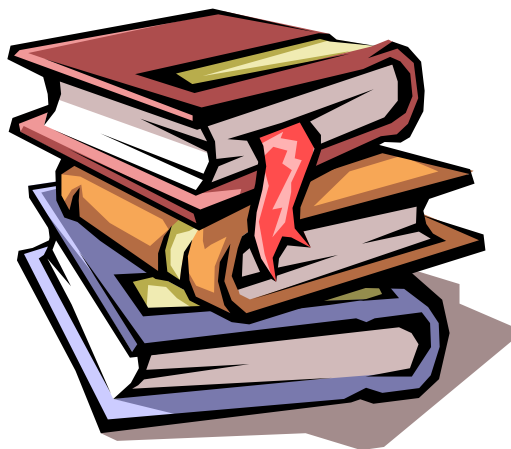


Vocational Preparatory Instruction

Staff Self-Training Program

Curriculum Module

Developed by:
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This self-training module was written for the Vocational Preparatory Instruction Staff Development project, developed by the Adult Secondary/GED/VPI Committee of the Practitioners Task Force, with an Adult Education State Leadership grant, 1999-2000, from the Florida Department of Education, Division of Workforce Development.



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Curriculum and Instruction/Academic Skills

Pre-test

1. What does the acronym VPI stand for?
2. What are the five essential elements of the VPI Program?
3. Name three characteristics of the VPI Program.
4. What is a MALD?
5. Where is a compilation of VPI materials listed?
6. What are the three basic skills areas addressed in VPI?
7. When should assessment of learning be done?
8. Where can VPI managers receive free vocationally related materials?
9. What does the acronym SCANS stand for?
10. Give examples of equipment modifications for students with disabilities.

INTRODUCTION

The VPI (Vocational Preparatory Instruction) Program is designed to strengthen the success rate for the vocational student whose lack of academic skills may prevent him/her from receiving a Postsecondary Adult Vocational (PSAV) certificate. A sound VPI program must include the following essential elements:

Interview
Diagnose
Prescribe
Manage
Evaluate

The basic program encompasses a combination of instructional components including reading, mathematics, and language. The instructional components depend upon the individual needs of the student. Open-entry/open-exit, flexible schedules and a non-graded, performance-based evaluation characterizes the VPI program. In the VPI lab setting, multi-media technical equipment is utilized to strengthen the “personalized” approach. The VPI system is highly motivational and utilizes the learning modes and materials to help its students succeed. The majority of its students have had “bad” experiences in traditional education. Prior feelings about authority and preoccupation with events outside the classroom affect the new class experience. The VPI Program allows the student who has not had academic success in the past to become a successful participant in vocational/technical education. VPI offers economy of both student and instructor time by eliminating the need to study information already acquired. Adult students bring a great deal of life experience to the classroom, an invaluable asset to be acknowledged and tapped into. The VPI Program does just that.

**WHAT SHOULD
BE INCLUDED
IN A VPI
PROGRAM?**

THE ESSENTIAL ELEMENTS EXPLAINED**Interview:**

Here is where the “personalized” approach begins. A unique and special relationship must be established between the student and the learning manager. This initial interview serves to gather the necessary information to complete the VPI Student Data Form and the VPI Technical Education Plan (Appendix A). Assessment of individual learning styles should be done at this time. Our adult students can effectively learn much from dialogue with a respected peer. It is critical to take this time to clarify and articulate all expectations, those of both the student and the learning manager. The VPI learning manager should also meet with the student’s vocational instructor to ensure that the academic instruction will be integrated with the student’s occupational courses. The vocational instructor should also be made aware of the student’s learning styles. Remember that all student information is confidential.

Diagnose:

To diagnose means to determine the individual student’s basic academic skill-needs so that the learning manager can prescribe instruction specific to his/her needs and eliminate any other unnecessary instruction. The student’s level of mastery in the basic skill areas is diagnosed by one of the five basic skills tests listed in Rule 6A-10.40, FAC. The assessment tool should provide an item analysis of the student’s strengths and deficiencies in reading, math, and language. The Modular Analysis of Learning Difficulties (MALD), used by the VPI system, groups test items and shows a pattern of the student’s deficiencies and performance levels indicated by the TABE results. At the present time, MALDs are only available correlated with TABE and AMES. (It is anticipated that MALDs correlated to the other basic skills tests will be developed in the near future.) The MALD sets the priorities for the competencies to be acquired. Again, the VPI learning manager should work with the student’s vocational instructor to strengthen the student’s avenue to success.

Prescribe:

To prescribe means to match instructional needs to specific materials, both print and/or multi-media, helping to remediate the student. The VPI Prescribing Catalog is an essential tool for this match. A “prescription” form should be

used to map out the necessary steps and skills required for remediation. The individual student's prescription is developed based on the results of the interview and a learning style evaluation, meeting with the vocational instructor, and the development of a personalized MALD. The MALD refers the learning manager to specific pages in the VPI Prescribing Catalogs. The VPI Prescribing Catalogs match sub-skills with a variety of materials, in various media, carefully selected by VPI learning managers. Also, supplementary modules of instruction, which relate the basic skills to the student's vocational program, may be ordered through the ECI warehouse (Appendix B).

A "prescription" is prepared for each subject area that needs remediation. The goal of the student is to remediate and pass the post-test as quickly as possible. Of course, the VPI Learning manager would like that also, but probably in a more structured manner. The "prescription" should delineate exactly what the student needs to do and how it should be done. A listing of materials and specific assignments in those materials should be included. Materials needed to build academic and time management skills, and how to determine test readiness should also be indicated on the prescription itself. The VPI learning manager is responsible for continuously updating the prescription. Evaluations should be made as frequently as needed to ensure that progress is being made. The students are dependent on the learning manager for feedback on skill practice, while the learning manager is dependent on the learner for feedback on his/her prescription.

Manage:

Manage means to monitor progress and continue to motivate the student throughout his/her learning activity. A positive learning environment is necessary since a majority of VPI students experience self-consciousness and anxiety in reference to their basic skills performance. Learning should be a means to an end, not an end in itself. It is absolutely necessary for the learning manager to monitor the learning activities as the student works through the self-paced instructional materials. While the learning manager provides encouragement and clarification, the staff should continue to provide a positive learning environment and assistance to individual students. Again, the learning manager should continue to meet with the student's vocational instructor to maintain communication about the student's progress.

**WHAT IS A
PRESCRIPTION
USED FOR?**

Evaluate:

Evaluate means constant and continuous assessment of student progress. Has the student learned the prescribed skill or information? Have the needs determined during diagnoses been met? The student relies on the learning manager for constant feedback on skill practice; the manager relies on the student for feedback on the prescribed curriculum. The final evaluation is a post-test using the alternate form of the pre-test given on admission to the VPI Program. (Rule 6A-10.040,FAC). Some programs allow students to enroll in VPI prior to, or immediately following, the vocational course-work calendar. This allows some students the opportunity to begin (or complete) their basic skills remediation without the combination of demands of vocational coursework and basic skills remediation. This is a very common problem in lock-step programs such as nursing or public service. Remember, a student may never be held out of a vocational program based solely on a basic skills examination score.

