



Technical Assistance Paper
Adult English for Speakers of Other Languages Program

Florida Department of Education
Division of Career and Adult Education
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1 PURPOSE

PURPOSE

The purpose of the Adult English for Speakers of Other Languages (ESOL) Program Technical Assistance Paper is to provide guidance to Local Educational Agencies (LEAs) and Community-Based Organizations (CBOs) in the implementation of the Florida Department of Education (FDOE) Adult ESOL program.

2 DEFINITIONS

2.1 Adult General Education (AGE)

A comprehensive instructional program designed to improve the employability of the state's workforce through Adult Basic Education (ABE), Adult Secondary Education (ASE), Adult ESOL, instruction for adults with disabilities, General Educational Development (GED) courses of study, and Applied Academics for Adult Education (AAAE) (formerly Vocational Preparatory Instruction) courses of study.

2.2 Adult ESOL Program

An instructional program of noncredit English language courses designed to improve the employability of the state's workforce through the acquisition of communication skills and cultural competencies, which enhance the abilities of reading, writing, speaking, and listening (as comprehension and as acquisition) in English.

2.3 Adult Education Student

See Florida Statutes §[1004.02](#) §[1004.93](#), and Administrative Rules [6A-6.011](#), [6A-6.014](#), [6A-6.084](#). See also the federal statute on adult education, [20 U.S.C. 9202\(1\)](#).

Adult education students:

- Are 16 years or older and have legally left the secondary school system.
- Do not have a high school diploma or its equivalent.
- Have earned a high school diploma, or its equivalent, but require specific improvement in order to:
 - Obtain or maintain employment or benefit from certificate career and technical education programs.
 - Pursue a postsecondary degree.
 - Develop competence in speaking, reading, and writing the English language.

2.4 Educational Functioning Level (EFL)

Levels developed by the National Reporting System (NRS), which is required for states that receive federal funds through the Workforce Investment Act. The NRS developed six levels for both ABE and ESOL. These levels are used to measure the functioning skills and educational gains of learners. Skill descriptors are provided for each level, which illustrate the types of skills that students functioning at that level are likely to have upon entry to the level. The descriptors are not an all-inclusive list of all the skills students may demonstrate at a specific level.

The NRS calls the six ESOL levels Beginning Literacy, Low Beginning ESL, High Beginning ESL, Low and High Intermediate ESL, and Advanced ESL. In Florida, the Beginning Literacy level is called the Foundations level. The ESOL levels describe speaking and listening skills and basic reading, writing, and functional workplace skills that can be expected from a person functioning at that level.

2.5 Literacy Completion Point (LCP)

A term used by the FDOE to denote the learning gains of adult education students enrolled in AGE

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programs operated by local school districts or colleges. Each LCP represents a learning gain of one EFL made by an adult education student. LCPs are used in the allocation formulas for state performance-based incentive funds.

As learning gains, LCPs are reported by school districts and colleges to FDOE databases. The FDOE calculates the number of eligible ESOL students earning at least one LCP over the course of a program year. This information is sent to the USDOE for inclusion in its annual NRS report.

LCPS are also used as an indication that the school district or college may be eligible for disbursement from the State of Florida Workforce Education Performance Fund. The FDOE Division of Accountability, Research and Management (ARM), Office of Community Colleges and Technical Center Management Information System (CCTCMIS) checks for any LCPs that may be eligible for payment. Duplicate LCPs that have been reported within two years prior are not considered eligible for inclusion in the calculation.

Adult ESOL students can obtain LCPs in the following ways:

- Students in programs funded with the State Workforce Development Fund and supported with federal funds obtain LCPs by completing the NRS EFLs. This occurs when students take a state-approved test and obtain a score that reaches or exceeds the top scale score of the EFL.
- Students in certain programs, funded solely with the State Workforce Education Fund, may obtain LCPs by completing the competencies of the course. The instructor, guidance counselor, and/or program director may sign off on the Progress Report and report the LCP to the state.

2.7 Local Educational Agency (LEA)

School districts and colleges that are funded by the Florida Workforce Education System to provide AGE services. The definition of LEA does not include community-based organizations (CBOs), faith-based organizations (FBOs), library-based literacy programs, county jails, or state correctional institutions. The term “program” is sometimes used interchangeably with the term LEA.

2.8 National Reporting System (NRS)

Developed by the USDOE as a means of collecting and reporting annual enrollment and outcome data of LEAs/CBOs that are supported by federal funds. The NRS publishes implementation guidelines for states to establish a system for testing, scoring, measuring, and reporting the outcomes of the states’ adult education programs.

3 PROGRAM MANAGEMENT

3.1 Community Demographics

It is recommended that LEAs/CBOs use demographic information derived from their service area for making decisions regarding what educational services to provide. Student populations can change frequently in the various demographic measures, such as location, size, and composition. Agricultural conditions, jobs, and housing availability can have an impact on how many potential students a program may be able to recruit.

3.2 Fees

See [Florida Statute §1009.25](#). Adult ESOL students are exempt from any requirement to pay tuition and lab fees for receiving instruction, if they:

- Do not have a high school diploma or its equivalent.
- Have a high school diploma or its equivalent, but have academic skills at or below the eighth grade level, if their skills are at or below the eighth grade level as measured by a state-approved test, even if they have skills above that level when tested in their native language.

3.3 Recruitment

3.3.1 Partnership with Elementary, Middle, and High Schools

One of the primary objectives of state and federal adult ESOL initiatives is to improve the literacy skills of parents to support the education of their children. The parents of elementary, middle, and high school ESOL students are often in need of, and interested in, adult education ESOL classes. It is recommended that LEAs/CBOs provide flyers to the local schools to distribute to ESOL children. It is important to make presentations about the benefits of enrolling in adult ESOL classes to Parent-Teacher-Association meetings and to school Open House events for parents.

3.3.2 Radio Talk Shows

Studies on marketing of adult ESOL programs in a Miami-Dade refugee services agency found that radio talk shows are more effective as a marketing tool than the typical brief public service announcement. The talk show format conveys information through dialog with commentary.

3.3.3 Flyers

Flyers in the languages of potential adult students can be effective in recruiting students. Flyers can be posted in laundries, restaurants, community centers, and shops and other venues with the approval of the property owners. Elementary, Middle and High Schools can send flyers home with ESOL students to make the parents aware of the adult ESOL classes. Churches will usually disseminate information and flyers from adult education schools during the announcement portion of their services.

3.4 Intake

Programs must enroll adult ESOL students in accordance with the Florida State Statutes and the State of Florida Board of Education Administrative Rules. The following is an excerpt from [State of Florida Statute §1004.93 F.S.](#), Adult General Education:

- (1) (a) The intent of this section is to encourage the provision of educational services that will enable adults to acquire:*
- 1. The basic skills to attain basic and functional literacy.*
 - 2. An educational foundation that will enable them to become more employable, productive, and self-sufficient citizens.*
- (b) It is further intended that educational opportunities be available for adults who have earned a diploma or high school equivalency diploma, but who lack the basic skills necessary to function effectively in everyday situations, to enter the job market, or to enter career certificate instruction.*

State Board of Education Administrative Rule [6A-10.0381](#), Registration of Adult Education Students, requires that LEAs/CBOs request four pieces of information from students that wish to enroll in adult education classes:

- Name
- Date of Birth
- Permanent Address
- Social Security Number, if available

3.4.1 Name

LEAs/CBOs must request and obtain the student's name. LEAs/CBOs may determine the types of identification documents they will accept. Identification documents that require students to have a Social Security Number may be requested and used, but cannot be required by the LEA/CBO as a condition of enrollment. (See paragraph 3.4.4 below for additional information on the use of Social Security Numbers.)

