing with employees	Talking one-on-one with employees has been the most effective recruitment & retention tool. Keep it casual and relaxed - don't pressure people into committing unless they are ready.	Lunchroom and hallway conversations have been fruitful ways to recruit new students. The Instructor has an open door policy for all team members.
Visit throughout the plant	I make a habit of spending time each week in some part of the plant. This keeps me visible & serves as a recruiting tool. I also learn what is going on and class ideas have come out of these visits.	This is a little more difficult than sitting in breakrooms. The nature of our product (food related) and the small efficient workforce makes this an intrusion instead of a visit.
Structure For Success In Your Particular Environment	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Designate someone to work on "buy in" daily at an operation level	The former personnel manager was one of the best cheerleaders we had. Her enthusiasm for the cause was contagious.	Some supervisors (mostly women) took on as a project to sell; others simply regarded us as a "one more distraction" in the workplace.

Establish Workplace Learning's physical presence in the facility	Having the instructor on-site daily has been most effective in establishing this physical presence.	Was done through establishing an office for the instructor and designating a nearby room as a computer & resource room.
Set up a check-out system for books, videos, etc.	We have no formal system. Yet several students have requested to borrow books or videos and they are welcomed to do so. The honor system has worked , so far only one book is missing.	The checkout system has been very successful. Textbooks, novels, reference books, computer manuals, and magazines have been loaned to individuals throughout the plant.
Provide alternative ways for students to participate in classes, i.e. videos	We video taped the electricity classes and students checked out the videos for make-up. The company paid students for their make-up time watching the 2-hour video.	We really tried! It may take a generation or two to get us to a good place with "distance" learning. The company bought a satellite dish from the ETV network so GED, college classes, and manufacturing training could be received at the plant. We've had only moderate success as only 6 or 7 students have used it.
Develop an awareness of the cultural differences and its implications among instructors, fellow employees, and supervisors.	There is a family atmosphere at the plant. Many employees have been here since it opened and while all are aware of diversity, each person is treated like a long-time friend.	NA
Make and keep a promise of confidentiality for students.	As educators, confidentiality is the soul of our credibility. If we allow ourselves to "tell tales out of school" and gossip about students - they won't be back in class & our credibility goes down the tubes.	While this was not the big issue we expected it to be, we discovered a handful of employees who needed reassurance. The promise of confidentiality did convince some to participate.
Target particular employees who have potential	I have encouraged some personnel to take particular classes & some supervisors have encouraged enrollment.	Except for a few team leaders who embraced the project, very difficult to do without total commitment from a supervisor.
Offer paid release time for classes or flex- time	Front-line supervisors were allowed to flex class time. Most training was after work hours.	For required classes: Meeting times were scheduled as a part of the normal working day or as required overtime.
Schedule classes properly for employees to attend	The switch to 12-hour shifts for the production department necessitated new scheduling. The offering of short classes or workshops has been the best way to work around this monster. The prod. dept. works 8-hour shifts two days a week - our window of opportunity!	Independent learning opportunities were developed for employees due to their 12-hour rotating shifts inhibiting employee participation. Personal matters prevented many from coming in on their days off.

Plan class time around work schedules being inclusive of all shifts	This has been the biggest challenge. We scheduled classes on a rotating basis to allow for rotating shifts.	Independent Study and Resource Room requested by employees.
Plan for Supervisory and Management Support	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Include supervisors as part of the advisory team because they are strong leaders	Supervisors were a part of the advisory team in order that they have "buy-in" to the program and therefore encourage their crews to participate. This has been a great influence on the program. I seek them out for input and ideas. I also seek & receive input from the front-line worker as they are the true experts in their field. This combined insight has been a valuable commodity.	An advisory team was set up early in the grant period, but was dismantled when changes in human resources managers occurred. Personal contact with supervisors or "team leaders" have encouraged some of them to promote classes to those they supervise. This contact also serves as a conduit for new class opportunities.
Have supervisor provide employee with initial overview of the program	In some instances this could backfire. I prefer to be the one giving the initial information to employees.	Independent, voluntary approach doesn't utilize this approach.
Create manager support of the project, not only at the top, but the direct managers of the employees whom we would like to participate	The support of the managers has been valuable. They have provided information and class ideas. The chemistry and electricity classes were a direct outgrowth of conversations with the plant manager. Other managers provided time & support by allowing me free access to their areas.	Attempted to do by personal contact with managers. Some were interested; others were not. The best example of middle manager support came from those who participated as students themselves and recommended classes to their department based on personal experience.
Provide supervisor's a beginning orientation program to explain workplace literacy - i.e. class content, schedules, scope of program, adults as learners, confidentiality, task analysis, etc.	The instructor's and Project Director developed a booklet of information for supervisors. We then set up and conducted orientation sessions at both plants for front-line supervisors, team leaders, and management.	An supervisor orientation program was held at the beginning of the grant and information packets were distributed.
Strengthen Instructor links with the Company	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Create high visibility of the instructors at the company (i.e. earn the trust of the employers)	Wow! Being on-site increased my visibility both with workers & management. Employees often drop by my office to talk. I also make weekly visits in the plant.	The instructor was introduced in the company newsletter and visited each department to introduce herself to managers. The most success with workers came from regular visits to the plant's break areas.

Build in Rewards for Learning	EFFECTIVENESS	
	Plant One	Plant Two
Have an employee recognition event.	We have not had such an event for the grant program.	Most employees preferred to keep skills needs private and preferred not to be recognized.
Celebrate the project in company and community publications	In addition to the full page in the plant newsletter, the program was mentioned in a company-wide publication at the start of the grant. There was nothing in the local news about the program, but once locals meet me, they know about me.	Company did not stress the importance of classes, however education was stressed in several departments. Company gave me permission to include articles in their company newsletter.
Provide incentives and rewards at work	Employees received $10 an hour. The company provided tote bags, notebooks, calculators, tape measures, and refreshments for classes. Several participants have received promotions. One employee told me that I got him his promotion and he thanked me for it. I asked if I got a percentage of his raise - he told me to take it up with his wife!	Very little or non-existent.
Tie classes offered to advancement and/or lateral job opportunities	One of the company goals is to cross-train employees. The number of promotions shows the company values its employees and acknowledges their growth.	Flat organization; little room for advancement.
Establish pre-approved tuition reimbursement based on participation in college courses	The company provides this incentive and has for years. Employees are encouraged to take advantage of this program.	The company already had a 100% reimbursement plan in place. We used this as an recruiting tool for our "Jump Start" classes. (Prep for Post-secondary education)
Help employees work for a goal	Goal setting was a new skill for many employees. It was a valuable lesson learned as long term and job-related goals were set and met.	Several of our Independent Learners were working toward GED's. The company gave a $50 saving bond as a reward for successful completion.
Make classes relevant for students	Employees would not come to classes if the content were not relevant! A superintendent informed me that one of his employees thanked him for strongly recommending a class by stating, "That was the most useful class I've ever attended." I was shocked because the student complained the whole class period about attending.	Interviews with each employee and student enabled us to include instruction that was targeted to that student's individual needs.

Strengthen Peer Support	EFFECTIVENESS	
	Plant One	Plant Two
Create an awareness of the progress of peers/co-workers to help others become interested on participating	The recommendation of peers is the highest form of praise for a program.	We respected the privacy of our students as they requested, however some students passed on information about classes to their fellow workers.
Support Supervisors in Creating a Learning Climate	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Encourage immediate supervisors to support the employees	Supervisor's support of programs and employees has never been a problem. It is one of the assets of the program.	Instructor continually conversed with supervisors about the content of classes.
Acknowledge participation by supervisors and managers	Supervisors and managers have been very supportive. They receive monthly progress reports and weekly attendance data.	Supervisors received monthly reports of activities and progress.
Link Workplace Essential Skill Training to Other Training	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Provide access to computers in classes (i.e. use computers to deliver basic skill training)	There are nine 486 computers for use with classes. Computer use is an integral part of the class as it has become a basic skill in a company that is automating. We also use computers for basic skills remediation in math and for business writing. The computer has always been a vital piece of our program.	We developed a writing class for the computer. Everybody called it "Computer Class", yet the content was writing skills. Employees also had access to "Skills Bank", computer material on Algebra, Math, Chemistry, & Keyboarding to sign out and use as needed. Instructor also provided additional support and coordination.
Link literacy to team building and decision making	All classes are participatory & team-based in nature. Open decision making is encouraged.	Two departments particularly stressed literacy skills to increase team skills.
Structure the Program with Rewards, Recognition, and New Opportunities	**EFFECTIVENESS**	
	Plant One	**Plant Two**
Develop a plan to reward (compensate) participants across the board	Other than the pay for class time, there are no other monetary/rewards offered.	No across the board rewards. However, $50 savings bonds were given to workers who received their GED.
Create high visibility of class participants & their success throughout the company. Get them in front of their peer group, i.e. recognition at meetings, award ceremonies, etc.	Certificates of Completion were given by the project. Classes such as: Basic Cement Chemistry, Basic Electricity, & basic computer classes have given a different light to the program & removed the "LITERACY" stigma.	Not a popular request at this company. Many individual employees wanted help with writing and didn't want their supervisors to know.