PRESCRIBING CATALOGS

The following *Prescribing Catalogs* are an integral part of the system and are available through the ECI Clearinghouse (Appendix B):

- Prescribing Catalog for Reading
- Prescribing Catalog for Mathematics
- Prescribing Catalog for Language

Instructional materials listed in the *Prescribing Catalogs* have met specific criteria, such as: meeting the skill requirements of the test item; aiding in self-instructional learning; providing small increments of information; providing a high level of student involvement; giving immediate feedback; both adult-oriented and vocationally related when available.

The materials included in the catalogs have been thoroughly reviewed and field-tested in Florida VPI sites. The catalogs are reviewed and updated as required (latest update, 1996).

Explanation of Abbreviations

| Abbreviation | Readability Level |
|---------------|-------------------|
| L (Literacy) | 0 - 1.9 |
| E (Easy) | 1.6 - 3.9 |
| M (Medium) | 3.6 - 6.9 |
| D (Difficult) | 6.6 - 8.9 |
| A (Advanced) | 8.9 - 12.9 |

Some prescribing materials have multiple reading levels. Materials under each skill area start at the highest (advanced) reading level and go to the lowest (literacy) level.

Module Test Number (Mod):

The module test (progress check) number that relates to the skill area to be tested. Modules with numbers only are those produced and distributed by DWD; those with a P preceding the number are those produced by PACE.

Material:

The title and unit, lesson or pages that the student should study in order to master the skill area.

Medium:

The medium the material is available in. This includes:

| | |
|-----|-------------------------------|
| A | Audio Cassette |
| CAI | Computer Assisted Instruction |
| F | Filmstrip |
| VCR | Video Cassette |
| W | Any text material |

If the codes are separated with a "/" the material is a combination of the mediums, and if the codes are on separate lines, the material is available in either medium.

Publisher (Pub):

The publisher code. The bibliography includes the publisher name, address and phone number. Some materials may not be available, but are still listed in the catalog because many labs may still have these materials. Many publishers sell their materials to other companies. DWD tries to maintain a current list of publishers for materials listed in the prescribing catalogs.

The number in the upper right hand corner of the page is the priority listed on the MALD.

The steps in writing a prescription are as follows:

- Determine the assessment instrument and level taken by the student.
- Complete the MALD (Modular Analysis of Learning Difficulties).
- Write the prescription by priority as listed on the MALD.
- Look in the Prescribing Catalog for the material(s) to prescribe for each priority.
- List the prescribing materials on a prescription data form. List only one item per area so that the student does not feel overwhelmed.
- Update the prescription as necessary based on teacher's judgment.

In order to ensure the relevance of the VPI Program, supplementary instructional modules for specific occupational programs are developed at VPI sites by the VPI staff and vocational instructors. Each lab should add these materials in the blank sections of their *Prescribing Catalogs*. These supplementary resources are sometimes disseminated at statewide conferences and workshops.

HOW DO I WRITE A PRESCRIPTION?

When writing the prescription, be sure to start with the lowest level on the MALD as a priority.

At the present time, MALDs are only available correlated with TABE 7 & 8 and AMES. It is anticipated that MALDs correlated to the other approved basic skills tests will be developed.

The prescribing catalog lists sub-skills and can be used with any of the assessment instruments.

ACADEMIC SKILLS DEVELOPMENT/BASIC SKILLS

The Academic Skills Component of the VPI Program includes reading, mathematics, and language. In VPI, "language," as it applies to the Curriculum Frameworks (collectively known as the *Vocational Education Programs Course Standards*, Appendix C), includes a composite of expression, mechanics of English, and spelling (spelling is optional).

Assessment of the student's level in reading, mathematics, and language begins with a basic skills assessment using one of the five tests listed in Rule 6A-10.040, FAC. Based on the results of this assessment, each student receives an individualized prescription of learning modules that are related to the student's specific vocational program, if possible. By coordinating the academic instruction with the student's vocational courses, academic concepts are more relevant to the student's occupational goal.

The VPI Student Performance Standards (Appendix C) serve as the basic framework for each of the basic skills areas. As the learning manager, it is essential that these areas be identified to ensure that your students will have the necessary tools to remediate. In each of the basic skills area, it is also essential to include vocationally related materials. Including vocational materials will help those students struggling with academics. By learning reading, math, and language in a vocational context, the vocational student will better relate to the academic concepts. This type of material is readily available commercially in both print and software. The vocational related learning guides, available from DOE, are another excellent source of vocationally related materials. These materials are free of charge to VPI Learning Managers. Please refer to *Developing Learning Guides for the Integration of Academic and Vocational Education*: FL Department of Education 1992, published by the Florida Department of Education (order number SA 931, Appendix B).

Reading:

The VPI lab should have materials from the literacy level through the advanced level, from grade level 0 – 12.9. Most of the students should fall between the 5.0 and the 10.0 reading level. The materials in the lab should range from pre-reading skills such as recognizing letters, to the more difficult skills such as evaluating and using inferences to determine author's purpose and interpret events.

Materials need to be provided for each of the following reading objectives in order to remediate your VPI students:

- Pre-Reading Skills
- Recognizing Letters
- Matching Letters
- Recognizing Beginning & Ending Sounds
- Middle Sounds
- Vocabulary Development
- Phonics
- Following Directions
- Dictionary Usage
- Reference Sources
- Interpret Graphic Information – Signs, Schedules, Library Card Catalog, Maps, Forms, Consumer Materials
- Critical Thinking
- Study Skills
- Test Taking
- Employability Skills – Application/Forms
- Complementary Skills
- Integrated Skills
- Words in Context – Same & Opposite Meaning, Appropriate Word, Roots & Affixes
- Recall Information – Stated Concepts
- Construct Meaning
- Main Idea and Details
- Cause/Effect
- Character Aspects
- Summary/Paraphrase
- Conclusion
- Compare/Contrast
- Supporting Evidence
- Evaluate/Extend Meaning
- Fact/Opinion
- Author Purpose, Point of View, Style Techniques, Genre
- Predict Outcome/Apply Passage Element/Generalization/Effect/Intention
- Interpreting Events – Inference

The above list will assist the lab manager in identifying the VPI Curriculum Frameworks. Remember that the VPI Prescribing Catalogs will be an essential asset for building your materials in all three basic skills areas.

Language:

Materials need to be provided for the language objectives listed below in order to provide complete remediation of your VPI students:

Parts of Speech

Usage

Nouns

Verbs

Pronouns – all forms

Subject/Verb Agreement

Tenses

Easily Confused Verbs

Use of Negatives

Adjectives

Adverbs

Sentence Recognition

Complete Sentence/Fragment/Run-On

Capitalization

First Word of Sentence

Proper Noun/Name/Day/Month

Pronoun I, Nouns, Adjectives

Beginning Words & Titles

Title of Work

Punctuation

End Marks (. ? !)