3.4.2 Date of Birth

The LEA/CBO must request and obtain the student's age, indicating that he or she is at least 16 years of age at the time of enrollment.

3.4.3 Permanent Address

The LEA/CBO must request and obtain the permanent address of the student at the time of enrollment. The purpose of requesting the student's permanent address is to provide a way for the LEA/CBO to conduct follow-up surveys on the student's employment or educational status after leaving the LEA/CBO. Adult education students who meet the fee exemption criteria in 3.2 above are not required to show proof of having resided in Florida for 12 months.

3.4.4 Social Security Number

Florida statutes require that LEAs/CBOs request a Social Security Number from each student that wishes to enroll in adult education classes, but do not require LEAs/CBOs to obtain a Social Security Number if the student does not provide one. The Federal Privacy Act of 1974 places limitations on the uses of the Social Security Number, stating that a government agency cannot "deny to any individual any federal right, benefit, or privilege provided by law because of such individual's refusal to disclose his or her Social Security Number." (Section 7 of the Privacy Act, 5 U.S.C. §552a note) If a student does not provide a Social Security Number, the LEA/CBO will assign a number to the student's file for the purposes of reporting the student's enrollment and educational status.

While it is not required to obtain a Social Security Number from students, it is an important means of tracking whether the students entered employment or postsecondary education. The FDOE uses this information for planning and development of the state's workforce education system.

3.4.5 Enrollment Policies of FDOE and USDOE

3.4.5.1 FDOE Policy

State policy requires that pretesting for placement occur during the first twelve hours of instructional activity. Under state guidelines, LEAs/CBOs are allowed to count two of the first twelve hours for the purposes of registration, orientation, and testing. In order to comply with the state guidelines, LEAs/CBOs cannot count students as enrolled until a total of twelve hours of instructional activity have

occurred within the enrolling semester. Each subsequent semester, the same policy on enrollment applies to both returning and new students.

3.4.5.2 USDOE Office of Vocational and Adult Education (OVAE) Policy

As with state policy, federal policy also requires that pretesting for placement occur during the first twelve hours of the student entering the program. OVAE policy differs on the method for counting the twelve hours. The USDOE OVAE considers a student as enrolled if the student has participated in a total of twelve hours of class over the duration of an entire reporting year. If a student attends even one hour of class at different times over the course of a reporting year, the LEA/CBO must count and report each of these hours to the FDOE CCTCMIS. If it is found that a student has attended twelve hours or more of class over the duration of an entire reporting year, the FDOE CCTCMIS includes that student in its annual NRS enrollment numbers.

3.5 Placement

Placement is a process that results in the student being assigned to a single-level course, or to a specific EFL in a multilevel course. If a student is entering a course that is funded with state funds only, LEAs/CBOs will follow the guidelines noted in the preface to the curriculum standards for that course. If a student is entering a course that is funded with both state and federal funds, LEAs/CBOs must use a state-approved test as a pretest to obtain a score for placement.

3.5.1 Pretesting for Placement

The pretest scale score determines the student's EFL for placement. The first pretest taken by a student in a reporting year is the student's initial EFL for that year. This initial EFL is used as the base level for determining learning gains made by the student during the reporting year. The EFL of the student as established by the pretest score (lower score if tested in two skill areas) must be reported to the FDOE as the student's initial functioning level for that reporting period.

If a student's pretest score is markedly inconsistent with the knowledge and skills the student demonstrates, the student may be retested. This should be done within a day or two, using an alternate test form within the same level, or at a different level.

If a student's pretest score continues to be inconsistent with the actual work the student is able to perform, the LEA/CBO may allow the student to attend a class that more closely matches his or her ability. The decision to allow a student to attend a class that is higher or lower than the level indicated by his or her test score should be made jointly with the instructor, test administrator, and program director.

Programs should put in writing the procedure that staff must follow for retesting students in a testing manual. In no case may the student's test score be altered to match the level of the class the student is allowed to attend. The actual score/level obtained by the student must be reported to the state as is.

3.6 Orientation

Each student enrolling in an adult ESOL course for the first time should be given a copy of the FDOE [Welcome, New Adult ESOL Student](#) handout. The handout comes in twenty-nine languages, including English, and can be downloaded from the [Adult Education website](#). The intent of this handout is to welcome each new student to the adult ESOL program on behalf of the FDOE. If a handout in the

student's language is not available on the website, the LEA/CBO may request it from the adult education office. The English version is written at a Low Beginning ESOL level.

3.7 Setting Student Goals for State and NRS Reports

3.7.1 Default Goal

A default goal for adult ESOL students is automatically set as "Improve English Language Skills" based on course code numbers during the reporting cycle. The LEA/CBO need only report the correct course codes for the student.

3.7.2 Follow-up Measures

Each year during the intake process, it is recommended that the instructor or staff meet with the student to determine if it is appropriate to select one or more follow-up measures that match the student's goals. Any follow-up measures selected should be attainable within the grant cycle or within a year of exiting the program. It is also suggested that these goals be reviewed with the student whenever it becomes apparent that his or her needs or intentions change. Follow-up measures include:

- Entered employment
- Retained employment
- Obtained a GED equivalency diploma or a secondary school diploma
- Entered postsecondary education or training.

3.8 Curriculum Standards

The FDOE curriculum standards for each of the adult ESOL courses are presented annually to the FDOE State Board of Education for approval. LEAs/CBOs are required to use the state's curriculum standards in the classroom. The competencies covered in the standards become increasingly rigorous as students advance. The standards are intended to be a guide for teachers in the implementation of educational activities, lesson planning, and instruction. Teachers are not expected to cover all the competencies included in the curriculum standards each semester/term, or to teach them in sequential order. The curriculum standards for all five of the FDOE adult ESOL courses can be found on the [Adult Education website](#).

3.9 Progression

As students attend classes, they will make academic learning gains in their English language skills and knowledge. LEAs/CBOs are required to track the academic progress of students.

3.9.1 Progression and Progress Reports for Students in State-Funded Courses

Students enrolled in courses funded entirely with the State Workforce Education Fund show progress by completing the competencies of the curriculum standards. LEAs/CBOs will report the progress of students in these courses by completing the Course Progress Report, which is provided by the FDOE and is based on the curriculum standards. The Course Progress Report is used to document that the students have completed the competencies in the curriculum standards for the course. The completed Progress Report document will be kept as part of the student's permanent record, and the LEA/CBO will report to the FDOE CCTCMIS that the students have completed the course.

3.9.2 Progression and Posttesting

Students enrolled in courses funded with state funds and supported by federal funds must take a state-approved posttest to determine if they have made learning gains. LEAs/CBOs that receive federal funds to support adult ESOL classes must test students according to the NRS and FDOE assessment policies. Programs must adhere to the test publisher guidelines regarding the hours of instruction between pretest and posttest. If the student's test scores reach or exceed the top score of the EFL he or she is in, the student is considered to have advanced from one EFL to a higher EFL. LEAs/CBOs must report any learning gain to the FDOE CCTCMIS in their regularly scheduled submissions.

See the Adult Education [Assessment Technical Assistance Paper](#) for additional information on pretests and posttests.

