

TECHNICAL RESOURCE CENTER

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PRETEST

1. What is the goal of the Technical Resource Center?
2. What programs are appropriate for inclusion in the Technical Resource Center?
3. Name three tests found in State Board Rule 6A-10.040, FAC that may be used for basic skills testing.
4. VPI may be a part of a student's career certificate education program, either concurrently or prior to taking vocational classes. True or false?
5. The goal of the VPI program is:
6. The instructional components of VPI are:
7. The five basic VPI program components are:
8. Technical Resource Center lab arrangement should provide easy access to study materials and student folders. True or false?
9. Name three characteristics of Technical Resource Center programs.
10. When are adult students exempt from paying fees?

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TECHNICAL RESOURCE CENTER

Description

The goal of the Technical Resource Center (TRC) is to provide a flexible, student-oriented lab that can change with the current needs of students and offer the resources necessary to help students become workplace ready. The Technical Resource Center provides for occupational foundation skills (Secretary's Commission on Achieving Necessary Skills, or SCANS, terminology) to enhance and support occupational training programs through a comprehensive instructional delivery system. The programs deemed appropriate for inclusion in the TRC are: Vocational Preparatory Instruction (VPI); English for Speakers of Other Language (ESOL); English Language for Career and Technical Education (ELCATE) formerly known as Vocational English for Speakers of Other Languages (VESOL); related SCANS foundation and competency skills; Adult Basic Education (ABE); General Equivalency Diploma (GED); Workplace Readiness Skills; and, other occupational program skills needed by students to successfully complete their postsecondary career certificate training programs and become successful in securing and retaining high skill/high wage employment. The TRC programs are characterized by open entry/open exit, self-paced instructional modules and computer-assisted instruction related to the student's academic and/or occupational goal and learning style. The primary element in any TRC setting is the "personalized" approach and the unique relationship established between the student and the TRC learning manager. Students may continue to receive supportive instruction in the Technical Resource Center after they have reached their minimum basic skills requirement. It is important that there is a consistent administration of remedial instruction in the technical centers

Fees

Adult fee exemptions are governed by Florida Statutes (F. S.), 1009.22, *Workforce Education Postsecondary Student Fees* and apply to students enrolling in workforce development programs that are reported for funding through the Workforce Development Education Fund. College credit fees for community colleges are governed by Florida Statutes, 1009.23, *Community College Student Fees*. Some students may be exempt from paying fees for services provided in the TRC as outlined in F.S. 1009.25, *Fee Exemptions*; therefore, it is important that staff is familiar with the complete provision of these statutes.

The following are excerpts from F. S. 1009.25, *Fee Exemptions*. The complete statute can be found in the appendix section of this document.

(1) The following students are exempt from any requirement for the payment of tuition and fees, including lab fees, for adult basic, adult secondary or career-preparatory instruction:

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(a) A student who does not have a high school diploma or its equivalent.

(b) A student who has a high school diploma or its equivalent and who has academic skills at or below the eighth grade level pursuant to state board rule. A student is eligible for this exemption from fees if the student's skills are at or below the eighth grade level as measured by a test administered in the English language and approved by the Department of Education, even if the student has skills above that level when tested in the student's native language.

(3) Each community college is authorized to grant student fee exemptions from all fees adopted by the State Board of Education and the community college board of trustees for up to 40 full-time equivalent students at each institution.

Assessment

Florida Statutes and State Board Rules (referred to as Florida Administrative Code, FAC) allow some flexibility in basic skills testing procedures. Local Education Agencies (LEAs) may select which tests to use from the test listed in *Rule 6A10.040, FAC, Basic Skills Requirements for Postsecondary Career Certificate Education* and choose when to administer the test within the six week time period as prescribed in State Board Rule.

The basic skills tests listed in the Rule are designed to determine if a student meets the minimum basic skills exit level required for the terminal occupation completion point from the career and technical education program within which they are enrolled. It is critical that all personnel involved in policy, assessment, counseling, and instruction clearly understand the following:

- All students enrolled in a Postsecondary Career Certificate Education Program of 450 hours or more, including dual-enrolled secondary students, must complete an entry-level basic skills examination within the first six weeks after admission into the program (except those exempted by Rule 6A-10.040, FAC.).
- The test includes basic skills competencies necessary for success in the career and technical education program in which the student is enrolled.
- The test measures whether or not a student has the basic skills necessary to be successful in the chosen career and not the student's disability.
- These basic skills tests are not to be used for screening purposes.
- No student should be denied entry based on a basic skills test score

The following are excerpts from State Board Rule 6A-10.040, FAC,

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Basic Skills Requirements for Postsecondary Career Certificate Education. The complete rule can be found in the appendix section of this document.

(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) Computerized Placement Test (CPT) 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 (TABEWR), 1994; or

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

(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.

(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 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 required 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 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 (LEP) students shall be given English

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language instruction and remediation in basic skills as needed to improve proficiency.

(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 required by the Department.

(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 years.

(8) Students who possess a college degree at the associate of applied science level or higher; who have completed or are exempt from the college-level communications and computations skills examination (CLAST) pursuant to 1008.29, Florida Statutes; who are exempt from the college entry-level examination pursuant to 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.

For more information on assessment, please refer to the *Career and Technical Education Assessment Technical Assistance Paper*.

