

Vocational Preparatory Instruction

Staff Self-Training Program

Program Planning, Evaluation and Funding Module

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TABLE OF CONTENTS

	Page
Pre-Test	2
Introduction	3
Program Planning	4
Technical Assistance	4
Technology in Instruction	5
Start-Up Costs	5
Operating Costs	8
Lab Environment (Physical Arrangement)	9
Environmental Conditioning	9
Rooms and Areas	10
Staffing the Model VPI Lab	12
Learning Managers	13
Aides (Paraprofessionals)	15
Staff Development	16
Students	16
Student Admissions Criteria	19
Post-Secondary Student Fees	21
Evaluation	27
Record Keeping	27
Program Records	28
Preparation For State/Federal Audit/Review	30
Perkins Assurances	30
Funding	32
Post-Test	33
References	34
Appendix A – VPI Data Form	35
Appendix B – Adult Matrix of Outcomes and Outputs	38
Appendix C – Testing Publisher Information	41
Appendix D – Definition of Terms	43
Appendix E – List of Common Acronyms	49
Appendix F – Pre-Test and Post-Test Answer Key	51

PRE-TEST

1. What does VPI stand for?
2. What kind of equipment is normally found in a VPI lab?
3. What is the recommended student to teacher ratio?
4. In what cases would a student be fee exempt for services provided in the VPI lab?
5. What does LCP stand for?
6. How many LCPs can a student earn while enrolled in the VPI lab?
7. How are students evaluated?
8. What certification is required of a VPI learning manager?
9. What information needs to be collected when enrolling a student in VPI?
10. List the categories of "special populations" students.
11. What type of student enrolls in a VPI lab?
12. How long must records be maintained by VPI for audit / review purposes?

INTRODUCTION

As an employee of a VPI lab there are many things you need to know involving setup of a lab, equipment, materials and supplies necessary to run the lab, what type of students you will be serving, evaluating your program, securing funding, reporting student outcomes, and receiving performance-based funding.

The purpose of the VPI program is to provide basic skills remediation to students seeking a Postsecondary Vocational Certificate (PSAV) certificate. At the secondary level, you will be serving students that are taking vocational courses at the high school level, or those who are dually enrolled at the community college or technical center. At technical centers, you will be serving mostly postsecondary students, but may serve some secondary dually enrolled vocational students. At the community college level, you may be serving students who are seeking an A.S. degree as well as students who are seeking a PSAV certificate.

VPI is an open entry/open exit, non-graded, non-credit program that emphasizes individualized, one-on-one and small group instruction. This instruction is based on diagnosis and an individualized instructional prescription. The teacher in the VPI lab is called the "learning manager" because learning is the student's responsibility with the "teacher" managing instruction and providing feedback to the student.

INTRODUCTION

WHAT IS VPI?

PROGRAM PLANNING

If you are lucky enough to be involved in the construction of a new facility, you will want to be sure to follow specifications for a VPI lab listed in SREF. Start-up costs will fluctuate depending on size and location. Please be sure to secure several bids before purchasing furniture, equipment, materials and supplies.

If the facility already exists and you are in the process of opening a new lab, please refer to SREF for specifications. You may have to make the best possible accommodations in an existing facility.

TECHNICAL ASSISTANCE

The Florida Department of Education, Division of Workforce Development, Bureau of Program Improvement and Accountability, Standards, Benchmarks and Frameworks Unit provides technical assistance through:

- * Preparing a *Directory of VPI Centers and Personnel*
- * Assisting LEAs in planning and establishing new programs, or modernizing existing programs
- * Conducting VPI staff training workshops
- * Preparing revisions of prescribing catalogs and bibliographies
- * Disseminating relevant materials as needed
- * Identifying critical problem areas and recommending solutions

The Florida Division of Workforce Development, Bureau of Program Improvement and Accountability, Standards, Benchmarks and Frameworks Unit recommends that each VPI site establish a program advisory committee to assist with vocational program planning and evaluation.

Members of VPI program advisory committees should be selected to represent different functions with which the VPI program interfaces (i.e., Occupational Proficiency Programs, Counseling, VPI, Placement, Curriculum Development, Division of Vocational Rehabilitation, Division of Blind Services, and Adult Education, Administration, Library and Media Center, Local and State Staff Development, Local Community Agencies, Local Advisory Committees, Local Business Linkages, Marketing and Public Relations, ESE, Gender Equity, Single Parent, JTPA, Workforce Development Boards, Dropout Prevention, VESOL, and others as appropriate).

HOW WILL
TECHNICAL
ASSISTANCE BE
PROVIDED?

This broad base of input is recommended to promote linkage among various special support efforts. Cooperation is needed to enhance the opportunities for special needs students to become enrolled in the occupational programs of choice and enter their chosen career fields.

TECHNOLOGY IN INSTRUCTION

A wide variety of resources and technology available supplement the individualized remediation process. Therefore, instruction in a VPI Lab can be delivered via equipment such as computers, CD-ROMs, audiotapes, videotapes, filmstrips, and/or slides, as well as printed materials. Responding to individual student learning styles is basic to the VPI philosophy. This philosophy recognizes that traditional lecture-read-test procedures are not satisfactory for all students. Adaptive equipment should be available, as the need arises, for sight-impaired, hearing-impaired, or other students with disabilities. The more that can be done to support a diversified approach to learning the course objectives, the more likely that each VPI student will find resources that best suit his/her individual learning style.

The computer's ability to individualize instruction, provide instant feedback, and actively involve the student in a non-threatening way makes it ideal for use in the VPI program. Computers offer ways to reach students who have lost interest in traditional instructional methods. Most students get excited about working with a computer. They often feel the computer is impartial and non-biased. Working with the computer can build self-esteem and encourage the student to become involved with learning again.

When used appropriately in the VPI Laboratory setting, technology can free the Learning Manager to work with individuals or small groups while the technology provides for independent learning activities. Since technology and software are constantly changing, VPI personnel should notify the DWD of any new or modified materials they feel should be included in the VPI Prescribing Catalogs.

START-UP COSTS

Start-up costs are constantly changing. The purpose of this section is to familiarize staff with the necessary items to start a VPI lab. Costs will vary depending on location and vendor. Staff should procure several bids for the recommended items.

**WHAT KIND OF
TECHNOLOGY IS
AVAILABLE?**

The VPI Laboratory, including furniture and equipment, must meet specific requirements to maintain the program. It is suggested that the VPI administrator order current catalogs and brochures from publishers to verify prices and availability before placing purchase orders with vendors. As an additional suggestion, site visits to existing VPI centers will permit new VPI personnel to become familiar with equipment and materials before initiating their own orders. If requested, DWD staff will provide technical assistance in the selection of equipment and materials for a new or expanding VPI program.