Electricity Class Begins

The Basic Electricity Review Class will begin on May 29. We are very fortunate to have the class being taught by Johnnie Wright, County Council Representative and a retired Charleston Naval Shipyard employee. Mr. Wright started at the shipyard as an Apprentice Electrician and retired as a Production Control Manager. David Metts, Head of Electronics at OCTC, will be assisting with the class.

Classes are held on Thursdays at 12:45 and 3:15, and on Fridays at 3:15. The class consists of five (5) 2-hour sessions for a total of 10 hours class instruction.

It is not too late to join - if you are interested in attending and are not currently registered, call Lou at 2741 for details.

Business Writing Workshops

Business Writing Workshops will be held throughout the summer on the following topics:

Creating Your Message
June 9, June 23 and July 14
Editing with Punctuation & Grammar
June 11, June 25, and July 16

The workshop leader will be Georgianna McGee, Head of the English Department at OCTC. These workshops will be at 12:45 and 3:15 on Mondays and Wednesdays listed above. If you would like to attend any of the sessions, call Lou to reserve your place at ext. 2741.

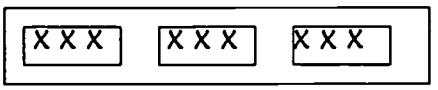
Mind Benders

from: Scratch Your Brain Where It Itches

1. Make this statement true by moving only one digit. 101 - 102 = 1
2. Mo said, "I saw the most peculiar pine tree today! Every part of that tree involved the number 3! There were 3 main trunks, 3 main limbs, 3 smaller branches on each limb, and on each of those there were 3 birds and 3 acorns!" Mo quickly calculated and told his friend Jo the total number of acorns. Can you?

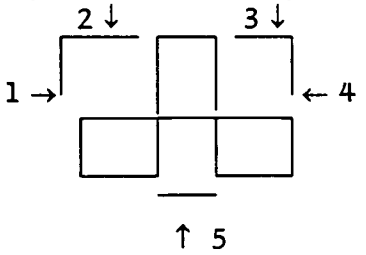
Answers to April Mind Benders

1. Can a farmer put his nine ostriches in 4 pens so that there is an odd number of ostriches in each pen and so that each pen has at least one ostrich?
   The farmer will have to construct 3 smaller pens inside of 1 large pen. Each of the small pens will have 3 ostriches in them, so the large pen would have all 9.



2. Two cars travel between two towns that are 200 miles apart. Car "A" averages 50 mph one way and 40 mph on the return trip. Car "B" averages 45 mph both ways. Do the two cars travel the total distance in the same amount of time? NO
   A takes 200/50 = 4 hours + 200/40 = 5 hours for a total of 9 hours. B takes 400/45 = 8.8 hours or about 8 hours and 53 minutes for the round trip.

3. Use seventeen (17) toothpicks to construct this figure. Remove 5 toothpicks and leave 3 squares.



Submitted by Lou Taylor

CURRICULUM DEVELOPMENT

CHEMICAL DEPARTMENT BASIC SKILLS MATRIX

SKILL	Delime, Hide Prep, Slurry Prep, Mixing, HiC	Chem Prep	Chem Recovery, Ecology
Math:			
Addition and Subtraction			
Multiplication and Division			
Fractions, Decimals and Percentages			
Algebra			
Geometry			

SKILL	Delime, Hide Prep, Slurry Prep, Mixing, HiC	Chem Prep	Chem Recovery, Ecology
Ranges, Averages, Standard Deviation, Randomness			
Measurement in English and Metric Units--Volume, Length, and Temperature			
Calculation of Lapsed Time in Military Style			
Use of Calculator			
Reading Comprehension			
SOPs and JSAs			
Other Safety Materials			

SKILL	Delime, Hide Prep, Slurry Prep, Mixing, HiC	Chem Prep	Chem Recovery, Ecology
Job Related Forms and Manuals			
Reading and Interpreting Charts, Graphs, Diagrams, and Schematics			
Reading Dials, Gauges, and Scales			
VAX Messages and Team Manager's Log Book			
Writing and Related Skills			
VAX Messages			
Keyboarding, Proof-reading Documents and Computer Screens			

SKILL	Delime, Hide Prep, Slurry Prep, Mixing, HiC	Chem Prep	Chem Recovery, Ecology
Chemistry			
Understand pH, Acid-Base Rxns, Titration, and Concentration			
Physical Science			
Pump Theory			
Fluid Dynamics			
Problem-Solving			
Troubleshooting, Decision Making, Selecting Alternative Actions			

EXAMPLE OF

FORM FILLED OUT BY SUPERVISOR

PROCESS DEPARTMENT BASIC SKILLS MATRIX

SKILL	Extrusion, Wet End, Dry End, and Relief Operators	Control Operator, Lead Operator
Math:		
Addition and Subtraction	Extrusion wetend & relief operator number of cuts & extra cuts	Controls operator measureing of tanks solutions Acid. Water. Tanning. Glyc. Glute Die. Measurements
Multiplication and Division		
Fractions, Decimals and Percentages		Control operator Charting Computers & Labs Data
Algebra		
Geometry		

.L	Extrusion, Wet End, Dry End, and Relief Operators	Control Operator, Lead Operator
Ranges, Averages, Standard Deviation, Randomness		
Measurement In English and Metric Units--Volume, Length, and Temperature	Extrusion operator + dryend. measure size of Casing in 64th	Control operator measure temperature in tanks also level, volume amount, mls. gals. solution in tanks.
Calculation of Lapsed Time In Military Style		
Use of Calculator		Control operator Calculated inches, gals. mls. ect. in tanks
Reading Comprehension		
SOPs and JSAs	Extrusion, wet, dryend Relief Everything that in the Job description.	Control, Lead operator All Job description.
Other Safety Materials	Extrusion wet dry Relief Lead. Training Classes SAFETY meeting Proper equipment.	Control operator, lead. Relief, Working with Chemicals Safety meeting Training proper equipment to handle Job Fuctions

SKILL	Extrusion, Wet End, Dry End, and Relief Operators	Control Operator, Lead Operator
Job Related Forms and Manuals	Extrusion operator line Startup Sheets wet and logs dry flats.	Controls operators lead operator extrusion, Tanks Analysis sheets take over sheets safety check list sheets Safety check list fork lift filter change
Reading and Interpreting Charts, Graphs, Diagrams, and Schematics	wet end Charts dry flats	Controls operators Graphs, & Charting on tanks Standards (Changes) meaning Analysis Deviations Changes
Reading Dials, Gauges, and Scales	Dryend uses gauges to measure size in 64 with Gauges. extrusion uses Dial to control TSF. uses to measure size also in 64th on caseing	Controls operator uses Dials to measure Contents of solutions in tanks, to control amounts
VAX Messages and Team Manager's Log Book		
Writing and Related Skills		
VAX Messages	Lead operator uses the vax system to recieve and send messages to other vax uses	Control operator uses vax to enter their tanks sampler pumper in vax system to recieves messages from other vax uses & send to others.
Keyboarding, Proof-reading Documents and Computer Screens		Control operator uses key board to key in their pumper recieve From labs. and sending message else where to vax uses.

ILL	Extrusion, Wet End, Dry End, and Relief Operators	Control Operator, Lead Operator
Chemistry		
Understand pH, Acid-Base Rxns, Titration, and Concentration		Control operator uses Acid to make up & Control tanks Concentration also Same with pH Control tank standard measurement Chemical Contents
Physical Science		
Pump Theory		
Fluid Dynamics		
Problem Solving		
Troubleshooting, Decision Making, Selecting Alternative Actions	Wet, dry, Extrusion Relief lead, operator when problem arives on different parts of Job fuctions they have to reacts at empulse Burning in Couplin making cuts running out lines, starting up lines Etc.	Control operator consistes of keeping tanks in Controls finding, & troubleshooting equipment + fixing problem. to keep tanks in standard. makeing quick decisions.