Students

A student who is enrolled in a career program, has a vocational intent, or is on a waiting list for enrollment into a limited access program may be provided Vocational Preparatory Instruction in the Technical Resource Center. VPI may be a part of their career certificate program, either concurrently or prior to taking vocational classes. Students who test below the sixth grade should be enrolled in Pre-VPI or Adult Basic Education as a first step to achieving sufficient basic skills to be successful in their career certificate program and subsequent employment. If a student receives basic skills instruction in the TRC and does not have a vocational intent or is not enrolled in a career certificate program, the student must be enrolled in an Adult Basic Education or Adult High School Instruction Program.

Students may also receive supportive instruction in the TRC after they have reached their minimum basic skills requirement. These students would remain enrolled in their career certificate program and would go to the TRC as needed to work on specific skills.

Counseling

Counseling is an essential element in career preparation to assist students in identifying career goals and selecting appropriate training programs. Explaining the demands of the academic and career certificate programs is an important part of the counseling process. A clear understanding of expectations will better prepare the student for making sound decisions and in successfully completing the program. It is important for students to understand the relationship

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between basic skills and success in their chosen career and/or academic program, and that improving their skills will help foster success in job placement.

All students who are referred to adult education programs (i.e. ESOL and ABE) require ongoing counseling/monitoring to ensure that: (1) basic skills levels are improving; (2) support services are being provided if needed; and (3) progression toward completion of program goals is occurring.

In accordance with Subsection 104.47(b) of Section 504 (Rehabilitation Act), qualified students with disabilities shall not be counseled toward more restrictive career objectives than a non-handicapped student with similar interests and abilities. This requirement does not preclude providing factual information about licensing and certification requirements that may present obstacles to persons with disabilities in their pursuit of particular careers.

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TECHNICAL RESOURCE CENTER PROGRAMS

Adult Basic Education (ABE)

"Adult basic education" means courses of instruction designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0-8.9. (F. S. Section 1004.02 (1) Definitions)

Adult Basic Education, or "ABE", is a program comprised of noncredit courses of instruction for adults who are performing at or below the eighth grade level and can be incorporated in the TRC. Instruction in mathematics, reading, language, and workplace readiness skills is designed to develop the literacy skills necessary for successful employment, citizenship, self-sufficiency and academic success. Each mathematics, reading, and language course offers instruction at four literacy levels defined by the National Reporting System (NRS):

Beginning Literacy	0.0 – 1.9
Basic Literacy	2.0 – 3.9
Intermediate Literacy	4.0 – 5.9
Functional Literacy	6.0 – 8.9

The instructional program should include a variety of instructional strategies and resource materials. It should include the use of technology, individualized instruction, cooperative learning, competency-based instruction, and student-centered instruction. The total integration of ABE instruction into the content areas for career programs and workforce readiness requires that learning managers and classroom instructors be highly knowledgeable about the intended outcomes of these areas. It is also important to ensure that students understand the relationship between basic skills and success in obtaining their goals.

The Adult Basic Education Curriculum Frameworks, comprised of mathematics, reading, and language performance standards, which are divided into Literacy Completion Points (LCPs), provide the instructor with intended student outcomes. This allows the learning manager to better meet individual students' needs as instructional plans are established with students.

English for Speakers of Other Languages (ESOL) and English Literacy for Career and Technical Education (ELCATE), formerly Vocational English for Speakers of Other Languages (VESOL)

"Adult ESOL" is noncredit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies that enhance ability to read, write, speak, and listen in English. ESOL means

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English for Speakers of Other Languages. (F. S. Section 1004.02 (2) Definitions)

The ESOL program is designed to enhance the ability of students to communicate competently in English at various levels of instruction. Each instructional level in the ESOL program focuses on workforce development, life, and academic skills. The targeted level of English proficiency, the content of instruction and its sequencing should be determined by the goals of the students. The content of instruction must be immediately applicable to real life situations that include skills useful in workplace, life, and academic applications. Students enrolling in Adult ESOL and/or English Literacy for Career and Technical Education (ELCATE) and whose first language is not English must be assessed with Comprehensive Adult Student Assessment System (CASAS), Basic English Skills Test (BEST), or BEST Plus as specified in Rule 6A-6.014, FAC, *General Requirements for Adult General Education Program*.

The ESOL program literacy levels as defined by National Reporting System (NRS) are as follows:

CASAS reading scale scores	
Low Beginning	181-190
High Beginning	191-200
Low Intermediate	201-210
High Intermediate	211-220
Advanced	221-235
High Advanced (Academic)	236-245

Due to much diversity in the needs, goals, and backgrounds of ESOL students, the learning manager will find that various methods of instruction will be necessary in the implementation of the ESOL Curriculum Frameworks. Effective instruction should include a variety of instructional techniques and resource materials. Inclusive of such variety is individualized instruction, cooperative learning, competency-based instruction, technology-assisted learning, and student centered and teacher-directed learning. It also is important that the learning manager and classroom instructor be fully cognizant of the intended outcomes of the ESOL curriculum frameworks and relate them to the needs of the students.

The purpose of ELCATE is to provide English language instruction for limited English proficient adults, which will prepare them to be successful as students in career certificate programs or the workforce. ELCATE level 1 addresses general employability and prevocational topics. ELCATE levels 2 and 3 are increasingly narrowed to focus on occupation-specific language development.

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ELCATE program literacy levels are as follows:

CASAS reading scale scores	
Beginning	201-210
Intermediate	211-220
Advanced	221-235

The content is compatible with principles of language acquisition for adult learners of English and includes language skills applicable to general workforce development as well as studies specific to career certificate programs. The four skill areas (listening, speaking, reading and writing) are addressed within the ELCATE competencies at each Literacy Completion Point.