The items necessary for the basic VPI lab include:

- Basic furniture, equipment, and non-consumable supplies
- Developmental education materials
- Complementary skills materials
- Workplace readiness skills materials
- Staff training materials
- Testing and other assessment (aptitude, interest, abilities) materials
- Learning styles assessment materials
- Occupational exploratory materials (optional)
- Textbooks for each vocational class offered at the site
- Latest technological equipment
- Current materials promoting the integration of academic and vocational education

**WHAT ITEMS ARE
NECESSARY FOR THE
VPI LAB?**

The basic VPI program in the public school system or the community college may include, but not be limited to, the following components:

COMPONENT	MATERIALS NEEDED
Basic Equipment and Supplies	Furniture and equipment (includes Learning Managers' desks, secure file cabinets, student carrels, reception area furnishings, etc.) Computers (with CD ROMs, speakers/headsets) Adaptive equipment (as needed) Audiovisual equipment (includes video machines, televisions, tape players, etc.) Supplies and expendables
Developmental Education Program	Reading, Mathematics, Language, Science (as needed), Social Studies (as needed), Textbooks from vocational programs, Vocational Related Materials, Bilingual dictionaries, etc.
Complementary Skills Program	Consumer education, Mental and Physical Health, Personal-social skills, Community Resources, Occupational Knowledge, Government and Law, Study Skills, Test-taking Skills, Note-taking Skills, etc.
Staff Training Materials	<i>VPI Program Planning Guide</i> <i>VPI self-study Training Modules</i> Technical Assistance Papers and Numbered Memos (as related to VPI, basic skills, vocational education, adult education, ESOL/VESOL and Special Needs)
Workplace Readiness Skills	Resume writing, Interview Techniques, Job Performance, Time-keeping
Testing Materials	One or more of the following: AMES, TABE, TABE-WR, WBST Community Colleges may use CPT/MAPS Alternative assessment instruments
Learning Styles Assessment Materials	Many are available
Occupational Exploratory Program (Optional)	Basic hand tools and materials Work Sample Stations Textbooks from vocational programs
Accessibility for Special Students (as needed)	Interpreters/Support Personnel Books and printed material with large type Assistive listening devices Assistive/adaptive technology, such as voice synthesizers, special keyboards, Braille writers and talking calculators *(for information, contact Division of Blind Services or Division of Vocational Rehabilitation)

OPERATING COSTS

VPI labs will experience the following yearly expenses:

Salaries and benefits	Coordinator Learning Manager Aides Tutors
Capital outlay	Books References Supplies Equipment
Maintenance and repairs	Service contracts on computers and other equipment
Materials and supplies (consumables)	Paper Pencils File folders Testing supplies
Release Time	Curriculum development Integration of academics and vocational education Staff development
Staff Development	Travel for in-service Registration fees
Purchased services/contracts	Guest consultants Creative activities

LAB ENVIRONMENT

PHYSICAL ARRANGEMENT

The VPI Lab is a carefully structured educational environment designed to produce a positive, adult atmosphere that is conducive to learning. Negative and/or immature (age inappropriate) signs should be avoided and environmental conditions should be addressed.

A model arrangement includes areas with ample workspace for individual study and nearby, but separate, an equipment area, readily available and technologically up-to-date. Easy access to study materials and student folders is important. To promote student use, multi-media vocational-related materials should be prominently displayed.

Staff probably will not be involved in building a facility, but will need to adapt existing space for the lab. The amount of money available will determine the extent to which guidelines can be implemented. A carefully engineered environment can have a positive effect on learning and the success of students and the VPI lab itself.

Since many students will be concentrated in a small amount of space, careful attention must be paid to environmental conditions. Do **NOT** make the space resemble the stereotyped image of a school. It is important to create a space that is quiet, free from distraction, and conducive to the varied learning styles of the adult student.

Environmental Conditioning

Sound Conditioning. A high priority concern should be carpeting for the entire basic/remedial area. At the minimum, all areas of traffic movement and concentration should be carpeted. Carpet runners can minimize noises caused by foot shuffling.

Acoustical ceiling tiles and draperies at windows or along walls will further promote soundproofing. Pay attention to other potential noisemakers such as chair swivels and rollers, doors, file drawer slides, buzzing fluorescent light fixtures, pencil sharpeners, typewriters, time clocks and outside noises.

Little can be done about the sound from routine conversations, such as those between Learning Managers and students. However, careful placement of Learning Managers' desks and use of "library voices" can help keep total noise distraction at a minimum. Long conferences and orientations should take place in the counselor's office or in the conference room.

HOW SHOULD
THE VPI LAB
BE ARRANGED?

Air Conditioning. Considerable attention must be paid to adequate air conditioning. If totally remodeling a facility, a reputable firm that provides an engineering consultation service as well as installation of equipment should be consulted. Cooling loads will normally be quite high because of concentrations of body heat. Smoking should not be permitted. There should be continuous air circulation during summer and winter. The steady hum of circulating blowers usually serves as a sound conditioner rather than as a distraction.

Other Considerations. Doors and furnishings should be placed to provide for efficient traffic movement and thus minimize distraction to other students. It has been useful to install glass panels in all solid doors and to install fixed windows in the walls between the learning manager's office and the main study area, and between the general-purpose room and the main study area. These windows not only facilitate internal control but also allow visitors to view the system in operation without disturbing the students. Doors and exits should conform to local fire safety regulations, and must be accessible for students with disabilities.

Local electric companies will usually provide free consultation on proper light levels for study. Follow their guidelines as closely as possible.

Soothing and coordinated wall paint, carpet and drapery colors will contribute to an atmosphere conducive to study. Attention should be paid to other decorating details such as pictures, plants, posters, current displays and attractive bulletin boards. The lab should be a place where students want to come.

Odors can be very distracting to some students. Consideration should be made to minimize odors from foods, mildew, vocational programs such as cosmetology, commercial food preparation, or painting, and other distracting smells. Appropriate ventilation should be provided.

Rooms and Areas

Main Study and Testing Areas. Accommodations should be adaptable for peak loads. There should be one carrel per student with no permanent assignments.

The net square feet per occupant for instructional classrooms or laboratories must be 34-47 square feet. Refer to State Requirements for Educational Facilities (SREF), 1999, Pages 120 and 128.

The recommended student to teacher ratio is 15 to 1.