Form used to develop course outline

Curriculum Description

Name of Curriculum	
Brief Description of Course	
Instructional Goals	
How Topic Chosen	
Target Population	
Skills Addressed	
Teaching Approach: Processes and Activities	
Teaching Context: Class size, time frame, location, level of instruction	
Materials Used	
Assessments Used (If developed especially for the course, please attach)	
Published Resources Used in Development of Curriculum	

Curriculum Description

Name of Curriculum	Workplace Communication 2 (CMN2)
Brief Description of Course	Course consists of mini-lessons in understanding self and others better through development of an understanding of learning and communication differences of individuals.
Instructional Goals	To help participants improve their communication in their department by building an understanding of learning and communication differences of individuals.
How Topic Chosen	The team members in the Plant Technical Department requested this class and assisted in the selection of topics for the lessons.
Target Population	Course is targeted to team members who work in close proximity to one another. It is designed to assist them in utilizing effective communication skills within this diverse group and throughout the plant.
Skills Addressed	Learning Styles, Communication Styles, Thinking Styles, Left-Right Brain analysis and how these affect the way we communicate with others.
Teaching Approach: Processes and Activities	Teaching strategies include: individual meetings with students to discuss communication problems that have occurred in the group; group sessions on how the new knowledge gained through the test instruments might help resolve or avoid communication problems.
Teaching Context: Class size, time frame, location, level of instruction	Four one-hour sessions. All members of department participate regardless of skill level. Classes held at the plant on a flexible schedule to fit within the demands of the department's workload..
Materials Used	Visions2 Curriculum "Charting Unexplored Territory."
Assessments Used (If developed especially for the course, please attach)	
Published Resources Used in Development of Curriculum	

EVALUATION

Level One Evaluation

STUDENT END OF COURSE EVALUATION

Company's Name_____Today's Date_____

Instructor's Name_____

Course Name _____

Thank you for participating in this training program. Please help make this course even better by sharing your ideas with us.

1. How would you rate this course?
   [ ] Excellent [ ] Good [ ] Fair [ ] Poor

2. The materials used in the course were
   [ ] Very good [ ] Good [ ] O.K. [ ] Poor

3. Were the goals and objectives of this course met? [ ] Yes [ ] No

4. The course was . . .
   [ ] Very interesting [ ] Interesting [ ] Sometimes interesting [ ] Boring

5. I understood the material the instructor was teaching
   [ ] All of the time [ ] Most of the time [ ] Sometimes [ ] Never

6. The instructor was effective in presenting the material
   [ ] All of the time [ ] Most of the time [ ] Sometimes [ ] Never

7. I was encouraged to participate in class
   [ ] All of the time [ ] Most of the time [ ] Sometimes [ ] Never

8. Do you feel that this course is helping you do your job better? [ ] Yes [ ] No

   If yes, please list examples _____
   _____
   _____

9. Do you feel that this course is helping you in your personal life? [ ] Yes [ ] No

   If yes, please list examples _____
   _____
   _____

Student evaluation
page 2

10. Because of this course, do any of the following apply to you?
[ ] I feel more confident doing paperwork required by my job.
[ ] I have bought a home computer or other equipment.
[ ] I feel more confident helping my children with their homework.
[ ] Other. Please list.

_____
_____
_____
_____

11. What did you like about this course? _____
_____
_____

12. If you could change anything about this course, what would it be?
_____
_____
_____

13. What course/courses would you like to see offered through the VISIONS 2 program . . .
_____
_____
_____
_____

THANK YOU FOR YOUR PARTICIPATION.

EMPLOYER SATISFACTION SURVEY

Orangeburg-Calhoun Technical College
Federal Training Programs

Company _____

Program Description _____

Dates of Program _____

Project Director _____

Instructor/Instructors _____

In order to better serve your training and employment needs and to improve our service; we are asking you to respond to the following survey statements and questions. Please grade us on those things for which we have impact i.e., quality of instruction rather than plant-wide problems which affect instruction.

How would you rate:

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
1. Contact with College staff.	5	4	3	2	1	N/A
2. Response by staff to company needs.	5	4	3	2	1	N/A
3. Employee response/feedback as to effectiveness of classes.	5	4	3	2	1	N/A
4. Were the objectives of the class met?	5	4	3	2	1	N/A
5. Overall satisfaction of the educational class:	5	4	3	2	1	N/A

What improvement(s) would you suggest to enhance Orangeburg-Calhoun Technical College's quality of service? _____

_____

_____

_____

This form completed by _____. Date _____

Please return to: Orangeburg-Calhoun Technical College
3250 St. Matthews Road
Orangeburg, S. C. 29118-2899
Attention: _____

Chemistry for the Cement Industry, Part II
Pre-Test

Name: _____ **Date:** _____

Directions: *Match "a" or "b" with the correct description on the left. Put your answer in the blank.*

_____1. Bonding by sharing electron pairs between atoms.

_____2. Bonding by transferring electrons from one atom to another.

_____3. Bonding when a metal combines with a nonmetal.

_____4. Bonding when two metals combine.

a. ionic bonding

b. covalent bonding

Directions: *Place the letter of the correct answer in the blank.*

_____5. Gases change to liquids because their molecules
- a. slow down and stop
- b. attract each other
- c. react chemically with each other
- d. break up into smaller particles

_____6. Substances with higher melting points have molecules that:
- a. are small
- b. are bonded covalently
- c. have higher attractions between molecules
- d. are easily split

_____7. All molecules are:
- a. round
- b. large
- c. always far apart
- d. always moving

_____8. Ionically bonded compounds usually are:
- a. high melting
- b. low boiling
- c. low melting

d. liquids at room temperature

Pre-test, Chemistry for the Cement Industry part II, page 2

_____9. The element which is the backbone on most rocks and minerals is:
a. Nitrogen
b. Oxygen
c. Hydrogen
d. Carbon

_____10. A suspension usually
a. is clear
b. is cloudy
c. will not settle
d. is hard to separate into its components

Directions: Answer the following questions.

11. Name the raw materials used to make cement. _____
_____
_____
_____

12. What fuels are used to heat the kiln? _____
_____
_____

13. The compound CaCO3 is found in which raw material? _____

14. Where did the limestone in the quarry come from? _____
_____
_____

15. What does "calcining" mean? _____
_____
_____

16. Why is gypsum added to finished cement? _____
_____
_____
_____

17. Why is chemical analysis important in cement manufacture? _____

_____

_____

Pre Test, Basic Chemistry for the Cement Industry, page 3

18. What is the newer definition for organic compounds? _____

_____

_____

_____

19. Hydrocarbons are made up of _____

20. Burning organic wastes at Holnam benefits Holnam, Safety Kleen and the public because _____

_____

_____

21. What happens to metals in the waste materials being burned in the kiln? ____

_____

_____

_____

_____

CAREER 2000 - Using the Computer At Work, II
Pre-class Inventory 1996

Name: _____ Date: _____

Perform the following tasks:

	YES	*NO*
1. Have you ever used a computer?	_____	_____
- If "NO", skip to question/comment section		
- How and for what? _____		
_____		
2. Turn on the computer.	_____	_____
3. Turn on the monitor.	_____	_____
4. Do you know what an icon is? (Define)	_____	_____
_____		
_____		
5. Find the "Typing Tutor 6" icon and open the program.	_____	_____
- can they double click the mouse button	_____	_____
- do they know which mouse button to use	_____	_____
6. Now that you are in "Typing Tutor 6", do you know the procedure to open a new document?	_____	_____
7. Can you open an existing file?		
- open your file	_____	_____
- use icon or file menu	_____	_____
- Locate and open "YOUR" file.	_____	_____
- Open a regular lesson.	_____	_____
- Tasks were completed without errors.	_____	_____
10. Exit the program?	_____	_____
- File (highlight) and exit	_____	_____
- Save the changes (YES)	_____	_____
- Tasks were completed without errors.	_____	_____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

❑ If answer NO to question #1 - then ask:

A) Would you like to learn about the computer?

B) Do you have any apprehensions about using a computer?

- What are they?

C) Are you interested in using the computer at work?

D) Do you see yourself using a computer at work?

- How do you see yourself using the computer?
- Why or why not?

Recommendation: _____

_____

Using Technology on the Job: Skills Survey for _____

	Pre-Class Skills Survey					Post-Class Skills Survey				
	I am an Expert	I Need More Practice	I Need Help	I've Never Tried This	Does Not Apply to me	I am an Expert	I Need More Practice	I Need Help	I've Never Tried This	Does Not Apply to me
Keyboarding Skills										
Mouse Skills										
Working with Windows										
Reading Email										
Sending and Replying to Email										
Reading Calendar Manager Notices										
Using Calendar Manager to Set up a Meeting										
Using VAX WordPerfect to Create Documents										
Using VAX WordPerfect to Look up SOP's and JSA's										
Using MainSaver to Write Work orders										
Using MainSaver to Look up Information										
Using a PC to Create Documents										
Using a PC to Prepare Spreadsheets										
	Initials/Date _____ / _____					Initials/Date _____ / _____				

Specific areas in which I have improved as a result of this class:

Workshop Evaluation Follow-up

You attended one or more of the workshops held as part of the VISIONS Program. Please take a few moments and complete the form below to help us do a better job next time around.

Name of workshop(s) you attended: _____

_____

_____

_____

_____

_____

_____

In your opinion, after completing the workshop(s), how would you rate the effects of the workshop(s) on you personally or on the job.

Do you feel that what you learned has helped you in the performance of your job?

