

ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION USER GUIDE
School District Course #9900050 • College Classification of Instructional Program #1532.010301

<i>Who is the intended population?</i>	<p>ELCATE students have goals that are career-oriented:</p> <ul style="list-style-type: none"> • To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs. • To obtain or maintain employment. • To advance in a high-growth, high-wage career.
<i>What is the course designed to do?</i>	<ul style="list-style-type: none"> • ELCATE is a bridge course that takes ESOL students who have completed the High Beginning Level prepares them to enter a Career and Technical Education (CTE) course. • The course has three levels that match the National Reporting System (NRS) Educational Functioning Levels (EFLs) of Low Intermediate, High Intermediate, and Advanced.
<i>How are students placed in this course?</i>	<ul style="list-style-type: none"> • Students who have not yet enrolled in ESOL must take the CASAS Life and Work Listening and Reading (L/R) tests and obtain a score of 200 or more on both tests to be placed into ELCATE. • Students who have been enrolled in ESOL must complete the High Beginning Level with CASAS Life and Work Reading and Listening Scores of 200 or more to be placed into ELCATE.
<i>How are students tested?</i>	<p>PRE-TEST: Use Life and Work L and R tests. POST-TEST: Use Life and Work Reading and Listening.</p> <ul style="list-style-type: none"> • Students take a posttest after participating in 70 to 100 hours of instruction. • After reaching the top level, students may take TABE 9/10 for counseling and information purposes.
<i>What are students taught in this course?</i>	<ul style="list-style-type: none"> • The curriculum standards for this course are approved by the State Board annually. • Teachers and their students can prioritize competencies to be taught. • It is not recommended to teach the competencies in sequence. • The course has four strands to bridge students from the Adult ESOL Course to CTE courses: academic reading and writing, technology, test-taking skills, and the culture of CTE classes and the workplace. • Classroom instruction teaches all four language skills: reading, writing, listening and speaking. • The course competencies include grammar and vocabulary, and English for the workplace.
<i>How are students taught?</i>	<ul style="list-style-type: none"> • Teachers are encouraged to use materials and invite guest presenters on topics related to the types of careers taught in CTE courses. • Emphasis should be placed on reading and writing to prepare students for success in CTE courses.
<i>How do students progress?</i>	<ul style="list-style-type: none"> • Students complete levels by taking a CASAS Life and Work Reading and Listening posttest and obtaining a score that reaches or passes the top score of a level. • The lower of the two scores, L or R, is used to assign students in the appropriate level. • The reading score only is used for reporting EFLs for NRS and LCPs
<i>How can teachers help students transition to other programs?</i>	<ul style="list-style-type: none"> • Ongoing counseling is needed to ensure a smooth transition to a CTE program. • The Florida Choices website provides free career planning materials for students in Spanish and English. The FLDOE Adult Education Section also provides trainings to instructors on using the Florida Choices program. • Teachers can plan activities that prepare students for success in CTE courses and the workplace: <ul style="list-style-type: none"> Making presentations on the career of their choice. Working in teams to develop products or complete tasks. Visits to workplaces and CTE classrooms to explore career paths. Prepare and present on their personal transition plan.