The testing area should be secure and quiet. All students should show a picture I.D. before being allowed to test. All test booklets should be numbered and must be kept locked when not in use. No papers or books should be allowed in the testing area and all scrap paper should be collected before students leave the area.

The testing area should be 250 square feet per occupant. Refer to SREF, page 128.

Learning Manager's Office. A small office with direct access to the main study area allows the Learning Manager to confer with students, orient new students, and provide one-on-one tutoring. It is the place for typing, securing test materials, and filing permanent records; and it is the only place where phone installation is necessary.

Materials Room. If your students cannot locate and re-file materials from open stacks or shelving, you may need a materials storage room, or the students might be instructed to wait until personnel can pass out materials.

The materials room area should be 155 square feet per occupant. Refer to SREF, page 127.

Conference Room. An optional area to use as needs arise; for example, pre- and post-testing, conferences, small group lessons, reading lab or study area overflow, and orientations for students, staff or visitors.

The conference room should be 225 square feet per occupant. Refer to SREF, page 127.

Reception Area. If overall space is sufficient and if the VPI lab is isolated from cafeterias, then vending machines or similar facilities should be available for short student breaks. It would be wise to have a small lounge area in which students may take breaks, leave books and coats, and wait to take their turn in the lab. The lounge may serve as a buffer zone between the entrance and the learning areas. It may also be used to greet the new student during the initial visit. This area should be warm and inviting. It can be decorated using posters, plants, sofas, end tables, etc. The reception area should be 90 square feet per occupant. Refer to SREF, page 128.

Furniture. Carrels with electrical outlets may be obtained from many manufacturers, and local school equipment dealers can provide catalogs. For a slight additional cost, carrels can be furnished with a single shelf that is extremely useful for temporary storage of student books and personal belongings.

Carrels may also be manufactured inexpensively if woodworking or cabinet-making programs are nearby.

A number of file cabinets will be required. Be certain to specify cabinets with locks to maintain security and confidentiality of tests and records.

Adequate material and equipment storage shelves will be needed.

Other Facilities. Adequate rest rooms and water fountains must be close at hand. Facilities must be accessible for students with disabilities.

STAFFING THE MODEL VPI LAB

The model VPI Lab is staffed with qualified personnel working together to ensure that each student has the opportunity to succeed in a vocational program. Termed "Learning Managers," instructors are required to have a valid Florida teaching certificate in any field when the certificate reflects a bachelor's degree or higher (*Course Code Directory and Instructional Personnel Assignments*, Department of Education 1999-2000, page 373, VPI). (Community colleges are exempt from this required certification ruling and have their own personnel requirements.) In addition to degree requirements, personnel should have experience in individualized and/or vocational education, reading, language or math, and demonstrate the ability to adapt to the needs of the students.

Paraprofessionals who work in the VPI Program must meet local requirements as well as the minimum requirements set forth in the Florida State Board of Education Administrative Rules and Regulations (SBEARR), Section 6A-1.070. These rules also identify permissible functions for the paraprofessional staff. For example, an instructional aide may work directly with students, assisting them in learning activities, provided that the Learning Manager has supervised practice for the aide to learn VPI procedures and content, or the aide has completed the DOE VPI Staff Training Workshop. Instructional aides may monitor module tests and/or mark the results of basic skills testing. However, aides may *not* establish instructional objectives, prescribe instructional materials, or assess student achievement (unless the aide has completed the VPI Staff Training Workshop presented by the DWD).

You may also use students or volunteers from the community as peer tutors. These additional personnel should be well versed in the philosophy and purpose of the VPI lab, be knowledgeable about the subject area they are assigned to, and have a willingness to work with ALL students.

DOE staff training progresses through the following stages: orientation to VPI, establishing a VPI lab, and operating a VPI lab. In addition to participating in DOE training, VPI staff can receive additional benefits by:

- Earning graduate/undergraduate credits
- Increasing versatility within the education field
- Researching innovative practices
- Visiting other VPI labs/Learning Managers
- Attending staff training workshops
- Developing competencies by working in a multi-cultural society
- Completing self study Training Modules

VPI personnel and the administrator of the program are encouraged to attend a VPI Staff Training Workshop sponsored by the Department of Education, Division of Workforce Development, Bureau of Program Improvement and Accountability, Standards, Benchmarks and Frameworks Unit, or to complete the self-study Training Modules. This workshop is given yearly, or as the need arises.

In the model lab, tutors and mentors work in conjunction with the VPI staff to assist students in attaining their goals. Advanced level students can be trained as peer tutors and/or qualified volunteers and be used to provide one-on-one content area assistance. Mentors can also provide a vital support service that can increase a student's motivation and desire to succeed. Program completers, vocational instructors, members of the community and others who are willing, can serve as mentors/tutors/role models for VPI students. Using students as peer tutors can create a sense of self-esteem and pride for the student. The best way to learn is to teach.

Most importantly, all VPI personnel must possess a commitment to, and a respect for all vocational students, including those with special needs. *A Statewide Evaluation of SAIL*, conducted by the Center for Policy Studies in Education at Florida State University in 1990, found that "the strengths of SAIL have emerged from the creativity and commitment of some SAIL personnel, the tremendous loyalty they have to their state administrators and their peers, and the networking which occurs between their closely knit group." (Maurice)

JOB DESCRIPTIONS - LEARNING MANAGERS

In selecting Learning Managers for the VPI Lab, it is necessary to consider the individual teacher who has evidenced a particular sensitivity to the needs of the special needs student. It is important that the Learning Manager understands that the concept of the VPI system is based on meeting each student's goal and also that the student is responsible for his/her own learning.

The Learning Manager, instead of being an instructor, must become a manager of learning. This is the basis of the success of a VPI program. The learning manager should:

1. Have the ability to work effectively with students, staff, administrators, and visitors
2. Have educational background with special training for VPI
3. Have a valid Florida teacher's certificate in any field when the certificate reflects a bachelor's degree or higher (community colleges have their own criteria for personnel)
4. Instruct students to respond to learning modules
5. Instruct students to respond to study schedules
6. Instruct students in use of equipment and machines
7. Administer Basic Skills assessment instruments
8. Prepare Vocational Education Plan
9. Prepare MALDs
10. Prepare study schedule and prescription
11. Administer module tests
12. Retrieve and re-file all tests, MALDs and profile sheets
13. Counsel students on prescription and attendance
14. Instruct and assist students in the learning process
15. Prescribe learning assignments
16. Monitor students' progress on achievement records
17. Evaluate pretest responses and assign additional lessons
18. Tutor
19. Counsel students on progress and goals
20. Maintain files of learning modules, tests, materials, etc.
21. Maintain student files
22. Prepare tests and answer keys for use in lab
23. Set up and maintain workstations
24. Prepare and maintain data collection forms as requested
25. Maintain attendance records
26. Participate in staff development activities
27. Identify need for improvement in lab
28. Evaluate new materials and modules as needed
29. Add any new materials to the *Prescribing Catalog*
30. Orient new staff, students, and visitors to the lab
31. Order materials as needed
32. Maintain supplies and materials
33. Maintain a clean and orderly VPI lab
34. Assess learning styles of students
35. Develop effective public relations strategies for VPI
36. Initiate creative and innovative learning strategies for students
37. Organize and coordinate teams to improve the integration of academics and vocational education
38. Develop new modules and activities to promote the integration of academics and vocational education
39. Maintain a portfolio or vocational education plan for each student
40. Perform other duties as assigned

WHAT ARE THE RESPONSIBILITIES OF A LEARNING MANAGER?