5	4	3	2	1
Greatly Increased	Somewhat Increased	Stayed The Same	Somewhat Decreased	Greatly Decreased

Do you feel that your ability to get along with co-workers and supervisors has changed as a result of the workshops?

5	4	3	2	1
Greatly Increased	Somewhat Increased	Stayed The Same	Somewhat Decreased	Greatly Decreased

Do you feel that your experiences in the workshop(s) will help you on the job?

5	4	3	2	1
Greatly Increased	Somewhat Increased	Stayed The Same	Somewhat Decreased	Greatly Decreased

Since participating in the workshops, do you feel that your job has become:

5	4	3	2	1
Much Easier	Somewhat Easier	Same As Before	Somewhat Difficult	Much More Difficult

Please give an example:_____

_____

In the future when you are asked to attend similar workshops/classes, what would you recommend to improve the way the program is run?_____

_____

Do you feel that your participation in the workshop(s) will help you to advance within the company?_____

Of the workshops you attended, which do you feel was the most beneficial to you?_____

_____

Based on your experience with the workshop(s), would you recommend any or all of the workshops to your co-workers? **YES** **NO**

Why or why not?_____

_____

MANAGERS' EVALUATION OF PROGRAM EFFECTS ON THEIR DEPARTMENTS

Manager's Name:_____ Dept.:_____
Today's Date:_____ Total employees in dept._____
*How many employees in your department participated in the program? _____

In your opinion, now that the initial course has been completed, how would you rate its effects on participants that you supervise? Circle the number that shows how you feel.

PRODUCTION:

5	4	3	2	1
Greatly increased	Somewhat increased	Stayed the same	Somewhat decreased	Greatly decreased

---

QUALITY:

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	A few more errors	Many more errors

---

TRANSFERABILITY:
After completing the program, when new technical equipment or training comes to your department, do you think your employees will be able to handle it

Better **The same** **Worse**

ATTITUDE:
Regarding the employees in your department who participated in the program, how much improvement in attitudes towards themselves, their jobs, or the company did you observe? (for example: greater cooperation, team-building, etc.)

5	4	3	2	1
A lot	Some	Same amount as before program	Little	None

Since your employees participated in the program, do you feel that your job as a supervisor has become:

5	4	3	2	1
Much easier	Somewhat easier	Same as before	Somewhat more difficult	Much more difficult

Please give an example:_____

---

*If your company plans to continue to have employees participate in similar programs in the future, what would you recommend to improve the way the program is run?

---

*Based on the effect that the program has had on the employees from your department who participated, would you recommend additional employees to the program?_____
Why or why not?_____

the employees in your department who participated in the program, have any shown progress in potential for ncement?_____

SUPERVISOR PRE-PROGRAM EMPLOYEE RATING

Devro-Teepak, Inc.

_____
Name of employee you are rating

Please evaluate this employee in the following areas. Circle the number that shows how you feel.

JOB ATTITUDE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

PRODUCTIVITY:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

QUALITY OF WORK:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

ATTENDANCE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

JOB KNOWLEDGE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

COMMENTS:_____

_____

_____

_____ _____

Today's Date Supervisor's Signature Revised 1/26/95

Phillipi, Jorie, Supervisor Rating of Pre/Post Program Participants, Literacy at Work, Simon and Shuster, 1991, modified.

SUPERVISOR POST-PROGRAM EMPLOYEE RATING

Devro-Teepak, Inc.

_____

Name of employee you are rating

Please evaluate this employee in the following areas. Circle the number that shows how you feel.

JOB ATTITUDE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

PRODUCTIVITY:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

QUALITY OF WORK:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

ATTENDANCE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

JOB KNOWLEDGE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

COMMENTS:_____

_____

_____

_____ _____

Today's Date Supervisor's Signature Revised 1/26/95

Phillipi, Jorie, Supervisor Rating of Pre/Post Program Participants, Literacy at Work, Simon and Shuster, 1991, modified.

STUDENT EXIT INTERVIEW SURVEY

Circle all those items listed that you feel are important in keeping you out of skills enhancement classes, in other words, contributed to your dropping out of classes.

Not enough time.

Home responsibilities

Job responsibilities

No child care

No transportation

No place to study or practice

Friends or family don't like the idea

The company offered no incentives for participation

The company did not recognize those who attended classes

The teachers did not know the material well

The program was not explained well to me

Amount of time required to complete program

Courses aren't scheduled when I can attend

No information about offerings

Strict attendance requirements

Courses I want don't seem to be available

Too much red tape in getting enrolled

Don't meet requirements to begin program

No way to get credit or a degree

Not able to use the skills taught on my job

Not able to use the skills taught in my personal life (children's homework, personal reading, form filing, etc.)

Afraid that I'm too old to begin

Low grades in past, not confident of my ability

Not enough energy and stamina

Don't enjoy studying

Tired of school, tired of classrooms

Don't know what to learn or what it would lead to

Hesitate to seem too ambitious

Did not want other employees aware of my educational skills

Comments_____

_____

_____

_____

STUDENT FINAL EVALUATION SUMMARY

VISIONS 2: Learning for Life Initiative
January 1995–October 1997
Number of Students Surveyed – 296

296

1. How would you rate this course/workshop?

Excellent		Good		Fair		Poor	
146	49%	133	45%	13	4%	0	0%

4 – No response

2. The materials used in the course/workshop were...

Very Good		Good		O.K.		Poor	
18	40%	21	47%	6		0	0%

2.(a) The materials used in the workshop were...

Very Difficult		Difficult		Just Right		Easy	
4	2%	23	9%	168	67%	55	22%

3. Were the goals and objective of the course/workshop been met?

YES		NO		No Response	
228	78%	8	3%	55	19%

4. The course/workshop was...

Very Interesting		Interesting		Sometimes Interesting		Boring	
159	54%	122	41%	14	5%	1	0.34%

5. I understood the material the instructor was teaching...

All of the time		Most of time		Sometimes		Never	
166	56%	120	41%	10	3%	0	0%

6. The instructor was effective in presenting the materials...

All of the time		Most of the time		Sometimes		No Response	
129	75%	41	24%	2	1%	1	1%

6.(a) The insturctor was...

Very Interesting		Interesting		Sometimes Interesting		Boring	
74	60%	44	35%	5	4%	0	0%

7. I was encouraged to participate in class/workshop...

All of the time		Most of the time		Sometimes		Never	
210	71%	24	8%	55	19%	2	1%

5 – No response

8. Do you feel that this course is helping you do your job better ?

YES		NO		No Response	
277	94%	15	5%	4	1%

"I will be able to use the computer whenever neccessary to do so."
"Helps me to work better as a team."
"Help me a lot on the job."
"I could understand the how to much clear(sic) there was a lots(sic) of method(sic) didn'tunder-stand. I could get to program more easily."
"I can go into the computer and get my mail."
"Didn't complete overtime."
"How to do the Audit also the Forte."
"Communicate better wot co-workers."
"Better understanding of fellow workers."
"Understand that you can get hurt with voltage of current."
"Understanding plant equipment better."
"It helps me understand, not do it better."
"It's help me to handle minor electrical problems that happen in my work area sucd as circuit breakers tripping and light swithces going bad, I can handle these without calling an electrician."
"Every way."
"A better understanding of electricity and relating to plant equipment and problems."
"Do not mess with breaker boxes."
"Better understanding of electricity and reasoning."
"Checking electrical problems."
"We are always working around electricity."
"I believe that it can, but the job that I perform does not require it."

9. Do you feel that this course is helping you in your personal life ?

YES		NO		No Response	
274	93%	15	5%	7	2%

"This is a computer generation and I might be using one in the future."
"So I could use my typing skills. Hope I use this course for a good reference."
"There was a time that I could get from one program to the other, then I learned a few short cuts to help me a lot."
"A better understanding of electricity and relating to plant equipment and problems."
"Around the world."
"I do some house wiring and really freshen my memory on some things that I'd forgottene."
"Learned something about electricity."
"What to do and not to do with different types of current."
"To understand electricity at home."
"I do electrical work for a part time job."
"I know now why I didn't try to be an electrician.'
"I have a better understanding of electricity."
"Better idea about electricity in the home and the dangers involved."

10. What do you like about this course/workshop?
"The instructor and the challenge of learning something new."
"Learn how to type and send mail message."
"The time we spent parcticing on our own."

