

DOCUMENT RESUME

ED 290 950

CE 049 671

TITLE Automated Bookkeeping Curriculum.  
 INSTITUTION Chinatown Manpower Project, Inc., New York, NY.  
 SPONS AGENCY Office of Vocational and Adult Education (ED),  
 Washington, DC.  
 PUB DATE 88  
 GRANT G008100858  
 NOTE 121p.  
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)  
 -- Tests/Evaluation Instruments (1. J)

EDRS PRICE MF01/PC05 Plus Postage.  
 DESCRIPTORS Adult Basic Education; Bilingual Education;  
 \*Bookkeeping; \*Chinese Americans; Clerical  
 Occupations; Computer Oriented Programs; Course  
 Content; Curriculum Guides; Educational Resources;  
 \*Employment Potential; \*English (Second Language);  
 \*Job Skills; Limited English Speaking; Office  
 Occupations Education; Postsecondary Education;  
 Second Language Instruction; \*Typewriting; Vocational  
 Education; Vocational Followup

ABSTRACT

This document describes a project that provides full-time training in automated bookkeeping as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods: three periods of job-skills instruction, three periods of job-related ESL instruction, one period of group counseling/employability instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the automated bookkeeping course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and evaluation of trainees. Thirteen appendixes, making up the major part of the curriculum guide, cover the following: bibliographies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; individual counseling and employability development record; trainee competency development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED290950

CHINATOWN MANPOWER PROJECT, INC.  
BILINGUAL VOCATIONAL TRAINING PROGRAM  
funded by the U.S. Department of Education  
Office of Vocational and Adult Education

AUTOMATED BOOKKEEPING CURRICULUM

U S DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)  
 This document has been reproduced as  
received from the person or organization  
originating it  
 Minor changes have been made to improve  
reproduction quality  

---

\* Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy

70 Mulberry Street  
New York, NY 10013  
(212) 964-7719

CE 049671



BEST COPY AVAILABLE

NEW YORK

Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: \$369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: \$2,740

Stipends: \$15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

---

Project Director: Mr. K.S. Quan

Address: 70 Mulberry Street  
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

---

G0081 00858

CHINATOWN MANPOWER PROJECT, INC.

BILINGUAL VOCATIONAL TRAINING PROGRAM STAFF

Ms. Sue Lee , Executive Director  
Mr. K. S. Quan , BVT Program Director  
Ms. Agnes Shih , Skills Instructor  
Mr. Guillermo Olbes, Job-related ESL Instructor  
Ms. Bergmann Yu , Vocational Counselor/Job Developer  
Ms. Yvonne Lu , Secretary/Receptionist/Intake Specialist

## TABLE OF CONTENTS

	PAGE
I. INTRODUCTION AND PROJECT OVERVIEW...	1
II. CURRICULUM DEVELOPMENT PROCESS.....	9
III. OVERVIEW OF THE AUTOMATED BOOKKEEPING CURRICULUM.....	12
IV. COURSE DESCRIPTION AND OBJECTIVES.....	14
PART A. OBJECTIVES FOR AUTOMATED BOOKKEEPING COURSE.....	15
PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE.....	20
PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/ COUNSELING COURSE.....	24
V. COURSE OUTLINES.....	28
PART A. COURSE OUTLINE FOR AUTOMATED BOOKKEEPING COURSE.....	29
PART B. COURSE OUTLINE FOR TYPING COURSE.....	33
PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE.....	36
PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/ COUNSELING COURSE.....	40
VI. INSTRUCTIONAL METHODS AND TECHNIQUES.....	45
VII. INSTRUCTIONAL MATERIALS AND RESOURCES.....	52
VIII. TRAINEE EVALUATION.....	57
IX. CURRICULUM MODIFICATION.....	63
X. APPENDICES.....	65
APPENDIX A. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR AUTOMATED BOOKKEEPING COURSE.....	66
APPENDIX B. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR TYPING COURSE.....	68
APPENDIX C. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR JOB-RELATED ESL COURSE.....	70
APPENDIX D. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR EMPLOYABILITY SKILLS/COUNSELING COURSE.....	75
APPENDIX E. SAMPLE INSTRUCTIONAL UNIT PLANS.....	79

	PAGE
APPENDIX F. PROGRAM INTAKE FORM.....	82
APPENDIX G. BILINGUAL VOCATIONAL ORAL PROFICIENCY TEST, FORM A.....	35
APPENDIX H. INDIVIDUAL COUNSELING AND EMPLOYABILITY DEVELOPMENT RECORD.....	95
APPENDIX I. TRAINEE COMPETENCY DEVELOPMENT RECORD.....	98
APPENDIX J. JOB PLACEMENT INFORMATION.....	102
APPENDIX K. TRAINEE EMPLOYMENT STATUS REPORT.....	104
APPENDIX L. FOLLOW-UP SURVEY OF FORMER BVT PROGRAM PARTICIPANTS.....	106
APPENDIX M. EMPLOYER FOLLOW-UP QUESTIONNAIRE.....	110

I. INTRODUCTION AND PROJECT OVERVIEW

## I. INTRODUCTION

### A. PURPOSE OF BILINGUAL VOCATIONAL TRAINING

The funding of the current bilingual vocational training programs is authorized by the Carl D. Perkins Vocational Education Act of 1984. Under the provisions of Title IV, Part E of the Act, grants and contracts for BVT are intended to

"serve individuals who normally use a language other than English, for bilingual vocational education and training for individuals with limited English proficiency to prepare such individuals for jobs in recognized occupations and in new and emerging occupations. Such training shall include instruction in the English language to ensure that participants in such training will be equipped to pursue such occupations in an English language environment."

And the Act specifically stated that its purpose is to provide bilingual vocational training to adults:

"whose efforts to profits from vocational training is severely restricted by their limited English-speaking ability because they come from environments where the dominant language is other than English; that such persons are therefore unable to help to fill the critical need for more and better trained personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or under-employment."

### B. INTRODUCTION TO CMP

The Chinatown Manpower Project, Inc. (CMP) is a non-profit, community based organization. It was incorporated in 1972, not long after activities were initiated by the Chinatown Mission to provide English language instruction for Chinese-speaking immigrants and refugees. In 1975, CMP was one of 21 BVT project sponsors who received federal grants to begin conducting bilingual vocational training for limited English-speaking adults.

Over the past 16 years, CMP has provided training and employment services to more than 10,000 graduates and walk-in clients. CMP's job placement rate has averaged between 90% and 95%. More importantly, the job retention, promotion, and salary increment rates for CMP's graduates have been impressively high. It is CMP's mission to help its clients become productive, upwardly mobile members of the American society.

#### C. BRIEF DESCRIPTION OF THE COMMUNITY

CMP is situated in the heart of Chinatown in lower Manhattan of New York City. Most Chinese immigrants and refugees choose to settle in the New York metropolitan area because the city has the largest Chinese population concentration in America. And New York City is considered one of the largest commercial and financial centers of the United States and this provides an abundance of job opportunities. Service industries such as banks, brokerage houses, accounting firms, insurance and import and export companies have great needs for skilled workers to fill clerical, bookkeeping and computer-related positions.

#### D. NEEDS IDENTIFICATION AND ASSESSMENT

CMP's programs are designed specifically for limited English proficient Chinese immigrants/refugees with the following characteristics.

1. They lack job skills that are marketable in the New York City labor market;
2. They are extremely limited in English proficiency, lacking the language skills needed to work in an English speaking environment;

3. They are unfamiliar with the American culture;
4. They lack a basic understanding of the workings of the business world and how to succeed in it; i.e. in finding and applying for jobs, holding on to or advancing on the job.

However, in order to be considered for the training program, applicants should have:

1. Completed at least 10 years of education in their native country and/or the United States.
2. Score at least 120 in the BVOPT (Bilingual Vocational Oral Proficiency Test).
3. Manual dexterity and no eye impairment for Data Entry Program.
4. Basic arithmetic skill for Automated Bookkeeping Program.
5. Interest and desire to work after training.

#### E. INTAKE/SCREENING PROCESS

About 6 weeks before the beginning of a new training cycle, the intake specialist will send out Chinese press releases, describing the program offerings, listing dates and application procedure, to Chinatown community's major news media, such as newspapers, radio and television stations, as well as all social service agencies in the community. When prospective trainees come to apply for training, the bilingual intake specialist will discuss the courses and requirements with the applicant in greater detail. The applicant fills out the bilingual application and self-assessment form. Citizenship documents or permanent

residence card, school diplomas, and related documents are reviewed.

Selection of motivated, dependable persons for training at the BVT project requires comprehensive screening of applicants. The testing and personal interviews with applicants take much of staff time. The applicant is scheduled for an interview with 3 staff members: the counselor, the skills instructor and the ESL instructor. The applicant's background (education, work experience, skills), needs and language proficiency are further assessed. The first part of the BVOPT (Bilingual Vocational Oral Proficiency Test) will be administered by the ESL instructor during the interview. For acceptance, applicants should attain a low intermediate score of 120-175. After the interview process, the interviewers review all applications at a selection meeting, and select those applicants who demonstrate the greatest need for bilingual vocational training and who are limited English proficient.

#### F. BVT PROJECT OVERVIEW

Currently, CMP's Chinese/English Bilingual Vocational Training (BVT) Program provides full-time training in the microcomputing areas of data entry/word processing and automated bookkeeping to a total of 120 Chinese adults. Included in this program is a component that attends to the development of the trainees language proficiency in business communication while emphasizing the understanding of the American culture and the world-of-work.

The duration of the BVT program is 18 months, from 3/1/88

to 8/31/89. There are three 24 weeks training cycles, with 40 trainees per cycle, 20 for one data entry/word processing class, and 20 for one automated bookkeeping class. Trainees attend classes from 9 a.m. to 5 p.m. Monday through Friday during each week of the training cycle. The daily class schedule is organized into eight 45-minute class periods: 3 periods of job skills instruction (bookkeeping or data entry, basic office practice, and typing), 3 periods of job-related ESL instruction (including time in the language laboratory), 1 period of group counseling/employability instruction, and 1 period of special activities related to the training, such as individual counseling/tutoring, practice of typing and similar motor skills, and completion of homework.

At the completion of each training cycle, the job development/counseling/placement staff assist the graduates in obtaining entry-level positions in the occupational area of office aide, such as bookkeeping clerks, file clerks, receptionists, secretaries, shipping and receiving clerks, statistical clerks, stock clerks, posting clerks, accounting clerks, claim examiners, word processor typists, data entry/terminal operators, and computer operators.

BVT program's training facilities include 2 regular classrooms, one typing room, one data entry room, and one microcomputer room. An English Lab with 20 stations is available to all training programs. On-site equipment include 22 IBM Selectric III typewriters, 20 IBM Personal Computers, 20 IBM 5281 Data Stations, and 8 IBM Displaywriters.

The current BVT instructional staff comprises of a job

skills instructor, a job-related ESL instructor and a counselor/-job developer. The project director is assisted by a secretary/-receptionist who also conducts intake, testing, and follow-ups. The instructors are bicultural (Chinese/American) as well as bilingual (Chinese/English). With this understanding of two cultures instructors are able to impart their experiences about both cultures. The bilingual quality allows the instructors to teach difficult concepts in the trainees' native language to facilitate comprehension and in English as the trainees depend less and less on explanations in Chinese.

#### G. SUPPORT AND ANCILLARY SERVICES

Without supportive services, many trainees may not be able to attend the training or successfully complete it. Therefore, special efforts should be made to provide or refer the trainees for needed supportive services. CMP provides for a \$15 weekly stipend to its trainees to help them defray their daily transportation expenses while they are in training. Also, a counselor is available for social adjustment/family counseling and translation/interpreter services. CMP has close ties with other social service agencies in our community so referrals for child care, housing assistance, health care and legal aids can be made whenever need arises.