AIDES (Para-professionals)

1. Assist the learning manager in administering Basic Skills assessment instruments
2. Score module tests, develop MALD, record data, and profile TABE tests
3. Write individualized prescription from the *Prescribing Catalogs*, if aide has completed DOE sponsored staff training workshop
4. Assist students in getting materials and equipment
5. Assist in re-filing materials and equipment after students have completed assignments
6. Assist with the grading of module tests
7. Post information from Basic Skills assessment on student's Vocational/Technical Education Plan in space provided, listing test results in chronological order
8. Assist in maintaining inventory of instructional materials and equipment
9. Assist with checking in materials and equipment received against original purchase order on file in VPI office
10. Report shortage or possible loss of materials and equipment.
11. Report equipment that needs repair
12. Perform all other tasks that are clerical in nature, working with the Learning Manager
13. Prepare file folders
14. Maintain student records and files
15. Assist in collecting and tabulating data on students
16. Check module tests periodically, reporting any loss of tests so replacements can be made
17. Clean earphones and carrels frequently
18. Check supply of printed handouts before reprinting
19. Repair and label books with correct module numbers
20. Assist the instructor in maintaining an organized and clean lab
21. Demonstrate the ability to be productive without constant directions from the Learning Manager
22. Share important aspects of student progress and feedback with the learning manager
23. Facilitate learning by knowing and presenting the objectives, goals and expectations to the student
24. Serve as a model for student action in appearance, attendance and punctuality, attitude, speech, knowledge, general conduct and self-discipline
25. Never make remarks that will discredit school or personnel in the presence of students or the community
26. Have a positive attitude
27. Perform other duties as assigned

WHAT ARE THE RESPONSIBILITIES OF AIDES?

STAFF DEVELOPMENT

Staff development for VPI is provided by the DOE by means of self-study Training Modules (with intent to make these web-based), VPI Staff Training Workshops, Conference participation, and local staff development activities. You can also receive staff development by taking higher education college coursework, visiting other VPI labs, participating in team teaching of integration of academics and vocational education, participating in curriculum writing/modification, participation in software or testing training, and by self-directed study.

In-service credit may be earned by any of the above methods. Please check with your local in-service coordinator before participating in staff development activities.

STUDENTS

VPI is available to any student either enrolled in a vocational program or who has a vocational intent, and who lacks the basic skills required for completion for that program or who needs additional assistance in order to successfully complete their vocational course of study. The following State Board Rule explains the requirements of students in PSAV Certificate Programs.

6A-10.040 Basic Skills Requirements for Postsecondary 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;

**HOW CAN I RECEIVE
STAFF
DEVELOPMENT?**

**WHO CAN ENROLL
IN VPI?**

- (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 (1) of the designated tests in subsection (1) of this rule.

(b) LEP students must achieve the minimum grade level/scale score or higher on one of the designated tests in subsection (1) of this rule as required by the

Department to be awarded a certificate of completion in a 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 (2) 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 (6) weeks, for diagnostic and remediation purposes only:

- (a)** Adult Language Assessment Scales (A-LAS) 1991;
- (b)** Brigance Employability Skills, 1995;
- (c)** Brigance Life Skills, 1994;
- (d)** Comprehensive Test of Adaptive Behaviors (CTAB), 1986;
- (e)** Comprehensive Adult Student Assessment System (CASAS), 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.

STUDENT ADMISSIONS CRITERIA

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

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

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

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

Operationally defined, *economically disadvantaged* may be determined by reporting students at the secondary level who are participating in a free or reduced price lunch program, AFDC (Aid to Families with Dependent Children) program, or work-study program.

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

Individuals with limited English proficiency are those who have limited ability in speaking, reading, writing, or understanding the English language, and:

- whose native language is a language other than English; or
- lives in a family or community environment in which a language other than English is the dominant language.

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

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

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

239.117 Postsecondary student fees

(1) This section applies to students enrolled in workforce development programs who are reported for funding through the Workforce Development Education Fund, except that college credit fees for the community colleges are governed by s. 240.35.

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

(3) The following students are exempt from any requirement for the payment of registration, matriculation, and laboratory fees for adult basic, adult secondary, or vocational-preparatory instruction:

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

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

(4) The following students are exempt from the payment of registration, matriculation, and laboratory fees:

(a) A student enrolled in a dual enrollment or early admission program pursuant to s. 239.241.

(b) A student enrolled in an approved apprenticeship program, as defined in s. 446.021.

(c) A student for whom the state is paying a foster care board payment pursuant to s. 409.145(3) or pursuant to parts II and III of chapter 39, for whom the permanency planning goal pursuant to part III of chapter 39 is long-term foster care or independent living, or who is adopted from the Department of Children and Family Services after December 31, 1997.

**WHO IS
EXEMPT FROM
FEES?**

Such exemption includes fees associated with enrollment in vocational-preparatory instruction and completion of the college-level communication and computation skills testing program. Such exemption shall be available to any student adopted from the Department of Children and Family Services after December 31, 1997; however, the exemption shall be valid for no more than 4 years after the date of graduation from high school.

(d) A student enrolled in an employment and training program under the WAGES Program. The local WAGES coalition shall pay the community college or school district for costs incurred for WAGES clients.

(e) A student who lacks a fixed, regular, and adequate nighttime residence or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(f) A student who is a proprietor, owner, or worker of a company whose business has been at least 50 percent negatively financially impacted by the buy-out of property around Lake Apopka by the State of Florida. Such a student may receive a fee exemption only if the student has not received compensation because of the buy-out, the student is designated a Florida resident for tuition purposes, pursuant to s. 240.1201, and the student has applied for and been denied financial aid, pursuant to s. 240.404, which would have provided, at a minimum, payment of all student fees. The student is responsible for providing evidence to the postsecondary education institution verifying that the conditions of this paragraph have been met, including support documentation provided by the Department of Revenue. The student must be currently enrolled in, or begin coursework within, a program area by fall semester 2000. The exemption is valid for a period of 4 years from the date that the postsecondary education institution confirms that the conditions of this paragraph have been met.

