

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

Who is the intended population?	Speakers of other languages who are: <ul style="list-style-type: none"> • 16 years of age or older and not enrolled in K-12 • Have a goal to enter Career and Technical Education.
What is purpose of the course?	ELCATE is a bridge course between the Adult ESOL course and courses offered in Career and Technical Education programs.
How are students placed?	Placement consists of two parts: <ol style="list-style-type: none"> 1. For state reports, place on reading to determine the initial educational functioning level (EFL). 2. For instruction, place on the lower score of either reading or listening. Assign to a class that provides instruction in the lower skill area. <ul style="list-style-type: none"> ➤ A CASAS reading score of 200 or more is required to be placed into the course. ➤ A CASAS listening score of 200 or more is recommended.
How are students tested?	<ul style="list-style-type: none"> • PRE-TEST: Use CASAS Life and Work 80 series listening and reading tests. Report the student's Initial EFL based on the reading score. Use the lower of the two scores to guide instruction. • POST-TEST: Use CASAS Life and Work 80 series listening and reading tests. Report the student's EFL based on the reading score. Use the lower of the two scores to guide instruction. • Students take a posttest after participating in 70 to 100 hours of instruction. • Once students reach level C, TABE may be used to guide instruction (not to report to the state).
What are students taught?	<ul style="list-style-type: none"> • English language skills: listening, speaking, reading, writing, grammar and vocabulary. • The course has four strands: 1) Academic Reading and Writing, 2) Technology, 3) Test-taking skills, and 4) Culture of teaching and learning in CTE programs.
How are Students taught?	<ul style="list-style-type: none"> • Emphasis should be placed on the type of reading and writing used in CTE instruction. • Textbooks, CDs and software should have subject matter relevant to CTE instruction. • Teachers are encouraged to invite experts to present to the class on topics related to CTE. • Project-based and Problem-based activities modeled on CTE instruction should be used. • Florida IPDAE, www.flipdae.org, has links to teaching strategies and lesson plans.
How do students progress & complete the course?	<ul style="list-style-type: none"> • For state reports, progress is based on the posttest reading score, which determines if the student has completed their current EFL or will remain in the same EFL. • For instruction, as students advance through EFLs, use the lower posttest score of reading or listening assign to a class that will address the lower skill area. • Students complete the course by obtaining a CASAS score of 235 or more in reading.
How do students transition?	<ul style="list-style-type: none"> • The Office of Adult Education provides training on Florida Choices, a career planning website. Ongoing counseling will help ensure a smooth transition to a CTE program. • Teachers can plan activities for students to help transition to CTE programs: <ul style="list-style-type: none"> • Make presentations on the career of their choice. • Work in teams to develop products or complete tasks. • Visit workplaces and CTE programs to explore career paths. • Prepare a personal transition plan.