"It was not boring and you get to learn how to use the computer on your own."
"Time not interrupted."
"If I had something very important to type out, Ms. taylor helped me with the wording."
"Ms. Lou."
"It gave me more indight into the people around me."
"Understanding myself and others better."
"Working with the computer."
"Everything (17)"
"I loved the way she explain it to us."
"Learned about something that would or should make me a better communicator."
"Topic."
"Presents some good strategy for communicating effectively."
"It was well explained and brief."
"It is really going to help communicate with others and solve problems."
"Discussions were very interesting."
"All materials was very interesting."
"The instructor was a true professional."
"I like everything about the workshop."
"Help me to understand some of my co-workers better."
"The lesson was presented in a very good manner. Easy to understand."
"Format."
"Small class."
"Casual."
"It was very interesting. (2)"
"Important subject."
"The workshop gave me indight on how to listen to other people."
"The way the instructor presented the workshop."
"It shows you how to try and get along with others better."
"It reinforced many of my beliefs and tendencies."
"Never thinking."
"It is very interesting and she is very kind and concerned."
"Self-Esteemed survey included in the material."
"I like the way you can relax yourself under stress."
"It was very lively, understandable, and very interesting."
"Realized that my life style is rather stressful and that I have an 80% chance to allow stress to effect my health."
"Condensed into a group of handouts to take back as future reference."
"Rules to apply to spelling and writing."
"The teacher kep your attention during the entire class."
"Explanation of action verbs."
"Teacher being very concerned in teaching the right way."
"The instructor was ready to instruct when class begun."
"How easy it was to understand the workshop."
"The instructor was very good and I learned a lot about how to write."
"Touched the basic."
"Instructor was effective and kept my interested."
"It kept moving from subject to subject. No time to get bored with one."
"The way teacher presented it. She was very good.."

"It made me aware of mistakes I make unknowingly."
"Instructor was interesting."
"It gave me insight of myself."
"Team work – Sharing ideas."
"It is good."
"Discovery of how close the color defintion matches the people."
"How to deal with others."
"Interesting and fun."
"Sharing ideas with others and learning about myself."
"It was just plain fun. I enjoyed it."
"Brought out or point out, points about myself which we don't realize at times."
"Learning about others."
"Well prepared; lively."
"Very interestingm onformative, and realistic."
"Working together with a diverse group and learning new things."
"Learning my colors."
"True colors."
"That is takes all kind of people to do a good job."
"Real learning and fun."
"True fun the whole time."
"Being able to get together as a group and have fun and learn at the same time."
"The teacher."
"Instructor's positive attitude participation by everyone."
"Active, fun."
"Humorous, fulfilling."
"It was very interesting and fun."
"It was very encouraging and interesting."
"The team spirit. Very good presentation by the speaker."
"Understanding other's personality and behavior."
"About being more involved with others in work and at home."
"The electrical definitions as to curren, voltage, and power."
"Learning."
"Explain the different volt."
"The different examples shown."
"Interesting. (4)"
"Taking time to explain."
"It helps understand about electricity."
"I like the way how everything was expalined to me the way how transformers work."
"Learned more about how electricity works.
"Learn more about electricity than I knew before."
"It started me off understanding how electricity work."
"Good instructor."
"Explaining the different types of current."
"The material and the way it was presented."
"I have gotten a bteer idea about capacitors."
"All of it."
"How to write a busines letter correctly as a memo form."
"Its motivation."

"The instructor place the material of the course in "real life" situations."
"There was a lot of good, practical information presented. A lot of usable ideas."
"More time was taken this time and all was well understood. Enjoyed it."
"The way the instructor presented the class."
"I learned a lot about myself and why people act the way they are."
"The professionalism of the instructor, and the way the course was taught."
"The instructor was very purposed when she came into class."
"Workshop was held on site."
"I loved the way she explain it to us."
"Learned about something that would or should make me a better communicator."
"I had a good time learning computers."
"I liked when we used the keyboarding."
"I like the way the instructor take time with me and the course help me to do my job better."
"Basic Skill refreshment, encouragement."
"Helped me polish up some of my basic skills."
"Learning how to use a computer and about it student."
"It teaches you how to type and helps you in other ways."
"It gave me the ability to start to feel at ease with future computer classes."
"It was fun to learn while you get paid and it help you with your job."
"I am better informed with the processing job that i doing."
"I liked the course, it just didn't go deep enough.(chemical reaction inside of kiln)"
"It will help in my job performance and understanding."
"Learning more about cement chemistry."
"Teacher – (presentation)."
"It's interesting how things work with material."
"Not much."
"Learning about minerals in the quarry and lab testing."
"Helps you understand more about the way cement is made and about, the chemical changes it goes through."
"Help me so a good job in my work site."
"Teacher and assistant."
"We were able to find out how chemsitry is related to our job."
"I like when we look at the film to see how different molecules work."
"Things are not so difficult."
"The course offered a challenge, and an opportunity to refresh ones memory."
"Learn more about your job."
"It's not boring, she makes you think, also have a relaxed atmosphere in the classroom."
"Open my eye to basic things about cement."
"The classroom activities are geared to stimulate thinking."
"Math, reading, and brainstorming."
"Gave me the opportunity to see the thinking and learning styles of others in the group."
"Alternate approach to understanding why some people respond the way they do and what I can do to better communicate with them."
"Different learning styles perspective."
"Provided insights in how to deal with co–workers."
"The information was interesting, informative, and useful. The instructor is knowledgeable and has a broad understanding of the topic."
"New and unique ideas about learning. Quite accurate evaluation of personal learning styles."

"I like that I got a chance to read a ruler in 64th."
"Just practicing the ruler."
"Group learning."
"Random subject material."
"Learning what 1 1/2" is – 32".
"Making sure I could read the gauge."
"They make sure evry one understands the measurements of the rule."
"Discussion."
"Refreshing my rembering."
"Learned about myself."
"Discovering thinking styles, learning styles."
"Understanding more about life and how to be more happy."
"The workshop were well put together. I wish all workshops were like this one, also the speaker spoke very clearly."
"The instructor was very interesting, knowledge, and know how to keep your attention."
"I like the way my instructor taught the class."
"Participation was great."
"Instructor had everyone's attention, kept people's interest."
"Very interesting and entertaining."
"The instructor put the group at ease and held their attention."
"Atmosphere–wasn't a classroom type workshop."
"Refreshing, something different."
"The way she took time to make sure you understood what causes stress."
"Distinct speaking, humourous, not dull, everyday incidents associated with."
"Was not dull. Fast pace."
"It was informal and enjoyable."
"Open, relaxed, fun."
"Was very helpful and relaxing. It was presented very well."
"I like the way Mrs. Bea conducts the class and her personality."
"Very interesting –kept my attention with sense of humor–not boring."
"Speaker was very interesting–related to everyday instances–Humorous–not dull–clearly speaking–participation."
"Lots of opportunity for class participation."
"The instinct kept you interested and she related to everyone. She seems like an enjoyable person."
"It was interesting. The teacher very good and understanding."
"The class was with the instructor all the way (following information given)."
"She got my attention, and kept it throughout the workshop."
"The way she kept the program moving."
"The holding interest."
"Topic – Conflict."
"Participation – interesting – entertaining."
"Material and presentation very good."
"The participation and the fun we had while doing it."
"The upbeat of it."
"Pleasant atmosphere."
"Letting others take part in it."
"Friendly manner, good sense of humor."

"The instructor was very easy to work with. I enjoyed the workshop and look forward to more."

10(a). What did you dislike about the course/workshop?

"Not enough room."
"Not long enough. (8)"
"Oranges."
"Nothing, except being held after working hours."
"Sharing."
"Nothing (35)"
"Too cold in room!"
"Not enough detail."
"Not enough time cover material."
"That we should have had more time."
"That we had to break done because meal came to interrupt class."
"Everything."
"Timing."
"Evaluations."
"Room was too hot!"
"I can say that it is difficult."
"We never went over much of the material in book."
"More participants, longer term."
"No disliking."
"I did no get exactly what I was looking for in math. There was some, but not quite what I expected."
"Need more time with the computers."
"We could have a longer period of time in working with computers."
"Some time – The hours."
"Wanted to understand more about the different chemical changes going on inside of kiln."
"Having to work overtime to take course."
"Some of the text is difficult to understand."
"Need more time (4)."
"Nothing, but make it last longer."
"The time could be adjusted."
"Needs to be during work hours."
"Nothing, but go to the next question."
"Nothing at all – it was good (2)."
"Being made attend."
"Would like to see a more formal discussion by each participant of their opinions/views of their own and others' styles."
"Repetitious nature of questions in the "Learning Styles" profile."
"Nothing stands out as a dislike."
"There was nothing I didn't dislike."
"Nothing right now."
"The material was not legible."
"The materials need improvement."
"Easier to measure that illustrate."
"Problem with finding material during session of lack of page numbers. Instructor didn't give time to complete material."