Students may enroll in ELCATE prior to, or concurrent with, enrollment in a career certificate program. Students also may be enrolled concurrently in a Vocational Preparatory Instruction Program. ESOL students who need employability skills should be enrolled in ELCATE to acquire the expertise needed in employment. Although students may be enrolled in both ELCATE and Adult ESOL, the classes must be scheduled at different times and the student must be enrolled on separate class rolls. ELCATE instructional activities should include a combination of whole class, small group, and individualized and computer-assisted instruction.

Adult High School Instruction Program and General Educational Development Program

"Adult high school credit program" is the award of credits upon completion of courses and passing of state mandated assessments necessary to qualify for a high school diploma. Except as provided elsewhere in law, the graduation standards for adults shall be the same as those for secondary students. (F. S. Section 1004.02 (4) Definitions)

"General Educational Development (GED) test preparation" is courses of instruction designed to prepare adults for success on the five GED subject area tests leading to qualification for a State of Florida high school diploma. (F. S. Section 1004.02 (17) Definitions).

"The Adult High School Credit Program" provides courses of study leading to completion of credits and passing of state mandated assessments necessary to qualify for a high school diploma.

A program of instruction shall be based on the State of Florida mandated course frameworks and performance standards. Instructional methodologies may include traditional lecture instruction, competency-based adult education instruction, computer-assisted instruction, and performance-based adult education instruction.

"The General Educational Development Preparation Program" is a workforce development program that assists students in passing the

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Official GED Test and in becoming successful employees in the world of work. The curriculum frameworks reflect students' needs for academic, as well as workforce knowledge.

GED performance-based instructional strategies should incorporate applied academics, pure academics, and workforce skills. These strategies may include individualized instruction, cooperative learning, competency-based instruction, and computer-assisted instruction.

"The Adult General Education Programs" (ABE, ESOL, ELCATE, AHS, Pre-GED and GED) when offered in the TRC are generally designed to support classroom instruction by providing the adult with literacy skills below ninth grade level and/or the adult enhancing his/her ability to communicate in English with self paced computer-assisted instruction, competency-based, and individualized tutorial instruction and/or peer coaching.

The ABE, Pre-GED, ESOL and ELCATE programs' adult learners must achieve a Literacy Completion Point (LCP) to exit a level as completed. Attainment of performance standards can be documented by a score on an approved test or in some courses with the appropriate Adult Education Curriculum Progress Reports.

Vocational Preparatory Instruction (VPI)

"Vocational Preparatory Instruction" is adult general education through which people 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 career certificate education or higher-level career education. (F.S. Section 1004.02 (24) Definitions) Pre-Vocational Preparatory Instruction prepares students with basic skills level below 6.0.

The primary programs found in the TRC is Vocational Preparatory Instruction and Pre-VPI. VPI is based upon the assessed needs of the student and the academic and employability requirements of Florida's comprehensive Vocational Education Programs. VPI should incorporate applied academics, workplace skills and vocationally related materials that are relevant for the student. Instruction may include a variety of instructional strategies including but not limited to individualized, diagnostic, and prescriptive learning; one-on-one, cooperative learning, computer-assisted, problem-solving, and small and large-group settings. Any student who does not possess the minimal level of basic skills for a vocational program should be referred to Vocational Preparatory Instruction for a structured program of basic skills instruction.

The Vocational Preparatory Instruction offers:

- Assistance for the student in selecting achievable goals that have relevance and motivational value
- Diagnosis to ascertain the student's basic skills deficiencies and learning styles
- Correction of the diagnosed basic skills deficiencies through a prescribed course – a logical sequence of learning activities

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in which the individual learns in his own learning style and uses his own background of experiences, taking into account his motivation and goals

- Frequent and continuous feedback through evaluation of the individual's progress and accomplishments
- Programs and media that facilitate independent study
- Increased motivation by reducing the possibility of failure and eliminating peer comparisons
- Management of the various instructional areas such that every opportunity for learning is made available to the individual
- Assessment of learning styles and instruction based on the identified learning style
- Large/small group interaction
- Applied academics

The goal of the VPI program is to enable students to succeed in their career certificate education program and subsequent employment through participation in component programs designed to correct individual deficiencies. The VPI program provides for an assessment of learning deficiencies and individualized prescriptive instruction and guidance for students who need special assistance to succeed in vocational education. The basic program encompasses a combination of instructional components consisting of reading, mathematics, language, critical thinking skills, complementary skills, and workplace readiness behaviors. The VPI program is designed to improve the success of a vocational student through basic skills and academic skills instruction. An assessment should be given to each student by trained personnel to identify needs and to improve skills in each of the following instructional components (educational, occupational, behavioral, and complementary):

Educational

- To integrate academic learning with the vocational program
- To diagnose the specific educational deficiencies
- To remedy specific educational deficiencies through individualized instruction using the latest technology and relevant sections of programmed text and self-instructional materials based on the student's individual learning style
- To integrate critical thinking skills

Occupational

- To provide career assessment to assist in identification of interest, abilities, and learning styles
- To diagnose deficiencies in the skills and knowledge which

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are needed for occupational training and remedy them through individualized instruction using available self-instructional material through multi-media methods

Behavioral

- To help students identify learning outcomes from their life experiences
- To enable students to take risk without fear
- To help students develop short-term goals to establish a feeling of accomplishment as soon as possible

Complementary

- To provide individualized instruction to correct skill and knowledge deficiencies which would deny students:
 - Job opportunities
 - The benefits of employment and social system

The VPI basic program begins with an interview (a meeting between the student and the learning manager); then a diagnosis (measurement of basic skills deficiencies); prescription (development of an instructional prescription to remediate the identified deficiencies based on the student's learning style); remediation (providing individualized instruction in the prescribe basic skills area); and evaluation (providing constant feedback).

