

# Vocational Preparatory Instruction

## Staff Self-Training Program

### Serving the LEP Student Module

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# SERVING THE LEP STUDENT

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PRE-TEST

1. What does the acronym LEP stand for?
2. What does the acronym META stand for?
3. What does the acronym SCANS stand for?
4. What does the acronym VESOL stand for?
5. What is Rule 6A – 10.040, FAC?
6. In Florida, approximately how much of the population is LEP?
7. Is it necessary to provide assistance to the non-native speaker in the vocational program?
8. Are LEP students exempt from achieving the minimum basic skills requirements because of language deficiencies?
9. What is the fourth ranking state in Hispanic population?
10. What are the VPI programs designed to provide?

## SERVING THE LEP STUDENT

### INTRODUCTION

Limited English Proficient (LEP) individuals are those whose native language is one other than English and who might have difficulties speaking, reading, writing, or understanding the English language, making it difficult to learn successfully in the vocational education classroom. This last point is critical since Florida has more Latin American owned businesses than any other state in the U.S.

A significant and increasing number of Americans speak a language other than English at home. According to data from the 1990 Census (*United States Bureau of the Census*) approximately 32 million people (13.8% of the population) are in this group. This group was expected to reach 40 million by the year 2000. Of these 32 million, close to 2 million people in the United States speak no English at all. The number of immigrants who have difficulties speaking English may be much higher than what is reported by the Census. Because of their limited English skills, some non-English speakers are often confined to employment in entry levels or are unable to fully participate in an English language speaking society. As we know, limited English proficient adults enroll in classes to improve their English skills to help obtain employment or to get promoted in their jobs, to assist their children with homework, or simply to increase their own self esteem as family members, productive workers, and community members. Of course, many of these LEP adults enroll in vocational education, and due to their need for English proficiency and/or basic skills, into our VPI or VESOL labs.

In Florida, over 2 million (17.3%) of the population is limited English proficient, an increase of 500,000 since 1990. Among this population are a growing number of individuals who have difficulty either understanding, speaking, reading, or writing English because it is not their native language. These individuals may include immigrants, permanent residents, or migrant workers who may have limited formal schooling in their home countries. These individuals come from a broad array of cultural, educational, and economic backgrounds.

Florida has a vast assortment of nationalities in the public schools. Florida ranks as the fourth largest state in Hispanic population, and is projected to move to the third largest by 2015. Due to this increase in foreign students, it is necessary to understand and provide assistance to the non-native speaker in vocational programs. This is especially relevant to VPI managers since according to Rule 6A-10.040, FAC, (Appendix D) (5a) "No student is exempt from this rule because of language deficiencies" and (5b) "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 vocational program." Some schools offer ESOL and/or VESOL classes within the school or within the VPI program itself. All VPI lab staff should have the knowledge and expertise to work with LEP students when they need assistance in remediation, workplace readiness, or complementary skills. In addition, VPI staff members are encouraged to take a minimum of 18 hours in-service required by the 1990 "Multicultural Education Training and Advocacy, Inc. (META) Agreement." The Division of Workforce Development provides this training on an as needed basis.

Projected increases in the LEP adult population underscore the scope of the challenge facing this country. Specifically, LEP youth and adults must acquire the knowledge and skills that will enable them to succeed in the nation's rapidly changing economy. In response to this challenge, it is crucial that vocational education programs are capable of meeting the training needs of individuals with limited English proficiency. We in the vocational education family must be proactive and seek the necessary training to meet the needs of the limited English proficient students so they succeed in vocational programs and the current job market. Some strategies that might be included are:

- Keeping a positive attitude
- Stressing good communication
- Developing the LEP student's listening ability
- Demonstrating gender equity in the lab
- Incorporating skills for goal-setting, problem solving, and participative management
- Stressing the idea of continuous learning and re-skilling in order to keep pace with the future job market
- Creating the real world integration of listening, speaking, reading, and writing English

We can help our LEP students by giving them linguistic skills that will assist them in getting a job, surviving on the job, and thriving on the job. To get a job LEP students need to be able to orally give personal information; express ability; express likes and dislikes; and answer and ask questions. They also need skills such as reading a want ad and completing an application form. To survive on the job, LEP students need to follow oral and written directions; understand and use safety language; ask for clarification; make small talk; and request reasons. If there are any manuals and job aids involved, they need to locate information; find facts or specifications in text materials; determine the meaning of technical vocabulary; and cross-reference text information with charts, diagrams, and illustrations. To thrive on the job and have job mobility, LEP students need to be able to participate in group discussions; give, as well as follow directions; teach others; hypothesize; predict outcomes; state a position; express an opinion; negotiate; interrupt; and take turns. They must also know how to access and use written information from diverse sources (Grognet, 1997). This is quite a task for our LEP students and a great challenge for VPI staff.