Comma

Comma/Compound Sentence

Comma/Series

Comma/Direct Address, Interrupting Words (yes, no, well)

Comma/Appositive, Introductory Word, Parenthetical
Expression

Semicolons

Colons

Writing Conventions

Apostrophe/Contraction/Possessive

Quotations – First Word, Comma, End Marks

Letter Parts – Business/Personal

Sentence Formation

Sentence Combining

Sentence Clarity

Paragraph Development

Topic Sentence

Supporting Sentences

Sequence

Connective/Transition

Unrelated Sentence

Proofreading
Prose Passages
Letters
Spelling (Optional)
Vowels
Consonants
Structural Unit
Inflectional Ending (Plural)

Mathematics:

Materials need to be provided for the mathematics objectives listed below in order to provide complete remediation of your VPI students. Referral to the VPI Prescribing Catalogs is essential.

Numeration
Expanded Notation/Rounding/Estimation
Recognizing Numbers
Word Names
Ordering/Place Value
Addition of Whole Numbers
Subtraction of Whole Numbers
Multiplication of Whole Numbers
Division of Whole Numbers
Word Problems
Number Theory
Odd/Even Numbers
Multiples/Factors
Sequence/Unknown
Decimal Concepts (Addition, Subtraction, Multiplication, Division)
Fraction Concepts (Addition, Subtraction, Multiplication, Division)
Fractional Part
Roots
Comparison
Number Line
Scientific Notation
Number Theory/Equivalent Form/Ratio/Proportion
Percent/Percentage
Simple Interest
Data Interpretation (Graph, Table, Chart, Diagram)
Probability
Mean
Mode
Median
Measurement

Time
Temperature
Length
Perimeter
Area
Volume/Capacity
Mass/Weight
Metric System
Integers
Positive/Negative Numbers (Addition, Subtraction,
Multiplication, Division)
Number Theory (Properties)
Pre-Algebra/Algebra
Number Sentences/Missing Elements/Unknowns
Inequality
Algebraic Equations
Algebraic Operations
Geometry
Plane/Solid Figures
Angles
Triangles
Lines
Congruency
Similarity
Symmetry
Parts of Circles
Pythagorean Theorem
Computation in Context

SCANS

The SCANS skills are those foundation skills and workplace competencies that were identified by the U. S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), a group of business and education leaders who identified skills for schools to teach in order for students to succeed in the workplace. The SCANS framework of skills provides a concise and easy to use reference for VPI Managers who want their vocational students to learn employment-related skills and assist their students in transferring those skills to situations in the workplace and in life. The SCANS skills fit exactly into the VPI curriculum frameworks. We are training our vocational students to acquire the educational, the thinking, and the social skills to succeed in today's job market. The SCANS framework includes skills such as organizing information, thinking creatively, active listening, and working on teams – all the essential elements for success in securing and maintaining a job for now and the future.

The five areas of competencies are:

RESOURCES: Identifies, organizes, plans, and allocates resources

INTERPERSONAL: Works with others

INFORMATION: Acquires and uses information

SYSTEM: Understands complex inter-relationships

TECHNOLOGY: Works with a variety of technologies

Please refer to Appendix D for a detailed listing of the SCANS competencies.

SERVING LEP STUDENTS

Florida has a vast assortment of nationalities represented in its public schools. All VPI lab staff should have knowledge and expertise in working with LEP students. It is recommended that VPI staff take a minimum of 18 hours of in-service required by the 1990 Multicultural Education Training and Advocacy, Inc. (META) Agreement. Projected increases in the LEP adult population by the year 2001 underscore the scope of the challenge facing the educational community including vocational education and VPI labs.

VPI programs are designed to provide basic skills remediation to help students succeed in vocational education. Part of this remediation could include a Vocational English for Speakers of Other Languages (VESOL) specialist on staff, VESOL training, and VESOL techniques. (Program Course Standards for Adult VESOL, Appendix E) Although remediation is the primary focus of VPI, many other skills must be taught to help prepare the student to enter the workforce.

VPI labs should be in an advocacy position for LEP students. VPI should be proactive and seek the necessary training to meet the needs of limited English proficient students so they are able to succeed in their chosen vocational programs. VPI managers and staff should be culturally aware and be able to develop an understanding of cultural differences. This knowledge should be used and applied to the selection of materials and equipment to enhance listening, reading, and speaking skills.

Below are some helpful strategies:

- Be patient!
- Get META training
- Understand that even though a student may be able to read aloud, they may not be able to comprehend what they read
- Understand that comprehension of spoken English comes before the ability to speak
- Be an LEP advocate
- Adapt materials so they are appropriate for LEP students
- Purchase bi-lingual dictionaries for your lab

SERVING STUDENTS WITH DISABILITIES

A portion of the special needs population that VPI serves are students with disabilities. The VPI lab should be able to serve the physically disabled, visually or hearing impaired, and the educable mentally handicapped. Whenever working with students with disabilities, there should be coordination between the VPI lab and Special Student Services. The VPI program should provide accessibility for special students. Modifications in curriculum and equipment should be provided. Training for staff should also be provided. Some suggestions for materials and equipment are:

- Interpreters
- Books and printed material with large type
- Assistive listening devices
- Assistive/adaptive technology, such as voice synthesizers, special keyboards, Braille writers and talking calculators, computer screen magnifiers
- Adjustable desks, chairs, and computer tables

Helpful Hints & Strategies for the VPI Lab

- Your students need to be able to integrate new ideas with what they already know if they are going to keep and use new information. You, as learning manager, need to increase and maintain your student's sense of self-esteem. Adults tend to take errors personally and are more likely to let them affect self-esteem.
- The VPI setting is individualized and self-instructional, not isolating and self-designed.
- Your materials in each of the basic skills areas should include more than one medium.
- Special consideration should be given to ensuring a lab that is physically and psychologically comfortable.
- If your students are post-tested with a "timed" basic skills test, it is imperative that you facilitate your students' use of time. Time clocks should be used to "simulate" the actual testing experience so students will feel comfortable in a timed situation. Students may resist at first, but should be led gently to acclimate.
- Use timed readers to increase students' speed and comprehension.

**WHAT ABOUT
STUDENTS WITH
DISABILITIES?**

- A plethora of materials is commercially available. Depending on individual VPI funding, all types of media should be considered. Your prescribing catalogs are a valuable asset and should be updated when new materials are found.
- Other VPI Learning Managers provide an invaluable resource – refer to your VPI guide (SA 929) for names and numbers.
- If your chosen assessment tool permits the use of calculators, you should teach students how to correctly use calculators to perform single and multi-tasked problems.

