

PROGRAM PLANNING

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PRETEST

1. Where should the testing materials be housed in the VPI lab?
 - a) Storage cabinets in lab
 - b) Open shelving in lab
 - c) Learning Manager's office
 - d) None of the above

2. What types of educational materials are found in a VPI lab?
 - a) Basic mathematics
 - b) Advanced mathematics
 - c) Reading and Language
 - d) Workforce Readiness
 - e) All of the above

3. What is the recommended student to teacher ratio?
 - a) 5 to1
 - b) 10 to 1
 - c) 15 to 1
 - d) None of the above

4. Which of the following are included in the classification of "special populations"?
 - a) Individuals with disabilities
 - b) Individuals from economically disadvantaged families
 - c) Individuals with limited English proficiency
 - d) Single parents
 - e) All of the above

5. Which of the following are responsibilities of the Learning Manager?
 - a) Prescribe learning assignments
 - b) Prepare MALD's
 - c) Manage student progress
 - d) All of the above

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6. How long have Vocational Preparatory Instruction programs been in Florida schools?
 - a) 14 years
 - b) 25 years
 - c) 30 years
 - d) 34 years

7. Which of the following instructional staff would you find in a VPI lab?
 - a) Peer tutors
 - b) Paraprofessional aides
 - c) Learning Managers
 - d) None of the above
 - e) All of the above

8. How many LCPs can a student generate for the VPI Program?
 - a) 1
 - b) 3
 - c) 5
 - d) None of the above

9. What is the best way to evaluate a VPI Program?
 - a) Survey advisory committee members
 - b) Check with school administration
 - c) Ask the VPI students
 - d) None of the above

10. What sources of funding can be used to support a VPI Program?
 - a) Federal funds
 - b) State funds
 - c) Private or foundation funds
 - d) All of the above

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INTRODUCTION

Vocational Preparatory Instruction (VPI) has had a successful, thirty-four year history in Florida. This system of individualized, prescriptive instruction works well with high school students, adult students, students with disabilities, and ESOL students who are deficient in the academic areas needed for their career/ vocational programs. The program's success is due, in a large part, to its open entry/open exit format, self-paced instructional modules, flexible schedules, and performance-based evaluations. It is also due to the attention paid to the learning styles and specific needs of the student as well as the supportive, instructional staff who function as Learning Managers.

The purpose of Vocational Preparatory Instruction is to provide quality services to all students by providing basic skills instruction in the skills critical for success in career/vocational education. The VPI programs serve students from all age groups (males and females) and from a variety of racial and socioeconomic backgrounds. This includes students with disabilities, students from disadvantaged circumstances, students with limited English proficiency, migrant students, equity students, high school students, dual enrollment students, postsecondary students, students seeking a P.S.A.V. certificate, and students seeking an A.S., A.A.S., or A.T.D. degree.

When planning a Vocational Preparatory Instruction program, there are several important things to consider. Most important is the type(s) of students you will be serving and their specific needs. Also important is the environment of the VPI program, the staff, equipment, materials and supplies. Evaluating your program, reporting student outcomes, and receiving performance-based funding are all critical to the on-going operation of the program.

This training module will provide you with most of the information you need to know when setting up and running a VPI lab. The success of your program depends on many factors, such as on the positive connections you make with your students and their vocational instructors, and the relevance of the instruction to your students' goals. But, ultimately, it depends on your ability to help your students believe that, with hard work and commitment, they can be successful.

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PROGRAM PLANNING

Whether you are opening a new lab in an existing facility or involved in the construction of a new facility, there are specifications for Vocational Preparatory Instruction (VPI) programs listed in the State Requirements for Educational Facilities (SREF). Costs will vary depending on program size, location, equipment, furniture, educational materials, etc. Contact the purchasing agent for your school to find out about what items are on state contract and/or what vendors give your school a discount.

There is technical assistance available from the Florida Department of Education, Division of Community Colleges and Workforce Education, in planning and establishing new programs and updating existing programs. You should contact them to discuss your plans and ask for any assistance you might need. The department also provides:

- A Directory of VPI Centers and Personnel
- VPI staff training workshops
- Self-study staff training modules on VPI
- Revisions of prescribing catalogs and bibliographies
- Presentations at adult and vocational conferences on issues, information, and materials relevant to VPI programs
- Product Catalog (contains 61 academic modules in vocational contexts, career materials, training modules, etc.) web address:
www.firn.edu/doe/workforce/publicat.htm

It is important that you visit existing VPI Programs in the state to see firsthand how they are set up and how they function. You might want to select programs that serve the same types of students and that are approximately the same size as your proposed program. By visiting these programs, you can become familiar with different equipment and materials. You can also get recommendations from the staff on the equipment, software, and materials that will work best with your students.

There are also opportunities for you to meet other VPI staff and exchange information and ideas at adult/vocational education meetings and conferences. VPI personnel, typically, are very enthusiastic about their programs and eager to help by sharing information. The annual *Visions Conference* is another excellent place for you meet VPI staff and exchange information and ideas on program development.

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COSTS

Start-Up Costs

Since costs are constantly changing, there is no accurate way to predict start-up costs. Also, program size impacts furniture and equipment costs. The types of educational software and equipment chosen also impact costs. In order to accommodate the different learning styles of your students, you will need to purchase CDs, audio tapes, videotapes, computer software programs and other multi-media, vocationally related materials. However, the basic start-up costs for the following items should be included in the budget for a good VPI Program:

- Basic furniture for staff and students
- Basic office equipment
- Up-to-date computers/technological equipment
- Equipment/software to provide for accessibility of students with disabilities
- Testing/assessment materials and supplies
- Learning styles assessment materials
- Educational materials for developmental education of reading, language and mathematics
- Educational materials for science, social studies and advanced mathematics
- Educational materials for complementary skills education
- Educational materials for workforce readiness skills education
- Educational materials on SCANS competencies
- Educational materials on computer literacy
- Educational materials on ELCATE (English Literacy for Career and Technical Education)
- Staff training materials
- Vocational textbooks for each program offered at the site
- Academics materials integrated in vocational contexts
- Career Assessment equipment/materials (optional)

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Annual Operating Costs

Annual operating costs will also vary and should include:

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| Salary and benefits: | Coordinator Learning Manager(s) Instructional Aides Tutors |
| Release Time: | Curriculum development Integration of academics and vocational education |
| Capital Outlay: | Equipment Books |
| Educational Materials/ Supplies: | Paper Pencils File folders Testing supplies |
| Staff Development: | Travel/registration costs for conferences, in-service training Consultant costs |
| Maintenance/Repairs: | Service contracts on equipment |
| Software Maintenance: | Costs for yearly updates on software |

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VPI LAB

Perception is everything! The environment of the VPI lab is very important to student success. The environment should project a positive, adult atmosphere that is conducive to learning. Students with academic deficiencies need a quiet, comfortable place where they can work on improving their skills.

Adequate space should be provided for an individual study area, group study area, and an up-to-date computer area. A separate, private area for testing should also be available. There should be easy access to student folders and educational materials. Posters on careers and/or with motivational messages should be prominently displayed.

Sound control is an important factor in the environment. If possible, the entire lab should be carpeted. If that is not possible, at least the major traffic areas should be carpeted or have carpet runners to cut down on the noise factor.

Other considerations such as acoustical ceiling tile and window treatments can help with soundproofing. Noisy items such as pencil sharpeners, typewriters, and time clocks should be housed in a separate area from the student study area.