3.10 Completion

3.10.1 Completion of Courses Funded by State of Florida Workforce Education Funds

If a student is enrolled in a course that is funded with state funds only, a Progress Report is used to document completion of the levels and/or course. The Progress Report is a document used for courses funded with state funds only, and provides evidence of the student having learned the competencies covered by the curriculum standards of the course.

3.10.2 Completion of Adult Education Courses in Programs Funded by the State of Florida Workforce Education Funds and Supported with USDOE Funds

If a student is enrolled in a course that is funded with state funds and is also supported with federal funds, the student must take an assessment that is approved by the FDOE for NRS reporting purposes. In order to be considered as having completed the EFL he or she is in, the student must reach the top score of the level. In order to be considered as having completed the entire course, the student must reach the top score of the highest EFL of the course.

3.11 Reporting

The FDOE CCTCMIS requires that LEAs/CBOs supported with state and/or federal funds submit regularly scheduled data reports on learning gains made by students. Learning gains that are eligible for payment from the State Workforce Education Performance Fund are called Literacy Completion Points (LCPs). Learning gains that are not eligible for payment from the state must still be reported. The FDOE CCTCMIS uses these in its calculation of the number of students that made at least one learning gain in its annual NRS report.

When LEAs/CBOs submit data reports, CCTCMIS checks back over the past two years for any LCPs already submitted. If an LCP has been reported within the two prior years to the current reporting year, it will not be considered eligible for payment. However, LEAs/CBOs should still report all LCPs earned by students. CCTCMIS must be provided a complete report in order to prepare accurate state and national reports.

3.12 Records

The State Board of Education Administrative Rule, [6A-10.0381](#), Registration of Adult Education Students, states the following on the retention of records for adult education students:

“Each school district and community college shall maintain on file the data required by this rule in electronic format or hard copy for a period of three (3)

years or until the completion of all audits for the period during which the course is offered, whichever occurs later.”

3.13 Audits

Nonprofit CBOs must provide an audit report annually in accordance with State of Florida Statutes §216.348, F. S., and §215.97(8)(e), F.S., in order to receive federal funds. These statutes can be found at the State of Florida Legislature website.

The following Florida Auditor General Rules apply to adult education programs: Chapter 10.650, Nonprofit and For-Profit Organizations, Chapter 10.800, District School Boards, and 10.700, Certain Nonprofit Organizations. These can be found at the State of Florida Auditor General website.

3.14 Instructor Certification

Adult education instructors are required to have a minimum of a bachelor’s degree in order to teach adult education courses at LEAs. LEAs have the option to require more stringent criteria and specific designations. See Florida Statutes §1012.55.

CBOs are not under the jurisdiction of the FDOE and set their own minimum criteria for instructor certification. CBOs should check with the Commission of Independent Education at 1-888-224-6684 or visit their web site at www.cie.edu for additional requirements that may apply.

Supplemental staff development and certification opportunities for all providers can be found at Florida's Distance Learning and Technical Assistance Project at www.floridatechnet.org, the Florida Literacy Coalition at www.floridaliteracy.org and at Florida's Adult and Community Educators professional development association at www.aceofflorida.org.

4 ADULT ESOL COURSES

4.1 ACADEMIC SKILLS

School District Course Code Number (CCN) #9900051

College Classification of Instructional Program (CIP) #1532.010302

4.1.1 Course Description

This course is designed to prepare students for postsecondary programs. This course is funded entirely with State Workforce Education funds. No federal funds may be used to support this course, and data collected from this course (enrollment, educational goals, learning gains, and the number of students making at least one EFL gain) are not reported to the NRS.

4.1.2 Intended Population

This course is intended for students who have completed the Adult ESOL Course and plan to take credit courses at a university or college. Students who may not have taken the Adult ESOL Course may also enroll if they are able to show they have sufficient knowledge and skills in English to perform the work required of the course.

4.1.3 Placement

Students enrolling in the Academic Skills Course must be assessed for placement into the course using a state-approved test. Although it is not required that students obtain the entry-level scores noted below, it is recommended. Other evidence, such as class work completed by the student, may be taken into

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consideration when determining that a student is ready to enroll in the course. The recommended entry-level test scores are as follows:

- ≥541 on the Basic English Skills Test (BEST) Plus.
- ≥235 Reading and ≥235 Listening on the Comprehensive Adult Student Assessment System (CASAS).
- ≥588 Reading and ≥607 Listening on the Tests of Adult Basic Education (TABE) Complete Language Assessment System - English (CLAS-E).

Once a student has entered the course, no further testing with state-approved assessments is required to show progression or completion. Nonetheless, it is recommended that these students continue to be tested with standardized assessments, to prepare them for taking standardized tests in college.

See the FDOE Adult Education [Assessment Technical Assistance Paper](#) for additional information on assessing students enrolling in the Academic Skills Course.

4.1.4 Curriculum Standards

The curriculum standards of the Academic Skills Course emphasize topics that adult ESOL students need when transitioning to higher education: language grammar structures, college-level reading and writing, the culture of the United States higher educational system, and how to use technology for postsecondary-level work.

4.1.5 Instruction

Instruction may be delivered face-to-face, in a computer lab, or through a combination of distance learning blended with classroom participation. Learning activities that require students to do basic research, data collection and reporting on their communities are recommended to facilitate their transition to college-level work.

4.1.6 Progression

Students make progress by completing the competencies of the curriculum standards. As students complete the course competencies, the instructor will make a notation of the competencies completed on the course Progress Report. Standardized assessments may also be used as a supplemental measuring tool to prepare students for taking these types of tests in college, to guide instruction, or for other informational purposes. Examples of supplemental assessments include [CASAS](#), [TABE](#), and the [Test of English as a Foreign Language™ \(TOEFL®\)](#). The FDOE [Division of Florida Colleges](#) will begin using a new assessment to gauge students' readiness for college, and accurately place students in classes in Florida colleges. Florida colleges will begin using the [Postsecondary Education Readiness Test \(PERT\)](#) in the fall of 2010.

4.1.7 Completion of the Course

Students exit the course upon satisfactory completion of the course competencies. The instructor and LEA/CBO administrator sign off on the completed Progress Reports, and a record of this is kept in the student's permanent file. It is then reported to the FDOE CCTCMIS as one LCP. CCTCMIS does not include information on this course in the state's annual NRS report, since this course is not supported with federal funds.

4.1.8 Transition

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Ongoing counseling is recommended to ensure a smooth transition to one or more of the following educational pathways: ABE, GED, college, and/or university. The National College Transition Network (NCTN) provides information on strategies to help students transition to college. [Florida Choices](#), a career information and exploration system, is available to all Floridians at no charge. The website is in English and Spanish. Training for adult education counselors, teachers, and administrators is available through the Adult Education office.

4.2 ADULT ESOL
School District CCN #9900040
College CIP #1532.010300

4.2.1 Course Description

The Adult ESOL Course is designed to provide adult learners with the knowledge and skills they need to communicate effectively in English. This is the main course of the adult ESOL program. LEAs/CBOs may use federal and/or state funds to support this course.

The Adult ESOL Course has six levels that correspond to the six EFLs of the NRS:

- Foundations (NRS uses the term “Beginning Literacy” for this level.)
- Low Beginning
- High Beginning
- Low Intermediate
- High Intermediate
- Advanced

4.2.2 Intended Population

This course is for adult education students who wish to improve their English language skills. It is recommended that students enrolling in the Adult ESOL Course demonstrate they can read and write in at least one language before enrolling in the course.