Post-Test

1. Name five reading skills tested on the five tests listed in Rule 6A-10.040, FAC.
2. Name five language skills tested on the five tests listed in Rule 6A-10.040, FAC.
3. Name five mathematics skills tested on the five tests listed in Rule 6A-10.040, FAC.
4. List two strategies to be used with LEP students.
5. Who would be a good source of information for VPI managers?
6. What are the five basic areas of the SCANS competencies?
7. At the present time, to which two tests are the MALDs correlated?
8. What does the acronym CAI stand for?
9. What serves as the basic framework for each of the basic skills areas?
10. Who comprised the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills?

References

The Florida GED Teachers' Handbook. Chapter 4. 2000.

Florida Department of Education. Addendum to Prescribing Catalogs, March 1997.

Florida Department of Education. SAIL Program Planning Guide – 1992.

Florida Department of Education. Vocational Preparatory Instruction Curriculum Framework – July 2000.

Honolulu Community College
(<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm>).

APPENDIX A - VPI Data Form

Student Data Form

1. **Entry Date** _____
Completion Date _____
2. **School Name** _____
 ___Secondary ___Post Secondary
3. **Student I.D. Number** _____
4. **Student Social Security Number** _____
5. **Student Name** _____
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. **SAIL Status**
 ___ Concurrently enrolled in SAIL & supplementary voc. program
 ___ Concurrently enrolled in SAIL and no job preparatory program
 ___ Enrolled in SAIL, preparing to enter job preparatory program
 ___ Non-vocational student
10. **Grade/Level**
 ___ Secondary Vocational
 ___ 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
- ____ Other (Specify)

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)

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 Voc. Placement/Supplemental Services_____

SA925

APPENDIX B - ECI Order Form

VPI Prescribing Material Order Form (This is a partial list of VPI materials that are available, please call 1-800-342-9271 for a complete catalog.)

| Product Code Number | Quantity | Product Name Price |
|---------------------|----------|---|
| SA900 | | Prescribing Catalog for Reading N/C |
| SA902 | | Prescribing Catalog for Mathematics N/C |
| SA904 | | Prescribing Catalog for Language N/C |
| SA906 | | Modular Bibliography for Reading N/C |
| SA907 | | Modular Bibliography for Mathematics N/C |
| SA908 | | Modular Bibliography for Language N/C |
| SA912 | | MALD Reading Level E (MALDs printed on color coded paper in package of 100) N/C |
| SA911 | | MALD Reading Level L N/C |
| SA913 | | MALD Reading Level M N/C |
| SA914 | | MALD Reading Level D N/C |
| SA915 | | MALD Reading Level A N/C |
| SA916 | | MALD Mathematics Level E N/C |
| SA917 | | MALD Mathematics Level M N/C |
| SA918 | | MALD Mathematics Level D N/C |
| SA919 | | MALD Mathematics Level A N/C |
| SA920 | | MALD Language Level E N/C |
| SA921 | | MALD Language Level M N/C |
| SA922 | | MALD Language Level D N/C |
| SA923 | | MALD Language Level A N/C |
| SA924 | | Prescription Data Forms (On 2-part NCR paper in package of 100) N/C |
| SA925 | | VPI Vocational/Technical Education Plan (On 2-part NCR paper in package of 100) N/C |

THE VPI PROGRAM

| | | |
|-------|--|---|
| SA929 | | VPI Mailing List N/C |
| SA930 | | VPI Program Planning Guide |
| SA931 | | Tips for Writing VPI Learning Guides N/C |

PLEASE SEND TO:

Florida Department of Education
Division of Workforce Development
Bureau of Special Projects and Grants Development
Turlington Building
Tallahassee, Florida 32399-0400
1-800-342-9271
<http://www.firn.edu/doe/doehome.htm>

Please send items ordered to:

| | |
|----------------|--|
| Name | |
| Phone/Fax | |
| School | |
| Street Address | |
| City/State/Zip | |
| E-mail | |

APPENDIX C - VPI Framework

July 2000

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 | 1199.0001SN |
| Grade Level: | 9-12, 30, 31 | 30, 31 |
| Length: | Variable, non-credit | |
| Certification: | Any field when certificate reflects Bachelor or 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.

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.

July 2000

STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI)
Secondary Number: 9001710
CIP Number: 1199.0002SN

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms.
- 02.02 Identify antonyms.
- 02.03 Identify homonyms.
- 02.04 Identify affixes.
- 02.05 Interpret the meaning of words in context.
- 02.06 Analyze passage details.
- 02.07 Interpret the feelings, motives, or traits of characters in a passage.
- 02.08 Identify the main idea.
- 02.09 Identify cause-and-effect relationships.
- 02.10 Interpret structural techniques of writing.
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.11 Demonstrate appropriate word and syllable stress and intonation.
- 03.12 Demonstrate the use of multi-media communication tools.
- 03.13 Develop the ability to ask and respond to questions appropriately.

- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers.
- 04.02 Identify place value.
- 04.03 Demonstrate the ability to round numbers.
- 04.04 Perform basic operations with whole numbers.
- 04.05 Perform basic operations with common fractions.
- 04.06 Perform basic operations with decimals.
- 04.07 Identify mathematics symbols and geometric forms.
- 04.08 Perform basic operations with percentages.
- 04.09 Interpret basic charts, graphs, and tables.
- 04.10 Perform basic map reading techniques.
- 04.11 Use conversion procedures in both standard and metric systems.
- 04.12 Apply concepts of measurements.
- 04.13 Perform basic operations with signed numbers.
- 04.14 Demonstrate the ability to solve algebraic equations.
- 04.15 Apply basic geometric concepts.
- 04.16 Demonstrate problem-solving techniques.

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps, and tables.
- 05.05 Develop note-taking skills.
- 05.06 Develop test-taking skills.
- 05.07 Develop study skills.

WORKFORCE READINESS SKILLS

06.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 06.01 Prepare a personal data sheet.
- 06.02 Prepare a resume.
- 06.03 Identify job announcement sources.
- 06.04 Prepare a cover letter.
- 06.05 Demonstrate the ability to correctly complete an employment application.
- 06.06 Demonstrate appropriate interviewing techniques.
- 06.07 Prepare for applicable employment tests.
- 06.08 Demonstrate the ability to complete work-related documents.
- 06.09 Demonstrate an understanding of appropriate job behaviors.

- 06.10 Interpret company policies and procedures.
- 06.11 Demonstrate knowledge of resignation procedures

COMPLEMENTARY SKILLS

07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS-- The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills.
- 07.05 Demonstrate knowledge of responsible citizenship.
- 07.06 Demonstrate a basic understanding of the governmental structure.
- 07.07 Recognize fraudulent practices.
- 07.08 Demonstrate cultural and environmental awareness.

SCANS COMPETENCIES

08.0 Demonstrate acceptable SCANS behaviors -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 08.01 Identify, organize and use resources appropriately.
- 08.02 Work with each other cooperatively and productively.
- 08.03 Acquire and use information.
- 08.04 Understand social, organizational, and technological systems.
- 08.05 Work with a variety of tools and equipment.