"Nothing yet so far."
"I enjoyed it very much."
"It ended to soon."
"Sheets not numbered."
"No commment"

11. If you could change anything about this course, what would it be?
"Do it while I am working on the job."
"Encourage more of my co–workers to take part in this class."
"I hope you will continue to use Ms. Taylor as our teacher for the years to come and also as a counselor."
"Longer – Give more hours for our discussion. (3)
"Nothing (17)"
"Make time alottment longer, go into even more detail, and have more plact participation."
"Different classroom. Take more time working on communication skills."
"Change of classroom situation where everybody should be facing each other."
"I like what you are doing."
"Better timing."
"To take intereset in it more."
"Encourage other to attend it with us."
"Allow a little more time."
"More oranges."
"During working hours."
"It is all good."
"Not a thing."
"I would not change a thing."
"No change."
"Cut down the thermostat."
"Slow down and learn more about other participants.
"Have a follow–up."
"More time–Number multiple pages."
"Different room, not so crowded."
"Encourage others to take part."
"Better snacks."
"Have more people to attend to enter into the discussion.
"I would like for more to attend to enter into the discussion."
"I would like for more to attend the workshop."
"Take it sooner; I need to realize some basic changes in my life if I plan to live a good life into and during retirement!"
"Develop into more 2 hour sessions."
"Should have been longer."
"Overhead to be in larger print."
"More detail."
"To be able to read the projector. Writing were(sic) too small."
"No (5)"
"It would be nice to have longer session."
"Should be made into more than a 2 hour workshop."
"Would have liked a little longer workshop."

"Looks good."
"It should be longer with more time to go over issues in questions."
"Nothing but add how to read a volt and ohm meter."
"Begin writing."
"Last longer."
"Caution of Electricity."
"No comment."
"None."
"More time to spend on the program."
"I felt that this was a very good course and I do not believe that I would change anything."
"Not Applicable."
"That it should have been a couple more days."
"I would not change anything. It was the perfect course for me."
"It needs to be longer. There was more information that could have been covered."
"More time."
"Focus more on the basic skills rather than the logical thinking."1
"Make time allotment longer, go into even more detail, and have more plant participation."
"To have longer classes."
"Not enough math."
"If we could get more advanced courses."
"I would make it a ten week course."
"More lunch and be able to use the computer on off time."
"Have chance to hace a computer, home to be able to practice and improve quickly, for the company machines that we have on the job."
"Refer to #10(a)(we could have a longer period of time in working with computers.'
"No time off between shift change."
"A little more video, or graphical stuff so that beginners could have an imagination of chemical reaction."
"Same as #10 (Wanted to understand more about the different changes going on inside kiln)."
"Schedule classes longer and less frequently."
"I needed to participate in class more."
"Teach more cement chemistry."
"Revise some of the text."
"Make it last longer (4)."
"More classroom instruction on math."
"To have a on-site and hands-on with the materials to see the changes through the process."
"That all the people put this to work in their daily living."
"Come in early every shift 2 hours."
"Have a longer period of time to cover and have some hands-on practice and visual check."
"Let it run a little longer, maybe 2 sessions. A good portion of time was spent doing things that did not seem to be very important."
"Not to be changed."
'To have more people participate in this class period."
"Add true-to-life "samples" of college entrance exams and"give" one to students."
"Add more math and getting into doing more spelling and reading."
"Need to present and discuss an agenda for the meeting at the start."
"I would like a more indepth treatment of the subject. More information and maybe some case studies to be worked in groups."

"Serve fine wine and cheese."
"Since it was my first, I would like to get to read the ruler more."
"Nothing right now."
"The ruler."
"Student make materials."
"Do it myself."
"Nothing at all. We had a good teacher. (Whoopi)"

12. Because of this course, do any of the following apply to you?

[16] I feel more confident doing paperwork required by my job.
[2] I have bought a home computer or other equipment.
[7] I feel more confident helping my children with thier homework.
[14] Other. Please list.
[2] No response.

"I feel more confident."
"Yes, what electricity will do to you."
"Feel more confident doing electrical work at home."
"I feel more confident about involvement in the workplace."
"None, more confident with the uses of electricity."
"I will be getting my own personal comuter."
"Thinking about buying a computer at home to be able to store notes from one year to another."
"That I now know how to begin to type."
"Learn more about computer. Help in the future."
"I have thought about buying a home computer and I'm beginning to shop around."
"I found out my brain isn't dead. I am amazed what I do remeber and know."
"More confident in achieving my career goals."

13. What course(s) would you like to see offered through the VISIONS 2 program?

"More math, problem–solving."
"Anything."
"Computer courses, grammar, whatever needs to be."
"More computer classes."
"More indepth or each basic part."
"Whatever offered."
"I would like to see more computer classes."
"About how the mechanical arts in the daily plant operation work and how to work on them."
"More computer courses (2)."
"More computer courses, spreadsheet (excel), etc."
"Writing course."
"More advanced computer courses."
"Math course, a computer class too."
"More computer classes."
'"Algebra'
"Basic mechanical and hydraulic course of the plant equipment."
"Basic math"
"Computer – Math – History."
"College transfer"
"Typing tutor"

14. **Give one or more instances, if possible, when this course has helped you to do y job better.**

"I feel more confortable with the keyboard."
"Filling our forms and to use a computer."
"People more involved."
"Learn more of how the jobs work with the compuetr to get work order off the machine."
"What some of the parts on a computer does."
"I am planning for advancement with the company, and with these class, I will feel more at ease w
"Give you more confidence in the workplace and at home."
"Writing J.S.A., SOP, etc., encouragement."
"It has improved my writing skills for instance writing JSA, SOP, Reports, etc."
"It has made me more conscientious toward my job."
"I'm learning to write with small letter, instead of writing with all capital letters when writing."
"What my weakest courses are one my testing."
"In writing a report, I feel more confortable using commas. Ha!Ha!"

LEARNING STYLES RESEARCH

Learning Styles Inventories:
What Can They Tell Us About Developing Workplace Literacy Programs?

A research project to determine if front-line workers have a predominant learning and communication style; and, if so, is it different from the styles of managers?

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Learning Styles Inventories

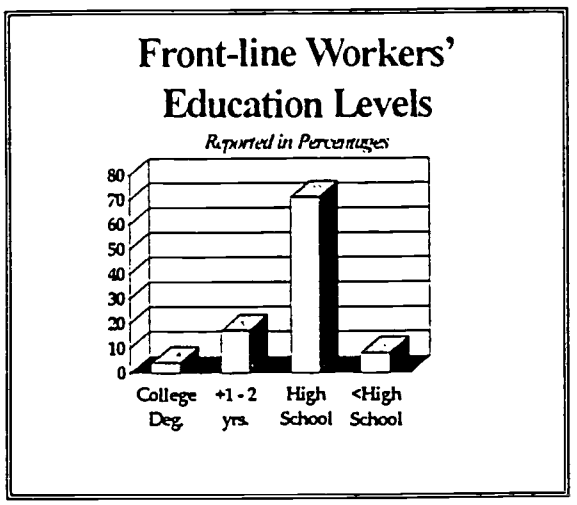
What Can They Tell Us About Developing Workplace Literacy Programs?

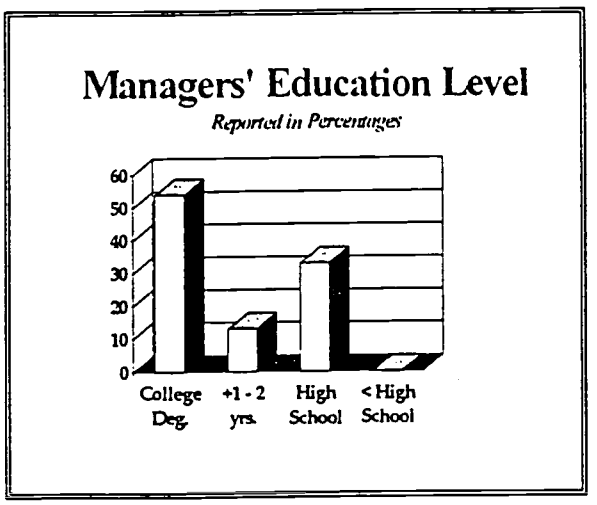
What: A study to determine if front-line workers have a predominant learning and communications style. The study involved determining the learning and communication styles of workers at two industrial sites served by a national workplace literacy grant. The grant staff also wanted to know if learning styles of front-line workers differed from those of supervisors, most of whom had attained post-secondary degrees.

Why: To determine if certain learning styles are predominant in the workplace, so that the appropriate learning strategies for those styles can be utilized in workplace learning classes, to improve workplace communication at the plant sites, and to assist in recruiting efforts for classes.

Administration: This study was conducted on-site by the workplace literacy staff from the local technical college which had received a US Department of Education National Workplace Literacy Grant. The study involved giving the C.I.T.E. (a learning styles inventory developed by the Center for Innovative Teaching Techniques, Wichita Public Schools, Wichita, Kansas).

Population: One hundred and ninety-five (195) employees were given the survey. Of this group, 74% were hourly workers, 26% managers, 77% male, 23% female, 62% non-minority & 38% minority. The educational levels of the front-line workers and supervisors/managers are represented in the following graphs.





Participants in the study were solicited from ongoing classes being conducted at the plant site by the national workplace grant staff, from work groups/departments who wanted to improve communication, from management teams, and from other employees who expressed an interest in knowing more about themselves.