Learning managers' desks should be arranged so that routine conversations with students can be somewhat private and not interfere with other students' concentration. Conference rooms should be used for orientations, small group instruction, meetings, etc. Private offices should be used for conversations that require confidentiality.

The temperature in the lab is another consideration. Adequate air-conditioning and heating, depending on the season, should be maintained. Air-conditioner filters should be changed regularly to cut down on the accumulation of irritants that contribute to allergies.

The placement of furniture in relation to existing doors should provide for efficient traffic flow and minimal distraction to students and conform to local fire safety regulations. It also should provide for the accessibility of students in wheelchairs. The installation of glass panels in solid doors and fixed windows in the walls between the learning manager's office and the student study area can facilitate the observation of students without disruption, making it possible for the learning manager to do paperwork without neglecting the students.

Attention should be paid to proper lighting for study. Standard fluorescent lights that are customarily found in educational facilities can be enhanced with additional task lighting. Some study carrels can be ordered equipped with task lighting.

Odors are another factor that can be distracting to students. Appropriate ventilation can minimize odors from foods, mildew, paint, and other distracting smells. Learning managers should also be aware and considerate of students who are extremely sensitive to

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or allergic to certain odors by limiting their use of colognes or perfumes.

Recommended Square Footage

State Requirements for Educational Facilities (SREF,) specifies that instructional classrooms or laboratories contain 34-47 square feet per occupant. The lab should be large enough to accommodate this requirement and provide easy access for students with disabilities. During peak periods of student attendance, there should be at least one study carrel for each student. The recommended teacher to student ratio is 1 to 15.

The Learning Manager should have an office with direct access to the main study area of the lab. It should allow for privacy when conferring with students, orienting new students and providing one-to-one tutoring. Besides a desk, chair, and student seating, it should be large enough to house a file cabinet for student records and test materials. It is the only place where a phone or typewriter is necessary.

SREF requirements for the other areas of the lab are as follows:

- Testing Area- SREF specifies that the testing area be 250 square feet per occupant. There should be a separate, private area for testing. Most testing is conducted in a specific testing area that is separate from the VPI lab.
- Materials Room- The materials room area should be 155 square feet per occupant. This area is important for storage of extra materials that are not appropriate for open shelving area.
- Conference Room- The conference room should be 225 square feet per occupant. This area can be used for staff training, pre and post-testing, small group lessons, orientations, conferences, and overflow from the main study area.
- Reception Area- The reception area should be 90 square feet per occupant.

If space is available, this area could be used to greet new students and serve as a “buffer zone” between the traffic in the entrance and the main study area. It can also serve as a “time out” place for students to take breaks or wait for lab/computer space.

Other facility considerations include accessible rest rooms and water fountains. If the lab is isolated from cafeterias or student centers, then vending machines should be available for student breaks.

Furniture

Select functional and comfortable furniture for the VPI lab. Study carrels with electrical outlets and shelving for students’ books are popular pieces of furniture in many VPI labs. Student chairs, if

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possible, should be padded on the seat and back to allow for comfort.

Computer stations with ergonomically correct chairs are necessary pieces of furniture. If space and budget permit, circular computer tables that hold four computers with privacy panels are attractive additions to the VPI lab.

Tables either 6' or 8' in length with seating for 4-6 people should also be available in the lab for students who like to spread out when they study or who like to work in small groups. These will also be necessary for the testing area.

Open shelving, file cabinets and storage cabinets with locks are additional pieces of furniture that will be necessary for the lab. Adequate storage and easy access to educational materials are important for the smooth operation of the lab.

If space permits, the reception area can be made a warm and inviting place with the addition of sofas, end tables and shelving for career or motivational information. As always, all furniture should accommodate students with disabilities and placement of furniture should allow easy access for students in wheelchairs.

VPI Staff

The most important component of the VPI program is the staff. Qualified personnel who are committed to the success of each student are critical. They can make the difference between the success and failure of the program. Students will participate and thrive in an accepting, caring environment.

Learning Managers in the public schools are required to have a valid Florida teaching certificate in any field when the certificate reflects a bachelor's degree or higher. Community colleges have their own personnel requirements and are exempt from this requirement. Besides the degree requirement, personnel should have had prior experience in adult or vocational education, experience in teaching reading, language or math, and be able to work with all students to meet their specific needs.

In selecting Learning Managers for the VPI Lab, it is necessary to consider individuals who are particularly sensitive to the needs of all students, especially students with disabilities. It is important that the Learning Manager understands that the concept of the VPI system is based on meeting each student's goals and also that the student is responsible for his/her own learning. Learning Managers must be accepting of all students and supportive of their ability to be successful.

Paraprofessional aides may also work in the VPI lab, but must meet local requirements as well as state requirements (Florida State Board of Education Administrative Rules and Regulations, Section 6A-1.070). After completing VPI Staff Training conducted by the Department of Education, or by completing the ten (10) self training modules on www.Floridatechnet.org, aides may assist the

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students with learning modules, monitor module tests, and score basic skills tests—all under the supervision of the Learning Manager. They may not establish instructional objectives or prescribe instructional materials

The following job descriptions give you examples of the types of activities required of Learning Managers and Paraprofessional Aides.

The learning manager should:

- Have the ability to work effectively with students, staff, administrators, and visitors
- Have an educational background with special training for VPI
- Have a valid Florida teacher's certificate in any field when the certificate reflects a bachelor's degree or higher (community colleges have their own criteria for personnel)
- Instruct students to respond to learning modules
- Instruct students to respond to study schedules
- Instruct students in use of equipment and machines
- Administer Basic Skills assessment instruments
- Prepare Vocational Education Plan
- Prepare MALDs
- Prepare study schedules and prescriptions
- Administer module tests
- Retrieve and re-file all tests, MALDs and profile sheets
- Counsel students on prescriptions and attendance
- Instruct and assist students in the learning process
- Prescribe learning assignments
- Monitor students' progress on achievement records
- Evaluate pretest responses and assign additional lessons
- Tutor students
- Counsel students on progress and goals
- Maintain files of learning modules, tests, materials, etc.
- Maintain student files
- Prepare tests and answer keys for use in lab
- Set up and maintain workstations
- Prepare and maintain data collection forms as requested
- Maintain attendance records
- Participate in staff development activities
- Identify need for improvement in lab
- Evaluate new materials and modules as needed

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- Add any new materials to the Prescribing Catalog
- Orient new staff, students, and visitors to the lab
- Order materials as needed
- Maintain supplies and materials
- Maintain a clean and orderly VPI lab
- Assess learning styles of students
- Develop effective public relations strategies for VPI
- Initiate creative and innovative learning strategies for students
- Organize and coordinate teams to improve the integration of academics and vocational education
- Develop new modules and activities to promote the integration of academics and vocational education
- Maintain a portfolio or vocational education plan for each student
- Perform other duties as assigned

Paraprofessionals Aides should:

- Assist the learning manager in administering Basic Skills assessment instruments
- Score module tests, develop MALD, record data, and profile TABE tests
- Write individualized prescription from the Prescribing Catalogs, if aide has completed DOE sponsored staff training workshop
- Assist students in getting materials and equipment
- Assist in re-filing materials and equipment after students have completed assignments
- Assist with the grading of module tests
- Post information from Basic Skills assessment on student's Vocational/Technical Education Plan in space provided, listing test results in chronological order
- Assist in maintaining inventory of instructional materials and equipment
- Assist with checking in materials and equipment received against original purchase order on file in VPI office
- Report shortage or possible loss of materials and equipment
- Report equipment that needs repair
- Perform all other tasks that are clerical in nature, working with the Learning Manager