#### H. JOB DEVELOPMENT AND PLACEMENT SERVICES

The ultimate goal of a BVT program is to help all its graduates find gainful employment, and the success of the program is usually measured by the job placement rate it achieves. Three

stages are involved in the job placement process; namely, job development, job placement, and follow-up. These activities are integral components of a BVT project. It is the Job Developer/Vocational Counselor's responsibilities to initiate new company contacts, develop jobs, screen trainees for the job, refer the qualified candidates to employers, place them into jobs, follow-up and maintain contacts with employers.

An important and valuable resource of a BVT program is the advisory committee. This committee can provide advice, guidelines for project director in the administration of the program, influence program planning, and assist in the job development of the program. A well-defined advisory committee should include representative members from different fields of endeavor, especially business people or employers who are closely familiar with job requirements to provide consultation on curriculum content, set competency levels and to help open doors for employment to our future trainees.

## II. CURRICULUM DEVELOPMENT PROCESS

## II. CURRICULUM DEVELOPMENT PROCESS

High quality teaching in the vocational skills, job-related ESL, and employability instruction areas is essential for a successful BVT Program. High quality teaching requires a comprehensive, well-planned curriculum; coordination of instruction; and adequate time for preparation for teaching.

The instructional team consisting of the skills instructor VESL instructor and counselor work together to plan a curriculum which effectively integrates the three components of instruction, i.e. vocational skills, job-related ESL, and employability skills. The skills of one learning component are actually part of and related to the skills of the other components. The emphasis of English language instruction is on those communicative skills trainees need for the specific occupation and on those language skills needed to perform and interact successfully on a job.

The staff is involved in the total curriculum process including developing specific performance objectives, determining appropriate contents, selecting instructional materials and equipment, identifying methods and techniques suitable for implementing and evaluating the outcomes.

The instructors base the curriculum on an assessment of the trainees' vocational skills, language proficiencies, cultural differences and develop instructional materials to reflect the trainees' needs.

The curriculum also reflects the need of the job market. The staff with feedbacks from graduates and employers as well as

input from the advisory committee plans the curriculum based on occupational analysis to identify the required vocational, communicative and employability skills and to determine competency levels to meet the demands of business and industry.

The curriculum is under constant evaluation and revision to meet the changing needs of the trainees as well as the employment needs of the community. A high job placement rate is contingent not only on good instruction and counseling but also on providing appropriate training for the BVT project students. Changes are required in the curriculum and course offerings from time-to-time in order to respond to the changing job markets.

### III. OVERVIEW OF THE AUTOMATED BOOKKEEPING CURRICULUM

## I.1. OVERVIEW OF THE AUTOMATED BOOKKEEPING CURRICULUM

The curriculum of the Automated Bookkeeping course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and trainees evaluation.

Part I clearly identifies the course objectives in terms of vocational skills competencies, employability skills and related language skill areas that the trainees need to master.

PART II is the course outline for each subject which encompasses the scope and sequence of instructional content. It identifies what trainees need to know and do in order to master the objectives.

PART III explains the approaches and strategies of instruction. The delivery of instruction accounts for differences in the trainees' abilities and learning styles by using a wide variety of approaches and techniques including the bilingual approach and coordinated planning.

PART IV provides a list of resources and materials used to develop and supplement the curriculum. Utilization of the team approach is crucial in developing needed materials appropriate for the limited English speakers.

PART V describes testing materials and evaluative tools to measure the effectiveness of trainees in meeting the course objectives. Various instruments are used to document the trainees' progress, competency levels, placement goals and retention.

IV. COURSE DESCRIPTION AND OBJECTIVES

- PART A. OBJECTIVES FOR AUTOMATED BOOKKEEPING COURSE
- PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE
- PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/  
COUNSELING COURSE

PART A. OBJECTIVES FOR AUTOMATED BOOKKEEPING COURSE

## PART A. OBJECTIVES FOR AUTOMATED BOOKKEEPING COURSE

This is an intensive vocational training course designed to equip the trainees with both manual and automated basic bookkeeping knowledge and to prepare them for entry-level positions in bookkeeping/clerical fields, such as bookkeeping clerk, assistant bookkeeper, general clerk, accounting clerk and other related jobs.

By the end of the 18th week of the 24 week cycle, the trainees will be able to perform the following tasks:

### Master the manual bookkeeping system

- . Analyze business transactions into debit and credit parts.
- . Identify the basic accounting equation is "in balance" after each transaction's changes.
- . Record 20 transactions in a cash journal with no more than 2 errors.
- . Arrange accounts in a chart of accounts correctly.
- . Post 30 entries from a journal to a ledger at a minimum of 80% accuracy.
- . Prepare a six-column work sheet, find and correct errors.
- . Prepare an income statement using information from a six-column work sheet to correctly figure the net income or net loss.
- . Analyze closing entries correctly.
- . Record closing entries in a general journal accurately.
- . Make adjustments to demonstrate the proficiency of bookkeeping procedures.
- . Classify accounts related to purchases and cash payments.
- . Journalize 30 purchases and cash payments in a combination journal at a minimum of 90% accuracy.
- . Analyze transactions affecting sales and cash receipts correctly.
- . Record 50 transactions using special journal with no more than 5 errors.

- . Determine payroll federal, state, and city income tax withholdings correctly.
- . Prepare a semi-monthly payroll of 20 employees at minimum of 95% accuracy.
- . Prepare payroll reports for different governmental agencies with 100% accuracy.
- . Complete a work sheet with accuracy for a corporation.
- . Prepare financial statements using information on the work sheet to identify the taxable net income or not loss.

Master the automated bookkeeping application skills

The trainees shall demonstrate their proficiency of automated bookkeeping procedures at a minimum of 95% accuracy in the following tasks.

- . Identify computer parts.
- . Respond to the computer using the proper keyboard keys, system rules, and standards.
- . Utilize system flowcharts.
- . Recognize and respond to error conditions.
- . Operate the printer to get various financial reports.
- . Apply manual general ledger accounting concepts and principles to an automated general ledger system correctly.
- . Create an empty general ledger chart of accounts master file.
- . Complete a computerized general ledger with 100% accuracy.
- . Create an empty customer master file.
- . Record daily sales transactions on accounts receivable transactions input forms.
- . Enter sales transactions in the computer using manual accounts receivable accounting concepts and principles.
- . Create an empty accounts payable file.
- . Create a vendor list.

- . Record purchases transactions on accounts payable transaction input forms.
- . Enter purchases transactions in the computer using manual accounts payable accounting concepts and principles.
- . Build a payroll master file accurately.
- . Create an employee-list.
- . Enter payroll transaction data into the computer.
- . Key-enter employee transaction data.
- . Generate a payroll register.
- . Generate computer-printed checks.
- . Generate a quarterly report.
- . Generate annual W-2 statements.

Master the office machines operating and filing skills

- . File 50 documents using alphabetic, numeric or zip code systems with no more than 2 errors.
- . Use an electronic calculator to solve 20 application problems with no more than 3 errors.
- . Adding 30 items up within 4 minutes at a minimum of 90% accuracy.
- . Type at a minimum speed of 40 wpm with 3 errors or less.
- . Type statistical copies fast and accurately.
- . Address envelope correctly.
- . Produce a business modified block style letter with 100% accuracy.
- . Produce a business block style letter with 100% accuracy.
- . Produce a business modified block with indented paragraphs with 100% accuracy.
- . Type a 150-word business letter within 30 minutes without any errors.
- . Type letters from rough-draft copies with 100% accuracy.
- . Type business interoffice memo correctly.

- . Type business announcement evenly.
- . Type business invoice correctly.
- . Type business purchase order correctly.
- . Type bill of lading correctly.
- . Produce a resume using typing production skills with proper English grammar.

**PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE**

PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE

This is an intensive job-related ESL course to prepare trainees for entry-level employment of automated bookkeeping in an English speaking work environment. The main purpose of this course is to raise the trainees proficiency in language skills of listening, speaking, reading, and writing in order that they will be able to deal with communications in modern bookkeeping offices and in the world of work.

By the end of twenty-four weeks they will be able to perform the followings:

Master specific communicative skills needed in performing various tasks in an automated bookkeeping office:

- . Identify office objects and supplies.
- . Identify parts of office equipment and their related functions.
- . Describe location of office objects.
- . Follow oral instructions in performing tasks.
- . Name the steps in performing tasks.
- . Interpret written instruction in technical manuals.
- . Distinguish various types of office documents.
- . Explain basic principles of bookkeeping.
- . Report information of business transactions.
- . Describe procedures for handling accounts payable and accounts receivable.
- . Report information Chronologically related.
- . Request office information and instructions.
- . Correct information given.

- . Request additional information or clarification.
- . Identify meaning of signs and symbols.
- . Expand and define the meaning of technical terminology and vocabulary.
- . Pronounce technical terms and vocabulary correctly.
- . Spell technical terms and vocabulary accurately.
- . Express and inquire about problems involving business transactions.
- . Write simple business letters and memorandum.
- . Ask and answer work-related questions.
- . Explain work-related problems to co-workers, supervisors or customers.

Master employability communicative skills

- . Communicate effectively in telephone work.
- . Take telephone messages accurately.
- . Differentiate between nomenclature systems in English.
- . Describe their own background and abilities in terms of world-of-work.
- . Decipher abbreviated messages and terms.
- . Complete job-related forms.
- . Write resume using proper spelling and grammatical structures.
- . Respond to interview questions.
- . Pronounce and spell world-of-work vocabulary.
- . Give time relationships, directions about locations.
- . Follow directions to travel on the subway or bus.
- . Use idiomatic expressions needed in the workplace.
- . Make requests of co-workers or customers.
- . Offer or request assistance.
- . Express emotional attitudes, i.e. hope, fear, satisfaction or disappointment, gratitude, sympathy.

Master socializing language skills:

- . Introduce self and other people.
- . Greet people and meet people.
- . Express and inquire about permission to do something.
- . Express and inquire about agreement and disagreement, approval and disapproval.
- . Express and inquire about likes, dislikes or preferences.
- . Express and inquire about interest of disinterest.
- . Apologize and grant forgiveness.

PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

## PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

"Employability instruction" includes individual and group counseling sessions designed to supplement direct job skills training and job-related English language instruction provided in CMP bilingual vocational training program, and to assist limited English-speaking persons to prepare for and obtain employment, and to perform adequately in a work environment requiring English language skills. The instruction prepares the trainees to understand different work environments and how to make adjustments, to retain employment and to enhance their opportunities for advancement. By the end of the 24-week cycle, the trainees will be able to meet the following objectives:

### Work Orientation

- . Define entry level clerical jobs, state their requirements, job duties, salary range etc.
- . Describe various career ladders and career opportunities.
- . Differentiate between various types of companies and industries as to their working conditions and benefits.
- . Identify sources for job information.  
Read help-wanted ads.
- . Decipher abbreviations used on want ads.
- . Demonstrate how to handle the telephone effectively in various work situations.
- . Take telephone messages accurately.
- . Define employee responsibilities verse employee rights.

### Cultural/work adjustments

- . Evaluate individual trainee job needs and job qualifications.

- . Assess individual trainee's strengths and weaknesses as to skills, training and education, work experience and language proficiency.
- . Identify obstacles to employment and list ways to remove such obstacles.
- . Set realistic employment goals.
- . Differentiate between trainee's own cultural values and those of the U.S.
- . List characteristics of American customs relating to greetings and leave takings, relationship with co-workers and supervisors, and male/female statuses.
- . Identify good work habits and work values expected of employers.
- . Define acceptable actions arising from working situations with co-workers and supervisors.
- . Describe circumstances and ways of receiving and giving criticism at work.
- . Differentiate between non-assertiveness, assertiveness, and aggressiveness.

#### Job interview preparation

- . Complete samples of application forms.
- . Prepare and type a resume.
- . Write a cover letter.
- . Identify proper job interview behaviors.
- . Answer most frequent interview questions.
- . Raise appropriate questions at the interview.
- . Identify proper dress for interview.
- . Arrange for an interview using proper telephone manners.
- . Take correct transportation to an interview.
- . Follow-up on a job lead
- . Describe the interview process used by employers.
- . Identify test-taking techniques.