Interview

After referral to the VPI program, the individualized instruction starts with the initial interview of the student. Information (personal data) is gathered at this time and recorded on the VPI Vocational Education Plan/Technical Education Plan (VEP/TEP). This plan will include the student's career goals, and any special services he/she may require to assist in planning the student's individualized program of instruction. The assessment of individual learning styles should be done at this time. The VPI Learning Manager should meet with the student's career program instructor to ensure that the academic instruction will be integrated with the student's occupational courses and that the career instructor is made aware of the student's learning styles and current basic skills scores.

It is recommended that the VPI VEP/TEP be developed in cooperation with the student, the VPI staff, career instructors and the counseling department to assure that the results of all assessments are considered when developing the plan. It is suggested that all factors that contribute to adult student

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success, in addition to test scores, be considered. Prior education, work experience, community participation, interests, and motivation are important and can often make a decided difference in performance.

Appropriate support personnel should make suggestions for students with disabilities or limited English proficient students. Any request for aids and services by an individual with a disability, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), is to be taken in consideration.

Diagnose/Assess

Diagnosis means to determine the student's need in such a way that one can prescribe instruction specific to his/her need and skip any instruction he/she does not need.

The student's level of mastery in the basic skills is diagnosed by the basic skills assessment instruments listed in Rule 6A-10.040, FAC. The assessment identifies the student's educational strengths and deficiencies in reading, mathematics, and language. The assessment process continues with the VPI Learning Manager working with the student's career instructor to identify the specific competencies required for successful completion of the vocational program.

Prescribe

Prescribe means matching instructional modules to specific needs determined during diagnosis, and then to sequence the modules so that the students have the entry skills necessary for each module.

The individual student's prescription is developed based on the results of the interview, the meeting with the career program instructor, and the results of a cognitive mapping and learning styles evaluation. A prescription should be prepared for the individual in each subject area needing remediation. The prescribed learning modules treat small increments of learning in a carefully prepared hierarchy of skills.

Steps in writing a prescription are as follows:

- Determine the level of basic skills test taken by the student.
- Complete an analysis of learning deficiencies.
- Write the prescription starting with the lowest deficiency area.
- Look for the material(s) to prescribe for each deficiency.
- List the prescribed materials on a prescription form.
- List only one item per area so that the student does not

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feel overwhelmed.

- Update the prescription as necessary.

Progress checks (www.firn.edu/doe/programs/spec_neds.htm) or module tests are a part of each learning module of which mastery is measured at 85% or above. Supplementary modules of instruction which relate the basic skills to the student's career program also are included in the prescription whenever possible. The VPI staff in cooperation with the career instructor develops these supplementary materials. Supplementary resources are also disseminated at statewide conferences and workshops.

Remediate/Manage

Manage means to monitor progress and to provide motivation as the student proceeds through his/her individualized instruction in the prescribed basic skills area. The Learning Manager monitors the student's learning activities as the student works with the self-instructional materials and equipment.

Evaluate

Evaluate means assessing two things: (1) whether the student learned what the instructional module set out to teach, and (2) whether the deficiencies determined during diagnosis have been eliminated.

An important feature of VPI is that students receive prompt and frequent feedback on performance along with a continuous formative evaluation by the learning manager and the vocational instructor. Immediate evaluation on learning modules and progress checks allows the learning manager opportunities to revise and refine the individual's prescription.

The final evaluation is a post-test using the alternate form of the basic skills assessment instruments listed in Rule 6A-10.040, FAC. With successful remediation, the student will attain the required basic skills level, and then he/she may resume full time assignment in their vocational program.

Literacy Completion Point is achieved when a student:

- Attains scores 6.0 or higher on the TABE for Pre-VPI.
- Meets the basic skills (reading, mathematics, and language) level required for completion of the career certificate program in which they are enrolled for VPI.
- Passes a state, national or industry licensure exam an LCP is achieved for VPI.

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The VPI program should:

- Provide for the greatest amount of learning in the shortest period of time for the student
- Provide for individualized assessment and prescriptive treatment using a variety of media
- Provide simplicity in the administration
- Provide individualized instruction requiring the least amount of material to accomplish the objective
- Provide stability and consistency in program administration
- Provide materials that are complete and integrate academic and vocational skills
- Provide continuous feedback
- Change methodology, materials, and equipment as a result of an analysis of feedback data and in-depth evaluations
- Provide materials to each student based on the student's individual learning styles and needs
- Prepare the student for successful completion of their career program and securing meaningful employment

The entire VPI program is based on the recognition of the workforce needs and when effectively utilized, includes the following results:

- A lower student dropout rate
- Higher student retention in occupational programs
- Faster student progress
- Employees with greater employability potential
- Workers with more staying power in the job market
- Workers with greater capability to advance
- Integration of academic and vocational education
- Increased program completion
- Vocational preparation
- Better career choices

VPI, which is non-credit and non-graded, is carefully designed to provide student success and motivation through a variety of positive learning experiences that are integrated with the student's career goals. The VPI program allows the student who had previous academic deficiencies to become a successful participant in career education. It offers economy of both student and instructor time by eliminating the need for studying information already acquired, and prompt feedback on student performance allows a continuous study of the student's learning progress.

VPI is provided on a priority basis to students who are concurrently enrolled in a vocational education program, have a vocational intent,

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or are on a waiting list for enrollment into a limited access program and require supportive services:

- To meet State Basic Skills requirements for completion from specific career programs
- To develop technical basic skills for selected occupational programs
- To develop workplace readiness and complementary competencies

Special needs programs provide an opportunity for disadvantaged, limited English proficient, and disabled persons to receive instruction and services in career education on an equal basis with non-special needs persons. VPI programs may provide instruction and other support services to special needs vocational students on the basis of their demonstrated need for specialized services.