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- Prepare file folders
- Maintain student records and files
- Assist in collecting and tabulating data on students
- Check module tests periodically, reporting any loss of tests so replacements can be made
- Clean earphones and carrels frequently
- Check supply of printed handouts before reprinting
- Repair and label books with correct module numbers
- Assist the instructor in maintaining an organized and clean lab
- Demonstrate the ability to be productive without constant directions from the Learning Manager
- Share important aspects of student progress and feedback with the learning manager
- Facilitate learning by knowing and presenting the objectives, goals and expectations to the student
- Serve as a model for student action in appearance, attendance and punctuality, attitude, speech, knowledge, general conduct and self-discipline
- Never make remarks that will discredit school or personnel in the presence of students or the community
- Have a positive attitude
- Perform other duties as assigned

All VPI staff members, as well as their Program Administrators, are encouraged to participate in a DOE sponsored VPI Staff Training Workshop or complete the web-based, self-study training modules. Other, less formal types of education/training can occur from attending staff training workshops/conferences, visiting other VPI programs, and researching innovative practices. Also, staff are encouraged to take additional coursework at the graduate or undergraduate levels to expand their expertise. Usually, schools offer tuition reimbursement programs to cover the expense.

Volunteers from the community can be very helpful as tutors and mentors, and advanced students may also be recruited to serve as peer tutors in the VPI Lab. The Learning Manager should make sure that they all understand the philosophy of the VPI Program and are knowledgeable in the subject areas where they are helping. They should also have respect for and a commitment to helping **all** students be successful, regardless of their cultural backgrounds or circumstances.

Community involvement through advisory committees is very important to the development and on-going relevance of the VPI program. The Florida Department of Education, Division of Community Colleges and Workforce Education recommends that each VPI program establish an advisory committee to assist with

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program planning and evaluation. It is important to select representatives from community agencies, educational departments of your school, regional workforce boards, students, and employees from the community to serve on your advisory committee. Some examples of possible members include representatives from: Division of Vocational Rehabilitation, Division of Blind Services, Workforce Development Board, local Chamber of Commerce members, ESE department, Dropout Prevention program, Adult Education, etc.

A strong, diversified advisory committee is very helpful when applying for grants. Usually, extra points are given for collaboration with other agencies.

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STAFF DEVELOPMENT

Staff development for Vocational Preparatory Instruction (VPI) is provided by the Florida Department of Education, Division of Community Colleges and Workforce Education by means of web-based, self-study training modules, VPI staff training workshops, conference participation, and local staff development activities. VPI personnel can also receive staff development by taking higher education college coursework, visiting other VPI labs, participating in team teaching of integration of academics and vocational education, participating in curriculum writing/modification, participation in software or testing training, and by self-directed study. In-service credit may be earned by any of the above methods. It is important to check with your local in-service coordinator before participating in any staff development activities.

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RUNNING A VPI LAB

There are five elements or procedures essential to the on-going operation of a Vocational Preparatory Instruction program:

- Interview
- Diagnose
- Prescribe
- Manage
- Evaluate

Interview

When students are referred to the VPI program, the first step is to conduct an initial interview to establish a relationship with the students and determine their specific needs. This interview is very important for establishing rapport with the students and helping them understand that they can be successful.

Information for record keeping and data for the Vocational/Technical Education Plan is also collected during the interview (Appendix C). The following items should be included in your data collection:

- Basic demographic information
- Student's legal name
- Birth date
- Student's ID or social security number
- Vocational program designation
- Vocational/Adult General Education Disability (student must self-identify)
- Exceptionality, primary (student must self-identify)
- Special needs/modifications or accommodations needed
- Date of enrollment
- Enrollment status
- Financial information
- Native language/Limited English Proficient
- Racial/ethnic status
- Initial basic skills test scores
- Learning style preference
- Career goals
- Any additional information required by LEA

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Diagnose

The next step is to diagnose or assess the students' learning difficulties in reading, language or mathematics using one of the basic skills tests approved by the state and listed in Rule 6A-10.040. The tests are used to determine whether students meet the basic skills level required for completion of their vocational programs. They are also used to prescribe instruction specific to the students' needs. Individual learning styles should also be assessed at this time.

Prescribe

Using the results of the basic skills assessment tests and learning style evaluation, an individualized prescription of learning modules, specific to each student's vocational program, is developed. Vocational instructors should also be involved in the development of the prescription.

Using the MALD (Modular Analysis of Learning Difficulties), which refers the Learning Manager to specific pages in the *VPI Prescribing Catalog* that match sub skills with materials, a prescription is prepared for each subject area needing to be improved. The prescription allows students know what is expected of them. The small increments of academics help them master learning successfully. They also receive constant feedback through module tests on their progress and have an on-going evaluation of their accomplishments.

Manage

VPI staff manages student progress by monitoring their learning activities and providing encouragement and clarification or explanation as needed. If sufficient progress is not occurring, the Learning Manager should meet with the Vocational Instructor to determine the cause and, perhaps, develop or order additional instructional materials, and/or ask for technical assistance from the state.

Instructional modules are not time-based so students can spend as little or as much time as necessary to master the subject matter. Students should continue with their prescriptions until they have reached the required grade levels. On occasion, the vocational instructor will recommend other specific instruction for the student or the student will have other areas they would like to improve upon.

Evaluate

In the VPI Lab, evaluation is on-going. Students receive constant feedback on performance through module tests/progress checks with a continuous formative evaluation performed by the Learning Manager. This allows opportunities to revise and refine the prescription to better fit the students and their needs.

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The post-test is the final evaluation. It determines whether the students have reached the required basic skills needed for their vocational program. For the post-test, use an alternative form of the diagnostic test given initially to determine students' learning difficulties.

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ELIGIBLE STUDENTS

The VPI program is available to any student either enrolled in a vocational program or who has a vocational intent, and who lacks the basic skills required for completion of that program or who needs additional assistance in order to successfully complete a vocational course of study.

The following State Board Rule explains the requirements of students in PSAV Certificate Programs:

6A-10.040 Basic Skills Requirements for Postsecondary Career Certificate Education.

(1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program. The assessment instruments listed in paragraphs (1)(a) through (1)(e) of this rule (English version only) are designated to assess student mastery of basic skills and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate accommodations for students with disabilities as specified in Rule 6A-1.0943, FAC.:

(a) Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10, 2003;

(b) Florida College Entry-Level Placement Test or Multiple Assessment Placement Service (MAPS), where authorized;

(c) Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 7 & 8, 1994;

(d) Tests of Adult Basic Education - Work Related (TABE-WR), 1994; or

(e) Wonderlic Basic Skills Test (WBST), 1994.

(2) Scale scores corresponding to the minimum basic skills grade levels in each career education program description adopted under Rule 6A-6.0571, FAC., and published annually by the Commissioner in the document entitled, "Career Education Program Courses Standards" shall be used to determine basic skills levels required for completion of the career program. Scale score comparison charts are available from the Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

(3) Students deemed to lack the required minimal level of basic skills as measured by one of the designated examinations shall be provided with instruction specifically designed to correct the deficiencies.

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(4) After a student completes the remediation prescribed for basic skills deficiencies, the student shall be retested using an alternative form (if possible) of the same examination that was used for initial testing. No student shall be awarded a career vocational certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education. Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the career basic skills grade levels required for completion of the career program as described in subsection (2) of this rule. Each school district and community college must adopt a policy addressing procedures for exempting eligible students with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), Florida Statutes.