- . Complete samples of clerical, English and math tests.
- . Follow-up on job interview by phone or mail.
- . Evaluate a job offer.
- . Demonstrate proper procedure for accepting or rejecting a job.

On the job

- . Hired for a full-time training-related job.
- . State what to expect on the first day on the job.
- . List common do's and don'ts when starting a new job.
- . Identify problems which may occur at the early stage of employment and define possible solutions.
- . Read samples of company handbook/personnel manual.
- . Describe company chain of command/accepted communication channels.
- . Complete various employment forms, W-4, insurance forms, time cards/sheets and other company records.
- . Evaluate company benefits and determine one's needs.
- . Compute payroll tax withholdings and other fringe benefit deductions.
- . State what can be done to hold on to a job and to work toward a promotion.
- . Identify various aspects of an Employee Evaluation Form.
- . Explain termination procedures.

V. COURSE OUTLINES

- PART A. COURSE OUTLINE FOR AUTOMATED BOOKKEEPING COURSE
- PART B. COURSE OUTLINE FOR TYPING COURSE
- PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE
- PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/  
COUNSELING COURSE

PART A. COURSE OUTLINE FOR AUTOMATED BOOKKEEPING COURSE

35

29

## PART A. COURSE OUTLINE FOR AUTOMATED BOOKKEEPING COURSE

This outline covers a 24-week training cycle. It contains 4 parts;

(a) manual bookkeeping system for the first 9 weeks which including 3 subtopics - sole proprietor-ship, partnership and corporation,

(b) automated bookkeeping from 10 - 15 weeks, (c) calculator and filing from 16 - 18 weeks, and (d) general review for the last 6 weeks, from 19 - 24 weeks. During the training cycle, the trainees will be given not only the instruction, but also problem test at the end of each unit. The specific contents are further detailed in the instructional unit plans.

### I. MANUAL BOOKKEEPING SYSTEM

#### A. ACCOUNTING CONCEPTS AND SOLE PROPRIETORSHIP (Weeks 1 - 4)

1. Orientation
2. Accounting as a career
3. Accounting for a service business - starting an accounting system
4. Accounting for a service business
  - a. Changes caused by business transactions
  - b. Analyzing transactions into Debit & Credit parts
  - c. Journalizing business transactions
5. Accounting for a service business
  - a. Posting
  - b. Six-column work sheet
  - c. Financial statements
6. Accounting for a service business
  - a. Closing the ledger
  - b. Checking account & reconciling the bank statement

#### B. PARTNERSHIP (Weeks 5 - 6)

1. Accounting for a merchandising business (Partnership)
  - a. Journalizing purchases and cash payments
  - b. Journalizing sales and cash receipts
  - c. Posting to ledger
  - d. Eight-column work sheet
  - e. Financial statements of a partnership
  - f. Adjusting and closing entries

C. CORPORATION (Weeks 7 - 9)

1. Recording transactions with special journals:
2. Recording transactions with special journals:  
sales and cash receipts
3. Payroll records
4. Payroll accounts, taxes and reports
5. Accounting for uncollectible accounts
6. Accounting for plant assets and depreciation
7. Accounting for notes and interest
8. End-of-fiscal-period work for a corporation

II. AUTOMATED BOOKKEEPING (Weeks 10 - 15)

1. Introduction to automated bookkeeping
  - a. Computer parts
  - b. Computer keyboard: alphabetic keys, numeric keypad, and functions such as load, delete, store, retrieve, etc.
  - c. Computer system flowcharts
2. Computerized general ledger
  - a. General ledger chart of accounts master file
  - b. General ledger transaction input form
  - c. Computerized printout
3. Computerized accounts payable
  - a. Accounts payable master file
  - b. Computerized vendor name list
  - c. Accounts payable transaction input form
  - d. Computerized accounts payable ledger
4. Computerized accounts receivable
  - a. Accounts receivable master file
  - b. Computerized customer master file
  - c. Accounts receivable transaction input form
  - d. Computerized accounts receivable ledger
5. Project - The accounting cycle
6. Computerized payroll records
  - a. Computerized payroll master file
  - b. Computerized employee name list
  - c. Payroll transaction input form
  - d. Computerized payroll register

7. Computerized payroll reports & taxes
  - a. Computer-printed checks
  - b. Computerized quarterly report
  - c. Computerized annual W-2 statement

III. CALCULATOR AND FILING (Weeks 16 - 18 )

1. Calculator
  - a. Introduction to machine parts
  - b. Addition problems
  - c. Subtraction problems
  - d. Multiplication problems
  - e. Division problems
  - f. Timing test
2. Filing
  - a. Alphabetic system - personal names
  - b. Numeric system
  - c. Geographic system
  - d. Zip code system

IV. REVIEW (Weeks 19 -24)

1. General review
2. Simulations

PART B. COURSE OUTLINE FOR TYPING COURSE

39

33

## **PART B. COURSE OUTLINE FOR TYPING COURSE**

This outline covers a 24-week training cycle. It contains 5 parts:  
(a) basic typing operation, (b) statistical typing & basic application,  
(c) business & resume typing including business letters and business forms, (d) improving typing competency, and (e) general review.  
Further detail can be found in the instructional unit plan.

### **I. BASIC TYPING OPERATIONS (Weeks 1 - 5)**

- A. Introduction to the typewriter parts
- B. The alphabetic keys
  - 1. a s d f j k l
  - 2. h e o y g b z
  - 3. t i n w m q v
  - 4. r c u x p i
- C. Improving typing motion patterns
- D. Tabulation

### **II. STATISTICAL TYPING AND BASIC APPLICATION (Weeks 6 - 7)**

- A. The figure keys
- B. The basic symbols
- C. Script and rough-draft copy
  - 1. Proofreader's marks
  - 2. Proofread technique
- D. Personal communications

### **III. BUSINESS & RESUME TYPING (Weeks 8 - 15)**

- A. Business letters
  - 1. Modified block style
  - 2. Block style
  - 3. Modified block with indented paragraphs
  - 4. AMS simplified style
- B. Simple tables

- C. Reports - unbound & leftbound
- D. Resume typing
- E. Speed/accuracy emphasis
- F. Business forms
  - 1. Interoffice memo
  - 2. Announcement
  - 3. Invoice
  - 4. Bill of lading

IV. IMPROVING PROFESSIONAL TYPING SKILLS (Weeks 16 - 18)

- A. Special office application
- B. Building letters/report/tables typing competency
- C. Speed/accuracy emphasis

V. GENERAL REVIEW (Weeks 19 - 24)

- A. Personal communications
- B. Business communications & forms
- C. Speed/accuracy emphasis
- D. Rough-draft drills

PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE

## PART C. COURSE OUTLINE FOR JOB-RELATED ESL

This is the job-related ESL outline prepared for the 24-week automated bookkeeping program. The job-related English instruction is coordinated closely with the content of the vocational and employability skills training classes, thereby reinforcing both the job skills concepts and the language necessary for understanding and speaking in a work environment where English is used. Integration with vocational skills and employability skills is reflected in the following four parts of the job-related ESL outline. The first part includes parts of speech, sentence patterns, and guided communication. The second part concentrates on functional and descriptive expressions, as well as technical and computer language. The third part deals with numerical, procedural, and instructional languages that are needed for Basic Office situation. Concurrently, English instructions are provided to reinforce the language structures and vocabulary necessary for obtaining and retaining employment such as filling out job application forms, writing resume, conducting telephone communication and social-linguistic skills. The fourth part is given for a general review of all patterns learned together with intensive drills on employability language skills needed for the job interview.

### I. Manual Bookkeeping related ESL (Weeks 1 - 8)

#### A. Accounting Concepts and Sole Proprietorship

1. Basic sentence patterns
  - a. Communications
  - b. Procedures and reports
2. Technical terminology
3. Grammar
  - a. Verbs
  - b. Tense

**B. Partnership**

1. Communications, reports, and terminology
2. World-of-Work vocabulary and context
3. Grammar:
  - a. Passives
  - b. Imperatives
4. Reading comprehension and speed technique

**C. Corporation**

1. Reports, manuals, and catalogs
2. Objects, adjectives, adverbs, questions (all kinds)
3. Introduction to writing (Business related)

**II. Automated Bookkeeping with Employability Communicative skills  
(Weeks 9 - 16)**

**A. Computerized General Ledger**

1. Functional and descriptive communications
2. Computer language and safety language
3. Phrases and useful expressions
4. Signs and posters
5. Nouns and pronouns, determiners, auxiliaries, compounds
6. Guided conversation and guided compositions

**B. Account Payables, Account Receivables & Payroll**

1. Worksheets, forms, and all documentation illustrations
2. Group W. W. conversations
3. Adverbials, modifiers, prepositional phrases
4. Specific reading and writing skills

**C. WORLD-OF-WORK**

1. Reading help wanted ads
2. Resume
3. Job-application

4. Subway system
  - a. Asking for directions
5. Preparation for interview
  - a. Interview questions
  - b. Application letters
  - c. Filling out forms
  - d. Telephone communication
  - e. Clerical aptitude test
6. Social-linguistic skills
  - a. Greetings
  - b. Idiomatic expressions
  - c. Making requests
  - d. Expressing emotional attitudes

III. Basic Office Practices Related ESL (Weeks 17 - 19)

A. Calculator

1. Mathematical and procedural languages
2. Operational terms and conditions (cause & result)
3. Position of words, compounds, subordinate clauses, adjective clauses and adverbial clauses
4. Conditionals and causatives

B. Filing

1. Language of systems and methods
2. Perfect tenses, complex sentences
3. Instructional readings
4. Intermediate guided compositions

IV. General Review (Weeks 20 -24)

PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

## PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

Employability instruction/counseling is an integrated part of the curriculum. Since the trainees are not familiar with work practices in the U.S., have limited work experience, and lack knowledge of the English language necessary for seeking, accepting and adjusting to employment, the employability instruction/counseling addresses these issues. Group sessions are held one period each day, five days a week for 18 weeks to cover topics relating to world-of-work and preparation for employment. The latter 6 weeks are devoted to job placement activities. Individual vocational/personal counseling is available throughout the cycle to meet individual trainee's needs.

### I. Orientation (Week 1)

- A. BVT program goal
- B. Objectives of employability skills course
- C. Logistics of the program
- D. Introduction to vocational counseling and individual counseling
- E. Role and responsibilities of Counselor and Counselee

### II. Cultural/Personal Adjustments (Weeks 2 - 4)

- A. Trainees cultural values and American customs
  1. Greetings and leave taking
  2. Time and space
  3. Male and female statuses
  4. Interpersonal relationships between trainees and teachers; co-workers and supervisors
  5. Assertiveness, non-assertiveness and aggressiveness
  6. Developing self-confidence
- B. Self-assessment
  1. Individual job needs
  2. Evaluating individual job qualifications
  3. Development of Employability plan
  4. Setting realistic employment goals

III. Job Orientation (Weeks 5 - 9)

- A. Job descriptions of clerical positions
- B. Job market characteristics and patterns
- C. Career opportunities
- D. Sources of job information
- E. Characteristics of various types of companies
  - 1. Location, size, benefits and functions
  - 2. Visits to company sites
- F. New York City subway system
- G. Tele-training
  - 1. Telephone operations
  - 2. Business phone manners
  - 3. Taking messages and giving information
  - 4. Role-play in handling telephone in various work situations
- H. Job seeking skills
- I. Understanding want-ads
  - 1. Business terms and abbreviations

IV. Job interview preparation (Weeks 10 - 15)

- A. Job applications
  - 1. Terms and Vocabulary
  - 2. Neatness and accuracy
- B. Resume preparation
  - 1. Purpose
  - 2. Elements of a basic resume
  - 3. Format and style
- C. Cover letter
- D. Job interview appointments
- E. Job interview
  - 1. Importance of a personal interview
  - 2. Interview & hiring processes used by common employers

3. Job interview behaviors
  - a. Personal appearance, grooming
  - b. Body language
4. Job interview preparation and practice
  - a. Do's and Don'ts during an interview
  - b. Most common questions asked during interview
  - c. Video-taped mock interview
  - d. Guest speakers on interview techniques
  - e. Films on sample interviews
- F. Clerical aptitude tests
  1. Types and techniques of test-taking
- G. Evaluating a job offer
- V. On the job (Weeks 16 - 18)
  - A. What to expect on the first day on the job
  - B. Do's and Dont's when starting a new job
  - C. Possible problems occurring at early stage of employment
  - D. Developing good work habits
    1. Punctuality and attendance
    2. Attitudes toward work
    3. Courtesy and cooperation on the job
    4. Expectations of co-workers, of supervisors
  - E. Understanding company benefits & forms
    1. Insurance package
    2. Payroll deductions
  - F. Employee rights and responsibilities
    1. Company handbooks
    2. Personnel manuals
    3. Complaint procedure
    4. Workplace chain of command/accepted communication channels
  - G. Getting ahead on the job
    1. Employee Evaluation Form
    2. Continuing education
    3. Social interactions
  - H. How to handle terminations

VI. Review (Weeks 19 - 24)

A. Interview role-play

B. Feedbacks from trainees after their interview

VI. INSTRUCTIONAL METHODS AND TECHNIQUES

## VI. INSTRUCTIONAL METHODS AND TECHNIQUES

In planning approaches and strategies of teaching automated bookkeeping, job-related ESL and counseling, some important things to bear in mind are: (a) methods should be directed to meet respective course objectives, (b) essential work communicative functions should be included, (c) methods and strategies should take into consideration of the trainee's cultural background and learning styles.