4.2.3 Placement

LEAs/CBOs must pretest all students enrolling in the Adult ESOL Course with at least one of the following state-approved tests: BEST Literacy, BEST Plus, CASAS Life and Work Series, or TABE CLAS-E. Programs that use CASAS or TABE CLAS-E must pretest each student that is able to be tested in both the reading and listening skills. The lower of the two scores shall be used to determine the student’s EFL for placement purposes. The LEA/CBO must report the placement EFL to the state based on the lower of the reading and listening scores. For informational purposes, programs may choose to test students in the additional skill areas of speaking and writing.

At times, a student enrolling in the Adult ESOL Course may not be able to take a pretest in one or both of the skill areas of reading and listening. To determine if students are unable to take a pretest in listening, programs should administer the CASAS Oral Screening and follow the scoring guidelines. To determine if students are unable to take a pretest in reading, programs should use the Native Language Literacy screening tool and/or the CASAS Form 27 Practice Items and follow the scoring guidelines.

If a student enrolling in the Adult ESOL Course is not able to take a pretest in one of the two skill areas (reading or listening), the skill area the student was not able to take a pretest in must be noted in the student's permanent record. Programs may enter the actual score, or enter a score of zero, depending on the program's data recording procedures. Students who are unable to take a pretest in one of the two skill areas must be placed in the Foundations Level since the skill for which they were unable to test will be the lower score.

As with students who may not be able to take a pretest in only one of the two skill areas, some students enrolling in the Adult ESOL Course may not be able to take a pretest in either of the two skill areas (reading and listening). If this occurs, the program may enter the actual score, or enter a score of zero, depending on the program's data recording procedures. A note must be made in the student's record for audit purposes that the student was unable to test in the two skill areas. The student must be placed in the lowest educational functioning level of the Adult ESOL Course, Foundations. However, if the program offers the state-funded Literacy Skills for Adult ESOL Course, it is recommended that the student be enrolled in that course before taking the Adult ESOL Course.

Students who may be unable to take a listening skill pretest at time of enrollment must take a listening pretest before completing the Foundations Level. If students receive instruction for the length of time recommended for posttesting before they complete the Foundations Level, they should also take a listening posttest. As with the listening skill, students who may be unable to take a reading skill pretest at time of enrollment must take a reading pretest before completing the Foundations Level. If students receive instruction for the length of time recommended for posttesting before they complete the Foundations Level, they should also take a reading posttest.

LEAs/CBOs using BEST Plus and/or BEST Literacy are not required to use both tests. These tests are designed to be used independently of each other for placement, progression, and completion. BEST Literacy assesses the skills of reading and writing, and the BEST Plus test assesses the skills of listening and speaking.

BEST Literacy can be used to place students into the Advanced Level, but not to exit students out of the Advanced Level. The scale scores of BEST Literacy fall below the range for completing the Advanced Level.

4.2.3.1 Pretesting for Placement

The FDOE requires that pretesting for placement take place during the first twelve hours of instructional activity. The pretest scale score determines the student's EFL for placement. The first pretest taken by a student in a reporting year is that student's initial EFL for that year. This initial ELF is used as the base level for determining learning gains made by a student during the reporting year.

4.2.4 Curriculum Standards

The adult ESOL curriculum standards cover the following seven topics:

- Communication
- Civics, Family and Community Resources
- Employment
- Consumer Education

- Health and Nutrition
- Transportation and Travel
- Safety and Security

4.2.5 Instruction

Student instruction will be based on the curriculum standards for this course. It is expected that the instructor will provide each student with a written description of the course, including the topics to be covered, objectives that students are expected to achieve, and textbooks to be used.

Lessons should be based on the context of the student’s daily life. Materials and lessons should be functionally useful to the student in the social, cultural, civic, health, economic, education, and work aspects of life in the United States. Lessons based on projects that are applicable to the student’s everyday life and involve students in group work help students retain the information better. For an overview of teaching methods, instructors may take the comprehensive online course, “Teaching Adult ESOL.” This is a free online course for adult education teachers, and is housed on the [Florida TechNet](#) website.

The classroom should be “English-rich,” with posters that display concepts of the English language, and labels on objects around the room. Preferably, students themselves would create posters on various aspects of the English language, and use them in presentations to their peers. Learning stations can be set up around the classroom, each with a specific purpose, that students can use individually or in groups. Some useful learning stations are writing, art, computers, bookshelves with books of interest to the students, and files of worksheets.

These teaching strategies have proven to work well in multilevel classrooms:

- Group work: students complete a task together
- Pair work: students share ideas or quiz or drill each other
- Peer review: students analyze and comment on each others work
- Brainstorming: students contribute ideas on a single topic
- Cooperative writing: a group of students collaborate
- Whole class activities: a question is posed to the class as a whole
- Independent learning: the teacher organizes activities which can be done without explanation from the teacher.

4.2.6 Progression

4.2.6.1 Posttesting for Progression

As students attend class regularly, it is expected they will progress from one level to a higher level. After students have participated in the recommended number of instructional hours, they will take a posttest to determine if they have achieved an educational gain. Students complete a level when they take a posttest and reach or exceed the top scale score for the level they are in. It is possible that a student may achieve a posttest score that indicates he or she has progressed more than one level. This will allow the LEA/CBO to report more than one LCP for that student.

4.2.6.2 Recommended Hours of Instruction and Posttesting Times

Posttesting must occur at times that are in accordance with the test publisher guidelines. The Center for Applied Linguistics (CAL), publisher of BEST Literacy and BEST Plus, recommends posttesting after the student has participated in 80 to 100 hours of instruction. CASAS, the publisher of the CASAS tests, recommends posttesting after the student has participated in 70 to 100 hours of instruction. CTB McGraw-Hill, the publisher of TABE CLAS-E, recommends posttesting after the student has participated in 60 hours of instruction.

4.2.6.3 Life and Work 80 Series listening test and Advanced Level completion

Before the 2009-2010 program year, state policy regarding the use of the CASAS Life Skills 50 series listening test recommended that LEAs/CBOs stop administering listening test to students who obtained a scale score of 221 or higher. This was due to the fact that the CASAS Life Skills Listening test did not reach the top score of the advanced level of ESOL (235). As of 2009-2010, CASAS retired the Life Skills 50 series listening test, and it is no longer available for purchase. Beginning with the 2009-2010 reporting year, LEAs/CBOs must switch to the Life and Work 80 series listening test. The Life and Work 80 series listening test has a higher scale score range which goes beyond 235, the top score of the advanced level of ESOL. Therefore, LEAs/CBOs must use both the listening and reading test to show completion of the advanced ESOL level.

4.2.6.4 Managed Enrollment and Posttesting times

Programs that have managed enrollment classes of seven to nine weeks and meet two to three times per week for three or four hours can posttest students who attended class regularly at the end of the course. Programs that have open entry classes would need to track daily attendance to determine if a student has met the number of recommended hours of instruction before posttesting.

4.2.7 Completion of the Course

A student will complete the Adult ESOL Course upon reaching or exceeding the top scale score for the highest level of the course. The scale scores for the tests used with this course are included in Table 7 (BEST Literacy and BEST Plus), Table 8 (CASAS), and Table 9 (TABE CLAS-E).