(5) Procedures for students whose first language is not English:

(a) No student is exempt from this rule because of language deficiencies. If one of the approved basic skills assessment instruments cannot be administered, an alternative assessment from subsection (7) of this rule should be used for initial testing. Limited English Proficient students (LEP) shall be given English language instruction and remediation in basic skills as needed to improve proficiency. The math assessment may be measured by one (1) of the designated tests in subsection (1) of this rule.

(b) LEP students must achieve the minimum grade level/scale score or higher on one of the designated tests in subsection (1) of this rule as required by the Department to be awarded a certificate of completion in a career program.

(6) If a student has achieved the minimum basic skills grade levels/scale scores on one of the designated tests in subsection (1) of this rule, these scores shall be acceptable for a period of two (2) years. The program administrators must receive a copy of the test scores from the institution which administered the test or an official copy of the transcript.

(7) If the tests listed in subsection (1) do not meet the initial assessment needs of the adult student, one of the following alternative assessment instruments may be used within the first six (6) weeks, for diagnostic and remediation purposes only:

(a) Adult Language Assessment Scales (A-LAS) 1991;

(b) Brigance Employability Skills, 1995;

(c) Brigance Life Skills, 1994;

(d) Comprehensive Test of Adaptive Behaviors (CTAB), 1986;

(e) Comprehensive Adult Student Assessment System (CASAS) Life Skills, 1996 (reading and listening;)

(f) Comprehensive Adult Student Assessment System (CASAS) - STRETCH 1996;

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(g) Comprehensive Adult Student Assessment System (CASAS) - Test for Special Populations, 1996;

(h) Kaufman Functional Academic Skills Test (K-FAST), 1994; (i) Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA), 1995; or

(j) Comprehensive Adult Student Assessment System (CASAS) - Life and Work, 2001 (reading).

(8) Students who possess a college degree at the associate of applied science level who have completed or are exempt from the college-level communications and computations skills examination (CLAST) pursuant to Section 1008.29, Florida Statutes; who are exempt from the college entry-level examination pursuant to Section 1008.29, Florida Statutes; or who have passed a state, national, or industry licensure exam are exempt from this rule. The designated program administrator must receive an official copy of the degree, transcript, or test score.

Specific Authority 1001.02(1), 1004.91(1)FS. Law Implemented 1004.91 FS. History - New 10-8-85, Formerly 6A-10.40, Amended 5-2-89, 9-5-93, 11-25-97, 1-24-99, 4-26-2006.

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SPECIAL NEEDS POPULATIONS

Special needs programs provide an opportunity for persons who are disadvantaged, limited English proficient, or persons with disabilities to receive instruction and services in vocational education on an equal basis with non-special needs persons. Accessibility to vocational education for special needs students is assured by the Carl D. Perkins Vocational and Applied Technology Education Amendment of 1998, the Americans with Disabilities Act (ADA), Section 501 of the Rehabilitation Act, and the Florida Equity Act.

Currently, the VPI Program may provide instruction and other support services to special needs vocational students on the basis of their demonstrated need for specialized services. The following categories of special needs students are included:

- I. Individuals with disabilities: An individual with a disability, according to the Americans with Disabilities Act, means any person that:
 - Has a documented physical or mental impairment that substantially limits one or more of the major life activities,
 - Has a record of impairment, or
 - Is regarded as having such an impairment

- II. Individuals from economically disadvantaged families, including foster children: "Economically disadvantaged," for the purpose of this definition of "disadvantaged" refers to any of the following:
 - Family income is at or below national poverty level,
 - Participant, or parent or guardian of the participant, is unemployed,
 - Participant, or parent of participant, is recipient of public assistance,
 - Participant is institutionalized or under State guardianship, or
 - Participant is "migrant" - agricultural workers or those in the fishing industry who have moved with their families from one school district to another during the past year to secure temporary or seasonal employment in agricultural related food-processing or fishing activities.

Operationally defined, economically disadvantaged may be determined by reporting students at the secondary level who are participating in a free or reduced price lunch program,

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- TANF (Temporary Assistance to Needy Families) program, or work-study program.
- III. Individuals preparing for nontraditional training and employment: means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each occupation or field of work.
- IV. Single parents, including single pregnant women.
- V. Displaced homemakers: The term displaced homemaker means an individual that
- Has worked primarily without remuneration to care for home and family, and for that reason has diminished marketable skills;
 - Has been dependent on the income of another family member but is no longer supported by that income; or
 - Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
 - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- VI. Individuals with other barriers to educational achievement, including individuals with limited English proficiency. Individuals with limited English proficiency are those who have limited ability in speaking, reading, writing, or understanding the English language, and:
- Whose native language is a language other than English; or
 - Lives in a family or community environment in which a language other than English is the dominant language.
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ENROLLMENT CRITERIA AND FEES

Enrollment in VPI is limited to vocational education students (either concurrently enrolled or with a vocational intent) who require supportive services to:

- Meet State Basic Skills requirements for completion of a specific vocational job preparatory program,
- Develop technical basic skills for selected occupational programs,
- Develop workplace language skills, or
- Develop workplace readiness and/or complementary skills.

Fees for VPI students are assessed at the same rate as vocational program hours at a technical center or college prep courses at a Community College, except for the exceptions listed in the following Florida Statute:

1009.22 Workforce education postsecondary student fees

1) This section applies to students enrolled in workforce education programs who are reported for funding, except that college credit fees for the community colleges are governed by s. 1009.23.

(2) All students shall be charged fees except students who are exempt from fees or students whose fees are waived.

(3)(a) The Commissioner of Education shall provide to the State Board of Education no later than December 31 of each year a schedule of fees for workforce development education, excluding continuing workforce education, for school districts and community colleges. The fee schedule shall be based on the amount of student fees necessary to produce 25 percent of the prior year's average cost of a course of study leading to a certificate or diploma. Except as otherwise provided by law, fees for students who are not residents for tuition purposes must offset the full cost of instruction. Fee-nonexempt students enrolled in vocational-preparatory instruction shall be charged fees equal to the fees charged for certificate career education instruction. Each community college that conducts college-preparatory and vocational-preparatory instruction in the same class section may charge a single fee for both types of instruction.

(b) Fees for continuing workforce education shall be locally determined by the district school board or community college board. However, at least 50 percent of the expenditures for the continuing workforce education program provided by the community college or school district must be derived from fees.

(c) The State Board of Education shall adopt a fee schedule for school districts and community colleges that produces the fee revenues calculated pursuant to paragraph (a). The schedule so

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calculated shall take effect, unless otherwise specified in the General Appropriations Act.

(d) The State Board of Education shall adopt, by rule, the definitions and procedures that district school boards shall use in the calculation of cost borne by students.

(4) A district school board or community college board that has a service area that borders another state may implement a plan for a differential out-of-state fee.

(5) Each district school board and community college board of trustees may establish a separate fee for financial aid purposes in an additional amount of up to 10 percent of the student fees collected for workforce education programs. All fees collected shall be deposited into a separate workforce education student financial aid fee trust fund of the school district or community college to support students enrolled in workforce education programs. Any undisbursed balance remaining in the trust fund and interest income accruing to investments from the trust fund shall increase the total funds available for distribution to workforce education students. Awards shall be based on student financial need and distributed in accordance with a nationally recognized system of need analysis approved by the State Board of Education. Fees collected pursuant to this subsection shall be allocated in an expeditious manner.