Limited English Proficient (LEP) students are those whose native language is one other than English and who have difficulties speaking, reading, writing, or understanding the English language. LEP students can effectively be served in the VPI program.

When ABE, ESOL, or ELCATE is offered within the Technical Resource Centers, all VPI program staff should have the knowledge and expertise to work with an adult and/or LEP student when they need assistance in remediation, workplace readiness, or complementary skills. The ABE, ELCATE, and/or ESOL instructors should be available to assist the VPI learning manager and/or student as much as possible. It is recommended that VPI programs have formal agreements with the adult education staff or that formal transition processes be developed with adult education. This assures a smooth passage from adult education into VPI and/or their career program.

The Pre-Vocational Preparatory Instruction and Vocational Preparatory Instruction curriculum frameworks prepare students for academic, technical, and personal success. The VPI frameworks incorporate basic skills instruction required for completion from a career certificate program, as well as SCANS foundation competencies. In addition, the program is correlated to the achievement levels of the Sunshine State Standards.

Website: http://www.firn.edu/doe/dwdframe/ad/ad_frame.htm

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TECHNICAL RESOURCE CENTER LAB ARRANGEMENT

The TRC, VPI Lab is a carefully structured educational environment designed to produce a positive, mature atmosphere that is conducive to learning. Negative and/or childish signs should be avoided and carpeting is suggested to eliminate noise factors.

The lab should:

- Include areas with ample workspace for individual study and a nearby but separate equipment area, readily available and technologically up-to-date.
- Provide easy access to study materials and student folders.
- Promote use of multi-media vocational-related materials by prominently displaying them.

Since a large number of learners may be concentrated in a small amount of space, careful attention must be paid to environmental conditioning. Do not make the space resemble the stereotyped image of a school. Try to create a space that is quiet, free from distraction, and conducive to the varied learning styles of the students.

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THE TECHNICAL RESOURCE CENTER'S INSTRUCTIONAL PROGRAM STRUCTURE

Vocational Preparatory Instruction has some distinct characteristics:

- Open entry/open exit: A vocational student may enroll any time a need for the service is identified, and exit whenever the need is met.
- Instructional modules are not time-based: Each student may spend as little or as much time as necessary to master the subject matter. The student must show mastery of the prescribed competency before moving on to the next competency in the rank order.
- No scaled evaluation of performance is appropriate: After identifying the student's deficiencies using one of the basic skills assessment instruments listed in Rule 6A-10.040, FAC., all other testing is criterion-referenced and used only to provide feedback about the student's progress. If the student does not score 85% or better on module tests, additional instruction should be prescribed.
- Scheduling should be flexible.
- The VPI program is a non-graded system.

Instructional Techniques

Instructional Techniques: **Technology**

There is a wide variety of resources available to supplement the individualized remediation process. Technology in instruction in a TRC Lab can be delivered via equipment such as computers, CD-ROMs, tape recorders, cassette players, language masters, televisions, interactive videos, and/or talking books. Responding to individual student learning styles is basic to the VPI philosophy, which recognizes that traditional lecture/read/test procedures are not satisfactory for all students. The more that can be done to support a diversified approach to learning the course objectives, the more likely that each VPI student will find resources that best suits each individual learning style.

The computer's capability to provide individualized instruction, instant feedback, and actively involve the student in a non-threatening way makes it ideal for use in the VPI program. Computers offer ways to reach students who have lost interest in traditional methods of instruction. Most students get excited about working with a computer. They often feel the computer is impartial and non-biased. Working with the computer can build self-esteem and encourage the student to become involved with learning again. Adaptive equipment should be available for vision and hearing-impaired or other disabled students as the need arises.

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By incorporating technology, i.e. computer-based or computer-assisted instruction, the TRC learning manager will be free to work with individuals or small groups while technology is providing for individual learning activities. Since technology is constantly changing, it is important that TRC personnel notify administration of any new or modified materials they feel should be included in the VPI program.

Instructional Techniques: **SCANS Competencies**

Vocational preparatory instruction should also include SCANS foundation competencies. These competencies include basic skills, high-order thinking skills, and personal qualities.

From Incorporating SCANS Competencies: *Donna Price Machado, San Diego Community College district, presented at International TESOL, 1998, Seattle, Washington:*

- Start each class with an agenda on the board
- Have a suggestion box and schedule regular discussion time to address and find solutions to issues
- Put students in teams and assign classroom maintenance jobs
- Encourage students to use technology
- Encourage students to fix or make minor adjustments in equipment
- Monitor student's progress with checklists, weekly tests, and blue books
- Designate trainers or experts who can train new students
- Teach language appropriate for activities
- Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities

Instructional Strategies

- One-on-one, tutors
 - Plan of study design especially for the student, one on one instruction, and tutors for specific areas
- Individualized, diagnostic and/or prescriptive learning
 - A method of instruction based upon a prescription designed to meet the assessed needs of a student. Student learning is outlined on a diagnostic or prescriptive plan.

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- Cooperative learning
 - A learning strategy that facilitates the sharing and exploring of knowledge.
- Competency-based instruction
 - Curriculum using specific objectives and performance - based learning to achieve performance standards.
- Computer-assisted instruction
 - A method of instruction utilizing a variety of software to facilitate learning.
- Problem solving activities (critical thinking skills)
 - Activities designed for understanding, evaluating and giving support for a point of view. Asking the question "WHY?"
- Performance-based learning
 - Performance-based learning is learning by doing. It immerses students in the act of performing an actual learning task. Performance-based learning requires depth of knowledge and understanding that is evidenced through the performance itself.
- Small and large group setting
 - Students participate in identified group activities to promote learning. Students share experiences and lessons learned.