(5) School districts and community colleges may waive fees for any fee-nonexempt student. The total value of fee waivers granted by the school district or community college may not exceed the amount established annually in the General Appropriations Act. Any student whose fees are waived in excess of the authorized amount may not be reported for state

funding purposes. Any school district or community college that waives fees and requests state funding for a student in violation of the provisions of this section shall be penalized at a rate equal to 2 times the value of the full-time student enrollment reported.

(6)(a) The Commissioner of Education shall provide to the State Board of Education no later than December 31 of each year a schedule of fees for workforce development education for school districts and community colleges. The fee schedule shall be based on the amount of student fees necessary to produce 25 percent of the prior year's average cost of a course of study leading to a certificate or diploma and 50 percent of the prior year's cost of a continuing workforce education course. At the discretion of a school board or a community college, this fee schedule may be implemented over a 3-year period, with full implementation in the 1999-2000 school year. In years preceding that year, if fee increases are necessary for some programs or courses, the fees shall be raised in increments designed to lessen their impact upon students already enrolled. Fees for students who are not residents for tuition purposes must offset the full cost of instruction.

Fee-nonexempt students enrolled in vocational-preparatory instruction shall be charged fees equal to the fees charged for certificate career education instruction. Each community college that conducts college-preparatory and vocational-preparatory instruction in the same class section may charge a single fee for both types of instruction.

(b) The State Board of Education shall adopt a fee schedule for school districts that produces the fee revenues calculated pursuant to paragraph (a). The schedule so calculated shall take effect, unless otherwise specified in the General Appropriations Act.

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

(7) Each year the State Board of Community Colleges shall review and evaluate the percentage of the cost of adult programs and certificate career education programs supported through student fees. For students who are residents for tuition purposes, the schedule so adopted must produce revenues equal to 25 percent of the prior year's average program cost for college-preparatory and certificate-level workforce development programs and 50 percent of the prior year's program cost for student enrollment in continuing workforce education. Fees for students who are not residents for tuition purposes must offset the full cost of instruction.

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

(9) A district school board or a community college board of trustees may charge other fees only as authorized by rule of the State Board of Education or the State Board of Community Colleges.

(10) The State Board of Education and the State Board of Community Colleges shall adopt rules to allow the deferral of registration and tuition fees for students receiving financial aid from a federal or state assistance program when such aid is delayed in being transmitted to the student through circumstances beyond the control of the student. The failure to make timely application for such aid is an insufficient reason to receive a deferral of fees. The rules must provide for the enforcement and collection or other settlement of delinquent accounts.

(11) Any veteran or other eligible student who receives benefits under chapter 30, chapter 31, chapter 32, chapter 34, or chapter 35 of Title 38, U.S.C., or chapter 106 of Title 10, U.S.C., is entitled to one deferment each academic year and an additional deferment each time there is a delay in the receipt of benefits.

(12) Each school district and community college shall be responsible for collecting all deferred fees. If a school district or community college has not collected a deferred fee, the student may not earn state funding for any course for which the student subsequently registers until the fee has been paid.

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

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

(15) School boards and community college boards of trustees may establish scholarship funds using donations. If such funds are established, school boards and community college boards of trustees shall adopt rules that provide for the criteria and methods for awarding scholarships from the fund.

(16) School boards and community college boards of trustees may establish, by rule, a consumable supply fee for postsecondary students enrolled in certificate career education or supplemental courses.

(17) Each school board and community college board of trustees may establish a separate fee for capital improvements, technology enhancements, or equipping buildings that may not exceed 5 percent of the matriculation fee for resident students or 5 percent of the matriculation and

tuition fee for nonresident students. Funds collected by community colleges through these fees may be bonded only for the purpose of financing or refinancing new construction and equipment, renovation, or remodeling of educational facilities. The fee shall be collected as a component part of the registration and tuition fees, paid into a separate account, and expended only to construct and equip, maintain, improve, or enhance the certificate career education or adult education facilities of the school district or community college. Projects funded through the use of the capital improvement fee must meet the survey and construction requirements of chapter 235. Pursuant to s. 216.0158, each school board and community college board of trustees shall identify each project, including maintenance projects, proposed to be funded in whole or in part by such fee. Capital improvement fee revenues may be pledged by a board of trustees as a dedicated revenue source to the repayment of debt, including lease-purchase agreements and revenue bonds, with a term not to exceed 20 years, and not to exceed the useful life of the asset being financed, only for the new construction and equipment, renovation, or remodeling of educational facilities. Community colleges may use the services of the Division of Bond Finance of the State Board of Administration to issue any bonds authorized through the provisions of this subsection. Any such bonds issued by the Division of Bond Finance shall be in compliance with the provisions of the State Bond Act. Bonds issued pursuant to the State Bond Act shall be validated in the manner provided by chapter 75. The complaint for such validation shall be filed in the circuit court of the county where the seat of state government is situated, the notice required to be published by s. 75.06 shall be published only in the county where the complaint is filed, and the complaint and order of the circuit court shall be served only on the state attorney of the circuit in which the action is pending. A maximum of 15 cents per credit hour may be allocated from the capital improvement fee for childcare centers conducted by the school board or community college board of trustees.

History: s. 8, ch. 92-136; s. 2, ch. 95-392; s. 60, ch. 96-175; s. 4, ch. 97-169; ss. 34, 39, 44, ch. 97-246; s. 19, ch. 97-307; s. 1, ch. 97-383; s. 9, ch. 98-58; s. 22, ch. 98-280; s. 1, ch. 98-300; s. 3, ch. 98-421.

If students enroll in VPI with less than a 9.0 grade level, they are fee exempt. If that student then retests at above the 9.0 grade level, but not at the grade level required for completion from their vocational program, they remain fee exempt until they complete VPI.

EVALUATION

The most effective means of evaluating your VPI program is by asking your clients. The students should be given a student evaluation form after each semester and the vocational instructors should be questioned at least once a year. Feedback from vocational instructors about how well students co-enrolled in the VPI lab are doing, information that needs to be included in the instruction, and requirements of the vocational program are integral pieces of the program evaluation.