(6) Each district school board and community college board of trustees may establish a separate fee for capital improvements, technology enhancements, or equipping buildings which may not exceed 5 percent of tuition for resident students or 5 percent of tuition and out-of-state fees for nonresident students. Funds collected by community colleges through these fees may be bonded only for the purpose of financing or refinancing new construction and equipment, renovation, or remodeling of educational facilities. The fee shall be collected as a component part of the tuition and fees, paid into a separate account, and expended only to construct and equip, maintain, improve, or enhance the certificate career education or adult education facilities of the school district or community college. Projects funded through the use of the capital improvement fee must meet the survey and construction requirements of chapter 1013. Pursuant to s. [216.0158](#), each district school board and community college board of trustees shall identify each project, including maintenance projects, proposed to be funded in whole or in part by such fee. Capital improvement fee revenues may be pledged by a board of trustees as a dedicated revenue source to the repayment of debt, including lease-purchase agreements and revenue bonds, with a term not to exceed 20 years, and not to exceed the useful life of the asset being financed, only for the new construction and equipment, renovation, or remodeling of educational facilities. Community colleges may use the services of the Division of Bond Finance of the State Board of Administration to issue any bonds authorized through the provisions of this subsection. Any such bonds issued by the Division of Bond Finance shall be in compliance with the provisions of the State Bond Act. Bonds issued pursuant to the State Bond Act shall be validated in the manner

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provided by chapter 75. The complaint for such validation shall be filed in the circuit court of the county where the seat of state government is situated, the notice required to be published by s. 75.06 shall be published only in the county where the complaint is filed, and the complaint and order of the circuit court shall be served only on the state attorney of the circuit in which the action is pending. A maximum of 15 cents per credit hour may be allocated from the capital improvement fee for child care centers conducted by the district school board or community college board of trustees.

(7) Each district school board and community college board of trustees is authorized to establish a separate fee for technology, not to exceed \$1.80 per credit hour or credit-hour equivalent for resident students and not more than \$5.40 per credit hour or credit-hour equivalent for nonresident students, or the equivalent, to be expended in accordance with technology improvement plans. The technology fee may apply only to associate degree programs and courses. Fifty percent of technology fee revenues may be pledged by a community college board of trustees as a dedicated revenue source for the repayment of debt, including lease-purchase agreements, not to exceed the useful life of the asset being financed. Revenues generated from the technology fee may not be bonded.

(8) Each district school board and community college board of trustees is authorized to establish specific fees for workforce development instruction not reported for state funding purposes or for workforce development instruction not reported as state funded full-time equivalent students. District school boards and community college boards of trustees are not required to charge any other fee specified in this section for this type of instruction.

(9) Community college boards of trustees and district school boards are not authorized to charge students enrolled in workforce development programs any fee that is not specifically authorized by statute. In addition to tuition, out-of-state, financial aid, capital improvement, and technology fees, as authorized in this section, community college boards of trustees and district school boards are authorized to establish fee schedules for the following user fees and fines: laboratory fees; parking fees and fines; library fees and fines; fees and fines relating to facilities and equipment use or damage; access or identification card fees; duplicating, photocopying, binding, or microfilming fees; standardized testing fees; diploma replacement fees; transcript fees; application fees; graduation fees; and late fees related to registration and payment. Such user fees and fines shall not exceed the cost of the services provided and shall only be charged to persons receiving the service. Parking fee revenues may be pledged by a community college board of trustees as a dedicated revenue source for the repayment of debt, including lease-purchase agreements and revenue bonds with terms not exceeding 20 years and not exceeding the useful life of the asset being financed. Community colleges shall use the services of the Division of Bond Finance of the State Board of Administration to issue any revenue bonds authorized by the provisions of this subsection. Any such bonds issued by the Division of Bond Finance shall be in compliance

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with the provisions of the State Bond Act. Bonds issued pursuant to the State Bond Act shall be validated in the manner established in chapter 75. The complaint for such validation shall be filed in the circuit court of the county where the seat of state government is situated, the notice required to be published by s. 75.06 shall be published only in the county where the complaint is filed, and the complaint and order of the circuit court shall be served only on the state attorney of the circuit in which the action is pending.

(10) Each year the State Board of Education shall review and evaluate the percentage of the cost of adult programs and certificate career education programs supported through student fees. For students who are residents for tuition purposes, the schedule adopted pursuant to subsection (3) must produce revenues equal to 25 percent of the prior year's average program cost for college-preparatory and certificate-level workforce development programs. Fees for continuing workforce education shall be locally determined by the district school board or community college board. However, at least 50 percent of the expenditures for the continuing workforce education program provided by the community college or school district must be derived from fees. Except as otherwise provided by law, fees for students who are not residents for tuition purposes must offset the full cost of instruction.

(11) Each school district and community college may assess a service charge for the payment of tuition and fees in installments. Such service charge must be approved by the district school board or community college board of trustees.

(12) Any school district or community college that reports students who have not paid fees in an approved manner in calculations of full-time equivalent enrollments for state funding purposes shall be penalized at a rate equal to 2 times the value of such enrollments. Such penalty shall be charged against the following year's allocation from workforce education funds or the Community College Program Fund and shall revert to the General Revenue Fund. The State Board of Education shall specify, in rule, approved methods of student fee payment. Such methods must include, but need not be limited to, student fee payment; payment through federal, state, or institutional financial aid; and employer fee payments.

(13) Each school district and community college shall report only those students who have actually enrolled in instruction provided or supervised by instructional personnel under contract with the district or community college in calculations of actual full-time enrollments for state funding purposes. A student who has been exempted from taking a course or who has been granted academic or technical credit through means other than actual coursework completed at the granting institution may not be calculated for enrollment in the course from which the student has been exempted or for which the student has been granted credit. School districts and community colleges that report enrollments in violation of this subsection shall be penalized at a rate equal to 2 times the value of such enrollments. Such penalty shall be charged against the following

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year's allocation from workforce education funds and shall revert to the General Revenue Fund.

History.--s. 401, ch. 2002-387; s. 8, ch. 2004-357.

If students enroll in VPI with 8.9 grade level or less, they are fee exempt. If that student then retests at above the 8.9 grade level, but not at the grade level required for completion from their vocational program, they remain fee exempt until they complete VPI.

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EVALUATION

The most effective means of evaluating your VPI program is by asking your students. The students should be given a student evaluation form after each semester and/or before exiting the program. The vocational instructors should be questioned at least once a term or no less than once a year. Feedback from vocational instructors about how well students co-enrolled in the VPI lab are doing, information that needs to be included in the instruction, and requirements of the vocational program are integral pieces of the program evaluation.

Program effectiveness is determined by the number of students who reach their required basic skills levels and complete the VPI program. Here again, feedback from vocational instructors is a deciding factor of effectiveness.

Program efficiency is the utilization of the lab, VPI staff and materials, funding resources, student hours and student contacts. Each VPI lab is required to maintain records of utilization of the VPI Lab. These records should indicate the hours of availability for services, the numbers of students that utilize the lab, staff available for delivery of services, and the numbers of contact hours provided for each student receiving services. This information is useful in preparing the completion forms (VPI Vocational/Technical Education Plan) for each student achieving the basic skill levels and for tracking those students that have earned Literacy Completion Points (LCPs) in each learning area (reading, math, language).

Efficient use of time, staff, learning materials, lab facilities and student learning styles provide for a co-operative learning environment that encourages success for VPI students in achieving their goal of obtaining the State of Florida testing requirements. The VPI Lab goal of acquiring success for students and earning LCPs for funding purposes is also met with efficient use of these resources.

To assist with the data collection, you should collect the following demographic information during the initial interview with the student:

- Student name
- Student ID
- Vocational program designation
- Special needs of the student
- Any modifications or accommodations needed
- Date of enrollment
- Enrollment status
- Financial aid information
- Native language

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Intake information should also include basic skills initial test scores, learning style preference, occupational or interest inventory or goals, and any other information required by your school.