CMP has identified among numerous methods, 10 approaches and strategies as to be effective for limited English speakers in CMP Bilingual Vocational Training Program. In addition to these 10 methods commonly used by all the instructors, there are specific strategies suitable for the particular subjects; for example, hands-on practice for vocational skills, silent way, word games, dialogues and dramatization for job-related ESL, individual counseling and role-playing for employability skills. Selection of the most suitable approaches/strategies is based on the trainees' English abilities, their educational/cultural background, and vocational skill levels and aptitudes. The specific strategies are identified in the weekly combined lesson plans and unit plans.

The following are descriptions of 10 approaches and strategies CMP has found to be effective.

### 1. Team Collaboration -

The collaboration efforts of the instructional staff is an essential component which unifies the BVT methodologies and techniques. The job-related ESL instructor, the skills

instructor, and the vocational counselor of the same class meet regularly to coordinate lessons on content presentation. The skills instructor will present bookkeeping concepts in Chinese and the job-related ESL instructor will teach the trainees correct pronunciation, and how to use the vocabulary in work situations. The vocational counselor will meet with trainees to discuss opportunities in the bookkeeping field. Special time is set aside during the schedule for the job-related ESL instructor, the skills instructor and the vocational counselor to meet, plan and coordinate effective instructional activities.

## 2. Bilingual and Bicultural Approach -

Since all trainees are limited English proficient, the staff of this proposed Chinese/English Bilingual Vocational Training Program has adapted a bilingual and bicultural approach. Not only are the instructors bicultural (Chinese/American) but they are also bilingual (Chinese/English). With this understanding of two cultures, instructors are able to impart their experiences about both cultures. The bilingual quality allows the instructors to teach difficult concepts in the trainees' native language to facilitate comprehensions in English as the trainees depend less and less on explanations in Chinese. Chinese language explanations will decrease as the trainees progress through the training and English becomes proficient. More and more English will be used as the medium of instruction and by the 3rd quarter of the training cycle, all instruction will be given in English.

Appropriate use of the bilingual methodology is a skill

which is learned; the skill is not an automatic outgrowth of having bilingual capabilities.

3. Lecture/Demonstration -

This approach is useful when all trainees or a large group of trainees need to learn about the same concept, process or procedure before practicing. Since lecturing is the traditional learning style accustomed by most Asian students, it is more appropriate to use lecturing during the early stage of the training cycle. To teach operation of various equipment, typewriters, data station and personal computers, demonstration of their use is most suitable for limited English speakers. Trainees can see how to perform a task, using specific procedures.

4. Guest Speakers -

CMP invites guest speakers from different companies and local agencies to share their education, their needs, and their work experience with the trainees. Personnel directors or supervisors are asked to address our class by demonstrating office procedures and interview techniques. Our former trainees serve as positive role models by sharing their own success stories with the class. In addition, guest speakers encourage discussion and questions from the audience to stimulate participations by our trainees as part of the learning process.

5. Audio/Visual Aids -

Audio/visual is an effective and stimulating tool to teach the trainees after the initial orientation and throughout the

training cycle. For example, the use of the English language lab enables the trainees to improve their listening and speaking skills as well as interpersonal skills. Films and slides on World-of-Work topics are often used to supplement teaching resources in the employability skills course.

#### 6. Simulation/Role Playing -

Work experience is very important for the U.S. work place today. Unfortunately, most of our trainees are newly arrived immigrants. They do not have local work experience and are unfamiliar with modern business office procedures. In order to help them, the instructors replicate the environment which are similar to the work place so the trainees can practice on various tasks that they likely to encounter on the job. For example, the skills instructor would assign them a bookkeeping project - a business simulation in accounting which reflects the real world of work situations. The vocational counselor would conduct a job interview and ask the trainees to role play between themselves. In English classes, trainees are asked to conduct meaningful, job specific conversations with other trainees to improve their communication and interpersonal skills.

#### 7. Tutoring/Peer Instruction -

When the instructor is working with a large group of trainees, it is difficult to give full attention to everyone. Some of the trainees may not have a clear understanding of the instruction. Therefore, the instructor will either repeat the same instruction to the whole class or tutor those trainees

afterward. In this case, the instructor can ask more proficient trainees to help the others learn. We find that the trainees feel more comfortable asking questions from a classmate than of their instructor because of their cultural background.

#### 8. Field Trip -

The instructors arrange job-related or education/culture related field trips for the trainees during each training cycle. These benefit the trainees because they observe workers perform various tasks on the job. They learn how businesses and community resources operate and they can discuss with and ask questions of an experienced worker. Trainees can observe the communicative skills used by the workers on the job as well as proper work habits. The trainees can further share their field experiences after they return to classroom. They would, for example, discuss different work habits in the U.S. office and behavior in their home countries.

#### 9. Computer Assisted Instruction -

Instruction given by instructors can be enhanced by the use of the computer. For example, the ESL instructor can use TEXTPRO software to reproduce job-related English instructional material supplied by skills instructor. Demonstration software on data entry and self-paced tutorial with exercises are often used by the trainees, which are often animated with graphic information to stimulate learning and recalls.

## 10. Exercises & Drills -

Exercises and drills are selected from the textbooks by the respective instructors based on the trainees' vocational skill levels, aptitudes, English abilities and special needs. Trainees practice the skills, apply what they have learned, and proceed at their own pace. This method, which provides immediate feedback on how well the students have learned the tasks, is preferred by Asian students.

VII. INSTRUCTIONAL MATERIALS AND RESOURCES

## VII. INSTRUCTIONAL MATERIALS AND RESOURCES

It is easy to purchase vocational education books but the challenge is to determine the appropriate materials for a specific occupational training program. The overall selection and adaptation of educational material take into consideration the trainees' academic level, their cultural background and the requirements of the job openings. Whenever possible, the instructional materials reflect appropriate use of the trainees' native language, i.e. a bilingual glossary of Bookkeeping terms.

The team approach is used to develop needed materials; for example, the ESL instruction is largely developed from resources used in the vocational skills and employability skills courses. In the Vocational English component, the instructor would incorporate the materials from vocational texts and manuals such as those in South-Western in preparing a list of technical terminology for the vocabulary drills. Typical terms used in an application form for employment are taken from a standard State Employment Office and converted into an English lesson. Teacher's handout would emphasize the importance of the English language structure while a English-Chinese bookkeeping glossary would be used to aid the trainees in understanding the materials in a specific lesson. The glossary is often prepared and reviewed with assistance from an employer in the community to insure its accuracy.

Due to the trainees' limitations in understanding spoken and written English, audio-visual materials and activities such as video slides, filmstrips, transparencies, tape-recordings, and

posters are used to support instruction. Pre-recorded tapes are used by the trainees in the Language Lab to build up their English comprehension. Educational videos are used to provide lessons and camera-recordings playback on a TV set are used in role-playing interview techniques. Telephone skills are taught using a Tele-training equipments and guides from New York Telephone Company. Film strips, slides, overhead transparencies, posters and photos are used to further reinforce text materials and to provide visual feedbacks for the trainees. To dramatize statistical information, charts would be used in a lesson. Other materials include Safety Signs, Language Signs, and Color Rods for "Silent Way" Methods.

Hence, project-developed teaching materials become an integral part of our curriculum. For example, a practical Strategic Manual on Job Development, Placement and Follow-up was written by the staff of the program. A World of Work Video Series designed for trainees of Asian background was developed by C.M.P. with funding support by the private sector, which addressed the unique Asian cultural characteristics and how it might affect the outcome of a job interview or their on-the-job attitudes and behavior with peers or supervisors. In addition, most of the basic computer operation manuals have been simplified by our staff and illustrated by using step by step diagrams for training purpose.

Many practical teaching resources are taken from the private business sector, community organizations, and other public service agencies. They include the expertise of company personnel officers, facilities and furnishings, up-to-date office

equipment, business manuals and supplies, and supportive human services.

Our program would use these resources to augment all facets of the training, including recruitment of trainees, assessment of trainees' job aptitudes and language proficiencies, development and review of curricula, classroom instruction, job-specific counseling, preparation for job search and job interviews, and orientation to good work habits and environments. Linkages are established with other social service agencies to provide needed supportive services such as day care to enable the trainees to enter and complete training, and to obtain and retain employment.

Besides from assigning the main texts to the trainees, the instructors and counselor would compile supplemental teaching materials by adopting actual Job Descriptions used by companies like Blue Cross & Blue Shield or instructions for completing an Application Form by New York City Department of Personnel. Job search techniques are demonstrated by using daily newspaper ads which also provide a lesson in reading and vocabulary building.

Many individuals in the employment community served as resources for the program and its curriculum development and they are: small business owners/managers, personnel officers, supervisors, and former trainees in various occupations. To provide role models, minority persons working in training-related field are invited as speakers or to act as interviewers in a role-playing session.

Basic skills are taught by using examples from Company Policy Manuals and Personnel Guides. Additional resources from the training community include professional exchange with other

BVT program staff, professional associations and research journals/periodicals, as well as the teaching experiences of other social service agencies and community-based organizations.

Instructional Equipment and Hardwares include the following:

- IBM Selectric II & III Typewriters
- Electronic Printing Calculators (Standard Size)
- IBM System 5231 and 5288 Data Entry System
- IBM Model 6580 Display Writer System
- IBM PC and XT Computer System
- IBM Model 5218 Daisy Wheel Printer System
- VCR and Camera/Television Set
- Language (audio cassette) Laboratory
- KODAK Slide Projector and 16mm Film Projector

Instructional Softwares include the following:

- Exploring the IBM-PC: An introduction to PC and DOS
- PC-DOS (Disk Operating System) Version 2.10
- PC-BASIC IBM Version 3.0
- Automated Accounting For the Microcomputer
- Century 21 Accounting

The specific instructional materials and resources are listed in the weekly combined lesson plans and unit plans (refer to Appendices for the Bibliography.)

VIII. TRAINEE EVALUATION

### VIII. TRAINEE EVALUATION

The automated bookkeeping course is under constant evaluation by the vocational instructor, job-related ESL instructor and counselor to determine the competency levels of the trainees. After 24 weeks of training, trainees should be capable of exhibiting and performing the performance objectives that are set for and given to them in this course. During the entire cycle, all aspects of trainees learning activities are being observed, recorded and tested by the respective instructors/counselor. The followings are the types of evaluation tools (copies of the instruments are attached under the appendices).