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

Program efficiency is the utilization of the lab, VPI staff, and materials, funding resources, student hours and student contacts. Each VPI lab is required to maintain records of utilization of the VPI Lab. These records should indicate the hours of availability for services, the numbers of students that utilize the lab, staff available for delivery of services, and the numbers of contact hours provided for each student receiving services. This information is useful in preparing the completion forms (VPI Vocational/Technical Education Plan) for each student achieving the basic skill levels and for tracking those students that have earned LCPs in each learning area (reading, math, language). Efficient use of time, staff, learning materials, lab facilities and student learning styles provide for a co-operative learning environment that encourages success for VPI students in achieving their goal of obtaining the State of Florida testing requirements. The VPI Lab goal of acquiring success for students and earning LCPs for funding purposes is also met with efficient use of these resources.

Record Keeping

Upon intake, you should interview the student and collect demographic information including student name, ID and/or social security number, vocational program designation, special needs of the student, any modifications or accommodations needed, date of enrollment, enrollment status, financial information, native language, and any other information required by your LEA. Intake information should also include basic skills initial test scores, learning style preference, and occupational or interest inventory or goals.

**How is VPI
EVALUATED?****WHAT
INFORMATION
SHOULD BE
COLLECTED?**

Program Records

Rule 6A-1.04513, (FAC) states:

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

Maintenance of the records shall meet the requirements amended by Section 438 of the General Education Provisions Act, the regulation that addresses the protection of the rights and privacy of parents and students.

Community college programs shall maintain auditable records to meet the federal and state requirements.

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

Yearly reports, including the following data (Appendix A), should be kept by the VPI lab:

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

According to the *Statewide Evaluation of SAIL* performed in 1990 by the Center for Policy Studies in Education at Florida State University:

"There is no clear method of retrieving and reporting essential statistics on SAIL students. As a result, it is difficult to conduct a thorough assessment of the level of services and the level of impact. There is no clear follow-up system to

determine the post-remedial performance of students and to acquire information which can lead to an improvement of services."

DWD staff and MIS are working together to develop methods of data retrieval that will give a clearer picture on the impact of VPI on vocational students. Each area of the following areas of instruction has separate course numbers: mathematics, reading, language, and comprehensive. VESOL and Workplace Readiness Skills/VPI also have separate program numbers starting in reporting year 1998-1999. Now, students must be coded by initial and final grade level and completion point. It is very important for funding issues that VPI labs report enrollment properly and verify enrollments reported on statewide reports.

Reporting

The LEA should enter the necessary data in the local automated information system, prepare the necessary automated reporting formats from the local system, edit the data locally and correct all edit errors. The reporting formats should be transmitted to the state on or before the due date. There are three reporting windows per year: Window F (summer term), Window W (fall term), and Window S (winter term). The MIS department usually performs this function. Please refer to the WDIS Data Base Handbook for more information.

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

VPI students may earn up to three LCPs for basic skills remediation: 1 each for mathematics, language and reading. If a student needs assistance in all three basic skills area, he/she may be enrolled in a Comprehensive Course Number, which may earn three LCPs. The LCPs must be acquired to earn performance based funding for a program completion. VPI students may also enroll in Workplace Readiness Skills and/or VESOL and earn an addition LCP in each of these programs. Workplace Readiness Skills and VESOL have separate reporting numbers from the VPI program.

Preparation for State/Federal Audit Review

Records need to be kept for all equipment, materials and supplies purchased for the VPI lab. These records must be kept for a period of three years or until audited, whichever occurs first. (Rule 6A-1.04513, FAC)

Every LEA is subject to a financial audit and/or a program review on a rotating once every five-year basis. A team from either the Auditor General's office or from the DOE will contact your LEA with the date, time and information they will be reviewing. Remember this information collected will also be helpful when undergoing a SACS review.

Information that may be required during a review would be:

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

Perkins Assurances

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

1. Strengthen the academic, vocational, and technical skills of students participating in vocational and technical education and technical components of such programs through a coherent sequence of courses to ensure learning in the core academic, vocational, and technical subjects
2. Provide students with strong experience in and understanding of all aspects of an industry
3. Develop, improve or expand the use of technology in vocational and technical education, which may include:

**WHAT
ABOUT
RECORDS?**

- Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning
 - Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field, or
 - Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs
4. Provide professional development programs to teachers, counselors, and administrators, including:
 - In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research and in effective practices to improve parental and community involvement
 - Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services that such teachers and personnel stay current with all aspects of the industry
 - Internship programs that provide business experience to teachers
 - Programs designed to train teachers specifically in the use and application of technology
 5. Develop and implement independent evaluation of the vocational and technical education programs, which continuously improve the performance of the activities within the proposed project, including an assessment of how the needs of special populations are being met
 6. Initiate, improve, expand and modernize quality vocational and technical education programs
 7. Provide services and activities that are of sufficient size, scope and quality to be effective; and
 8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep Programs.

FUNDING

The cost of implementing VPI may be supported with federal, state and local funds. However, if federal funds are used for initial start-up costs, it is critical that the VPI program becomes institutionalized, and support should come from state and local funds. Federal vocational funds may provide for the cost of laboratory furniture and equipment, audio-visual materials, instructional materials and supplies, in-service staff training, travel, etc.

Additional funding sources may include:

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

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

In institutions using the same facilities to serve vocational and non-vocational students, the cost of the VPI program must be on a pro-rated student station basis from vocational and non-vocational funding sources. Since VPI now earns funding under WDIS, Perkins dollars cannot be used to fund the teacher of record.

Recent legislation has removed all funding for adult general education programs from the Florida Education Funding Program (FEFP) and placed an allocation of dollars into the Workforce Development Fund. A task force committee reviewed a variety of funding models in order to determine the most appropriate method of providing funds for Adult Education. The matrix model of determining adult education funding was selected (Appendix B).

As we move toward the twenty-first century, a new era in education is unfolding. There is a shift toward emphasis on performance-based funding, accountability, and verification. Matching program offerings with customers' wants and needs is essential to gaining a competitive advantage.

How is VPI FUNDED?

POST-TEST

1. VPI replaced SAIL in 1999, what did SAIL stand for?
2. What is the recommended student to teacher ratio?
3. A student registered in the VPI lab does not have a high school diploma. Is this student exempt from fees?
4. What is the maximum number of LCPs a student can earn in the VPI lab?
5. Does a VPI learning manager need to have a bachelor's degree?
6. How long must records be maintained by VPI for audit / review purposes?
7. What Division the Department of Education provides technical assistance for VPI?
8. What items are necessary for the basic VPI lab?
9. The VPI lab should resemble the stereotypical image of a school? (True or False)
10. Who should be involved in the VPI program evaluation process?
11. Can Perkins money fund the VPI teacher of record?
12. VPI is funded by FTE or PBF?