4.2.8 Transition

It is important to encourage adult ESOL students to go on to ABE, GED Preparatory, Career and Technical programs, or to college. Even those at the beginning levels of ESOL can start to identify steps they need to take toward a career or college. Some adult ESOL students may need guidance in specific areas, such as preparing for college entrance exams and filling out financial aid applications. Others may need to learn about the academic and cultural differences between college in their home country and the United States. The National College Transition Network ([NCTN](#)) provides information on strategies to help students transition to college. [Florida Choices](#), a career information and exploration system, is available to all Floridians at no charge. The website is in English and Spanish. Training for adult education counselors, teachers, and administrators is available through the Adult Education office.

4.3 CITIZENSHIP

School District CCN #9900090

College CIP #1532.010200

4.3.1 Course Description

This course is designed for immigrants who plan to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Examination. The curriculum standards of this course cover

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English language skills as well as pertinent information needed to pass the Citizenship Interview and Examination. Immigrants that understand, speak, read, and write English may also enroll in this course.

This course is funded entirely with State Workforce Education funds. No federal funds may be used to support this course, and data collected from this course (enrollment, educational goals, and learning gains) are not reported to the NRS.

4.3.2 Intended Population

This course is intended for immigrants who seek instruction that will prepare them to pass the Citizenship Interview and Examination. Students that wish to enroll in this course should have a date scheduled by CIS to take the test before enrolling in the course.

4.3.3 Placement

Immigrant students wishing to enroll in the Citizenship Course must take a state-approved standardized assessment. ESOL students will be more likely to successfully complete the course if they attain a Low Intermediate level on the BEST Plus, BEST Literacy, CASAS, or TABE CLAS-E tests. Immigrants who understand, speak, read, and write English will be more likely to successfully complete the course if they attain a Basic Beginning level on the TABE test. Other factors may be taken into consideration if students obtain a score lower than the recommended level, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the test are such that students with scores lower than the recommended level will likely not be able to pass the Citizenship Interview and Examination.

Table 1: Citizenship Course Placement

Student's Primary Language	Tests to Use	Recommended Educational Functioning Level	Recommended Score
Other than English	BEST Literacy	Low Intermediate ESL	≥64
	BEST Plus	Low Intermediate ESL	≥439
	CASAS Life and Work (Test in both listening and reading.)	Low Intermediate ESL	R ≥201 L ≥201
	TABE CLAS-E (Test in both listening and reading.)	Low Intermediate ESL	R ≥477 L ≥469
English	CASAS Life and Work (Test in reading only.)	Basic Beginning ABE	R ≥201
	TABE 9/10 (Test in reading only.)	Basic Beginning ABE	R ≥368

See the FDOE [Adult Education Assessment Technical Assistance Paper](#) for additional information on assessing students enrolling in the Citizenship Course.

4.3.4 Curriculum Standards

The standards for this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens as stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners.

4.3.5 Instruction

The course may be offered through face-to-face instruction, computer-assisted instruction, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by CIS. The curriculum standards can be found at the FDOE [Adult Education website](#).

In the independent study format, students may utilize a study guide and workbooks correlated to the curriculum standards. Students complete assignments at their own pace, and the instructor provides guidance as needed.

4.3.6 Progression

Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student's progress on the Progress Reports. The items listed in the Progress Report are based upon the course competencies.

4.3.7 Completion of the Course

Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report, and one LCP shall be reported to the FDOE CCTCMIS. The LCP earned is used for state reporting purposes, but is not counted in federal NRS reports, since this course is not supported with federal funds.

4.4 ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION (ELCATE) School District CCN #9900050 College CIP #1532.010301

4.4.1 Course Description

ELCATE is designed to prepare students for transition to one of the FLDOE Career and Technical (CTE) Education courses provided by a school district or college. The course has three levels:

- Beginning (Corresponds to the NRS Low Intermediate level.)
- Intermediate (Corresponds to the NRS High Intermediate level.)
- Advanced (Corresponds to the NRS Advanced Level.)

4.4.2 Intended Population

This course is primarily for adult ESOL students who wish to enroll in a CTE course established by the FLDOE.

4.4.3 Assessment

The CASAS Employability Competency Skills (ECS) reading test has been approved by the state for assessing ELCATE students. In addition to the ECS reading test, the LEA/CBO may opt to also administer the ECS mathematics test and/or the Life and Work listening test for information purposes of counseling and instruction.

Students who have current scores from the CASAS Life and Work reading test may be placed in ELCATE using the scores obtained on that test. Students without current CASAS Life and Work reading test scores must take the ECS test as the pretest for placement. If the program uses the Life and Work reading test for placement, it must use the ECS reading test for all subsequent posttests.

The following ECS forms and the corresponding scale scores are to be used for placement and progression:

Beginning	ECS Reading B Forms 13/14/114	Exit Scale Score = >210
Intermediate	ECS Reading C Forms 15/16/116	Exit Scale Score = >220
Advanced	ECS Reading D Forms 17/18	Exit Scale Score = >235

See the FDOE [Adult Education Assessment Technical Assistance Paper](#) for additional information on assessing students enrolling in the ELCATE Course.

4.4.4 Curriculum Standards

The ELCATE curriculum standards focus on four strands: academic reading and writing skills, use of technology, test-taking skills, and culture of the workplace and of the CT classroom. The four language skills (listening, speaking, reading, and writing) are also addressed in the ELCATE competencies. The standards cover the basic components of the English language (grammar, etc.) as well as the uses of English in everyday life situations and in the workplace.

4.4.5 Instruction

The instructional methods used in teaching ELCATE should model those used in CTE classes, such as requiring punctuality and doing projects in teams. Students may be encouraged to do a presentation to the rest of the class, using materials related to the career of their choice. Reading instruction, particularly in the context of career paths, should be emphasized throughout the course. Guest presenters with work experience related to the careers that interest students should be invited to speak to the class.

The course competencies are intended to be a guide for instruction, and can be supplemented with materials related to specific career options, such as lists of targeted vocabulary words. Students in ELCATE classes may be exploring more than one career option. Instruction may also be enhanced with computer-based lessons. Lessons and activities should be contextualized in order to prepare students for success in the CTE course they wish to enter.

4.4.6 Progression

Students show progress by obtaining a posttest score that is higher than that of his or her pretest. Students pass from one EFL to the next by achieving a scale score that puts the student in the next higher EFL. The posttest score is used to document the attainment of LCPs. It is possible that a student may achieve a posttest score that indicates he or she has progressed more than one level. This will allow the LEA/CBO to report more than one LCP for that student.

4.4.7 Completion of the Course

A student will complete the ELCATE Course upon obtaining a test score that reaches or exceeds the top score for the highest level of the course. The scale scores for the tests used with this course are included in Table 7 (BEST Literacy and BEST Plus), Table 8 (CASAS), and Table 9 (TABE CLAS-E).

4.4.8 Transition

Since the goal of the ELCATE student is to enter a Career and Technical Education program, it may be appropriate to assess students that are in the Advanced Level of ELCATE with a basic skills test such as the Tests of Adult Basic Education (TABE).

LEAs/CBOs that offer CTE programs should encourage students at each step on their educational pathway to go on to these programs. [Florida Choices](#), a career information and exploration system, is available to all Floridians at no charge. The website is in English and Spanish. Training for adult education counselors, teachers, and administrators is available through the Adult Education office.

4.5 LITERACY SKILLS School District CCN #9900300 College CIP #1532.010303

4.5.1 Course Description

This course is designed to provide literacy instruction at the same time as English language instruction to adults with emerging literacy skills. Students who successfully complete this course will have acquired basic literacy skills in English and be ready to enter the Adult ESOL Course.