## STRATEGIES

VPI programs are designed to provide basic skills remediation to help students succeed in vocational programs. Many VPI labs have a VESOL specialist on staff so that limited English proficient students are being served effectively in the VPI Labs (Program Courses Standards for Adult VESOL, Appendix A). To enhance the services provided through the VPI program, the following should be considered:

- Although a person may be able to speak English, he or she may not be able to understand English.
- When working with LEP students, it is important to take into consideration their cultural background.
- Coordinate a pool of volunteers or mentors to assist in language interpretation.
- Organize teams to assist in developing a comprehensive plan for serving limited proficient students.
- Adapt reading and language materials so that they are appropriate for LEP students.
- Purchase educational equipment that will enhance listening skills.
- Purchase reference books, dictionaries and materials that will provide translations in many languages.
- Develop an understanding of cultural differences and use this in teaching.
- Highlight multicultural activities through bulletin boards, videotapes, etc.
- Make VPI public relations activities multicultural/multilingual.
- Be an advocate for the student.
- Encourage instructional aides and vocational instructors to take workshops in multicultural diversity education.
- Be sure that adequate instructional materials are available for all learning styles.
- Use technology to provide greater instructional flexibility – computers with digitized speech help LEP students with pronunciation and vocabulary.
- Provide skills using the Internet. Skills in locating information electronically are increasingly an asset in the workplace.
- Include bi-lingual dictionaries as part of your print materials.
- Be patient!

Although remediation is the primary focus of VPI, other skills must be taught as the student prepares to enter the workforce. For example, it is important for LEP students to learn the importance of:

- Asking questions – If students use incorrect form, model the correct one.
- Asking for clarification, repetition, simplification
- Advising instructor or employer of absence – Students need to know that instructors or employers expect an explanation.
- Competing in the vocational classroom – Although present emphasis is on “teamwork,” feeling confident with English will allow LEP students to compete on an even plane.
- Understanding the equality of genders – Use readings on nontraditional workers, such as female auto mechanics, male nurses, and policewomen.
- Giving clear, firm responses to questions
- Shaking hands firmly – Conduct “mock” interviews
- Communicating with eye-to-eye contact – In some cultures this is considered impolite. Let your students know here it is not.
- Using the time clock – Get students used to managing their time. Have them sign in and sign out. Emphasize that time usage is a very important factor in American business. The old adage “Time is money” is still respected in today’s business world.
- Maintaining good health and hygiene
- Gaining self-reliance and independence – The more familiar LEP students are with English the more self reliant they will be. Encourage them to speak.
- Using technology effectively – Make sure that all of your students are computer literate. Most educational software is user friendly. Encourage its use in your lab.
- Working well with people of diverse cultural backgrounds – Point out that people skills are extremely important in the American workplace. Employees are expected to get along with coworkers and operate as a team member.
- Understanding instructions – (both oral and written) LEP students do not perform well on standardized tests because they do not understand the instructions. Give them the opportunity to practice on different types of instructions, both orally and on written exercises or practice tests in your lab.

## SCANS

Special emphasis should be placed on the workforce skills, issued by the SCANS Commission (Secretary of Labor's Commission on Achieving Necessary Skills) in 1992. In the report, a group of business and education leaders identified five workplace competencies and three foundation skills needed for solid workplace performance. The conclusion of the group was that all workers - - whether native or non-native speakers of English, high school dropouts or Ph.D. candidates - - need to have these skills. Briefly, the five systems identified as workplace competencies are:

- Resources: allocating time, money, materials, space, staff
- Interpersonal Skills: working with others
- Information: locating, evaluating, organizing, and processing information
- Systems: understanding, managing, and improving systems
- Technology: interacting successfully in all aspects of technology use

Listed by the commission, the three foundation skills that workers need to be able to perform the workplace competencies are:

- Basic skills: reading, writing, mathematics, speaking, and listening
- Thinking skills: thinking creatively, making decisions, solving problems, reasoning
- Personal qualities: responsibility, self-esteem, sociability, self-management, integrity

When communicating with LEP students, it is important that VPI staff remember these tips:

- Decide on the main point to communicate
- Determine the proper sequence of an explanation
- Determine through visuals, charts, or brief written explanations
- Simplify the explanation: use simple words, but not "broken English"
- Be aware of information overload
- Pay attention to student's nonverbal cues signaling a lack of understanding
- Use consistent terminology
- Speak clearly
- Emphasize key words

- Avoid slang
- Limit the use of yes/no questions or “Do you understand?”
- Listen to your students to get a sense of what they want and need to learn
- Be familiar with the lives and vocational concerns of your students
- Stay in communication with your student’s vocational instructor
- Keep yourself and your staff up to date on the current trends in VESOL techniques
- Follow the trends in the job market – is your school training for the future?

In order to be facilitators for our LEP vocational students, VPI managers must understand how the workplace community thinks and talks. For that reason, we need to listen to what business and labor are saying and doing in order to best prepare our students for the workplace.