1. Assessment test - This evaluation is conducted at the beginning of the cycle. It is conducted by vocational instructor, job-related ESL instructor, and the counselor. The evaluation includes:

- A. Brief entrance oral and written tests
  - . Bilingual Vocational Proficiency Pre-test  
(accepted scores = 120 - 175 low intermediate)
  - . Written Diagnostic English as Second Language test  
(accepted scores 60% of the 75 questions test)
  - . Basic arithmetic test
- B. Interview for the assessment of the trainee's background in education, vocational aptitudes, English proficiency, participation and motivation
  - . A comprehensive interview form scored and recorded by each instructor and counselor

- C. Discussion to determine the grouping of the trainees according to their competency levels for lesson planning purposes
- D. Evaluation of trainee's employability, evaluation of trainee's strengths and weaknesses for the employability development plan.

2. Evaluation of trainee's Progress - This evaluation is conducted to measure each trainee's progress in terms of the performance objectives.

A. Vocational skills

- . Regular unit testing determining trainee's shortcoming in each task in a unit of automated bookkeeping before proceeding to the next set of unit tasks
- . The weekly 5' timing in typing starting the 5th week scored with regular weekly progress charts
- . Preliminary, mid-term and final examinations monitoring trainee's progress in instructional program goals
- . Project sets, work sheets and exercises providing trainees practical participation and drills through class performances and assignment/homework.

B. Job-related ESL

- . Listening to trainees speak in English. Scoring them (1-5) according to the levels of fluency in rhetoric, style, syntax, vocabulary and pronunciation.
- . Daily regular reading tests registered with regular

progress chart for vocabulary, comprehension and reading speed

- . Weekly regular written exercises with guided written articles for important structures and style
- . Regular, weekly spelling tests of 10 technical terminology and 10 World of Work with progress charts
- . Regular daily and weekly graded exercises and drills for important structure and vocabulary.

3. Joint evaluation - An evaluation by the combined efforts of vocational instructor, job-related ESL instructor and the counselor. This is done very thoroughly by means of case conferences which are held in the 7th, the 14th and the 21st week of the cycle. The purpose is to evaluate the trainee's progress not only on learning activities but also on motivation and attitudes.

A. General and periodical progress of trainees based on trainee's competency records from respective instructors

- . Achieved competency level
- . English proficiency oral/written
- . Attendance punctuality records

B. To identify and bring to the attention of the counselor about the trainees' problems such as their inattentiveness because of classroom difficulties, personal or family problems.

4. Exit and Post-test - An evaluation to score the trainees

toward the end of the 19th to 20th week. The post-test scores will be compared with the pretest scores to measure the increment of progress made by each trainee and the specific outcome of the general performances of trainee in the entire cycle.

- A. Bilingual Vocational Oral Proficiency test  
expected passing scores = 200 - 275 high intermediate
- B. Written Diagnostic English as Second Language test  
expected passing scores = 65% of 150 question test
- C. The final examination of Automated Bookkeeping test
- D. The counselor's report of trainee placement indicating  
# of trainees enrolled, # graduated, # placed, company  
name, job title & salary of the graduate placed
- E. The final attendance punctuality reports.

5. Follow-up reports from graduates and employers. It provides an indication of how well a program is meeting its objectives. Feedback from graduates and employers are useful in strengthening program design and operation.

- A. A follow-up report is mailed to the trainees 30 consecutive working days after placement. The trainees are asked to complete the form indicating if they are still working and if so, any changes in wages, title or position.
- B. A 6 month follow-up report is again mailed to the trainees for their current employment status. In addition, questions concerning various aspects of the

training program are asked, i.e. to what extent trainee was able to use the skills acquired during training, to what extent did the trainees gain the ability to function in an English speaking environment, and suggestions for modifying the program.

- C. Questionnaires are mailed to employers 6 months after the hiring of our graduates. The purpose is to obtain evaluations of trainees' job performance and preparation for the job, verify job placement, and to solicit suggestions for program modifications. Suggestions may include changes in curricula, materials and equipment.

## 6. OUTSIDE EVALUATION

Under terms of the grant from the U.S. Department of Education, the BVT project is required to evaluate its progress, effectiveness, and outcomes by an independent outside evaluator on an annual basis. The evaluation should address the following:

1. The project's progress in achieving the objectives set forth in its approved application.
2. The effectiveness of the project in meeting the purpose of the program.
3. The effect of the project on persons being served by the project.

IX. CURRICULUM MODIFICATION

## IX. CURRICULUM MODIFICATION

The BVT curriculum at CMP is continuously under reviewed and revision. Valuable information is obtained regarding the adequacy of the vocational training, job-related English language instruction and employability instruction, particularly after the trainees have been employed for a period of time. Employers' feedbacks provide information on the effectiveness or appropriateness of program operations. The comments and suggestions of former trainees and employers are disseminated to all program staff. In this manner, appropriate staff members will be able to take the required action to modify their respective parts of the curriculum. The recommendations can then be incorporated into the planning process for the upcoming training cycle.

Also, the findings and recommendations set forth in the report by the outside evaluator will be thoroughly reviewed and discussed jointly by the instructional staff and program administrator. Following these discussions, proper course of action will be decided to update the curriculum so that the needs of the trainees as well as those of employers could be met.

In conclusion, we hope this curriculum will be of use to other BVT providers and will be of aid in their efforts to initiate or better their training. However, an agency should exercise discretion when adapting this curriculum for its program. It is important to recognize such factors as the population served, the job market of the community, the adequacy of the facility and the quality of the staff.

X. APPENDICES

APPENDIX A. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS  
FOR AUTOMATED BOOKKEEPING COURSE

APPE JIX A

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR AUTOMATED BOOKKEEPING COURSE

Allen and Klooster, Automated Accounting for the Microcomputer, South-Western Publishing Company, Cincinnati, OH, 1982

Allen and Klooster, Diskette for Automated Accounting, South-Western Publishing Company, Cincinnati, OH, 1982

Allen, Warren W. Computerized Payroll Procedures, South-Western Publishing Company, Cincinnati, OH, 1985

Cornelia and Pasewark, Office Machines Course, 5th Edition, South-Western Publishing Company, Cincinnati, OH, 1979

Fisher and Kilchenstein, Intensive Clerical and Civil Service Training, 5th Edition, South-Western Co., Cincinnati, OH, 1979

Friedman and Grossman, Filing Practice Workbook 4th Edition, Pitman Learning, Inc. Belmont, CA, 1982

Fulton, P. General Office Procedures, 8th Edition, South-Western Publishing Company, Cincinnati, OH, 1983

Shaefer, Leonard A. TXTPRO, Version 1.0, IBM-PC User Manual, Executive Resource Associates, Inc. for U.S. Department of Education Washington, D.C., 1985

Swanson, Ross, Hanson & Boynton, Century 21 Accounting, Advanced Course, South-Western Publishing Co., Cincinnati, OH, 1978

Swanson, Ross, Hanson & Boynton, Century 21 Accounting, First-Year Course, Third Edition, South-Western Publisher, Cincinnati, OH, 1982

Swanson, Ross, Hanson & Boynton, Cycle Center, A Business Simulation South-Western Publishing Company, Cincinnati, OH, 1982

Swanson, Ross, Hanson & Boynton, Fire Place Inc. A Business Simulation, South-Western Publishing Co., Cincinnati, OH, 1983

Swanson, Ross, Hanson & Boynton, Working Papers and Study Guides of Century 21 Accounting, South-Western Publishing Company, Cincinnati, OH, 1982

Weaver, Hanna, Freeman, Brower & Smiley, Accounting 10/12, 3rd Edition, McGraw-Hill, Inc. New York, New York, 1978

APPENDIX B. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS  
FOR TYPING COURSE

74

68

APPENDIX B

BIBLIOGRAPHY OF COURSE MATERIALS & REFERENCE BOOKS FOR TYPING COURSE

Casady, Grill and Kushner, Basic Typewriting Applications,  
South-Western Publishing Company, Cincinnati, OH, 1983

Crawford, Erickson, Beaumont, Robinson & Ownby, Century 21 typing,  
Third Edition, South-Western Publishing Company, Cincinnati, OH,  
1982

Lessenberry, Crawford, Erickson, Beaumont & Robinson, Century 21  
Typewriting, Second Edition, South-Western Publishing Company,  
Cincinnati, OH, 1977

Nelson, Julius, Typing for Accuracy,  
The H. M. Rose Company, Chicago, IL, 1977

Palmer & Agnew, Triple-Controlled Timed Writings,  
South-Western Publishing Company, Cincinnati, OH, 1970

Troop, Jane and Woo, Donna, Display Write 3,  
South-Western Publishing Company, Cincinnati, OH, 1986

Wanous & Langford, Basic Typewriting Drills, Fifth Edition,  
South-Western Publishing Company, Cincinnati, OH, 1978

APPENDIX C. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS  
FOR JOB-RELATED ESL COURSE

APPENDIX C

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR JOB-RELATED ESL COURSE

- Applebee, Arthur N. Tradition and Reform in the Teaching of English - A History. Illinois: National Council of Teachers of English, 1974.
- Bartley, Walter B., and Michael N. Milone, Jr. (January 1980) "The Best Kept Secret in Education Today; Modality-Based Instruction." Aides to Bilingual Communication Report. Bethesda, MD: Miranda Associates, Inc.
- Berry, Dale W., and Mona A. Feldman. (1980) Evaluation of the Status and Effects of Bilingual Vocational Training. Report prepared for the U.S. Department of Health, Education, and Welfare, Office of Education, Office of Evaluation and Dissemination. Washington, D.C.: Kirschner Associates, Inc., and Management Consultants Unlimited, Inc.
- Bilingual Vocational Education Project. (1980) Bibliography of Bilingual Materials for Career/Vocational Education. Report prepared for Illinois State Office of Education, Division of Adult Vocational Education. Arlington Heights, IL: Bilingual Vocational Education Project.
- Bilingual Vocational Oral Proficiency Test (BVOPT). (1981) Test developed for the U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education. Dallas, TX: Melton Peninsula, Inc.
- Bradley, Curtis H. and Joan E. Friedenbergl. (1982) Foundations & Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel. Washington, D.C.: Center for Applied Linguistics.
- Close, R. A. English as a Foreign Language. Cambridge Massachusetts: Harvard University Press, 1963.
- Costinett, Sandra. The Language of Accounting in English. New York: Regent Publishing Company, Inc., 1977.
- Cardall, Jo Ann. (1979) Adult Vocational ESL. Language in Education: Theory and Practice, No. 22. Arlington, VA: Center for Applied Linguistics.
- Darier., Steven; G. English as a Second Language. Oklahoma: University of Oklahoma Press, 1972.
- Development Associates, Inc. (1978) Handbook for Bilingual Vocational Materials Development. Report prepared for the U.S. Department of Health, Education, and Welfare, Office of Education. Arlington, VA: Development Associates, Inc.
- Dulan, Heidi and Jeffrey Shultz. (April 1972) Crosscultural Miscommunication in the Classroom. Paper presented at the Joint Annual Meeting of the Society for Applied Anthropology and the American Ethnological Society, Montreal, Quebec. Cambridge, MA: Language Research Foundation and New York, N.Y.: Ford Foundation.