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Strategies for Teaching Basic Skills in the Technical Resource Center

The following are examples of strategies for instruction of language, mathematics, and reading. These strategies can lead to the student's success on State-approved basic skills assessments.

Language/Writing Strategies

Graphic Organizers

Graphic organizers are tools designed to help a student focus on concepts, illustrate ideas, and encourage organized thinking. They help students organize their thoughts and provide a visual picture of what they are going to write about.

Personal Journals

The learning manager can use journals to personalize the writing process. Students write on topics pre-selected, topics related to their vocational program or job, and/or topics of their own choice. Personal

	<p>journals will provide the students with a non-intimidating activity that will increase their writing skills. The personal journals should be turned in for comments and response. Personal journals are often good beginning writing activities.</p>	
Reading Journals	<p>Students keep reading journals to document their understanding of materials read. Students should be encouraged to write entries that reflect the main idea, major points, or questions that they may have after reading a book or an article. To increase critical thinking skills, learning managers may request that students write about possible applications of ideas. Journals can also reinforce what has been learned.</p>	<ul style="list-style-type: none">➤ Pretest➤ Technical Resource Center (TRC)➤ TRC Programs➤ TRC Lab Arrangement➤ TRC Instructional Program Structure➤ Post-test➤ Glossary of Terms➤ References➤ Appendices
Learning Logs	<p>Learning logs are journals where the page is divided into two columns. Key concepts are written in the left column and student responses to the concepts are written in the right column. This method assists students in organizational skills and formulating ideas for personal writing.</p>	
Summaries	<p>Learning managers can ask students to write a brief summary of the major points of a reading lesson. This summary can be brief, maybe 25 words or less, or extend to several paragraphs depending on students' writing performance. Short writing assignments can also summarize what a student has learned. This can also be used to check reading comprehension and grammar.</p>	
Timed Writing	<p>Short timed writing with topics can be addressed on the computer. As the student's writing proficiency increases, both the time and length of the writing sample should increase.</p>	

Mathematics Strategies

Practice Estimation Skills

Instruct students how to estimate and what strategies to use. Have students work out problems using computation skills to support their estimations. This can be supported with computer-assisted instruction.

Mental Math Strategies

Students should be instructed on mental math strategies that make sense to them. The learning manager should explain the purpose of mental math and when paper/pencil calculations or mental math is the best method to use for the problem.

Multiple Solutions Strategies

Students should be instructed on how to solve problems in different ways. Alternative solution strategies assist students in looking for another way to complete a problem.

Visual Representations

Students generally learn more effectively if they can visualize concretely an abstract concept. Use manipulatives to help students explain how mathematical rules and concepts work.

Develop Calculator Skills

Calculators can be used for certain segments of the math basic skill subtest. It is important for students to know what a math procedure does, why it works, and how to evaluate the results. Students should know how to use calculators to perform single and multi-tasked problems. Calculators can also be used by students to check their work, to solve tedious computations, and as a problem-solving tool.

Encourage Teamwork

Students should be encouraged to work in teams. A rubric would be helpful in providing students with the structure to assess their own progress as a group.

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Use Realistic Problem-solving

Students need to view math as a necessary skill in their lives. They can assist in the transference of mathematical skills to their vocational studies and/or real life experiences. These experiences can be used as problem solving projects.

Develop Interpretation skills

Strategies should be used to instruct students on how to interpret documents with numerical information.

Reading Strategies

Critical Thinking

Students should be asked to provide alternative ideas or approaches to varying topics. Students should also be expected to justify their response or why something should be accepted as correct.

Think, Solve, Explain

Students should be asked to:

Think – read the question carefully. Analyze the information given and decide what question is being asked.

Solve – Begin solving the question using the strategy you know best. Analyze all the information provided to determine what information is necessary to solve the problem and what information might be irrelevant.

Explain – Carefully describe the steps and methods that were used to solve the problem.

Timed Reading

Timed readings should be used to increase a student's reading speed and comprehension. Use of the Internet for timed readings allows the student some degree of independence. Commercial speed-reading programs may also prove helpful.

Content Literacy

A balanced content reading program including oral, written, and reading materials from a variety of resources should be available.

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	Comprehension activities that include higher order skills of evaluation, synthesis, analysis, inference and inquiry should be used.
	Students should be instructed on how to use the structure of language to increase speed and comprehension.
Contextual Clues	Students should be able to identify main ideas, introductory, and conclusion sentences.
Integrate Reading and Writing	Students could be instructed to read and use writing to critique a reading sample.
Use Multiple Resources	Internet, technology and reading material from real life.

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Goal Setting and Educational Planning

Planning is an important component of every adult student's educational experience. Students should be allowed to set educational goals and establish an educational plan to accomplish their goals. This plan will assist the learning manager in curriculum planning and help ensure proper guidance and will result in retention of students.

Goals are important because:

- They give a student a sense of purpose. Students know what they want to do.
- They remind the student where they are going and help them plan how to get there.
- They help the student to stay focused on their priorities. They do not get "sidetracked" on unimportant tasks or activities.

Goals can be of two different types, depending on how long it will take you to reach the goal:

- Long-term Goals: Something a student wants to achieve that will take a very long time. A long-term goal may take years to accomplish. Long-term goals help to focus on the future.
- Short-term Goals: Goals that can be reached in a matter of days, weeks, or a few months. Usually, these are smaller goals that serve as steps toward the long-term goals.