Research: *Learning styles* can be defined as characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment (Keefe, 1979). The *Learning Styles Network Newsletter* (Winter, 1980) describes learning style as the manner in which many different elements from five basic stimuli affect a person's ability to absorb and retain. The five broad categories are: Environmental, Emotional, Psychological, Physical, and Sociological. Physical stimuli--auditory, visual, and kinesthetic-- have to do with instructional preferences. In the general population, 30% are visual, 25% are auditory, and 15% are kinesthetic. The remaining 30% are of mixed modality (Barbe and Milone, 1991). As we age, our modalities can change from kinesthetic to visual to auditory (Keefe, 1987). The American educational system has long relied on a model of human intelligence that recognizes almost exclusively linguistic and

logical/mathematical capacities. Instructional methodology is usually teacher-centered, focused on transmitting information, with a heavy reliance on standardized testing. (Presentation from *Integrated Learning: Multiple Gateways for Lifetime Learning*). In research conducted by Hanson Silver and Associates on curriculum, it was discovered that certain learning styles were clearly favored over others. For example, in most educational settings, students were required to work independently on different cognitive tasks; new concepts and rules were introduced verbally in linear sequence; the main medium of instruction was written or spoken words, and the evaluation of student achievement was also verbal and written. Certainly, school instruction does not favor the kinesthetic student who may be a group learner (*Research Monograph #5. Journal and Research Articles on Learning Styles and Teaching Strategies*, Hanson Silver Strong and Associates). The perceptual styles of poor readers were tactile-kinesthetic (Murray, 1980). Rita and Ken Dunn confirm that tactile-kinesthetics face the most learning difficulties in schools. Ninety-five percent of these learners are male and are usually considered hyperactive (*The Learning Revolution*, Dryden and Vos, 1994).

Hypothesis: Hourly workers will have learning styles that differ from those of managers. The primary learning style of workers will be AVK (auditory/visual/kinesthetic) while that of the managers will be visual/linguistic.

Background Information: During the course of a National Literacy Grant, the instructors and project director became interested in the communication and learning styles of the front-line workers they were serving. Workers served were those who were attending workshops or classes, who had consulted with the instructors for help with a basic skills problem at work, who wanted information on their educational levels, and who were interested in pursuing higher education or enrolling in basic literacy classes. During discussions with workers, the grant staff found that many of the workers were self-critical about their basic skills, expressing frustration with their earlier school years. Often they blamed themselves, rather than the instruction they had received, as the reason for their failure. This group mentioned disliking school and many dropped out. Those who stayed in school did so just to attain a diploma, and thus did not benefit from the educational process. Many of them had gone straight from the school house door to the factory floor and had trained on the job for their positions. From the viewpoint of the instructors, the use of a learning styles survey would help the instructors choose a learning approach that met the individual's style preference and strengths and not be a repetition of an instructional approach that did not work during their school years. The learning styles survey could also be used as a recruiting tool for classes, suggesting to workers that the reason they had not done well in school could have been due to instructional strategies that did not match their learning styles. After many years of hearing front-line workers complain about their early school years, the project director wanted to know if perhaps the learning styles used in the K-12 years emphasized linguistic strengths and workers were Audio/Visual/Kinesthetic. Since management and most of the supervisors (other than first-line or promoted through the ranks) had obtained college degrees, it was hypothesized that they would be visual or linguistic learners.

The purpose for pursuing the research was fourfold:

1. *to serve as a recruitment tool*
   - -dispel fear of learning
   - -promote self-confidence
   - -learn more about oneself as a learner

2. *to improve communication in the workplace*
   - -awareness of different communication styles
     - -workers to supervisors
     - -supervisors to workers

3. *to plan for classes*
   - -instructional strategies
   - -content of curriculum

4. *to increase instructors' success*
   -make instructors aware of their personal learning modalities and how that influences their teaching styles
   -encourage instructors to vary instructional approaches in their classes

Procedures used to collect information: Students in the classes and workshops were strongly encouraged to take the C.I.T.E. In order to increase understanding of the individual worker and to improve communications between work teams, some departments required their workers to take the survey. The C.I.T.E. measured whether students were Visual, Linguistic, Auditory, or a combination of Auditory/Visual/Kinesthetic (AVK). Their communication style (oral or written) and their social learning style (individual or group). Other workers in the plant were given the C.I.T.E. as part of workshops on communication, teamwork, and conflict resolution. Supervisors and some workers were given the survey at team meetings with follow-up provided by the on-site instructor.

Description of the instrument: The C.I.T.E. is a learning styles survey developed by the Center for Innovative Teaching Techniques, Wichita Public Schools, Wichita, Kansas, and was used with its permission. The grant staff felt that some of the questions needed to be rephrased, as they were intended for school children and did not reflect the atmosphere of the workplace. The question content was not changed, only the wording in order to reflect work-related content. The C.I.T.E. is concerned with physical stimuli as described by Dunn and Dunn in their research. Physical Stimuli contain modality preferences--auditory, visual, or kinesthetic, which are used to determine instructional preferences. Definitions of the learning styles identified by the survey are as follows:

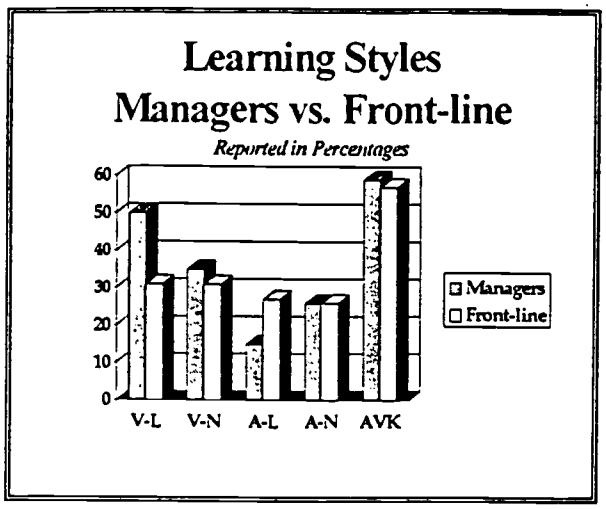
- ***Visual***-tends to respond to new information in a visual or pictorial fashion. Learns best through pictures, filmstrips, graphs, drawings, books, magazines, or demonstrations.
  - Visual Linguistic (V-L) students learn best from seeing words in print.
  - Visual Numeric (V-N) students must see numbers in order to work with them.
- ***Auditory***-responds to new information in an auditory or listening fashion. Learns best through use of tapes, lectures, discussions, records, oral directions, and explanations.
  - Auditory Linguistic (A-L) students learn best from hearing the spoken word.
  - Auditory Numeric (A-N) students learn best from hearing numbers and oral explanations.
- ***AVK combination***-ability to acquire meaning through the senses of touch and movement. Used with auditory and visual senses--learns best by manipulation of material. Doers would rather do something first and read about it later (Dunn and Dunn, 1993).

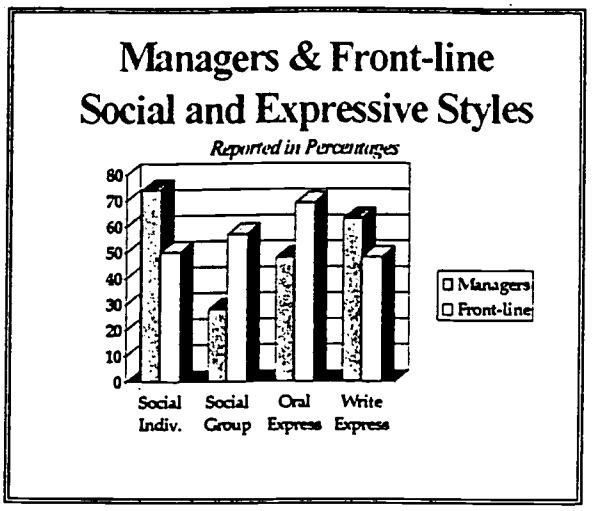
Follow-up to the survey: Workers taking the survey received copies of their score reports either in person or by mail. The score reporting was followed by explanation during classes or workshops, personal counseling sessions, or in learning styles workshops conducted after the survey was given.

The results: Fifty-three percent (53%) of hourly workers were auditory/visual/kinesthetic, which is double that of the general population as described by Barbe and Milone in their research. Forty-five percent (45%) have additional modality strengths. However, fifty-eight percent (58%) of supervisors and managers were also AVK. Sixty nine percent (69%) of the Managers/supervisors had two or more modality strengths. Managers were twice as likely as front-line workers to be visual linguistic, which research has shown to be the dominant teaching style used in K-12 schooling. Although the managers and supervisors preferred kinesthetic learning, they did respond to visual and auditory stimuli and could also learn through those options. Many of the managers/supervisors had degrees in chemical and electrical engineering--both areas which require extensive hands-on or kinesthetic activities. Perhaps they had chosen AVK occupations which required them to use those hands-on skills in an industrial setting. In addition:

- While managers tended to be individual (73%) learners, hourly workers were group learners(58%).
- Managers tended to be written expressive(62%) while front-line workers were oral-expressive(68%).