This course is funded entirely with State Workforce Education funds. No federal funds may be used to support this course, and data collected from this course (enrollment, educational goals, and learning gains) are not reported to the NRS.

4.5.2 Intended Population

This course is intended for students with low-level literacy skills who have little or no ability to read and write in their native language, or in any other language. These students may have the ability to understand and speak several languages, but they may not be able to read and write functionally in any language.

Table 2 presents a description of the types of literacy and the effects on language acquisition.

Table 2: Effects of First Language Literacy on Second Language Learning*

L1 Literacy	Explanation	Special Considerations
<i>Preilliterate</i>	L1 has no written form, for example, indigenous languages.	Learners need exposure to the purposes and uses of literacy.
<i>Nonliterate</i>	Learners have had little or no access to literacy instruction.	Learners may feel stigmatized.
<i>Semilliterate</i>	Learners have had limited access to literacy instruction.	Learners may have had past negative experiences with literacy learning.

*This table was adapted from a more complete table in the following brief: [Reading and Adult English Language Learners: A Review of the Research](#), by Miriam Burt, Joy Kreeft Peyton, and R. Adams. 2003. National Center for ESL Literacy Education and the Center for Applied Linguistics, Washington, D.C.

4.5.3 Placement

The following steps can be used to determine if an enrollee is a candidate for the Literacy Skills Course, and to place him or her into the appropriate level of the course:

1. Administer the CASAS Oral Screening Questions.
2. If the student obtains five points or less on the CASAS Oral Screening Questions, administer the five Practice Items from the CASAS Literacy Form 27 test.
3. If the student has difficulty completing the five Practice Items from the CASAS Literacy Form 27 test, do not administer a CASAS or TABE CLAS-E reading or listening pretest. Administer the Native Language Literacy Screening tool. The directions that accompany the screening tool for scoring and administration should be followed.

If the LEA/CBO does not offer the Literacy Skills Course, and the student wishes to attempt taking the Adult ESOL Course, the LEA/CBO may place him or her in the Foundations Level of the Adult ESOL Course. However, the instructional environment of the class should be closely monitored. Mixing low-level literacy students and literate students in the same classroom can have a negative impact on the delivery of instruction for both groups. Students who are at the emerging literacy-level may become frustrated because they are unable to understand most of the instruction, and feel they are being asked to go faster than they are able. Students who are literate may become frustrated because the extra amount of time needed to work with emerging literacy-level students may seem to slow down their progress. Literate students may not be able to work effectively in pairs with emerging literacy-level students.

See the FDOE Adult Education Assessment Technical Assistance Paper for additional information on assessing students enrolling in the Literacy Skills Course.

4.5.4 Curriculum Standards

The standards for this course cover three levels that address the needs of students in prewriting and prereading stages. The competencies address four language skill areas: reading, writing, listening, and speaking. Sound-to-symbol correspondence is introduced along with decoding and other basic literacy skills. The standards are used to guide course content, and are not meant to be followed in an exact sequence. The basic literacy skills should be taught simultaneously with the life skills topics. The level of mastery expected increases with each level, and the competencies in the third and final level of the course prepare the student to enter the Adult ESOL Course described in section 5.2.

The Literacy Skills Course covers six topic areas:

- Basic Literacy Skills Competencies (sound discrimination, reading)
- Communication
- Employment
- Consumer and Community Education
- Health and Nutrition
- Transportation and Travel.

4.5.5 Instruction

The following recommendations were presented as part of a research project conducted by Dr. Beatriz Díaz (Miami Dade School District) and Dr. Edwidge Crevecoeur-Bryant (University of Central Florida) in 2007:

- **Make use of environmental print.** This consists of words and symbols readily found in students' homes (DVD, Hot, Cold), around town (Bank, Oil Change), or at their places of work (Exit, Danger). Teachers can use symbols that students are already familiar with to ease them into being able to assimilate new meanings. When teachers use visual cues, this helps students discover that letters represent sounds and convey meaning. Most emerging literacy students have put many symbols to memory and attached meaning to them. In studies conducted on these students, it has been found that they usually are able to do one or more of the following activities:
 - Identify bank buildings because they usually have a flag in front.
 - Identify the Wal-Mart store by the star in the center of the name
 - Know when drivers should stop or go in traffic by the colors of the signals.
- **Align instructional materials used in the classroom to the skill level of the students.** Find ways to have students work with authentic materials found in the real world. Pictures that relate to a text help students comprehend what they are reading more easily. Vocabulary words should be presented in writing only after extensive verbal practice with the words. New words should be presented a few at a time, and students should have ample opportunities to interact with them. Sentences written in the active voice are much easier to comprehend than those written in the passive voice.
- **Present text in ways that make it easier to access.** Emerging literacy students have less difficulty reading words with plenty of white space surrounding. When creating materials for students to practice reading and writing, use the same format consistently, and use fonts that resemble hand-printed letters, such as Comic Sans.
- **Introduce spelling by using sounds and rules that are similar to their home language.** Spelling instruction should begin with the commonalities between English and the student's home language to facilitate the transfer of sounds and common rules to the new language. Teachers should emphasize the sound to symbol correspondences of the English alphabetic system.
- **Instructors working with this population need specialized professional development.** Teachers may need to be trained to use the following strategies:
 - Visual cues (symbols, colors, and shapes) to help students recognize and remember letters and words.
 - Phonological cues to help students acquire new words.
 - Teaching the skills of prediction and speculation.

4.5.6 Progression

As students advance through the competencies in the course, the instructor will document satisfactory completion using the Progress Report of each level. The instructor and the LEA/CBO administrator will sign off on each Progress Report completed. Upon completion of the Progress Report for one level, the student will pass to the next higher level. Each completion of a level shall be reported to the FDOE as one LCP.

4.5.7 Completion of the Course

When a student demonstrates the ability to successfully complete the content covered by each level of the course, the LEA/CBO will document the student's completion of the course with one Progress Report for each level completed, and report them as LCPs to the FDOE CCTCMIS. Students who go through the entire course will have earned a total of three LCPs.

4.5.8 Transition

Students who choose to continue studying English can transition to the Adult ESOL Course. Ongoing counseling throughout the course is recommended.

4.6 WORKPLACE READINESS (WPR) School District CCN #9900080 College CIP #1532.010502

4.6.1 Course Description

This course is designed for adult learners who meet these criteria:

- Students must be speakers of a language other than English who need to improve their English language skills.
- Students must be employed by an employer that requests the services of the LEA/CBO to provide ESOL instruction.
- Students must receive instruction at their place of work or a location provided by the employer.

The course is designed to allow workers to take classes at their jobsite or another location provided by the employer, either before, during, or after working hours. It is primarily intended to help adult ESOL students maintain their employment and enhance their opportunities within the company. The content is customized through a training plan developed in collaboration with the LEA/CBO and the employer.

This course is funded entirely with State Workforce Education funds. No federal funds may be used to support this course, and data collected from this course (enrollment, educational goals, and learning gains) are not reported to the NRS.

4.6.2 Intended Population

This course is intended for employees that need to acquire work-related English language skills. Selection of students for participation in the Workplace Readiness Course is the responsibility of the employer.

4.6.3 Assessment

The LEA/CBO is not required to administer a pretest with a state-approved standardized assessment, unless requested by the employer.

While it is not required to use a state-approved assessment to place students in the course nor to document learning gains, it may benefit all stakeholders to have students take a standardized test.

See the FDOE [Adult Education Assessment Technical Assistance Paper](#) for additional information on assessing students enrolling in the Workplace Readiness Course.