Objectives are the actions a student must take to reach their goals. The objectives should always be realistic with activities that can be accomplished in a reasonable amount of time.

When setting goals,

- The students should start with one of their higher priorities.
- Always state the goal in clear, measurable terms. If you do, there will be no doubt about what is to be achieved and when it is accomplished.
- For each goal set, state the objectives that will lead step by step to the goal.

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Technical Resource Centers

POST-TEST

1. What is the goal of the Technical Resource Center?
2. What programs are appropriate for inclusion in the Technical Resource Center?
3. Explain the importance of the counseling process for students.
4. How many literacy components are offered in Adult Basic Education mathematics, reading, and language?
5. The ESOL program is designed to enhance the ability of students to communicate competently in any language at various levels of instruction. True or False?
6. Students enrolled in programs of 450 hours or more shall complete a basic skills examination within the first ten (10) weeks after admission. True or False?
7. VPI curriculum frameworks prepare students for _____, _____, and _____ success.
8. Describe the following instructional strategies:
Individualized instruction
Cooperative learning
Computer-assisted instruction
9. Goal setting is important because...
10. VPI is based upon the _____ needs of the student.

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Course Curriculum Frameworks (Course Descriptions) – State Board of Education Rules 6A-1.09412, 6A-1.09414, and 6A-6.0571, FAC, which address Course Curriculum Frameworks (Course Descriptions), allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to ten percent of the course requirements of any Course Description. In addition, districts may request a waiver to allow a school to substitute locally approved course requirements within a Course Curriculum Framework (Course Description), provided these substitutions adequately address the major concepts and content contained in the Course Description, and provided the waiver request is submitted in accordance with specific procedures.

Literacy Completion Point – A Literacy Completion Point (LCP) is the attainment of academic or workplace readiness skills that qualify the participant for further basic education, career education, or employment.

SCANS Competencies – Developed by the Secretary's Commission on Achieving Necessary Skills, the SCANS Report produced a definitive study that outlined eight areas of emphasis needed to produce qualified, productive workers for the 21st century.

Subject Area – The subject area is the domain or content area. In the VPI program, the subject areas are mathematics, language, and reading. The Workplace Readiness Skills is a separate program with individual student performance standards.

Sunshine State Standards – “The Florida System of School Improvement and Accountability: Blueprint 2000” developed in 1993 established eight goals. Goal 3 of this initiative deals with student performance described in terms of eleven standards. These eleven standards were incorporated into seven specific curriculum areas known as the Sunshine State Standards. Standards are what we expect students to know at certain stages of their educational career.

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Appendix A

State Board Rule 6A-10.040, FAC

Rule 6A-10.040, FAC, 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.

(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

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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;

(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

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(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.

6A-6.014 General Requirements for Adult General Education Program

In the operation of adult general education programs, the following general requirements shall apply:

(1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives. They should provide program accessibility for persons with disabilities as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

(2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in Section 1003.21(1)(c), Florida Statutes; provided, however, that the school may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation.

(3) Teacher qualifications. Adult general education classes for which state funds are earned shall be taught by qualified teachers as defined in Rule 6A-1.0503, FAC., or as approved by a community college board of trustees as defined in Rule 6A-14.0247, FAC.

(4) Academic skills tests for adults.

(a) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult general education program 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 Section 1004.02(7), Florida Statutes.

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1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 and 10, 2003; or,

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

(b) When testing students enrolling in Adult ESOL or VESOL whose first language is not English, one of the following tests must be used:

1. Adult Language Assessment Scales (A-LAS, 1991);

2. Comprehensive Adult Student Assessment System (CASAS), 1996 (reading and listening);

3. Comprehensive Adult Student Assessment System (CASAS) – Life and Work, 2001;

4. Basic English Skills Test (BEST) Plus, 2003; or

5. Basic English Skills Test (BEST), 1984,

6. Comprehensive Adult Student Assessment System (CASAS) Employability Competency System Reading Skills for English Literacy for Career and Technical Education (ELCATE) students.

(c) If an adult student has a documented disability and the instruments in paragraph (4)(a) of this rule, with accommodations are not an accurate measure of the student's ability, one of the following tests shall be used for placement in an adult general education program:

1. Brigance Employability Skills, 1995;

2. Brigance Life Skills, 1994;

3. Comprehensive Test of Adaptive Behaviors (CTAB), 1986;

4. Comprehensive Adult Life Assessment (CASAS) – STRETCH, 1996;

5. Comprehensive Adult Life Assessment (CASAS) – Test for Special Populations, 1996; or

6. Kaufman Functional Adult Student Assessment System (K-FAST), 1994.

(d) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student, and the results of this attempt should be kept in the student's record for audit purposes.

(5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:

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(a) grade level/scale score improvements measured by an approved test;

(b) successful completion of curriculum frameworks and course performance standards; or

(c) attainment of GED or Adult High School Diploma.

Specific Authority 1001.02(1) FS. Law Implemented 1008.405, 1011.80 FS. History - Amended 2-20-64, 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-2006.

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Appendix B

Principles of Adult Learning: "Treat Learners Like Adults"

Adults are people with years of experience and a wealth of information. Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.

Adults have established values, beliefs, and opinions. Demonstrate respect for differing beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs, and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas.

Adults are people whose style and pace of learning has probably changed. Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile, and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lecture.

Adults relate new knowledge and information to previously learned information and experiences. Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless.