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PROGRAM RECORDS

Rule 6A-1.0.513, (FAC) states:

6A-1.04513 Maintaining Auditable FTE Records

Each school district shall maintain documentation adequate to support the full-time equivalent student membership of the district. Such documentation shall include, but is not limited to, all student membership survey forms, all student attendance records, and all student schedule records. These records shall be maintained in auditable condition, shall be made available to the Department for auditing, and shall be kept for a period of three (3) years or until the completion of audit by the Department, whichever period is longer.

Specific Authority 229.053(l), 229.565(2)(3) FS. Law Implemented 229.565(2)(3) FS. History - New 7-2-79, Formerly 6A-1.4513.

VPI labs should also keep records of all trainees by name, age, social security (student ID) number, vocational program, date of enrollment, date of completion, and test scores (both pre and post). This can be accomplished by completing a VPI

Vocational/Technical Education Plan for each student. Yearly reports, including the following data (Appendix A), should be kept by the VPI lab:

- Number of students served per vocational program area
- Number of students completing VPI (reaching required basic skills levels)
- Number of students who completed VPI, and also completed their vocational program
- Average time spent in the VPI lab per student
- Average grade level increase in mathematics, language and reading
- Placement rate (if known)
- Number of students per foreign language spoken

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DATA REPORTING

The Local Education Agency (LEA) should enter the necessary data in the local automated information system, prepare the necessary automated reporting formats from the local system, edit the data locally and correct all edit errors. The reporting formats must be transmitted to the state on or before the due date.

There are three reporting windows per year: Window F (summer term), Window W (fall term), and Window S (winter term). The MIS department usually performs this function. Please refer to the WDIS Data Base Handbook for more information.

VPI students may enter the program at any grade level (usually 6.0 or above for VPI, below 6.0 for Pre-VPI), but have different requirements for completion depending on the PSAV certificate they are seeking. The FDOE distributes a list of all grade level requirements by PSAV certificate area on an annual basis. Note that because testing grade level requirements may change, the VPI student must meet the State of Florida requirements designated at the time he/she entered the program unless the student has had a break of service of one year or longer.

VPI students may earn up to three Literacy Completion Points (LCPs) for basic skills remediation: one each for mathematics, language and reading. If a student needs assistance in all three basic skills area, he/she may be enrolled in a Comprehensive Course Number, which may earn three LCPs. The LCPs must be acquired to earn performance based funding for a program completion. VPI students may also enroll in Workplace Readiness Skills and/or ELCATE and earn an addition LCP in each of these programs. Workplace Readiness Skills and ELCATE (formerly VESOL) have separate reporting numbers from the VPI program.

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STATE AND FEDERAL AUDIT REVIEW

Records need to be kept for all equipment, materials and supplies purchased for the VPI lab. These records must be kept for a period of three years or until audited, whichever occurs first. (Rule 6A-1.04513, FAC) Every LEA is subject to a financial audit and/or a program review on a rotating once every five-year basis. A team from either the Auditor General's office or from the DOE will contact your LEA with the date, time and information they will be reviewing. Remember this information collected will also be helpful when undergoing a SACS review. Information that may be required during a review would be:

- Recruitment activities
- Utilization of services
- Following individualized and diagnostic prescription
- Counseling services
- Testing information and results (pre and post)
- Data system information
- Student records
- Staff records and certification
- Budgetary/Financial receipts
- Class rosters

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PERKINS ASSURANCES

Many VPI labs are partially or fully funded by the Carl D. Perkins Applied Technology Act Amendments. Programs receiving funds under the Carl D. Perkins Vocational and Applied Technology Education Amendment of 1998 are required to carry out programs according to the following eight required activities:

1. Strengthen the academic, vocational, and technical skills of students participating in vocational and technical education and technical components of such programs through a coherent sequence of courses to ensure learning in the core academic, vocational, and technical subjects
2. Provide students with strong experience in and understanding of all aspects of an industry
3. Develop, improve or expand the use of technology in vocational and technical education, which may include
 - Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning
 - Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field, or
 - Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs
4. Provide professional development programs to teachers, counselors, and administrators, including:
 - In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research and in effective practices to improve parental and community involvement
 - Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services that such teachers and personnel stay current with all aspects of the industry
 - Internship programs that provide business experience to teachers
 - Programs designed to train teachers specifically in the use and application of technology
5. Develop and implement independent evaluation of the vocational and technical education programs, which continuously improve the performance of the activities within the proposed project,

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including an assessment of how the needs of special populations are being met.

6. Initiate, improve, expand and modernize quality vocational and technical education programs.
7. Provide services and activities that are of sufficient size, scope and quality to be effective; and
8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep Programs.

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FUNDING VPI PROGRAMS

The cost of implementing VPI may be supported with federal, state and local funds. However, if federal funds are used for initial start-up costs, it is critical that the VPI program becomes institutionalized, and support should come from state

and local funds. Federal vocational funds may provide for the cost of laboratory furniture and equipment, audio-visual materials, instructional materials and supplies, in-service staff training, travel, etc.

Additional funding sources may include:

- Foundations
- Private, non-profit grants
- Other federal competitive grants
- In-kind services from businesses and volunteers
- Local fund-raising activities
- Dropout prevention funds
- Migrant education
- Adult education

After the initial funding, federal funds are limited to funding improvements in the VPI program. Examples of improvements may include, but are not limited to: activities to further integrate academic and vocational education, modernizing programs and equipment, and developing innovative methods for students to achieve both academic and occupational competencies.

In institutions using the same facilities to serve vocational and non-vocational students, the cost of the VPI program must be on a pro-rated student station basis from vocational and non-vocational funding sources. Since VPI now earns funding under the Workforce Development Implementation System (WDIS), Perkins dollars cannot be used to fund the teacher of record. Legislation has removed all funding for adult general education programs from the Florida Education Funding Program (FEFP) and placed an allocation of dollars into the Workforce Development Fund.

Regardless of the funding changes and legislative mandates, Vocational Preparatory Instruction must continue to meet these new challenges while staying grounded in the essential elements that keep it relevant, necessary, and successful—so it can continue to help all vocational students meet their goals, one student at a time.

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POST-TEST

1. Where should testing materials be kept in a VPI Lab?
2. List the types of educational materials that should be found in a VPI Lab.
3. What is the recommended student to teacher ratio for the VPI Lab?
4. What students are included in the "special populations" category?
5. What is the educational degree requirement for a Learning Manager?
6. List the instructional staff that could be found in a VPI lab.
7. What does LCP stand for?
8. How does a VPI lab generate funds?
9. List two duties a Paraprofessional Aide in a VPI Lab cannot do.
10. List two examples of students who would be considered "fee-exempt."