4.6.4 Curriculum Standards

The standards of the WPR Course are customized through a course Training Plan that is designed to meet the needs of the students and the employer. Instructional methods and techniques should be aligned to the content and skills that are to be taught.

4.6.5 Instruction

Classes are designed to improve English language skills to maintain employment and/or enhance career opportunities within the company. Many opportunities present themselves to apply what is learned in the context of the workplace.

4.6.6 Progression

Students show progression by completing the course Training Plan and the Workplace Accountability Report.

To document progression in the course, the adult ESOL coordinator and/or instructor will:

- Meet with the employer to complete a training plan.
- Address the expectations of the employer and the goals that students wish to achieve by participating in the course of study.
- Identify specific topics to be covered.
- Use the WPR curriculum standards as a guide, and create competencies based on the employer's expectations.
- Develop a course outline that is realistic, attainable, and specific to the workplace.

The course length hours will be specified in the training plan, and will depend upon stipulations established between the employer and the LEA/CBO.

4.6.7 Completion of the Course

Students are expected to perform at a level of proficiency that will meet the language demands of the workplace. Successful completion of the course by each student will be a joint decision of the LEA/CBO and the employer. Upon a student's meeting the requirements as stipulated in the course Training Plan, the LEA/CBO will certify the completion of the course Training Plan and the Workplace Accountability Report, and report one LCP to the state. The completed Workplace Accountability Report will be maintained by the LEA/CBO as documentation of the LCP for audit purposes.

TABLES

Table 3: Courses Funded by Florida Workforce Education and USDOE

Course	CCN	CIP	Number of EFLs
Adult ESOL	9900040	1532.010300	6
ELCATE	9900050	1532.010301	3

Table 4: Courses Funded by Florida Workforce Education Only (No USDOE Funds)

Course	CCN	CIP	Number of Levels
Academic Skills	9900051	1532.010302	1
Citizenship	9900090	1533.010200	1
Literacy Skills	9900300	1532.010303	3
Workplace Readiness	9900080	1532.010502	1

Table 5: State-Approved Assessments

Course	BEST Literacy	BEST Plus	CASAS	TABE CLAS-E
Adult ESOL	Can be used for placement and progression to the Advanced level, but not for completion of the Advanced level.	For placement, progression and completion of all levels.	LIFE AND WORK SERIES Must administer reading and listening, using lower of the two scores for placement, progression and completion. If students enrolling in Foundations are not able to test in R or L, record "0."	Must administer reading and listening, using lower of the two scores for placement, progression and completion. If students enrolling in Foundations are not able to test in R or L, record "0."
ELCATE	Not allowed.	Not allowed.	EMPLOYABILITY COMPETENCY SERIES (ECS) Use ECS reading for placement progression and completion. If transitioning from Adult ESOL, Life and Work Skills reading score may be used for placement.	Not allowed.

Table 6: State-Approved Progress Reports

Course Name	Placement	Progression	Completion
Academic Skills	<u>Required:</u> Administer state-approved test. <u>Recommended scores:</u> BEST Plus test score ≥ 541 CASAS Life and Work Series Listening and Reading test scores ≥ 235 TABE CLAS-E Reading test score ≥ 589 ; Listening test score ≥ 608	<u>Required:</u> Progress Report	<u>Required:</u> Progress Report
Citizenship	<u>Required:</u> Administer state-approved test <u>Recommended scores:</u> BEST Literacy test score ≥ 64 BEST Plus test score ≥ 541 CASAS Life and Work Series (for Non-English speakers) Listening and Reading test scores ≥ 210 CASAS Life and Work Series (for English speakers) Reading test score ≥ 210 TABE CLAS-E Reading test score ≥ 477 ; Listening test score ≥ 469 TABE 9&10 (For English speakers, test in reading only) ≥ 368	<u>Required:</u> Progress Report	<u>Required:</u> Progress Report
Literacy Skills	<u>Required:</u> 1) CASAS Oral Screening. 2) CASAS 27 Practice Items 3) <u>Native Language Literacy Screening</u>	<u>Required:</u> Progress Report	<u>Required:</u> Progress Report
Workplace Readiness Skills	<u>Recommended:</u> Administer state-approved test.	<u>Required:</u> Training Plan <u>Recommended:</u> Administer state-approved test.	<u>Required:</u> Training Plan <u>Recommended:</u> Administer state-approved test.

Table 7: BEST Literacy and BEST Plus Test Matrix

Adult ESOL Courses, Levels and BEST Literacy/BEST Plus Assessment Scale Scores				
COURSE	LEVEL	BEST Literacy	BEST Plus	COMMENTS
Adult ESOL Note: Student should be able to read and write in at least one language before enrolling in this course.	Foundations	0–20	400 and below	Students who are not able to pretest must be tested before completing Foundations Level. ² BEST Literacy cannot show completion of Advanced level.
	Low Beginning	21-52	401–417	
	High Beginning	53–63	418–438	
	Low Intermediate	64– 67	439–472	
	High Intermediate	68-75	473–506	
	Advanced ²	76-78	507–540	
Citizenship	One level	Placement for Non-English Speakers Only: ≥64 recommended Progression: Progress Report Completion: Progress Report	Placement for Non-English Speakers Only: ≥439 recommended Progression: Progress Report. Completion: Progress Report	
Academic Skills	One level	Not allowed	Placement: ≥541 recommended Progression: Progress Report. Completion: Progress Report	BEST Literacy cannot be used for placement into this course.

1. Unable to Test =

Table 8: CASAS Test Matrix

Adult ESOL Courses, Levels and CASAS Assessment Scale Scores			
L = Listening R = Reading			
COURSE	LEVEL	Listening and Reading Scale Scores	COMMENTS
Adult ESOL Note: Student should be able to read and write in at least one language before enrolling in this course.	Foundations	<180	Students who are not able to pretest in L/R skill area(s) must be tested in the missing skill area(s) before completing Foundations Level.
	Low Beginning	181-190	L + R required
	High Beginning	191-200	L + R required
	Low Intermediate	201-210	L + R required
	High Intermediate	211-220	L + R required
	Advanced	221-235	≥235 required in L + R to show completion
ELCATE	Level A	201-210 (ECS Reading Level B)	ECS R test required Life and Work R allowed for placement
	Level B	211-220 (ECS Reading Level C)	ECS R test required
	Level C	221-235 (ECS Reading Level D)	ECS R test required
Literacy Skills	Level A Level B Level C	Placement: 1) CASAS Oral Screening 2) CASAS 27 Practice Items 3) <u>Native Language Literacy Screening</u> Progression: Progress Report Completion: Progress Report	Do not administer L + R pretests or posttests.
Academic Skills	One level	Placement: ≥235 recommended Progression: Progress Report Completion: Progress Report	L + R required for placement.
Citizenship	One level	Placement for both Non-English and English Speakers: ≥201 recommended Progression: Progress Report Completion: Progress Report	L + R required for placement.