BASIC COMPUTER LITERACY

09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM-- The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 09.01 Define computer terms.
- 09.02 List practical applications of the computer in the workplace.
- 09.03 Develop proficiency in keyboarding.
- 09.04 Demonstrate an understanding of operating systems.
- 09.05 Demonstrate an understanding of software applications.
- 09.06 Develop Internet/network literacy.

SCIENCE SKILLS

10.0 DEMONSTRATE BASIC SCIENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM-- The instruction in science competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 10.01 Use the scientific method to solve problems.
- 10.02 Relate career opportunities to the sciences.
- 10.03 Describe how the life sciences interact with technology and society.
- 10.04 Describe cell function and structure in healthy and diseased tissue.
- 10.05 Identify and describe the functions of major human systems.

- 10.06 Identify the earth's structure and describe the forces that cause change.
- 10.07 Differentiate between and list examples of chemical and physical change.
- 10.08 Identify various methods of measuring time.
- 10.09 Describe the interrelationships of force, work, energy and motion.
- 10.10 Identify the simple machine components of complex machines.
- 10.11 Identify the laws of motion.
- 10.12 Describe the basic characteristics of the three states of matter.
- 10.13 Demonstrate knowledge of the periodic table.
- 10.14 Define the properties of light and sound.
- 10.15 Explain the differences between weight and mass, speed and velocity, and forces and motion.
- 10.16 Explain conservation of mass.
- 10.17 Apply the mole concept.
- 10.18 Describe Newton's laws of motion and gravitation.
- 10.19 Apply the First and Second Laws of Thermodynamics.
- 10.20 Apply Joule's Law and Ohm's Law in problem solving.

SOCIAL STUDIES SKILLS

11.0 DEMONSTRATE BASIC SOCIAL STUDIES SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM-- The instruction in social studies competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 11.01 Demonstrate a basic understanding of the contemporary social issues that affect American political, economic, and social systems.
- 11.02 Explain the basic economic system.
- 11.03 Describe how resources are allocated and income is distributed through the operation of supply and demand and through governmental policies.
- 11.04 Describe relationships among employment, inflation, and monetary and fiscal policy and the importance of these relationships for economic stability and growth.
- 11.05 Recognize the relationship of government, labor, and competition to the free enterprise system.
- 11.06 Describe current and historic events from the perspective of diverse cultural and ethnic groups.
- 11.07 Apply processes of critical and creative thinking to analyze the effects of major American traditions (political, economic, and social) on historical patterns of development in the United States.
- 11.08 Recognize the relationship of government, labor, and competition to the free enterprise system.
- 11.09 Demonstrate knowledge and proficiency in the use of maps and globes.
- 11.10 Describe the relationship between the individual and society.
- 11.11 Describe the check and balance system of the three branches of government.
- 11.12 Describe the major domestic and foreign problems facing our nation today.
- 11.13 Describe the importance of participation in community service and civic improvement in political activities.
- 11.14 Demonstrate a basic understanding of the American legal, political and economic systems and traditions.
- 11.15 Describe basic criminal law terms, criminal offenses, and classifications of crimes.

- 11.16 Describe the nature of the law in a free society and the constitutional rights and safeguards of the individual.
- 11.17 Describe the differences between inherited and acquired behaviors.
- 11.18 Distinguish between normal and abnormal behavior.
- 11.19 Use appropriate vocabulary, geographical, reference/study, and critical thinking and decision-making skills.

ADVANCED MATH

12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 12.01 Apply principles of algebra to technically related problems.
- 12.02 Apply principles of geometry/analytic geometry to technically related problems.
- 12.03 Apply principles of trigonometry to technically related problems.
- 12.04 Apply principles of calculus to technically related problems.
- 12.05 Demonstrate ability to operate a scientific calculator.

VESOL

13.0 DEMONSTRATE VESOL SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in VESOL literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 13.01 Demonstrate proficiency in listening components of the English language.
- 13.02 Demonstrate proficiency in oral components of the English language.
- 13.03 Demonstrate proficiency in reading components of the English language.
- 13.04 Demonstrate proficiency in writing components of the English language.
- 13.05 Develop the ability to ask and respond to questions.
- 13.06 Demonstrate ability to follow directions, both oral and written.
- 13.07 Demonstrate an awareness of the diversity of cultures.
- 13.08 Demonstrate knowledge of responsible citizenship.
- 13.09 Demonstrate appropriate workplace behaviors.

July 2000**STUDENT PERFORMANCE STANDARDS**

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Mathematics
Postsecondary Number: S990001
Course Number: S990011
CIP Number: 1199.0001SN

Literacy Completion Point A**CAREER ASSESSMENT**

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.

01.05 Establish educational and career goals.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers. **MI.1.1**
- 04.02 Identify place value. **MI.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **MI.1.4**
- 04.05 Perform basic operations with common fractions. **MI.1.4**
- 04.06 Perform basic operations with decimals. **MI.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **MI.3.1**
- 04.09 Interpret basic charts, graphs, and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**
- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations. **M IV.2.1, IV.2.2**
- 04.15 Apply basic geometric concepts. **M III.1.1**
- 04.16 Demonstrate problem-solving techniques. **MI.3.1, I.2.3**

ADVANCED MATH

12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 12.01 Apply principles of algebra to technically related problems. **M IV.1.1, IV.1.2**
- 12.02 Apply principles of geometry/analytic geometry to technically related problems. **M III.3.1**
- 12.03 Apply principles of trigonometry to technically related problems. **N/A**
- 12.04 Apply principles of calculus to technically related problems. **N/A**
- 12.05 Demonstrate ability to operate a scientific calculator. **MI.3.3**

July 2000

STUDENT PERFORMANCE STANDARDS

| | |
|------------------------------|---|
| Occupational Area: | Instructional Support Services |
| Program Title: | Vocational Preparatory Instruction (VPI), Reading |
| Postsecondary Number: | S990001 |
| Course Number: | S990031 |
| CIP Number: | 1199.0001SN |

Literacy Completion Point B

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER

CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.

- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms. **W II.3**
- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **RI.2.3**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.02 Follow oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.03 Identify and use a variety of resources and reference materials. **R I.2.6**
- 05.04 Interpret graphs, charts, diagrams, maps, and tables. **R I.1.2**
- 05.05 Develop note-taking skills. **R I.1.4**
- 05.06 Develop test-taking skills. **R I.2.7, I.2.8**
- 05.07 Develop study skills. **R I.2.6**

July 2000

STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Language
Postsecondary Number: S990001
Course Number: S990021
CIP Number: 1199.0001SN

Literacy Completion Point C

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.