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Appendix A

Pretest Answers

1. c

2. e

3. c

4. e

5. d

6. d

7. e

8. b

9. c

10. d

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Appendix B

Post-Test Answers

1. Learning Manager's office
2. Basic reading, language, mathematics, advanced mathematics, social studies, science, complementary skills, workforce readiness skills, SCANS competencies, computer literacy, and ELCATE
3. 15 to 1
4. Individuals with disabilities, individuals from economically disadvantaged families, individuals with limited English proficiency, single parents, displaced homemakers, individuals preparing for non-traditional training and employment
5. Bachelor's degree
6. Learning Manager, Paraprofessional Aides, Peer tutors, volunteer tutors
7. Literacy Completion Point
8. VPI students can earn up to 3 LCPs, one each for reading, language, and mathematics. (They may earn an additional LCP in Workplace Readiness or ELCATE, but those LCPs are reported separately from the VPI program)
9. Establish learning objectives; prescribe instructional materials.
10. Students who do not have a high school diploma or its equivalent, students with diplomas whose academic skills are at or below 8th grade level, students enrolled in a dual enrollment or early admission programs, students enrolled in approved apprenticeship programs, students in foster care programs

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Appendix C

Student Data/VPI Vocational Technical Education Form

Student Data Form

1. Student Name _____

2. Entry Date _____

Completion Date _____

3. School Name _____

____Secondary ____Post Secondary

4. Student I.D. Number _____

5. Social Security Number (optional) _____

6. Sex ____ Male ____Female

7. Race

____White (non-Hispanic) ____Black (non-Hispanic)

____Hispanic ____Asian/Pacific Islander

____American Indian ____Other (specify)

____Alaskan Native

8. Birth Date _____

9. VPI Status

____ Concurrently enrolled in VPI & supplementary voc. program

____ Concurrently enrolled in VPI and no job preparatory program

____ Enrolled in VPI, preparing to enter job preparatory program

____ Non-vocational student

10. Grade/Level

____Secondary Vocational

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- ___ Secondary Vocational Special
- ___ Adult (Postsecondary) Vocational Preparatory, 1st year
- ___ Adult (Postsecondary) Vocational Preparatory, 2nd year
- ___ Adult Vocational Supplemental
- ___ Pre-apprentice
- ___ Apprentice

11. Special Needs

- ___ Academic ___ Limited English
- ___ Disability (Specify) _____
- ___ Economic
- ___ Accommodations (Specify) _____

12. Completion

- ___ Enrolled in vocational education
- ___ Completed prescribed program
- ___ Job placement

13. Goal

- ___ Ag-Business & Natural Resources
- ___ Diversified Occupations
- ___ Distributive Education
- ___ Business Education
- ___ Health Occupations
- ___ Public Services
- ___ Other (Specify)

14. Vocational Area _____

15. Language ___ English ___ Spanish ___ Other (Specify)

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VPI Vocational/Technical Education Plan

Tests of Adult Basic Education

Level ___L ___E ___M ___D ___A Form ___7 ___8

Pre-Test Date_____

Grade Placement: Reading_____

Grade Placement: Mathematics_____

Grade Placement: Language_____

Total Grade Placement Level_____

Strengths_____

Weaknesses_____

Other Test Results_____

Post-Test Date_____

Grade Placement: Reading_____

Grade Placement: Mathematics_____

Grade Placement: Language_____

Total Grade Placement Level_____ **Gain**_____

Post-Test Date_____

Grade Placement: Reading_____

Grade Placement: Mathematics_____

Grade Placement: Language_____

Total Grade Placement Level_____ **Gain**_____

Learning Styles

Preferred Learning Style: ___Auditory ___Visual

Preferred Mode of Expression: ___Written ___Verbal

Preferred Learning Environment: ___Group ___Individual

Other Information

Employability Skills_____

Complementary Skills_____

Occupational Skills_____

Recommendations for Vocational Placement and Supplemental Services_____

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Appendix D

Glossary of Common Terms

Applied Academics - concepts from the major disciplines that can be utilized by learners to master competencies within an occupationally specific area.

At-Risk Student - any identifiable student who is at risk of not: meeting the goals of the educational program established by the district, completing a high school education, or becoming a productive worker. These students may include, but are not limited to: dropouts, potential dropouts, teenage parents, substance abusers, low academic achievers, abused and homeless children, youth offenders, the economically deprived, minorities, the culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers and disabilities.

Basic Skills - competencies that support the job specific skills, which enable a person to perform successfully in an occupation. The areas include but are not limited to communication, science, problem solving, decision-making, creative thinking, setting goals, cultivating self-esteem, and effectively working with others in a group.

Career Guidance and Academic Counseling – providing access to information regarding career awareness and planning with respect to an individual’s occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

Community College - an institution that provides not less than a 2-year program, which is acceptable for full credit toward a bachelor’s degree; and includes tribally controlled community colleges (Section 120 (a), Higher Education Act of 1965).

Competency Based Education - curriculum designed and organized so that learners specifically master the skills, knowledge and attitudes identified as necessary for successful performance in an occupation.

Competency - a learned skill performed in a knowledge and/or attitudinal area, which can be accurately repeated or measured.

Continuing workforce education - instruction that does not result in a vocational certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for **(a)** individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body; **(b)** new or expanding businesses as described in chapter 288; **(c)** business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or **(d)** individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to learn current technology.

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Correctional Institution - any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal Offender - any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

Curriculum Materials - appropriate counseling and guidance material, instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field.

Degree vocational education program - a course of study that leads to an associate in applied science degree or an associate in science degree. A degree vocational education program may contain within it one or more occupational completion points and may lead to certificates or diplomas within the course of study. The term is interchangeable with the term "degree career education program."

Equipment - tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more per unit except that organizations subject to Cost Accounting Standards Board (CASB) regulations may use the CASB standard of \$500 or more per unit and useful life of two years.

Facilities - one or more structures in one or more locations.

Individual Educational Plan (IEP) - a written plan of instruction for each student with disabilities, developed in a staffing by the teacher, the parents or guardian of the student, the student (as appropriate), a representative of the local educational agency, other than the student's teacher, qualified to provide or supervise exceptional student education, and other persons as appropriate. The plan of instruction shall include: **(a)** a statement of the present levels of educational performance of such student; **(b)** a statement of annual goals, including short-term instructional objectives; **(c)** a statement of the specific education services to be provided to such students, and the extent to which such students will be able to participate in regular education; **(d)** the projected data for initiation of and anticipated duration of such services; and **(e)** appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved; **(f)** a statement of needed transition services, if appropriate a statement of each district's and each participating agency's responsibilities or linkages, or both, for each student beginning no later than age 16, or younger if appropriate. The IEP may be used as the Individualized Vocational Plan for the secondary student with disabilities in vocational education.

Job Placement - a procedure enabling individuals to be "placed" in the labor market or to become employed. This requires knowledge of

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job requirements, the labor market, and an individual's abilities and limitations. This service provides assistance in obtaining employment for job seeking skills.

Job Seeking Skills - those skills that enable a person to seek job openings and apply for them. This includes knowledge of where to find information about job openings, how to fill out an application, and how to handle an interview.

Local Education Agency (LEA) - a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

Measurable Objective - a specific statement of intended results. Characteristics of a measurable objective include the following: a definite time frame; who the audience is; degree of measurement; and resources needed.

Modification of Instruction - any change made in the instructional component(s) of the approved vocational education program needed to meet the student's individual educational program. Some of these changes are made in **(1)** addition and/or modification of instructional materials; **(2)** assignment of personnel necessary to meet the student's individual needs and/or increase the size-effectiveness ratio; **(3)** the process of instruction, including the identification of the most effective methods and techniques necessary for the utilization of materials of the curriculum and the type, sequence, duration and content of the instructional units that constitute the program curriculum.

Occupational Completion Point - the vocational competencies that qualify a person to enter an occupation that is linked to a vocational program.

Open Entry/Open Exit Courses or Programs - a program or course which enables the student to enter and/or exit at a point in time other than the term's starting and ending dates specified on the school academic calendar.