TABLE 9: TABE CLAS-E Test Matrix

Adult ESOL Courses, Levels and TABE CLAS-E Assessment Scale Scores				
L = Listening R = Reading				
COURSE	LEVEL	LISTENING	READING	COMMENTS
Adult ESOL Note: Student should be able to read and write in at least one language before enrolling in this course.	Foundations	230-389	250-392	Students who are not able to pretest in L/R skill area(s) must be tested in the missing skill area(s) before completing Foundations Level.
	Low Beginning	390-437	393-436	L + R required.
	High Beginning	438-468	437-476	L + R required.
	Low Intermediate	469-514	477-508	L + R required.
	High Intermediate	515-549	509-557	L + R required.
	Advanced	550-607	558-588	L + R required.
Academic Skills	One level	Placement: ≥608L and ≥589R recommended. Progression: Progress Report. Completion: Progress Report.		L + R required for placement.
Citizenship	One level	Placement for Non-English Speakers: ≥469L and ≥477R recommended. Placement for English Speakers: TABE 9&10 ≥368 recommended. Progression: Progress Report. Completion: Progress Report.		L + R required for placement.

Appendix A

ACRONYMS

AAAE	Applied Academics for Adult Education (This is the new name for the Vocational Preparatory Instruction (VPI) program, as of July 1, 2010.)
ABE	Adult Basic Education
ARM	Accountability, Research, and Measurement (FDOE Division of)
BEST	Basic English Skills Test (This acronym refers to the two tests published by the Center for Applied Linguistics: BEST Literacy and BEST Plus.)
CAELA	Center for Adult English Language Acquisition (Part of the Center for Applied Linguistics)
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System (Test Publisher)
CBO	Community-Based Organization
CCTCMIS	Community College and Technical Center Management Information System (A section of the FDOE ARM)
CIP	Classification of Instructional Program (A number for college courses)
CIS	Citizenship and Immigration Services (U.S. Bureau of)
DAEL	Division of Adult Education Literacy (USDOE)
DCAE	Division of Career and Adult Education (FDOE)
ECS	Employability Competency Series (A test published by CASAS)
ELCATE	English Literacy for Career and Technical Education
ELL	English Language Learner
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FAC	Florida Administrative Code
FBO	Faith-Based Organization
FDOE	Florida Department of Education
GED	General Educational Development
LCP	Literacy Completion Point
LEA	Local Education Agency
LEP	Limited-English-Proficient
NRS	National Reporting System
OVAE	Office of Adult and Vocational Education (USDOE)
SAIL	System for Applied Individualized Learning
TABE	Tests of Adult Basic Education
TABE CLAS-E	Tests of Adult Basic Education Complete Language Assessment System – English
USDOE	United States Department of Education
VPI	Vocational Preparatory Instruction (The name for this program has been changed to Applied Academics for Adult Education (AAAE), as of July 1, 2010.)

Appendix B

RESOURCES FOR ADULT ESOL PRACTITIONERS

FLORIDA

Adult and Community Educators (ACE) of Florida, Inc.

<http://www.aceofflorida.org/> A nonprofit membership association that represents Florida's adult and community education professionals and volunteers. Provides professional development through annual conferences and follow-up trainings on topics of statewide significance. Disseminates information on national and state legislation relating to adult education.

Adult Education Section, Division of Career and Adult Education, FDOE

<http://www.FDOE.org/workforce/adulted/> Provides technical assistance to all state-funded adult education programs. Publishes the following documents: The FDOE Adult Education State Plan, Curriculum and Program Standards, and Assessment Technical Assistance Paper. Provides access to professional development opportunities for adult education practitioners.

Florida Literacy Coalition (FLC)

<http://www.floridaliteracy.org/> A nonprofit coalition of literacy agencies and practitioners that promotes, supports and advocates for the effective delivery of quality adult and family literacy services in Florida. Special emphasis is placed on assisting community-based literacy organizations with their training and program development needs.

Florida TechNet

<http://www.floridatechnet.org/> A website of adult education resources sponsored by the FDOE.

Regional Training Councils (RTCs)

<http://www.floridatechnet.org/> RTCs provide regional professional development events. Contact them for information regarding training opportunities.

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Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL)

<http://www.sunshine-tesol.org/> A nonprofit membership organization that advocates on behalf of K-12 and adult ESOL educators. Provides an annual conference, resources, and professional development opportunities.

NATIONAL

American Institutes for Research (AIR)

http://www.air.org/ehd/ehd_adult_ed.aspx A national educational research firm that supports improvements in adult basic education and ESOL programs. AIR conducts field-based studies and evaluations of adult education and ESOL instructional practices, assessment methods, and literacy. AIR also develops and evaluates adult education professional development and provides training and technical assistance to staff of local, state, and federal agencies. AIR works with OVAE on the NRS at a national level.

Association of Adult Literacy Professional Developers (AALPD)

<http://www.aalpd.org/> A national affiliate group of the Commission on Adult Basic Education (**COABE**), for professional developers in adult literacy. AALPD works to build a network of professional developers to share information and communicate fresh ideas and promising practices, to provide professional development for professional developers based on their needs and interests, and to contribute the voice of the field to shaping policy initiatives.

Center for Applied Linguistics and the Center for Adult English Language Acquisition (CAELA)

<http://www.cal.org/caela/esl%5Fresources/> A nonprofit center that develops and disseminates reports, briefs, articles, and handbooks for K-12 and adult ESL program administrators and teachers.

Intelecom

<http://www.intelecom.org/ilrn/adulted/crc/crcpage.asp> A nonprofit that develops and disseminates video and print-based stories that teach U.S. culture, civics and English language skills.

Literacy Information and Communication System (LINCS)

<http://www.nifl.gov/lincs/> The communication and resource dissemination arm of the National Institute for Literacy. LINCS provides information on a wide variety of literacy-relevant topics, issues, and resources for adult and K-12 educators.

National Adult Education Professional Development Consortium (NAEPDC)

<http://www.naepdc.org/> A nonprofit agency that promotes the leadership of state staff in adult education for states and territories.

National Institute for Literacy (NIFL)

<http://www.nifl.gov/> An agency funded by OVAE that provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults. NIFL hosts discussion lists on topics related to adult ESOL, assessment, professional development, technology, learning disabilities and more. The Institute will close after September 27, 2010. Those accessing on the current NIFL site will be automatically redirected to the new site on that date. All discussion lists will continue at the new site.

National Reporting System (NRS)

<http://www.nrsweb.org/> A reporting system for federally-funded adult education programs. The NRS supports state adult education programs and USDOE in the management of the reporting system, which collects and disseminates data on adult education learner outcomes.

Office of Vocational and Adult Education (OVAE)

<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/englit.html> The adult education arm of the USDOE.

Outreach and Technical Assistance Network (OTAN)

<http://www.otan.us/> A website sponsored by the State of California Department of Education that provides support for instructional technology and distance learning to adult education providers.

World Education

<http://www.worlded.org/WEIInternet/> A nonprofit agency based in Boston, MA, that supports adult education programs. It publishes The Change Agent, a semi-annual, theme-based newspaper written by adult education students and instructors. The Change Agent provides materials for discussion and lesson plans on social issues. It is written for a multilevel audience.

INTERNATIONAL**Low Educated Second Language Learners – Adults (LESLLA)**

<http://www.leslla.org/default.htm> An international forum of researchers who research the development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry. LESLLA shares empirical research and information to help inform and guide further research on second language acquisition for the low-educated adult population.

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)

<http://www.nrdc.org.uk/> A research center based in the United Kingdom that conducts research and development projects to improve literacy, numeracy, language and related skills and knowledge.

Teachers of English for Speakers of Other Languages (TESOL)

<http://www.tesol.org/> A global association for English language teaching professionals headquartered in Alexandria, Virginia, USA. The mission of TESOL is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.

Appendix C

DIVISION OF CAREER AND ADULT EDUCATION CONTACT INFORMATION

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