01.05 Establish educational and career goals.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

03.01 Demonstrate proper usage of punctuation. **W II.1.3**

03.02 Identify the correct use of capital letters. **W II.1.3**

03.03 Demonstrate proper usage of troublesome words. **W II.1.3**

03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**

03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**

03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**

03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**

03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**

03.09 Demonstrate the ability to spell words correctly. **W II.1.3**

03.10 Demonstrate the proper use of other parts of speech. **W II.1.3**

03.11 Demonstrate appropriate word and syllable stress and intonation. **LVS III.3.1**

03.12 Demonstrate the use of multi-media communication tools. **LVS III.3.3, L IV.2.4, W II.2.4**

03.13 Develop the ability to ask and respond to questions appropriately. **LVS III.3.2**

03.14 Distinguish between personal and professional language. **LVS III.3.4**

03.15 Demonstrate proper paragraph formation. **W II.1.2**

July 2000

STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services

Program Title: Vocational Preparatory Instruction (VPI), Comprehensive

Postsecondary Number: S990001

Course Number: S990041

CIP Number: 1199.0001SN

Literacy Completion Points A, B and/or C

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

01.01 Assess his/her learning style.

01.02 Assess his/her occupational interest and aptitudes.

01.03 Relate individual interest to specific occupational areas.

01.04 Explore occupational careers and goals in various clusters.

01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

02.01 Identify synonyms. **W II.3**

- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **RI.2.3**

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation. **W II.1.3**
- 03.02 Identify the correct use of capital letters. **W II.1.3**
- 03.03 Demonstrate proper usage of troublesome words. **W II.1.3**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**
- 03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**
- 03.09 Demonstrate the ability to spell words correctly. **W II.1.3**
- 03.10 Demonstrate the proper usage of other parts of speech. **W II.1.3**
- 03.11 Demonstrate appropriate word and syllable stress and intonation. **LVS III.3.1**
- 03.12 Demonstrate the use of multi-media communication tools. **LVS III.3.3, L IV.2.4, W II.2.4**
- 03.13 Develop the ability to ask and respond to questions appropriately. **LVS III.3.2**
- 03.14 Distinguish between personal and professional language. **LV S III.3.4**
- 03.15 Demonstrate proper paragraph formation. **W II.1.2**

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers. **M I.1.1**
- 04.02 Identify place value. **M I.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **M I.1.4**
- 04.05 Perform basic operations with common fractions. **M I.1.4**
- 04.06 Perform basic operations with decimals. **M I.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **M I.3.1**
- 04.09 Interpret basic charts, graphs, and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**

- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations. **M IV.2.1, IV.2.2**
- 04.15 Apply basic geometric concepts. **M III.1.1**
- 04.16 Demonstrate problem-solving techniques. **M I.3.1, I.2.3**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.02 Follow oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.03 Identify and use a variety of resources and reference materials. **R I.2.6**
- 05.04 Interpret graphs, charts, diagrams, maps, and tables. **R I.1.2**
- 05.05 Develop note-taking skills. **R I.1.4**
- 05.06 Develop test-taking skills. **R I.2.7, I.2.8**
- 05.07 Develop study skills. **R I.2.6**

WORKFORCE READINESS SKILLS

06.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in employability skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 06.01 Prepare a personal data sheet.
- 06.02 Prepare a resume.
- 06.03 Identify job announcement sources.
- 06.04 Prepare a cover letter.
- 06.05 Demonstrate the ability to correctly complete an employment application.
- 06.06 Demonstrate appropriate interviewing techniques.
- 06.07 Prepare for applicable employment tests.
- 06.08 Demonstrate the ability to complete work-related documents.
- 06.09 Demonstrate an understanding of appropriate job behaviors.
- 06.10 Interpret company policies and procedures.
- 06.11 Demonstrate knowledge of resignation procedures

COMPLEMENTARY SKILLS

07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills.
- 07.05 Demonstrate knowledge of responsible citizenship.
- 07.06 Demonstrate a basic understanding of the governmental structure.
- 07.07 Recognize fraudulent practices.
- 07.08 Demonstrate cultural and environmental awareness.

SCANS COMPETENCIES

08.0 Demonstrate acceptable SCANS behaviors -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 08.01 Identify, organize, and use resources appropriately.
- 08.02 Work with each other cooperatively and productively.
- 08.03 Acquire and use information.
- 08.04 Understand social, organizational, and technological systems.
- 08.05 Work with a variety of tools and equipment.

BASIC COMPUTER LITERACY

09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 09.01 Define computer terms.
- 09.02 List practical applications of the computer in the workplace.
- 09.03 Develop proficiency in keyboarding.
- 09.04 Demonstrate an understanding of operating systems.
- 09.05 Demonstrate an understanding of software applications.
- 09.06 Develop Internet/network literacy.

SCIENCE SKILLS

10.0 DEMONSTRATE BASIC SCIENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in science competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 10.01 Use the scientific method to solve problems.
- 10.02 Relate career opportunities to the sciences.
- 10.03 Describe how the life sciences interact with technology and society.
- 10.04 Describe cell function and structure in healthy and diseased tissue.
- 10.05 Identify and describe the functions of major human systems.
- 10.06 Identify the earth's structure and describe the forces that cause change.
- 10.07 Differentiate between and list examples of chemical and physical change.
- 10.08 Identify various methods of measuring time.
- 10.09 Describe the interrelationships of force, work, energy, and motion.
- 10.10 Identify the simple machine components of complex machines.
- 10.11 Identify the laws of motion.
- 10.12 Describe the basic characteristics of the three states of matter.
- 10.13 Demonstrate knowledge of the periodic table.
- 10.14 Define the properties of light and sound.
- 10.15 Explain the differences between weight and mass, speed and velocity, and forces and motion.
- 10.16 Explain conservation of mass.
- 10.17 Apply the mole concept.
- 10.18 Describe Newton's laws of motion and gravitation.
- 10.19 Apply the First and Second Laws of Thermodynamics.

10.20 Apply Joule's Law and Ohm's Law in problem solving.

SOCIAL STUDIES SKILLS

11.0 DEMONSTRATE BASIC SOCIAL STUDIES SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in social studies competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

11.01 Demonstrate a basic understanding of the contemporary social issues that affect American political, economic and social systems.

11.02 Explain the basic economic system.

11.03 Describe how resources are allocated and income is distributed through the operation of supply and demand and through governmental policies.

11.04 Describe relationships among employment, inflation, and monetary and fiscal policy and the importance of these relationships for economic stability and growth.

11.05 Recognize the relationship of government, labor, and competition to the free enterprise system.

11.06 Describe current and historic events from the perspective of diverse cultural and ethnic groups.

11.07 Apply processes of critical and creative thinking to analyze the effects of major American traditions (political, economic, and social) on historical patterns of development in the United States.