Adults are people with bodies influenced by gravity. Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

Adults have pride. Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases, and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.

Adults have a deep need to be self-directing. Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants.

Individual differences among people increase with age. Take into account differences in style, time, types and pace of learning. Use

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auditory, visual, tactile, and participatory teaching methods.

Adults tend to have a problem-centered orientation to learning. Emphasize how learning can be applied in a practical setting. Use case studies, problem solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.

Note: New information and skills must be relevant and meaningful to the concerns and desires of the students. Know what the needs are of individuals in your class. Students do not wish to learn what they will never use. The learning environment must be physically and psychologically comfortable.

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Appendix C

Returning Adults: Source Unknown

Adults returning to education display a marked difference among themselves. Some may be homemakers who interrupted their studies to raise children; others may be retired business executives who want to pursue work in fields that always interested them. They may have excellent prior academic backgrounds, or they may have fulfilled minimum requirements for admission. These students may be financially stressed, or they may be very secure. They may be healthy, or they may be experiencing such age-related problems as diminished hearing or eyesight. They may come with or without the academic skills that most faculty members expect.

Older adults in higher education experience self-consciousness and anxiety about their age and performance. They may feel more obligated to please the instructor than younger students do. They may be too modest about their own abilities and experiences. They may seek more reassurance from instructors, and they may need to verbalize more than younger students do. On the other hand, older students may be more impatient with activities that they feel are not useful in their learning, and they may argue with instructors who present information or ideas that are not consistent with their experiences. Although adjustment for older students sometimes progresses very smoothly, it is often extremely difficult.

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Appendix F

Websites

Adult Education Frameworks

http://www.firn.edu/doe/dwdframe/ad/ad_frame.htm

ABE Florida Resources

<http://abeflorida.org/resources.html>

Teaching Tips Index

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

Active Learning

http://www.honolulu.hawaii.edu/intranet/committees/FacDevCom/guide_bk/teachtip/active.htm

U. S. Department of Education Home Page

<http://www.ed.gov/index.jhtml>

VPI Progress Checks

http://www.firn.edu/doe/programs/spec_nds.htm

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Appendix G

Pretest Answers

1. The goal of the Technical Resource Center is to provide a flexible, student-oriented lab that can change with the current needs of students and to offer the resources necessary to help students become workplace ready.
2. Programs appropriate for inclusion in the TRC are: VPI, ESOL, ABE, VESOL, SCANS Occupational function skills, GED, and Workplace readiness.
3. Tests of Adult Basic Education (TABE), Complete Battery or Survey, Forms 9 & 10, 2003; Computerized Placement Test (CPT) or Multiple Assessment Placement Service (MAPS), where authorized; Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 7 & 8, 1994; Tests of Adult Basic Education – Work Related (TABE-WR), 1994; or Wonderlic Basic Skills Test (WBST), 1994.
4. True
5. To enable students to succeed in vocational education and subsequent employment through participation in component programs designed to correct individual deficiencies.
6. Reading, Language, Mathematics, Critical Thinking Skills, Complementary skills and Workplace Readiness Behaviors.
7. Interview, diagnose, prescribe, remediate and evaluate.
8. True
9. Open entry/open exit: a vocational student may enroll any time a need for the service is identified, and exit whenever the need is met. Instructional modules are not time-based: each student may spend as little or as much time as necessary to master the subject matter. The student must show mastery of the prescribed competency before moving on to the next competency in the rank order. No scaled evaluation of performance is appropriate: after identifying the student's deficiencies using one of the basic skills assessment instruments listed in Rule 6A-10.040, FAC., all other testing is criterion referenced and used only to provide feed back about the student's progress. If the student does not score 90% or better on module tests, additional instruction should be prescribed. Scheduling should be flexible. The VPI program is non-graded system
10. The following students are exempt from any requirement for the payment of registration, matriculation, and laboratory fees for adult basic, adult secondary, or vocational-preparatory instruction:
 - a) A student who does not have a high school diploma or its equivalent.
 - b) A student who has a high school diploma or its

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equivalent and who has academic skills at or below the eighth grade level pursuant to state board rule. A student is eligible for this exemption from fees if the student's skills are at or below the eighth grade level as measured by a test administered in the English language and approved by the Department of Education, even if the student has skills above that level when tested in the student's native language.

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Appendix H

Post-test Answers

1. The goal of the Technical Resource Center is to provide a flexible, student-oriented lab that can change with the current needs of students and to offer the resources necessary to help students become workplace ready.
2. Programs appropriate for inclusion in the TRC are: VPI, ESOL, ABE, ELCATE, Scans Occupational function skills, GED, and Workplace Readiness
3. Counseling is an essential element in career preparation to assist students in identifying career goals and selecting appropriate training programs. Explaining the demands of the academic and vocational programs is an important part of the counseling process. A clear understanding of expectations will better prepare the student for making sound decisions and in successfully completing the program. It is important for students to understand the relationship between basic skills and success in their chosen vocational and/or academic program, and that improving their skills will help foster success in job placement.
4. Four
5. False
6. False
7. Academic, technical and personal success
8. Individualized instruction: A method of instruction based upon a prescription designed to meet the assessed needs of a student. Student learning is outlined on a diagnostic or prescriptive plan. Cooperative learning: Learning strategy that facilitates the sharing and exploring of knowledge. Computer-assisted instruction: A method of instruction utilizing a variety of software to facilitate learning.
9. They give a student a sense of purpose. They know what they want to do. They remind the student where they are going and help them plan how to get there. They help the student to stay focused on their priorities. They do not get "sidetracked" on unimportant tasks or activities.
10. Assessed

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