- Feldman, Mona A., et al. (1982) Vocational Careers in Which a Language Other than English is an Asset. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.
- Feldman, Mona A., et al. (1984) Instructional Content and Communication in Bilingual Vocational Training. A workshop guide prepared for the Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education. Arlington, VA: Executive Resource Associates, Inc.
- Finocchiaro, Mary. English as a Second Language from Theory to Practice. New York: Regents Publishing Co., Inc., 1974.
- Fisherman, Joshua U., Bilingual Education. Mass.: Rowley, 1976.
- Galvan, Mary M. and John G. Bordie. (1977) Accutrak. Texas Criterion Reference System for Oral Language. Manual for tests developed for Texas Education Agency, Migrant Division. San Antonio, TX: Education Service Center, Region XX.
- Gardner, R. C. and W. E. Lambert. Attitudes and Motivation in Second Language Learning. Newbury House Publishers, Inc., 1972.
- Gay, L.R. (1980) Educational Evaluation and Measurement: Competencies for Analysis and Application. Columbus, OH: Charles E. Merrill Publishing Company.
- Harvard, Joseph. Bilingual Guide to Business & Professional Correspondence. Spanish English. New York: Oxford Press, 1970.
- Henderson, Greta La Follette and Price R. Volles. Business English Essentials. New York: Mc Graw-Hill, Inc., 1975.
- Knox, Alan B. (1978) Adult Development and Learning: A Handbook on Individual Growth and Competence in the Adult Years for Education and the Helping Professions. San Francisco, CA: Jossey-Bass Publishers.
- Lee, W. R. (1972) "Audio-Visual Aids to the Learning of EFL for Vocational Purposes." Paper presented at the International Association of Teachers of English as a Foreign Language, Middlesex, England.
- Lien, Nguyen Dang. (1982) Methodologies in Second Language Teaching for Asian-Americans. Los Angeles, CA: National Center for Bilingual Research.
- Locks, Nancy A., et al. (1978) Language Assessment Instruments for Limited English-Speaking Students. A Needs Analysis. Report prepared for the U.S. Department of Health, Education, and Welfare, National Institute of Education. Palo Alto, CA: American Institute for Research.
- Luke, Robert A., How to Train Teachers to Train Adults. New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1971.
- McKinty, Stuart, et al. (1979) Helpful Hints for Implementing Individualized Instruction in Bilingual Vocational Education. Houston, TX: Consortium C. Regional IV Education Service Center, Bilingual Vocational Instructor Training Project.

- Miller, W. R., and H. C. Rose. (1975) Instructors and Their Jobs, 3rd Edition. American Technical Society.
- Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. (1983) Evaluator's Handbook. Beverly Hills, CA: Sage Publications.
- Mrowicki, Linda. (1984) Let's Work Safely! English Language Skills for Safety in the Workplace. Palatine, IL: Linmore Publishing, Inc.
- Olson, P.A. (1973) The Relevance of Behavior's Objectives for English. University of Minnesota, Minneapolis (unpublished paper).
- Paulston, Christina Bratt, and Mary Newton Bruder. (1978) Teaching English as a Second Language: Techniques and Procedures. Cambridge, MA: Winthrop Publishers, Inc.
- Peterson, Morris, and Dale W. Berry. (1984) Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Los Angeles, CA: Evaluation, Dissemination and Assessment Center California State University, Los Angeles.
- Robinet, Betty Wallace. Teaching English to Speakers of Other Languages: Substance and Technique. Minneapolis, MN: University of Minnesota Press and New York, N.Y.: McGraw-Hill International Book Co.
- Saville-Troike, Muriel. (1978) A Guide to Culture in the Classroom. Rosslyn, VA: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education.
- Shay, Gail F. and Nancy A. Siefer. (1983) VESL Materials Development. Phoenix, AZ: Arizona Department of Education.
- Siefer, Nancy. (1981) Language Assessment for Limited English Speakers in Vocational Programs. Mesa, AZ: Mesa Community College.
- Stevick, E.W. (1976) Memory, Meaning and Method: Some Psychological Perspectives. Rowley, MA: Newbury House Publishers, Inc.
- Svendsen Carol and Katherine Krebs. (1984) "Identifying English for the Job: Examples from Health Care Occupations" The ESP Journal, Vol. 3, 153-164.
- Troike, Rudolph C., et al. (1981) Assessing Successful Strategies in Bilingual Vocational Training Programs. Rosslyn, VA: InterAmerica Research Associates, Inc., National Clearinghouse for bilingual Education.
- U.S. Department of Labor, Employment and Training Administration. (1978). The Public Employment Service and Help Wanted Ads: A Bifocal View of the Labor Market. Research and Development Monograph No. 59. Washington, D.C.: U.S. Government Printing Office.
- Vasquez, James A. and Tobias M. Gonzales. (1981) Cognitive Styles: An Annotated Bibliography. Rosslyn, VA: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education.

Veloso, Agatona T. and Consolacion G. Valmonce. Good English, The Second Language Way. Manila: Philippine Book Company, 1970.

Wegmann, Robert G. (December 1979) "Job-Search Assistance: A Review." Journal of Employment Counseling, 16, 197-226.

Zymelman, Manuel. The Economic Evaluation of Vocational Training Programs. Washington, D.C.: The International Bank for Reconstruction and Development 1818 H Street N.W., 1976.

English Lab Materials:

Boyd, John R., & Boyd, Marry Ann. Connections, Communicative, Listening, and Speaking Activities, Regents Publishing Co., New York, N.Y., 1981.

Dixon, Robert J. Everyday Dialogues in English, Regents Publishing Co., New York, N.Y., 1984.

Foley, Barbara H. Now Hear This, Newbury House Publishers, Inc. Rowley, Ma., 1984.

Hall, Eugene J. Practical Conversation in English, Regents Publishing Co., New York, N.Y., 1984.

Kimble and Palmer. Getting along in English, Longman, New York, N.Y., 1981

Margano, Custer, and Beck. It's up to you: Language skills and strategies for getting a job, Longman, New York, N.Y., 1980.

O'Neill, Robert. American Kernell Lessons: Beginning, Intermediate, Advanced, Longman Inc., New York, N.Y., 1983

Schechter, Sandra. Listening Tasks, Cambridge University Press, Boston, Ma., 1984.

Thorne, Tony. Living in New York, Nelson Filmscan Ltd., New York, N.Y., 1984

APPENDIX D. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS  
FOR EMPLOYABILITY SKILLS/COUNSELING COURSE

APPENDIX F

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR EMPLOYABILITY SKILLS/  
COUNSELING COURSE

- Anema, Durlynn. Get Hired 1979  
Janus Book Publishers. Hayward, CA 1977
- Blackledge and Blackledge, The Job You Want - How To Get It  
South Western Publishing Co. Cincinnati, OH 1983
- Corwen, Leonard. How To Find And Land Your First Full-Time Job  
Arco Publishing, Inc. New York, NY 1983
- Education Associates, Inc. "The Job World Workbook"  
Frankfort, KY 1982
- Ford, Carol and Silverman, Ann. American Cultural Encounters  
The Alemany Press. Hayward, CA 1981
- Friedenberg Joan E. & Bradley Curtis H. Finding A Job In the United States  
Passport Books. Lincolnwood, ILL 1986
- Guide To Preparing Resume  
New York State Department of Labor, New York
- Hammer, NY. Practive For Clerical, Typing And Stenographic Tests  
Arco Publishing, Inc. New York, NY 1983
- Hopke, William E. The Encyclopedia Of Careers And Vocational Guidance  
Volume I & II Fourth Edition  
J.G. Ferguson Publishing Co. Chicago, ILL 1978
- Jew, Wing and Tong, Robert. Job Interview Kit  
Janus Publisher. Hayward, CA 1976
- Jew, Wing and Tong, Robert. Job Planner 19767  
Janus Publisher. Hayward, CA 1977
- Kaln, Charles and Tong, Robert. My Job Application File 1980  
Janus Publisher. Hayward, CA 1977
- Kilchenstein, E. Delores, Grand - Goddard, Bettye Sue  
Civil Service - Office Skills Review, Thired Review  
South-Western Publishing Co. Cincinnati, OH 1985
- Lasker, Toy. Flashmaps - Instant Guide To New York  
Flashmaps Publications, Inc. Chappaqua, NY 1985
- Livingstone, Arnold. Job Interview Guide  
Janus Publisher. Hayward, CA 1983

Moon, Harry R. Job Orientation Student's Manual  
Milady Publishing Corp. Bronx, NY 1983

Nored, Arnold. The University of Texas at Austin.  
"Occupational Knowledge, Reading Book"  
Harcourt Brace Jovanovich, Inc. 1980

Nored, Arnold. The University of Texas at Austin  
"Occupational Knowledge - Student Workbook"  
Harcourt Brace Jovanovich, Inc. 1980

U.S. Department of Labor. Occupational Outlook Handbook, 1984-1985 Edition  
U.S. Government Printing Office. Washington, D.C.

Powell, C. Randall. Indiana University. Career Planning Today  
Kendall/Hunt Publishing Company. Dubuque, Iowa 1981

Rand, Kenneth. Time Cards and Paychecks  
Janus Book Publishers. Hayward, CA 1981

Simon, Sidney B., How, Leland W., Kirschenbaum, Howard  
Values Clarification, A Handbook of Practical Strategies For Teachers and Students  
Hart Publishing Co. Inc. New York, NY 1972

Smith, Michael Holley. The Resume Writer's Handbook  
Harper & Row Publishers. New York, NY 1980

Thank You. Please Call Again - Teacher's Guide  
American Telephone & Telegraph Company. 1975

Thank You. Please Call Again - Spirit Master Book  
American Telephone & Telegraph Company. 1975

Tiersky, Ethel & Martin. The USA Customs and Institutions  
Regents Publishing Co., Inc. New York, NY 1975

Turner, David R. Ms. in Ed. Clerk - Steno Transcriber  
Arco Publishing Co. New York, NY 1976

Turner, David R. Ms. in Ed. Office Aide  
Arco Publishing Co. New York, NY 1978

Audio - Visual Materials

Employment Interview

Milady Publishing Corp. Bronx, NY 1977 (Slides)

Finding and Getting A Job

a) Applying For A Job

b) The Job Interview

c) Your First Months On The Job

Society For Visual Education Inc. Chicago, ILL 1978 (Filmstrip)

Getting A Job

a) Making A Career Decision

b) Looking For A Job

c) The Job Interview

d) Preparing To Hold A Job

Society For Visual Education Inc. Chicago, ILL 1978 (Filmstrip)

Getting The Word Around

Western Union. New York, NY (Filmstrip)

Interviewing For The Job

Education Associates Inc. Frankfurt, Kentucky 1984 (Video tape)

Job Orientation, Teacher Manual

Milady Publishing Corp. Bronx, NY 1978 (Transparency)

Telephone Techniques For The Secretary

Milady Publishing Corp. Bronx, NY 1972 (Slides)

Tele - VESL Business Telephone Skills

The Alemany Press. Hayward, CA 1983 (Cassette tapes)

While At Work

Education Associates Inc. Frankfurt, Kentucky 1984 (Video tape)

Working

HBO Studio Productions. New York, NY 1985 (Video tape)