11.08 Recognize the relationship of government, labor and competition to the free enterprise system.

11.09 Demonstrate knowledge and proficiency in the use of maps and globes.

11.10 Describe the relationship between the individual and society.

11.11 Describe the check and balance system of the three branches of government.

11.12 Describe the major domestic and foreign problems facing our nation today.

11.13 Describe the importance of participation in community service and civic improvement in political activities.

11.14 Demonstrate a basic understanding of the American legal, political and economic systems and traditions.

11.15 Describe basic criminal law terms, criminal offenses and classifications of crimes.

11.16 Describe the nature of the law in a free society and the constitutional rights and safeguards of the individual.

11.17 Describe the differences between inherited and acquired behaviors.

11.18 Distinguish between normal and abnormal behavior.

11.19 Use appropriate vocabulary, geographical, reference/study, and critical thinking and decision-making skills.

ADVANCED MATH

12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

12.01 Apply principles of algebra to technically related problems. **M IV.1.1, IV.1.2**

12.02 Apply principles of geometry/analytic geometry to technically related problems. **M III.3.1**

12.03 Apply principles of trigonometry to technically related problems. **N/A**

- 12.04 Apply principles of calculus to technically related problems. **N/A**
- 12.05 Demonstrate ability to operate a scientific calculator. **MI.3.3**

VESOL

13.0 DEMONSTRATE VESOL SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in VESOL literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 13.01 Demonstrate proficiency in listening components of the English language.
- 13.02 Demonstrate proficiency in oral components of the English language.
- 13.03 Demonstrate proficiency in reading components of the English language.
- 13.04 Demonstrate proficiency in writing components of the English language.
- 13.05 Develop the ability to ask and respond to questions.
- 13.06 Demonstrate ability to follow directions, both oral and written.
- 13.07 Demonstrate an awareness of the diversity of cultures.
- 13.08 Demonstrate knowledge of responsible citizenship.
- 13.09 Demonstrate appropriate workplace behaviors.

Appendix D - SCANS

COMPETENCIES. Effective workers can productively use:

Resources: allocating time, money, materials, space, staff;

Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening;

Thinking Skills: thinking creatively, making decisions, and solving problems

Personal Qualities: individual responsibility, self-esteem, sociability, self-management, and integrity.

APPENDIX E - VESOL Framework

July 2000

| | |
|------------------------|--|
| Program Title: | English for Limited English Proficient Adults |
| Program Number: | 9900400 |
| Course Title: | Adult VESOL (Vocational English for Speakers of Other Languages) |
| Course Number: | 9900050 |
| CIP Number: | 1532.010300 |
| Grade Level: | 30, 31 |
| Length: | 1350 |
| Certification: | Any Academic |

I. PURPOSE: The purpose of this course is to provide English language instruction to limited English proficient adults that will prepare them to be successful as students in vocational/technical programs and/or successful employees in the workplace.

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 vocational/technical programs. The four skill areas (listening, speaking, reading and writing) are addressed within VESOL competencies at each completion point.

II. LABORATORY ACTIVITIES: Where available, a VESOL LAB is an integral component of a VESOL course.

III. PROGRAM STRUCTURE: Adult VESOL is a non-credit course that is designed to improve student chances for success in vocational/technical programs and the American workplace. This course is divided into three Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized test or documentation of mastery of competencies.

Students may enroll in VESOL prior to, or concurrent with, enrollment in a vocational/technical program. Students may also be concurrently enrolled in a VPI LAB or Vocational Resource Center program.

Adult VESOL is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, Workplace Readiness Skills and Citizenship.

IV. SPECIAL NOTE: Whenever a performance standard contained herein uses "... in a specific occupation," the vocabulary and key concepts from the student's chosen vocational/technical field should be the basis of the lesson. Since students in VESOL classes may be registered or be interested in a variety of technical offerings, learning materials for these students may be delivered through individualized, small/large group or computer assisted instruction.

Examples are provided in parenthesis after certain performance standards. Samples so listed are not intended to limit instructional options.

V. INTENDED OUTCOMES: After successfully completing the appropriate level for each Literacy Completion Point (LCP) of this program, the student will be able to:

LITERACY Completion Point LCP-A Beginning 450 Hours

- 01.0 Demonstrate vocationally related English skills necessary to obtain employment.
- 02.0 Demonstrate vocationally related English skills necessary to maintain employment.
- 03.0 Demonstrate vocationally related English skills necessary for career advancement.
- 04.0 Demonstrate vocationally related English skills necessary to access applied technology.

LITERACY Completion Point LCP-B Intermediate 450 Hours

- 05.0 Demonstrate vocationally related English skills necessary to obtain employment.
- 06.0 Demonstrate vocationally related English skills necessary to maintain employment.
- 07.0 Demonstrate vocationally related English skills necessary for career advancement.
- 08.0 Demonstrate vocationally related English skills necessary to access applied technology.

LITERACY Completion Point LCP-C Advanced 450 Hours

- 09.0 Demonstrate vocationally related English skills necessary to obtain employment.
- 10.0 Demonstrate vocationally related English skills necessary to maintain employment.
- 11.0 Demonstrate vocationally related English skills necessary for career advancement.
- 12.0 Demonstrate vocationally related English skills necessary to access applied technology.

July 2000

STUDENT PERFORMANCE STANDARDS

- Program Title:** English for Limited English Proficient Adults
- Program Number:** 9900400
- Course Title:** Adult VESOL (Vocational English for Speakers of Other Languages)
- Course Number:** 9900050

Literacy Completion Point A

VESOL Beginning

Workforce Development Skills

01.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 01.01 Identify entry-level jobs that can be held by a Limited English Proficient person.
- 01.02 Read "Help Wanted" signs and simple classified ads.
- 01.03 Request an appointment for interview and demonstrate appropriate dress and behavior for job interviews (handshakes, eye contact, facial expression).
- 01.04 Complete simple job applications for employment using personal information and state current job status.
- 01.05 Respond to simple questions concerning work experiences and occupations.

02.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 02.01 Recognize common safety signs related to the workplace.
- 02.02 Give simple warnings and demonstrate appropriate actions needed in response to work related emergencies.
- 02.03 Identify consequences of common unsafe work-related practices.
- 02.04 Identify the purpose of safety clothing and equipment.

- 02.05 Identify general work ethics common to workplaces in the United States (punctuality, reporting accidents, calling in sick or tardy).
- 02.06 Respond to simple questions about work progress and completion of tasks.
- 02.07 Ask supervisor and/or co-workers for help.
- 02.08 Complete one- and two-step instructions related to job tasks, workplace policies and/or regulations.
- 02.09 Read alphanumeric codes (c-47, part number DL-857).
- 02.10 Identify and demonstrate appropriate hygiene for the workplace.
- 02.11 Identify culturally appropriate ways to express disagreement and/or anger.
- 02.12 Explain job tasks to others.
- 02.13 Read and interpret work schedule and report time worked (time sheet, time card).
- 02.14 Request time off.
- 02.15 Identify tax forms.

03.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS FOR CAREER ADVANCEMENT-- The student will be able to:

- 03.01 Explain/describe the relationship between job specifications and the training/education needed to qualify.
- 03.02 Identify local educational institutions where training for career advancement can be acquired.

0.4 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 04.01 Identify basic equipment common to work sites.
- 04.02 Identify simple solutions to common problems occurring in the workplace.
- 04.03 Identify sequential steps to solve a problem in the workplace.