POST-TEST

1. What are the five SCANS systems?
2. What the three SCANS foundation skills?
3. According to data from the 1990 Census, approximately how many people speak a language other than English at home?
4. How can we help our LEP students?
5. Is it a good idea to have a VESOL specialist on staff?
6. Name three skills that must be taught to our LEP students as they prepare to enter the workforce.
7. What can the use of technology provide?
8. Name three tips VPI staff should remember when communicating with LEP students.
9. What are the components of the SCANS Information systems skill?
10. What linguistic skills do LEP students need to thrive on a job and secure job mobility?

## REFERENCES

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<http://www.cal/ncl/digests/Terms> QA.htm

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<http://cctr.umkc.edu/wicc/wdsumm.html>

Florida Department of Education (1999), Technical Assistance Paper DWD 99-5

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## GLOSSARY OF ACRONYMS

<b>ESOL</b>	English for Speakers of Other Languages
<b>LEP</b>	Limited English Proficient
<b>META</b>	Multicultural Education Training and Advocacy, Inc.
<b>SCANS</b>	Secretary Commission on Achieving Necessary Skills
<b>VESOL</b>	Vocational English for Speakers of Other Languages
<b>VPI</b>	Vocational Preparatory Instruction

## APPENDIX A

July 2000

Florida Department of Education  
CURRICULUM FRAMEWORK

<b>Program Title:</b>	English for Limited English Proficient Adults
<b>Program Number:</b>	9900400
<b>Course Title:</b>	Adult VESOL (Vocational English for Speakers of Other Languages)
<b>Course Number:</b>	9900050
<b>CIP Number:</b>	1532.010300
<b>Grade Level:</b>	30, 31
<b>Length:</b>	1350
<b>Certification:</b>	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  
Florida Department of Education  
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 for 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 B

### Pre-test Answers

1. Limited English Proficient
2. Multicultural Education Training and Advocacy
3. Secretary's Commission on Achieving Necessary Skills
4. Vocational English for Speakers of Other Languages
5. Basic Skills Requirements for Postsecondary Vocational Certificate Education
6. Over 2 million
7. Yes
8. No
9. Florida
10. Basic skills remediation to help students succeed in vocational programs

## APPENDIX C

### Post-test Answers

1. Resources, Interpersonal skills, Information, Systems, Technology
2. Basic skills, Thinking skills, Personal qualities
3. 32 million
4. By giving them linguistics skills that will assist them in getting a job, surviving on the job, and thriving on the job.
5. Yes
6. Any three on bullet list (page 6)
7. Greater instructional flexibility
8. Any three from bullet list (pages 7-8)
9. Locating, evaluating, organizing and processing information
10. To be able to participate in group discussions, give, as well as follow directions, teach others, hypothesize, predict outcomes, state positions, express opinions, interrupt, and take turns

## APPENDIX D

Rule 6A-10.040, FAC, Basic Skills Requirements for Postsecondary Vocational Certificate Education.

(1) Students who are enrolled in a postsecondary vocational certificate program shall complete a 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 modifications for students with disabilities as specified in Rule 6A-1.0943, FAC.:

- (a) Adult Measure of Essential Skills (AMES) 1997;
- (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 (TABE-WR), 1994; or
- (e) Wonderlic Basic Skills Test (WBST), 1994.

(2) Scale scores corresponding to the minimum basic skills grade levels in each vocational program description adopted under Rule 6A-6.0571, FAC., and published annually by the Commissioner in the document entitled, "Vocational Education Program Courses Standards," shall be used to determine basic skills levels required for completion of the vocational program. Scale score comparison charts are available from the Division of Workforce Development, 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 vocational certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education. However, students with disabilities, as defined in Section 239.105, Florida Statutes, may be exempted from meeting the vocational basic skills required in subsection (2) of this rule.

(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 correct deficiencies. The math assessment may be measured by one 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 vocational 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 years. The program administrators must receive a copy of the test scores from the institution that 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 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), 1996; (reading and listening)
- (f) Comprehensive Adult Student Assessment System - STRETCH (CASAS) 1996;
- (g) Comprehensive Adult Student Assessment System - Test for Special Populations (CASAS), 1996;
- (h) Kaufman Functional Academic Skills Test (K-FAST), 1994; or
- (i) Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA), 1995.

(8) Students who possess an associate of arts degree, or higher, who have completed the college-level communication and computation skills examination (CLAST) pursuant to Section 240.107, Florida Statutes, or who have met the minimum cut scores on any test listed in Rule 6A-10.0315, FAC., may be exempted from the provision of subsection (1) of this rule. The designated program administrator must receive an official copy of the degree, transcript, or test score.

*Specific Authority 229.053(1), 239.115, 239.213 FS. Law Implemented 239.213 FS. History - New 10-8-85, Formerly 6A-10.40, Amended 5-2-89, 9-5-93, 11-25-97, 1-24-99.*