APPENDIX E. SAMPLE INSTRUCTIONAL UNIT PLANS

DATES 9 / 8 / 87 - 9 / 11 / 87

COUNSELOR B. Yu

	CONTENT AND METHOD	INTEGRATED ACTIVITIES	EVALUATIVE TOOLS																
difference 'auto- ing	<p><u>Content</u></p> <p>1. Introduction to Automated Bookkeeping 2. Starting an accounting system</p> <p><u>Method:</u></p> <p>1. Bilingual approach 2. Lecturing 3. Using a chart of accounts and T account</p>	<p>1. Basic sentence patterns - N/P. + verb (intransitive) - N/P + L. V. + Adjective - N/P. + L. V. + Noun - Tenses - Pres. Vs. Pres. Cont. - Application and usage</p> <p>2. Pronunciation of technical terms in Bookkeeping and world of work vocabulary</p>	<p>1. Pre-test 2. Question/ Answer 3. Homework</p>																
	<p>Introduction to machine parts Home keys Typing position</p> <p><u>Method:</u></p> <p>1. Oral drilling 2. Hands-on practice</p>	<p>3. Dialogue and conversation about the following:</p> <p>- Discussion on difference between manual and automated bookkeeping - Balance sheet - Home keys and typing postures</p>	<p>Pre-test</p>																
	<p>Part of speech Basic sentence patterns Vocabulary</p> <p><u>Method:</u></p> <p>1. Spelling and pronunciation exercises 2. Dialogue 3. Conversation and simulations</p>	<p>4. Vocabulary:</p> <table border="0"> <tr> <td><u>Nouns</u></td> <td><u>Verbs</u></td> </tr> <tr> <td>asset</td> <td>summarize</td> </tr> <tr> <td>capital</td> <td>start</td> </tr> <tr> <td>liability.</td> <td>receive</td> </tr> <tr> <td><u>Adjectives</u></td> <td><u>Prepositions</u></td> </tr> <tr> <td>listed</td> <td>in, for</td> </tr> <tr> <td>possible</td> <td>after, to</td> </tr> <tr> <td>standard</td> <td>before</td> </tr> </table>	<u>Nouns</u>	<u>Verbs</u>	asset	summarize	capital	start	liability.	receive	<u>Adjectives</u>	<u>Prepositions</u>	listed	in, for	possible	after, to	standard	before	<p>1. BEST test pre-test 2. Weekly spelling quizzes 3. Reading exercises</p>
	<u>Nouns</u>	<u>Verbs</u>																	
asset	summarize																		
capital	start																		
liability.	receive																		
<u>Adjectives</u>	<u>Prepositions</u>																		
listed	in, for																		
possible	after, to																		
standard	before																		
<p><u>Content</u></p> <p>School regulation Program objective</p> <p><u>Method:</u></p> <p>1. Bilingual approach 2. Discussion 3. Self-introduction</p>																			

DATES 12/14 / 87 - 1 / 1 / 88

COUNSELOR B. Yu

CONTENT AND METHOD	INTEGRATED ACTIVITIES	EVALUATIVE TOOLS		
<p><u>Content:</u></p> <ol style="list-style-type: none"> <li>1. Alphabetic filing system</li> <li>2. Numeric filing system</li> <li>3. Calculator keyboards:               <ol style="list-style-type: none"> <li>a) Numeric keyboard</li> <li>b) Function keys</li> </ol> </li> <li>4. Problem solving</li> </ol> <p><u>Method:</u></p> <ol style="list-style-type: none"> <li>1. Bilingual</li> <li>2. Demonstration</li> </ol> <p>Hand-on practice</p>	<ol style="list-style-type: none"> <li>1. Practice of conditional sentences in conversation on the following topics:           <ul style="list-style-type: none"> <li>- Arrangement of documents</li> <li>- Operation of calculator</li> <li>- Typing resume</li> </ul> </li> <li>2. Use causative sentence in conversation about:           <ul style="list-style-type: none"> <li>- Job interview - questions and answers</li> <li>- Talk about right on the job</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Time test</li> <li>2. Exercises</li> <li>3. Problem solving</li> </ol>		
<p><u>Content:</u></p> <p>Resume</p> <p>Bound report</p> <p>Unbound report</p> <p>Conditioning practice</p> <p><u>Method:</u></p> <p>Bilingual</p> <p>Demonstration</p> <p>Hand-on practice</p>	<ol style="list-style-type: none"> <li>3. Vocabulary:           <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <u>Nouns</u>            statistics            routine jobs            promotions            colleagues            aptitude         </td> <td style="vertical-align: top;"> <u>Adjectives</u>            realistic            aggressive            previous            stimulating            temporary            permanent         </td> </tr> </table> </li> </ol>	<u>Nouns</u> statistics routine jobs promotions colleagues aptitude	<u>Adjectives</u> realistic aggressive previous stimulating temporary permanent	<ol style="list-style-type: none"> <li>1. 5' timing test</li> <li>2. Production work</li> </ol>
<u>Nouns</u> statistics routine jobs promotions colleagues aptitude	<u>Adjectives</u> realistic aggressive previous stimulating temporary permanent			
<p><u>Content:</u></p> <p>Conditional sentences</p> <p>Causative patterns</p> <p>Conditional structure review</p> <p><u>Method:</u></p> <p>Review textbook exercises</p> <p>Conversation</p> <p>Reports</p>	<p><u>Verbs</u></p> <p>build up</p> <p>expect</p> <p>decide</p> <p>prefer</p> <p>specify</p>	<ol style="list-style-type: none"> <li>1. Regular spelling quizzes</li> <li>2. Reading exercises</li> <li>3. BEST post-test</li> </ol>		
<p><u>Content:</u></p> <p>Sample interview questions</p> <p>Audio tape "Interviewing for the Job"</p> <p><u>Method:</u></p> <p>Discussion</p> <p>Role-playing</p>				

APPENDIX F. PROGRAM INTAKE FORM

華埠人力中心  
Chinatown Manpower Project, Inc.

20 MULBERRY STREET  
NEW YORK, N.Y. 10013  
TEL: (212) 571-1690

BILINGUAL VOCATIONAL TRAINING PROGRAM INTAKE FORM

請印正楷(英文)  
PLEASE PRINT

姓名:  
Name: \_\_\_\_\_

面試日期:  
Date of Interview: \_\_\_\_\_  
社會安全卡號碼:  
Social Security No. \_\_\_\_\_

地址:  
Address: \_\_\_\_\_

電話號碼: 日間 \_\_\_\_\_ 晚間 \_\_\_\_\_  
Telephone Number: (Day) \_\_\_\_\_ (Night) \_\_\_\_\_

選修何種課程  
Vocational Training Program: \_\_\_\_\_ Cycle: \_\_\_\_\_

性別 男  女   
Sex: Male Female

年齡  
Age: \_\_\_\_\_ Years  
出生日期  
Date of Birth: \_\_\_\_\_

出生地或長居地  
Country of Origin: \_\_\_\_\_

美國公民 是  否  若否, 何國公民  
U.S. Citizen: Yes No If no, Citizen of \_\_\_\_\_

能說何種流利的語言  
Language(s) Spoken Fluently \_\_\_\_\_

能讀/寫何種語言  
Language(s) person can read/write \_\_\_\_\_

來美國多少年  
Number of Years Lived in U.S. \_\_\_\_\_ Years

唸了多多年書  
Years of School Completed: 在本國(美國以外的國家) \_\_\_\_\_ Years  
Prior to Arrival in U.S.: 在美國 \_\_\_\_\_ Years  
In U.S.:

美國中學文憑  
U.S. High School Diploma: 有  沒有   
Yes No

中國中學學歷證書  
C.M. Equivalency: 有  沒有   
Yes No

外國中學畢業文憑  
High School or Secondary School Diploma from Another Country: 有  沒有   
Yes No

單親  
Single Parent: 是  否   
Yes No

未成年子女有幾個  
Number of Dependents: \_\_\_\_\_



申請註冊者，申請人是  
Prior to enrollment, was Individual:

是  
Yes  
否  
No

沒有工作  
Unemployed: .....

正在領失業保險金  
Receiving Unemployment Insurance Benefits: .....

正在領政府補助金  
Receiving Public Assistance Benefits: .....

曾經獲得何種福利  
What type of Benefits are Received: \_\_\_\_\_

每週曾經工作三十五小時以上  
Employed 35 or more hours per week: .....

若是，時薪多少  
If yes, gross wage per hour \$ \_\_\_\_\_

每週曾經工作三十五小時以下  
Employed less than 35 hours per week: .....

若是，時薪多少  
If yes, gross wage per hour \$ \_\_\_\_\_

若曾工作，在何處  
If Employed, where \_\_\_\_\_

工作的性質及內容  
Describe Job \_\_\_\_\_

英文的能力 (請寫答句)  
English Language Skills:

Date BEST Test Administered: \_\_\_\_\_

BEST Score: \_\_\_\_\_

目前是否在校或職訓班進修  
Currently Enrolled in School or Other Training Program Yes  No

目前是否懂得任何職業技能  
Vocational Skills of Individual: \_\_\_\_\_

以前曾經接受任何職業訓練  
Prior Vocational Training: \_\_\_\_\_

工作的目標及興趣  
Job Interests and Goals: \_\_\_\_\_

若有緊急事情要通知，何人  
In case of emergency, notify:

姓名  
Name \_\_\_\_\_  
關係  
Relationship \_\_\_\_\_

能在日間中家人電話號碼  
Telephone Number: \_\_\_\_\_

(where family can be reached during the day)

以上所填內容完全真實  
I hereby certify that all information given on this form is true and complete



Date 申請日期

84

Signature of Applicant 申請人簽名

APPENDIX G. BILINGUAL VOCATIONAL ORAL PROFICIENCY TEST,  
FORM A

**READ TO EXAMINEE**

*(Give the following instructions in the examinee's native language.)*

---

My name is \_\_\_\_\_ *(test administrator's name)* \_\_\_\_\_.

I am going to ask you some questions in English. Please answer in a complete sentence in English.

I will ask each question once. If you want me to repeat the question, tell me. I will repeat the question if you ask me.

If you do not understand the question, tell me and we will go to the next question.

Remember, answer in complete sentences in English.

Do you understand what you have to do?

*(Wait for examinee's response.)*

*(Repeat instructions if necessary.)*

***Remember: All items must be read in English exactly as written and the examinee is to respond in English.***

---

- 1 What is your name?
- 2 Where do you live?
- 3 How long have you lived (there?) (here?)
- 4 At about what time did you get here today?
- 5 How did you get here?

***(Discontinue if examinee has missed 4 items or more.)***

- 6 What kind of job training do you want?
- 7 When could you start training?
- 8 How many hours a week could you come to school?

***(Discontinue if examinee has missed 5 items or more.)***

*(Give the following instructions in the examinee's native language.)*

---

Now, I am going to show you some pictures that tell a story and will ask some questions about them.

*(Repeat instructions if necessary.)*



*(Point to photograph A1)*

- 9 *(Point to the picture on the wall)* What is wrong with the picture on the left?
- 10 What are the woman and child putting in the box?
- 11 Name two of the objects lying on the table.
- 12 What will they do with the scissors and string?



*(Point to photograph A2)*

- 13 What is in the box the woman is carrying into the post office?



*(Point to photograph A3)*

- 14 What is the family on the left doing?
- 15 Why is the woman and not the child carrying the box?



*(Point to photograph A4)*

- 16 Where is the box now?
- 17 What are the scales on top of the counter used for?
- 18 Why is the child pulling himself up to the counter?



*(Point to photograph A5)*

- 19 What kind of job does the man in the picture have?
- 20 Where did the box come from?

## READ TO EXAMINEE

*(Turn on tape recorder.)*

Look at this set of pictures.

*(Show examinee set of pictures (Form A, Police Series). Allow examinee a few moments to review pictures. Then start the interview.)*

Look at the pictures carefully and tell me everything you see in the pictures.

*(If the examinee has difficulty getting started, help him/her along by asking questions related to the pictures, such as the following.)*



*(Point to photograph: Police Series A6)*

- What are the children doing in the picture?
- How do they know when to cross the street?



*(Point to photograph: Police Series A7)*

- *(Point to lunchbox)* What does this man have in the box?
- *(Point to little girl)* Why is the little girl running?



*(Point to photograph: Police Series A8)*

- What is this woman doing?
- Why is she putting a ticket on the car?
- *(Point to parking patrol vehicle)* What does the woman use this for?



*(Point to photograph: Police Series A9)*

- What happened in this picture?
- Why is the man holding his knee?
- What is the policeman asking the men?
- Where do the police need to take the man?



*(Point to photograph: Police Series A10)*

- What is the man in the car doing?
- What happened to the door of the car?
- *(Point to the policeman on the right)* What is the policeman doing?

## READ TO EXAMINEE

*(Give the following instructions in the examinee's native language.)*

---

In this section, I'm going to read some sentences. You will repeat each sentence. Please wait until I finish each sentence before you repeat it. If you ask, I will read the sentence again. Let's practice first.

*-(Repeat instructions if necessary.)*

*Remember: All items must be read in English exactly as written and the examinee is to respond in English.*

---

- Fix it.
- Check your tools.
- Put it here.
- You have to use it.

Do you understand what you have to do?

*(Wait for examinee's response.)*

I cannot answer any questions after we begin.