Literacy Completion Point B

VESOL Intermediate

Workforce Development Skills

05.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 05.01 Identify advantages and disadvantages of various entry-level jobs that can be held by a Limited English Proficient person.
- 05.02 Read "Help Wanted" signs and classified ads.
- 05.03 Compare and contrast personal job skills with available positions.
- 05.04 Make simple inquiries with regard to job openings by telephone.
- 05.05 Request appointment for interview.
- 05.06 Prepare a cover letter.
- 05.07 Prepare a one-page resume.
- 05.08 Request an appointment for an interview.
- 05.09 Complete standard job application for employment.
- 05.10 Identify and demonstrate appropriate occupation specific dress and behavior for job interviews (handshakes, eye contact).
- 05.11 Respond to questions concerning work experiences and occupations.
- 05.12 Compare and contrast benefit packages.
- 05.13 Write a "Thank you letter" after job interview.

06.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 06.01 Identify safety signs related to specific occupations.
- 06.02 Give appropriate warnings of potential work related emergencies.
- 06.03 Respond appropriately to emergency situations.
- 06.04 Explain purpose of safety clothing and equipment for specific occupations.
- 06.05 Read storage instructions, emergency directions, and warnings for specific occupations.
- 06.06 Identify common elements of the U.S. work ethic (punctuality, calling in sick/tardy, reporting accidents).
- 06.07 Respond to common questions about completion of tasks.
- 06.08 Identify materials, tools, and locations needed to carry out assigned job tasks for specific occupations.
- 06.09 Locate facilities and/or people at work.
- 06.10 Interpret parts list using alphanumeric codes.
- 06.11 Ask for and provide instruction, clarification, and feedback.
- 06.12 Read and follow multiple-step instructions related to job tasks.
- 06.13 Demonstrate proper procedure to inform employer of illness, tardiness, or other circumstances that prevent presence at work.
- 06.14 Demonstrate appropriate hygiene for the workplace.
- 06.15 Take clear and accurate phone messages.
- 06.16 Document information about completed tasks.
- 06.17 Demonstrate importance of teamwork.
- 06.18 Identify appropriate strategies for managing and expressing anger.
- 06.19 Ask for clarification of workplace policies and regulations.
- 06.20 Identify workers' rights and responsibilities (minimum wage, leave laws, religious practices, native language use).
- 06.21 Explain job tasks to others.
- 06.22 Interpret work schedule and report time worked (time sheet/time card).
- 06.23 Distinguish among tax forms.

07.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS FOR CAREER ADVANCEMENT--The student will be able to:

- 07.01 Ask for information regarding professions/careers.
- 07.02 Explain/describe relationships between job specifications and the training/education needed to qualify.
- 07.03 Identify job-training (educational) opportunities available in the community.
- 07.04 Prepare a career plan related to personal career goals.

08.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 08.01 Identify solutions to problems occurring in specific workplaces.
- 08.02 Demonstrate ability to "troubleshoot" common problems related to equipment found at specific work sites.

Literacy Completion Point C
VESOL Advanced
Workforce Development Skills

09.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 09.01 Compare and contrast personal qualifications with requirements and abbreviations in "Help Wanted" signs and ads.
- 09.02 Identify advantages and disadvantages of various jobs with reference to personal background.
- 09.03 Prepare resumes appropriate to specific job openings.
- 09.04 Prepare a cover letter.
- 09.05 Complete job application for employment by using personal information and employment history.
- 09.06 Request an appointment for an interview.
- 09.07 Identify appropriate dress and behavior for an occupation specific job interview, (handshakes, eye contact) according to specific occupations.
- 09.08 Respond to questions concerning work experiences.
- 09.09 Compare and contrast benefit packages as they relate to personal needs.
- 09.10 Write a "Thank you" letter after job interview.

10.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 10.01 Explain safety signs related to a specific occupation and the consequences of unsafe work-related practices.
- 10.02 Identify the purpose of safety clothing and equipment for a specific occupation.
- 10.03 Communicate existence of work-related emergencies.
- 10.04 Complete accident reports.
- 10.05 Identify common elements of the U.S. work ethic with those of the native culture.
- 10.06 Respond to common questions about work progress related to a specific occupation.
- 10.07 Respond to common questions about planning future tasks related to specific occupations.
- 10.08 Ask supervisors' or co-workers' assistance and/or clarification in completing an assignment.
- 10.09 Specify materials, tools, and locations of items to carry out assigned tasks.
- 10.10 Follow and explain multi-step oral and written instructions related to job tasks.
- 10.11 Report time worked, including overtime and irregular schedules.
- 10.12 Explain proper procedure to inform employer of illness, tardiness, or other circumstances that prevent presence at work.
- 10.13 Identify and demonstrate appropriate hygiene for the workplace.
- 10.14 Relate clear and accurate messages.
- 10.15 Research steps needed in solving problems.
- 10.16 Identify appropriate strategies for expressing disagreements or anger.
- 10.17 Ask for clarification of workplace policies and regulations.
- 10.18 Explain workers' rights.
- 10.19 Interpret paycheck including deductions and leave information.
- 10.20 Complete work-related forms.

11.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS FOR CAREER ADVANCEMENT--The student will be able to:

- 11.01 Ask for information regarding opportunities for career advancement.
- 11.02 Identify job training and educational opportunities available in the community to achieve career advancement.
- 11.03 Prepare a career plan related to personal career goals.
- 11.04 Discuss the potential of informal and formal networking opportunities as they relate to specific careers.

12.0 DEMONSTRATE VOCATIONALLY RELATED ENGLISH SKILLS NECESSARY TO ACCESS APPLIED TECHNOLOGY--The student will be able to:

- 12.01 Read job-specific work-related text or interpret a passage from occupation specific instructional manuals.
- 12.02 Identify solutions to common problems occurring in specific work sites.

APPENDIX F - Pre-Test Answer Key

1. Vocational Preparatory Instruction.
2. Interview, diagnose, prescribe, manage, evaluate
3. Open-entry, open-exit, highly motivational, non-graded
4. Modular Analysis of Learning Difficulty
5. In the VPI Prescribing Catalogs
6. Reading, Language, & Mathematics
7. During the interview process
8. Vocationally Integrated Learning Modules, published by the Florida Department of Education (Appendix B)
9. The Secretary's Commission on Achieving Necessary Skills
10. Adjustable desks, chairs, and computer tables

APPENDIX G - Post-Test Answer Key

1. Any five on list (Page 10)
2. Any five on list (Pages 11-12)
3. Any five on list (Pages 12-13)
4. Any two from bullet list (Page 15)
5. Other VPI managers
6. Resources, Interpersonal, Information, System, and Technology
7. TABE 7 & 8 and AMES
8. Computer assisted instruction
9. The VPI student performance standards (Curriculum Frameworks)
10. A group of business and education leaders who identified skills for schools to teach, in order for students to succeed in the workplace