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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/
 Alaskan Native ___Other (specify)
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

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)

SAIL/VPI Vocational/Technical Education Plan

Tests of Adult Basic Education

Level ___L ___E ___M ___D ___A Form ___7 ___8

Pre-Test Date _____

Grade Placement: Reading _____

Grade Placement: Mathematics _____

Grade Placement: Language _____

Total Grade Placement Level _____

Strengths _____

Weaknesses _____

Other Test Results _____

Post-Test Date _____

Grade Placement: Reading _____

Grade Placement: Mathematics _____

Grade Placement: Language _____

Total Grade Placement Level _____ **Gain** _____

Post-Test Date _____

Grade Placement: Reading _____

Grade Placement: Mathematics _____

Grade Placement: Language_____

Total Grade Placement Level_____ **Gain**_____

Learning Styles

Preferred Learning Style: ____Auditory ____Visual

Preferred Mode of Expression: ____Written ____Verbal

Preferred Learning Environment: ____Group ____Individual

Other Information

Employability Skills_____

Complementary Skills_____

Occupational Skills_____

Recommendations for Voc. Placement/Supplemental Services_____

SA925

APPENDIX B - Adult Matrix of Outcomes and Outputs

ADULT GENERAL EDUCATION PROGRAM/COURSE NUMBERS AND ASSOCIATED LITERACY COMPLETION POINTS 1999-00

<u>Standard Program/Course Number</u>	<u>Abbreviated Title Program/Course Title</u>	<u>Course Length (Hours)</u>	<u>Literacy Completion Point</u>	<u>CIP</u>
9900000	Adult Basic Education (ABE) 1532010200			
9900001	ABE Mathematics			
	Functioning Level (Grade 0.0 - 1.9)	450	A	
	Functioning Level (Grade 2.0 - 3.9)	450	B	
	Functioning Level (Grade 4.0 - 5.9)	300	C	
	Functioning Level (Grade 6.0 - 8.9)	300	D	
9900002	ABE Reading			
	Functioning Level (Grade 0.0 - 1.9)	450	E	
	Functioning Level (Grade 2.0 - 3.9)	450	F	
	Functioning Level (Grade 4.0 - 5.9)	300	G	
	Functioning Level (Grade 6.0 - 8.9)	300	H	
9900003	ABE Language			
	Functioning Level (Grade 0.0 - 1.9)	450	J	
	Functioning Level (Grade 2.0 - 3.9)	450	K	
	Functioning Level (Grade 4.0 - 5.9)	300	M	
	Functioning Level (Grade 6.0 - 8.9)	300	N	
9900004	ABE Comprehensive	4500	A-H, J, K, M, N	

9900010 General Education-Promotion
(Includes Adult High School and
Co-Enrolled)—See Note 3.

For Program #9900010, General Education-Promotion, use the following **TWO CHARACTER LCPs** to denote completion status of the Adult High School or Co-Enrolled student:

Academic Area—Credit Requirement Graduation	Suggested Course Length (Hours per half credit)	Literacy Completion Points (LCPs)
English--4.0 credits	90	LA, LB, LC, LD, LE, LF, LG, LH.
Mathematics--3.0 credits	90	MA, MB, MC, MD, ME, MF.
Science--3.0 credits	90	SA, SB, SC, SD, SE, SF.
American History--1.0 credit	90	HA, HB
World History--1.0 credit	90	WA, WB
Economics--0.5 credit	90	JA
American Government--0.5 credit	90	GA
Practical Arts Career Education, or Exploratory Career Education, or Performing Fine Arts--1.0 credit	90	CA, CB.
Life Management Skills--0.5 credit	90	FA.
Electives--9.5 credits	90	EA, EB, EC, ED, EE, EF, EG, EH, EJ, E EP, ER, ES, ET, EU, EV.

Standard Program/ Course Number	Abbreviated Title Program/Course Title	Program Length (Hours)	Literacy Completion Point	CIP
9900020	General Education Development (GED) 1532010201			
—See Note 2.				
9900021	GED Prep Writing	250	A	
9900022	GED Prep Social Studies	75	B	
9900023	GED Prep Science	75	C	
9900024	GED Prep Literature	250	D	
9900025	GED Prep Math	250	E	
9900026	GED Prep Comprehensive	900		
	Writing Subtest	75	A	
	Social Studies Subtest	75	B	
	Science Subtest	250	C	
	Literature Subtest	250	D	
	Math Subtest	250	E	
9900030	Adult Life Stages 1532010203	450	A	
9900400	English for Limited English Proficient Adults 1532010300			
9900040	Adult ESOL			
	Literacy/Foundations - SPL 0-2	450	A	
	Low Beginning - SPL 3	450	B	
	High Beginning - SPL 4	450	C	
	Low Intermediate - SPL 5	450	D	
	High Intermediate - SPL 6	450	E	
	Advanced - SPL 7	450	F	
9900050	Adult VESOL			
	Beginning - SPL 2-3	450	A	
	Intermediate - SPL 4-5	450	B	
	Advanced - SPL 6-7	450	C	
9900051	ESOL Academic Skills	450	A	
9900060	Workplace Readiness Skills (ABE) 1532010500	250	A	
9900070	Workplace Readiness Skills (VPI) 1532010501	450	A	
9900080	Workplace Readiness Skills/LEP Adults 1532010502	450	A	
9900090	Citizenship 1533010200	450	A	
9900100	Adult General Education for Adults with Disabilities 1532010204	900	A	

9900110	Family Literacy 1532010205	450	A
S990001	Vocational Preparatory Instruction (VPI) (formerly SAIL) 11990001SN		
S990011	Mathematics	100 hours per grade level	A
S990031	Reading	100 hours per grade level	B
S990021	Language	100 hours per grade level	C
S990041	VPI Comprehensive		A-C

Notes:

1. GED Prep LCPs are based on the student successfully passing the official GED tests rather than completion of the GED Prep courses.
2. Co-enrolled secondary students enrolled in General Education Promotion should be reported with a Vocational/Adult General Education Program Code of 9900010 and a Course Number for the secondary academic or vocational course of instruction for the student. Adult high school students may be reported with the program code 9900010 and different specific course number, like co-enrolled. Adult high school students also may be reported using the 9900010 number as both Vocational/Adult General Education Program Code and Course Number.

APPENDIX C – Testing Publisher Information

The following are approved tests according to 6A-10.040, FAC. Please contact the publisher for ordering information, training to administer and/or score the tests, guidelines to follow in administration, or any other information you may need to decide which test to use.