Let's begin.

- 1 Get that brush over there.
- 2 No, not that one.
- 3 Be careful not to drop it
- 4 Those boards are too long.
- 5 Cut them shorter so they will fit.

*(Discontinue if examinee has missed 4 items or more.)*

- 6 Use this saw to cut the boards.
- 7 He just finished painting the door.
- 8 The paint on the door is still wet.

*(Discontinue if examinee has missed 6 items or more.)*

- 9 Put a "Wet Paint" sign on the door.
- 10 Don't burn yourself on the oven.

- 11 Turn it down to 350 degrees.
- 12 The vacuum cleaner isn't working right.
- 13 The filter bag needs to be replaced.
- 14 The bowls should be on the shelf.
- 15 We need a large bowl to make cookies.
- 16 Can you find the sharpest knife in the drawer?
- 17 Be sure to use the knife carefully when you cut the meat.
- 18 Have you started mopping the kitchen floor?
- 19 Sweep the floor before doing anything else.
- 20 She just finished sweeping the floor and is now going to mop it.



APPENDIX H. INDIVIDUAL COUNSELING AND EMPLOYABILITY  
DEVELOPMENT RECORD

INDIVIDUAL COUNSELING & EMPLOYABILITY DEVELOPMENT RECORD

Name : \_\_\_\_\_ Class: \_\_\_\_\_ Tel.: ( \_\_\_\_\_ ) \_\_\_\_\_

Address : \_\_\_\_\_

Social Security Number : \_\_\_\_\_

1. PREVIOUS WORK EXPERIENCE (before joining BVT Program)

2. EDUCATION : (academic & vocational)

3. OBSTACLE TO EMPLOYMENT (e.g. English deficiencies, skill deficiencies, handicaps, age, sex, lack of child care, criminal record, etc.)

4. SKILLS, TRAINING AND/OR INTEREST : (summation of talents, capabilities, hobbies)

5. EMPLOYMENT GOAL (at the completion of training cycle)

6. BVOPT TEST :

Pre-test Score \_\_\_\_\_ Date \_\_\_\_\_ Post-test Score \_\_\_\_\_ Date \_\_\_\_\_

7. CASE CONFERENCE REPORT :

	<u>Date</u>	<u>Job Related</u>	<u>ESL</u>	<u>Bkpg</u>	<u>Typing</u>	<u>BOP</u>	<u>Counseling</u>	<u>Attendance</u>
1.								
2.								
3.								

8. INDIVIDUAL COUNSELING SESSIONS

Date

9. REFERRAL TO UNSUBSIDIZED EMPLOYMENT OR ADDITIONAL TRAINING :

<u>Employer's Name &amp; Address</u>	<u>Position</u>	<u>Date</u>	<u>Result (Accepted)</u>	<u>Starting Date</u>	<u>Rejected Reason</u>
A.					
B.					
C.					
D.					

10. COMMENTS :

APPENDIX I. TRAINEE COMPETENCY DEVELOPMENT RECORD

C.M.P. BILINGUAL VOCATIONAL TRAINING PROGRAM

COMPETENCY DEVELOPMENT RECORD

Class: BVT

Counselor: \_\_\_\_\_

Trainee: \_\_\_\_\_

Period of Review: 1 - 6 weeks

SUBJECT AREA	SUBSKILL	PERFORMANCE LEVELS				
		1	2	3	4	5
BOOKKEEPING	Pretest					
	Basic Concepts and Terminology					
	Analyzing Transactions					
	Journalizing Business Transactions					
	Adaptability					
Comments						
Filing (1-3 weeks)	Alphabetic Filing					
	Numeric Filing					
B.O.P. Calculators (4-6 weeks)	The Keyboard					
	Operation Procedures					
Comments						
TYPING	Parts of the Typewriter					
	Pretest					
	The Keyboard					
	Tabulation					
	Speed and Accuracy					
Comments						
E.S.L.	Pretest					
	Vocabulary					
	Grammar					
	Listening Comprehension					
	Speaking					
Comments						
COUNSELING	Attitude and Motivation					
	Attendance and Punctuality					
	American Culture and Customs					
	Job Search					
	Clerical Testing					
Comments						

Trainee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

99  
107

**C.M.P. BILINGUAL VOCATIONAL TRAINING PROGRAM  
COMPETENCY DEVELOPMENT RECORD**

Class: BVT

Counselor \_\_\_\_\_

Trainee: \_\_\_\_\_

Period of Review: 7 - 12 weeks

SUBJECT AREA	SUBSKILL	PERFORMANCE LEVELS				
		1	2	3	4	5
BOOKKEEPING	Journalizing Transactions into Special Journals					
	Posting to A/R and A/P Ledgers					
	Posting to Genera. Ledger					
	Closing the Ledger					
Comments						
Calculators (7-12 weeks)	Evaluation - Problems and Timing Test					
B.O.P. Microcomputer (8-12 weeks)	Parts of IBM PC					
	Operating Procedures					
Comments						
TYPING	Memoranda and Centering					
	Proof - Reader's Marks					
	Letter Styles					
	Envelope Addressing					
	Speed and Accuracy					
Comments						
E.S.L.	Vocabulary					
	Grammar					
	Listening Comprehension					
	Speaking					
	Writing					
Comments						
COUNSELING	Telephone Techniques					
	Application Form					
	Resume Writing					
	Cover Letter					
	Attendance and Punctuality					
Comments						

Trainee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**C.M.P BILINGUAL VOCATIONAL TRAINING PROGRAM**

**COMPETENCY DEVELOPMENT RECORD**

Class: BVT

Counselor: \_\_\_\_\_

Trainee: \_\_\_\_\_

Period of Review: 13 - 18 weeks

SUBJECT AREA	SUB-SKILL	PERFORMANCE LEVELS				
		1	2	3	4	5
BOOKKEEPING	Understanding Basic Knowledge in Accounting					
	Adaptability to Practical Set					
	Employability as a Bookkeeper					
	Post-test:					
Comments						
Microcomputer (13-18 weeks) B.O.P.	Performance ability in Automated A/R and A/P					
	Performance Ability in Automated Payroll					
	Understanding of Wordprocessing Concept					
Comments						
TYPING	Resume					
	Business Forms					
	Reports					
	Speed and Accuracy					
	Post-test					
Comments						
E.S.L.	Vocabulary and Grammar					
	Speaking					
	Listening Comprehension					
	Writing					
	Post-test					
Comments						
COUNSELING	Job Interview Techniques					
	Knowledge of starting and holding onto a job					
	Job Readiness					
Comments						
<p>Trainee's Signature: _____ Date: _____</p>						



APPENDIX J. JOB PLACEMENT INFORMATION

110

**102**

BVT PROGRAM JOB PLACEMENT INFORMATION

Name: \_\_\_\_\_

Vocational Training Program: \_\_\_\_\_

Program Completion Date: \_\_\_\_\_

A. Placed in Job Within 30 Days of Program Completion or Exit?  Yes  No

If no, is individual seeking employment?  Yes  No

If yes:

1. Name of Company \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

2. Nature of Job: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Is Job Related to Training?  Yes  No

4. Date Hired: \_\_\_\_\_

5. Date Job Begins: \_\_\_\_\_

6. Number of Hours to be Worked Per Week: \_\_\_\_\_

7. Starting Gross Wage Per Hour: \_\_\_\_\_

8. Does Job Include Medical Benefits?

Yes  No

B. Enrolled for Further Education at Training Within 30 Days of Program Completion or Exit?

Yes  No

Follow-up Dates

90 Days: \_\_\_\_\_

180 Days: \_\_\_\_\_

APPENDIX K. TRAINEE EMPLOYMENT STATUS REPORT

112

104

Chinese/English/Bilingual Vocational (Micro-computing) Training Program

Trainee Employment Status Report

Page \_\_\_\_\_

Employer/School Information	Position Status	Starting Date	Beginning Salary	Major
Name, Address & Telephone				

APPENDIX L. FOLLOW-UP SURVEY OF FORMER BVT PROGRAM PARTICIPANTS

115

106

FOLLOW-UP SURVEY OF FORMER BVT PROGRAM PARTICIPANTS

90-Day Follow up  
 180-Day Follow-up

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date Individual Completed or Exited Program: \_\_\_\_\_

Date this Survey Completed: \_\_\_\_\_

1. Are you currently employed?

Yes  
(Continue Survey)

No  
If no, Have you been employed at any time  
since completion of or exit from  
BVT program:

Yes  
 No

2. Who do you work for?

3. Is this same or different company from your first job after completing the BVT training program?

Same

Different

If different, name, address and telephone number of company \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Have you been employed continuously since completion of or exit from the vocational training program?

Yes

No

5. Please describe your current job.

6. Is your current job:

- Same as when originally hired
- A promotion from original job
- A demotion from original job
- Different job, but neither a promotion or a demotion

7. What is your current gross hourly wage? \$ \_\_\_\_\_ per hour

8. Are you being paid more, less, or the same as the first job you obtained after you completed or exited from the vocational training program?

- More
- Less
- The Same

9. How many hours do you work per week? \_\_\_\_\_

10. Do you receive medical benefits from your employer?

- Yes
- No

11. Are there opportunities for you to advance at the place you work?

- Considerable Opportunities
- Limited Opportunities
- No Opportunities

Explain: \_\_\_\_\_

---

12. How satisfied are you with the vocational training you received from the BVT program?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

13. How satisfied are you with the English language instruction you received from the BVT program?

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

14. Would you recommend the BVT program to others?

Yes

No

Explain: \_\_\_\_\_  
\_\_\_\_\_

15. Are you currently enrolled in any school, educational, or vocational training program?

Yes

No

Specify: \_\_\_\_\_  
\_\_\_\_\_

16. How satisfied are you with your present job?

Like it very much

Like it somewhat

Neither like it or dislike it

Dislike it somewhat

Dislike it a lot

Why? \_\_\_\_\_  
\_\_\_\_\_

17. What changes in the vocational training program do you suggest for the future?

a) Vocational Training \_\_\_\_\_

b) English Language Training \_\_\_\_\_

c) Other \_\_\_\_\_

APPENDIX M. EMPLOYER FOLLOW-UP QUESTIONNAIRE

119

110

EMPLOYER FOLLOW-UP QUESTIONNAIRE

90-Day Follow-up

180-Day Follow-up

Name of Employee: \_\_\_\_\_

Company Name: \_\_\_\_\_ Type of Business: \_\_\_\_\_

1. Is the above individual currently employed by you or your company?

Yes [Continue with Survey.]

No [If no, ask why not and stop.]

\_\_\_\_\_  
\_\_\_\_\_

2. Briefly describe this employee's current job.

\_\_\_\_\_  
\_\_\_\_\_

3. Does individual work:

35 or more hours per week

Less than 35 hours per week

4. Is his/her current job:

Same as when originally hired

Promotion from original job with company

Demotion from original job with company

Different job, but neither a promotion or demotion

5. What is employee's present gross hourly wage? \$ \_\_\_\_\_ per hour.

6. Is this employee's wage higher, lower, or the same as when originally hired?

Higher

Lower

The Same

7. Does employee receive medical benefits?

Yes  No

8. Are there opportunities for this employee to advance at your company?

Considerable Opportunities

Limited Opportunities

No Opportunities

Explain: \_\_\_\_\_  
\_\_\_\_\_

9. Compared to other individuals at the same job level, how would you rate this employee's job skills?

Above Average

Average

Below Average

10. Is this employee's English language skills adequate enough to perform his/her current job?

English language skills are adequate to perform job

English language skills are a problem in performing his/her job

11. Is this employee's English skills a barrier to any advancement with your company?

Yes

No

Explain: \_\_\_\_\_  
\_\_\_\_\_

12. In general, how satisfied are you with this employee's work?

Very Satisfied

Satisfied

Somewhat Satisfied

Dissatisfied

13. What changes, if any, should the BVT program make in its training program to enable its trainees to be more valuable employees to your company? Do individuals need more training? If so, in what areas?