The following graphs illustrate the differences between the learning, communication, and social styles of the front-line worker versus the manager:





(*Explanation of Learning Styles Abbreviations:* V-L = Visual Linguistic, V-N = Visual Numerical, A-L = Auditory Linguistic, A-N = Auditory Numerical, AVK = Auditory Visual Linguistic)

How useful are the results? Knowing that front-line workers are highly AVK, group learners, and oral expressive is highly useful information to workplace education providers and industry trainers, as well as to educators in general. The research points out how essential it is to be aware of students' differences when preparing educational materials. Although a majority of front-line workers are AVK (54%), oral (70%), and group (57%), classes need to include instructional activities for **all** learning styles. Learners' failures may have more to do with how they are taught, than with their perceived learning deficiencies. Being more aware of students' learning styles changed the way our staff developed the curriculum. In developing a basic electricity class for workers, we emphasized hands-on activities as a way to understand electrical theory. Rather than having the students study theory first, they learned by performing experiments under the careful eye of the instructor and relating theories learned to how electricity was used in the plant.

Students must become cognizant that they need to work on those modalities in which they are weaker. If the job requires them to write detailed reports and analyze graphs and charts, they are encouraged to use their strengths and preference of group learning to increase those visual linguistic skills.

Discussion of different learning styles generated interest in our workplace basic skills classes and brought more learners to our instructors for educational counseling. In fact, at one workplace site, 109 workers contacted the instructor for educational counseling. At their request, learning styles inventories were given to workers to take home and use with family members. Learning styles workshops were also responsible for increasing workers' communication between members of their work teams as well as with their supervisors. Supervisors and front-line workers frequently commented on better understanding their fellow workers. They showed an understanding of why they had previously had problems communicating at work.

Resources

Barbe, W.B. and Milone, M.N. "What We Know About Modality Strengths." *Educational Leadership*, 38 (5), 1991, pp. 378-380.

Dryden, Gordon and Vos, Jeanette, Ed.D., *The Learning Revolution*, Jalmar Press, Rolling Hill Estates, California, 1994.

Dunn, Rita and Dunn, Ken, *Teaching Secondary Students Through their Individual Learning Styles.* Allyn and Bacon, Boston, 1993.

Hanson, Silver, Strong & Associates. *Research Monograph #5. Journal and Research Articles on Learning Styles and Teaching Strategies.*

Integrated Learning: Multiple Gateways for Lifetime Learning, in a presentation for learning materials.

Keefe, 1987, as quoted in "Making Sense of Style" by John O'Neil. *Educational Leadership*, October, 1990, p. 5.

Murray, C.A. (1990) "The Comparison of Learning Styles Between Low and High Reading Achievement Subjects in the Seventh and Eighth Grades in a Public Middle School." Doctoral Dissertation, US International University, 1980. Dissertation Abstracts International, 41, 1005

The Learning Styles Network Newsletter. Winter, 1980.

Products created by the grant staff:

- the C.I.T.E. for workplace use (adapted by the grant staff)
- revised scoring sheet and grid
- a Group Profile Sheet for use with large or small groups
- a workshop on Learning Styles

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Learning Styles Inventory

Instructions:

Read each statement carefully and decide which of the four responses agrees with how you feel about the statement. Circle the number of the response on the answer column.

Sample Statement:

"I would rather do instructional work in the morning than in the afternoon."

In the answer column are four possible responses ranging from "Most like Me" to "Least Like Me". Decide which response best describes the way you feel about the statement and circle that number in the column. Respond to the sample statement here by circling the response that best describes your feelings.

	Most Like Me			Least Like Me
1.	4	3	2	1

Explanation of Responses

If you are the sort of person that rises early and enjoys working before noon, you would probably respond by circling the 4.

If you start slowly and usually begin to work later in the day, you probably would respond by circling the 1.

If you are somewhere in between, then your response would be a 2 or 3 depending on where you think it would fit.

You cannot make a mistake because there are no right and wrong answers, only the way you feel about the statement. There are 45 statements to which you will be asked to respond.

Mark your answer on the sheet the same way you did for the sample. You may have all the time that you want, so please respond to every statement.

Now, if there are no questions, go to the top of the statement sheet and begin. Be sure you respond only once to each statement, but be sure you respond to every statement.

Name: _____ Company Name: _____

Position: _____ Time on job: _____ Years _____ Months

# of school years completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Diploma: Yes ❑ No ❑ GED Yes ❑ No ❑

Degree: _____

Learning Styles Inventory

		Most Like Me			Least Like Me
1.	I remember what I have read better then what I have heard.	4	3	2	1
2.	I learn better if someone reads a book to me than if I read silently to myself	4	3	2	1
3.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
4.	I get more work done when I work alone.	4	3	2	1
5.	Written assignments are easy for me to do.	4	3	2	1
6.	I understand a math problem that is written down better than one I hear.	4	3	2	1
7.	When I do math problems in my head, I say numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	When I answer questions, I can say the answer better that I can write it.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I would rather read a story, than listen to it being read.	4	3	2	1
12.	I remember things I hear better than things I read.	4	3	2	1
13.	Saying the multiplication tables over and over helped me remember them better than writing them over and over.	4	3	2	1
14.	I like to work by myself.	4	3	2	1
15.	I would rather show and explain how a thing works than write how it works.	4	3	2	1
16.	When I hear someone say a number, I really don't understand it until I see it written down.	4	3	2	1
17.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I learn best when I study alone.	4	3	2	1
20.	I like to work in a group because I learn from others in my group.	4	3	2	1
21.	When I have a choice between listening or reading, I usually read.	4	3	2	1
22.	Written math problems are easier for me to do than oral ones.	4	3	2	1
23.	When I'm told to do pages of my homework, I can remember them without writing them down.	4	3	2	1
24.	I get more done when I work with someone.	4	3	2	1
25.	I feel like I talk smarter than I write.	4	3	2	1

Learning Styles Inventory	Most Like Me			Least Like Me
26. I do well in classes where most of the information has to be read.	4	3	2	1
27. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. If classwork were oral, I would do it all.	4	3	2	1
30. The things I write on paper sound better when I say them.	4	3	2	1
31. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
32. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
33. I like to make things with my hands.	4	3	2	1
34. I can learn more about a subject if I am with a small group of students.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I learn better by reading than by listening.	4	3	2	1
37. I understand more from a class discussion than from reading about a subject.	4	3	2	1
38. It is easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
39. I like to study with other people.	4	3	2	1
40. I would rather tell a story than write it.	4	3	2	1
41. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
42. I do well on tests if they are about things I hear in class.	4	3	2	1
43. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
44. I can't think as well when I work with someone else as when I work alone.	4	3	2	1
45. The things I write on paper sound better than when I say them.	4	3	2	1

Thank You for time time and consideration!
Happy Learning!

Learning Styles Inventory -Scoring Sheet

Name: _____ Date: _____

Scoring: Now transfer your answers from the answer sheet to the appropriate box on this chart. Example: if your answer to question #1 was "4" (most like me), put the number "4" in the box marked [1]. Do the same for all your answers. Add the numbers in each column for a **column total** and multiply by 2 to get your **total score.**

Survey Questions	Visual		Auditory			Social Learning		Expressive Style	
	Language	Number	Language	Number	A/V/K	Individual	Group	Oral	Written
[1 - 5]	[1]		[2]		[3]	[4]			[5]
[6 - 10]		[6]		[7]			[8]	[9]	[10]
[11 - 15]	[11]		[12]	[13]		[14]		[15]	
[16 - 20]		[16]	[17]		[18]	[19]	[20]		
[21 - 25]	[21]	[22]		[23]			[24]	[25]	
[26 - 30]	[26]				[27]	[28]		[29]	[30]
[31 - 35]		[31]		[32]	[33]		[34]		[35]
[36 - 40]	[36]		[37]	[38]			[39]	[40]	
[41 -45]		[41]	[42]		[43]	[44]			[45]
Column Total									
	x2	x2	x2	x2	x2	x2	x2	x2	x2
Total Score									

Scoring Matrix designed by VISIONS2 Instructors

Learning Styles Inventory - Individual Profile

To complete this graph, record the number of your total score in each category and develop a bar graph by shading in the bar up to your total score.

	Minor								Major							
	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Visual Language																
Visual Numerical																
Auditory Language																
Auditory Numerical																
A/V/K (combination)																
Social Individual																
Social Group																
Oral Expressive																
Written Expressive																

Group Profile

Participant	Learning Style			Implications for Instruction and Study	Implications for Interacting with Others
	Major	Social	Expression		

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