Adult Measure of Essential Skills (AMES)

Steck Vaughn Co., 4515 Seton Center Parkway, Suite 300, Austin, TX 78759, 512-343-8227

Computerized Placement Test (CPT)

The College Board, 45 Columbus Avenue, New York, NY 10023-6992, 212-713-8060

Tests of Adult Basic Education (TABE)

CTB McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940, 800-538-9547

Wonderlic Basic Skills Test (WBST)

Wonderlic Personnel Test, Inc., 1509 North Milwaukee Avenue, Libertyville, IL 60048-1380, 800-323-3742

Alternative Assessment Instruments

Rule 6A-10.040, FAC, lists several alternative assessment instruments to be used with students with disabilities or students with limited English proficiency. These tests are to be use when the basic skills examinations listed in parenthesis 1 are not appropriate for this population of student.

Limited English Proficiency

- Adult Language Assessment Scales (A-LAS) - *CTB McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940, 800-538-9547*
- Comprehensive Adult Student Assessment System (CASAS) - *CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255-1036*
- Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA) - *Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 352-377-1434*

Students with Disabilities

- Brigance Employability Skills - *Curriculum Associates, Inc., P. O. Box 2001, North Billerica, MA 01862-1158, 800-255-0248*
- Brigance Life Skills - *Curriculum Associates, Inc., P. O. Box 2001, North Billerica, MA 01862-1158, 800-255-0248*
- Comprehensive Test of Adaptive Behaviors (CTAB) - *Educational Achievement Systems, 319 Nickerson Street, Suite 112, Seattle, WA 98109, 425-820-6111*
- Comprehensive Adult Student Assessment System - STRETCH (CASAS) - *CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255-1036*
- Comprehensive Adult Student Assessment System - Test for Special Populations (CASAS) - *CASAS, 910 Clairemont Mesa Boulevard, San Diego, CA 92123, 800-255-1036*
- Kaufman Functional Academic Skills Test (K-FAST) - *American Guidance Service, 4201 Woodlane Road, Circle Pines, MN 55014-1796, 800-328-2560*

APPENDIX D – Definitions of Terms

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

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

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

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

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

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

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

Continuing workforce education - instruction that does not result in a vocational certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for:

(a) individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body; (b) new or expanding businesses as described in chapter 288; (c) business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or (d) individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to learn current technology.

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

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

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

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

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

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

Individual Educational Plan (IEP) - a written plan of instruction for each student with disabilities, developed in a staffing by the teacher, the parents or guardian of the student, the student (as appropriate), a representative of the local educational agency, other than the student's teacher, qualified to provide or supervise exceptional student education, and other persons as appropriate. The plan of instruction shall include:

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

Job Placement - a procedure enabling individuals to be "placed" in the labor market or to become employed. This requires knowledge of job requirements, the labor market, and an individual's abilities and limitations. This service provides assistance in obtaining employment for job seeking skills.

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

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

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

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

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

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

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

Preparatory Services - services, programs or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation in, an appropriate vocational education-training program. Preparatory services include, but are not limited to: (1) services, programs or activities related to outreach or recruitment of potential vocational education students; (2) career counseling and personal counseling; (3) vocational assessment and testing; and (4) other appropriate services, programs or activities.

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

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

Special Needs (Populations) Student – (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents, including single pregnant women; displaced homemakers; and (5) individuals with other barriers to educational achievement, including individuals with limited English proficiency (Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998)

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

Standard - the level or rate of an outcome.

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

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

Supplies - all tangible personal property other than equipment.

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

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

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

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

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

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

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

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

APPENDIX E – List of Common Acronyms

ACTE	Association for Career and Technical Education
ADA	Americans with Disabilities Act
AIEP	Adult Individual Educational Plan
AMES	Adult Measure of Essential Skills
CPT	Computerized Placement Test
DOE	Department of Education
DWD	Division of Workforce Development
ECI	Educational Clearinghouse, Inc.
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FSNA	Florida Special Needs Association
FACTE	Florida Association for Career and Technical Education
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
LCP	Literacy Completion Point
LD	Learning Disabled
LEA	Local Education Agency
LEP	Limited English Proficient
MALD	Modular Analysis of Learning Difficulties
OCP	Occupational Completion Point
SAIL	System for Applied Individualized Learning
SBEARR	State Board of Education Administrative Rules & Regulations

SREF	State Requirements for Educational Facilities
TABE	Tests of Adult Basic Education
TABE-WR	Tests of Adult Basic Education - Work Related Foundation Skills
TEP	Technical/Vocational Education Plan
VESL	Vocational English as a Second Language
VESOL	Vocational English for Speakers of Other Languages
VPI	Vocational Preparatory Instruction
WBST	Wonderlic Basic Skills Test
WDIS	Workforce Development Information System

APPENDIX F – Pre-Test Answer Key

1. Vocational Preparatory Instruction
2. Computers, written learning materials, vocational textbooks, audio-video equipment, adaptive equipment, etc.
3. 15 to 1
4. If they do not have a High School Diploma, if they test lower than 9.0 or other exemptions as per Florida Statute 239.117
5. Literacy Completion Point
6. 3
7. Basic Skills Test (as per Rule 6A-10.040, FAC), Learning Styles Inventory, Occupational/Career Interest
8. Bachelor's Degree or Higher in any subject area (Community Colleges have their own requirements)
9. Name, demographics, Student ID or Social Security Number, Special Needs accommodations, Initial test score, Vocational Program designation, Native language, etc.
10. Student with disabilities, single parents, single pregnant females, displaced homemakers, economically disadvantaged, individuals preparing for non-traditional training and employment, individuals with other barriers to educational achievement, including individuals with limited English proficiency.
11. Vocational students needing assistance with basic skills in order to be successful in their vocational program
12. Three years – or until audited – whichever comes first

Post-Test Answer Key

1. System for Applied Individualized Learning
2. 15 to 1
3. Yes
4. Three (3)
5. Yes
6. Three years or until audited
7. Division of Workforce Development (DWD)
8. Basic furniture, equipment, and non-consumable supplies, Developmental education materials, Complementary skills materials, Workplace readiness skills materials, Staff training materials, Testing and other assessment (aptitude, interest, abilities) materials, Learning styles assessment materials, Occupational exploratory materials (optional), Textbooks for each vocational class offered at the site, Latest technological equipment, Current materials promoting the integration of academic and vocational education
9. False
10. Vocational instructors and students
11. NO
12. PBF – Performance Based Funding