Postsecondary Educational Institution - an institution of higher education that provides not less than a 2-year program of instruction, which is acceptable for credit towards a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Preparatory Services - services, programs or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation in, an appropriate vocational education-training program. Preparatory services include, but are not limited to **(1)** services, programs or activities related to outreach or recruitment of potential vocational education students; **(2)** career counseling and personal counseling; **(3)** vocational

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assessment and testing; and **(4)** other appropriate services, programs or activities.

Referral - the point of entry into the support services program. The student, parent, counselor, vocational teacher, administrator, or human service representative may make the referral to support services. This starts the process of determining what specific services the student may need in order to successfully complete the vocational program.

Secondary School - a day or residential school that provides secondary education as determined under State law. In the absence of State law, the Secretary may determine, with respect to that State, whether the term includes education beyond the twelfth grade.

Special Needs (Populations) Student – these are **(1)** individuals with disabilities; **(2)** individuals from economically disadvantaged families, which include foster children; **(3)** individuals preparing for nontraditional training and employment; **(4)** single parents, including single pregnant women; displaced homemakers; and **(5)** individuals with other barriers to educational achievement, including individuals with limited English proficiency (Carl D. Perkins Vocational and Applied Technology Education Amendments of 1999)

Specific Job Training - training and education for skills required by the employer that provides the individual student with the ability to obtain employment and to adapt to the changing demands of the workplace.

Standard - the level or rate of an outcome.

Supplementary Services - curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Support services - services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Supplies - all tangible personal property other than equipment.

Technology Education - an applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communications, transportation, power and energy.

Transition - a cooperative planning process to establish and implement a series of programs and services which maximize potential for independence in adult life for school-aged youth with special needs. This process should include the students, families, advocates, schools, youth and adult service providers, and employers.

Vocational and Technical Education – organized educational activities that: **(a)** offer a sequence of courses that provides

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individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current and emerging employment sectors; and **(b)** include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills of an individual.

Vocational certificate program - a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or degree career education program, if authorized by rules of the DOE. Any credit instruction designed to articulate to a degree program is subject to guidelines and standards adopted by the Articulation Coordinating Committee pursuant to s. 229.551(1)(g). The term is interchangeable with the term "certificate career education program".

Vocational Preparatory Instruction - adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that such persons may pursue certificate career education or higher-level career education.

Vocational program - a group of identified competencies leading to occupations identified by a Classification of Instructional Programs number.

Workforce development education - adult general education or vocational education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a vocational certificate, an applied technology diploma, or a vocational education degree.

Workforce literacy - the basic skills necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace.

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Appendix E

July 2006

Florida Department of Education

CURRICULUM FRAMEWORK

Program Title: Vocational Preparatory Instruction (VPI)
Program Type: Adult General Education
Occupational Area: Instructional Support Services
Components: N/A

| | <u>Secondary</u> | <u>PSAV</u> |
|------------------------|--|----------------|
| Program Numbers | 9001710 | S990001 |
| CIP Number | 1199.0002SN | 1532.010503 |
| Grade Level | 9-12, 30, 31 | 30, 31 |
| Length | Variable, non-credit | |
| Certification: | ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE | |
| Facility Code: | 271 | |

- I. **PURPOSE:** The purpose of this program is to prepare students for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The VPI system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Vocational Education programs. It provides:
- 1) Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
 - 2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
 - 3) Employability behavior instruction for job acquisition and job retention.
 - 4) Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

The program encompasses a combination of the following instructional components:



- A. CAREER ASSESSMENT AND/OR REFERRAL
- B. BASIC SKILLS RELATED INSTRUCTION
 - 1) Reading
 - 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills
- C. OTHER RELATED INSTRUCTION (as needed)
 - 1) Science
 - 2) Social Studies
 - 3) Advanced Mathematics
- D. WORKFORCE READINESS SKILLS (offered under postsecondary program number 9900070)
- E. COMPLEMENTARY SKILLS
- F. SCANS
- G. BASIC COMPUTER LITERACY
- H. VESOL (Vocational Education for Speakers of Other Language), (offered under postsecondary course number 9900050)

II. **PROGRAM STRUCTURE:** Program procedures encompass the following:

- 1. Interviewing and goal setting.
- 2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in VPI concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
- 3. Prescribing individualized instruction.
- 4. Managing learning activities.
- 5. Evaluating student progress.

III. **SPECIAL NOTE:** The VPI program is a non-graded system.

Laboratory Activities: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the VPI laboratory setting. Equipment used may include computers, tape recorders, cassette players, language masters, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and

materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each literacy completion point of this program, the student will be able to perform the following:

01.0 Identify vocational interest and aptitude in making career choices.

02.0 Demonstrate basic reading skills.

03.0 Demonstrate basic language skills.

04.0 Demonstrate basic mathematics skills.

05.0 Demonstrate study and reference skills.

06.0 Practice job acquisition and job retention skills.

07.0 Demonstrate awareness of complementary skills.

08.0 Apply SCANS competencies.

09.0 Demonstrate basic computer literacy.

As Needed:

10.0 Demonstrate basic science skills.

11.0 Demonstrate basic social studies skills.

12.0 Demonstrate advanced mathematics skills.

Appendix F

CURRICULUM FRAMEWORK

| | | |
|---------------------------|--|----------------|
| Program Title: | Pre-Vocational Preparatory Instruction (Pre-VPI) | |
| Program Type: | Adult General Education | |
| Occupational Area: | Instructional Support Services | |
| Components: | N/A | |
| | <u>Secondary</u> | <u>PSAV</u> |
| Program Numbers | | S990000 |
| CIP Number | | 1532010504 |
| Grade Level | | 30, 31 |
| Length | Variable, non-credit | |
| Certification: | ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE | |
| Facility Code: | 271 | |

- I. **PURPOSE:** The purpose of this program is to prepare students, with basic skills levels below 6.0, for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The VPI system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Career Education programs. It provides:
- 1) Career assessment designed to assist persons with special needs in identifying career interests, temperament, aptitudes and learning styles.
 - 2) Individualized basic skills related instruction to educationally disadvantaged students (including individuals with Limited English Proficiency) whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
 - 3) Employability behavior instruction for job acquisition and job retention.
 - 4) Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

The program encompasses a combination of the following instructional components:

- A. Career Assessment and/or Referral
- B. Basic Skills Related Instruction
 - 1) Reading
 - 2) Language

- 3) Mathematics
 - 4) Study and Reference Skills
 - C. Workforce Readiness Skills (offered under postsecondary program number 9900070)
 - D. Complementary (Life) Skills
 - E. Scans
 - F. Basic Computer Literacy
- II. **PROGRAM STRUCTURE**: Program procedures encompass the following:
- 1. Interviewing and goal setting.
 - 2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in VPI concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
 - 3. Prescribing individualized instruction.
 - 4. Managing learning activities.
 - 5. Evaluating student progress.
- III. **SPECIAL NOTE**: The Pre-VPI program is a non-graded system.
- LABORATORY ACTIVITIES**: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the VPI laboratory setting. Equipment used may include computers, tape recorders, cassette players, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.
- Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.
- SCANS COMPETENCIES**: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each literacy completion point of this program, the student will be able to perform the following:

- 01.0 Identify interest and aptitude in making career choices.
- 02.0 Demonstrate basic reading skills.
- 03.0 Demonstrate basic language skills.
- 04.0 Demonstrate basic mathematics skills.
- 05.0 Demonstrate study and reference skills.
- 06.0 Practice job acquisition and job retention skills.
- 07.0 Demonstrate awareness of complementary (life) skills.
- 08.0 Apply SCANS competencies.
- 09.0 Demonstrate basic computer literacy.