Project H.E.L.P. (Haitian/Hispanic Employability through Language Program) was developed in response to the language and employment needs of adult Spanish-speaking and Haitian immigrants in Florida. It is an interinstitutional cooperative educational program focusing on four basic aspects of communication: understanding, speaking, reading, and writing. The primary purpose is to help students learn functional conversational English. The program is described in detail, including: (1) program philosophy; (2) administrative and programmatic organization, including sample data collection forms for a variety of administrative functions; (3) linkages and cooperative arrangements with community agencies, business, and industry; (4) outreach and need assessment; (5) curriculum objectives, models, and instructional materials; (6) teaching techniques and materials; (7) the volunteer component; (8) evaluation of student progress, staff, and the overall program; and (9) results of participant surveys. (MSE)
PROJECT H.E.L.P.

(Haitian/Hispanic Employability through Language Program)

MIAMI-DADE COMMUNITY COLLEGE
11011 S.W. 104th Street
Miami, Florida 33176
(305) 596-1247
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PROGRAM PHILOSOPHY

In teaching English as a Second Language to adults, it is of foremost importance to remember that they have immediate language needs in their day to day life. This curriculum is oriented to everyday situations that students will face even while taking the first steps in acquiring the new language.

Project HELP intends to develop the four basic aspects of communication: understanding, speaking, reading, and writing. The primary purpose of the program is to help students learn functional conversational English. The development and acquisition of oral skills (listening-speaking) are extremely important aspects of every level. Secondly, adults have strongly entrenched language patterns. Most adults approach learning a second language from the point of view of new vocabulary that will be fitted into the patterns of their native language. For this reason, oral pattern practice is most important. An adult must learn a whole new set of language habits, a process that requires time, practice, and patience. The patterns and vocabulary used should be immediately applicable to the student's daily needs.

Reading and writing skills are gradually developed after a student has achieved a degree of proficiency with the oral English. Reading and writing are also used as a means to reinforce oral skills. The four basic aspects of communication are gradually integrated so each skill reinforces the others.

In developing the curriculum for Project HELP, we have aimed at immersing the student in practical English. Native language is only used in acculturation sessions by the counselor. English language materials at appropriate levels have been obtained or developed to teach consumer economics, employability skills and acculturation. The life skill components are integrated with the language components.

Our aim is to meet the needs of the community and the program will be modified accordingly to address new identified needs as they arise. It is our hope that the Program shall be bridge for the new arrivals entering the English speaking society of the United States.
SECTION 1
ADMINISTRATIVE AND PROGRAMMATIC ORGANIZATION
ADMINISTRATIVE AND PROGRAMMATIC ORGANIZATION

I. MIAMI-DADE COMMUNITY COLLEGE HISTORY

M-DCC is one of 28 colleges in the Florida System of Community Colleges, with central administrative headquarters in Tallahassee. For the first eight years, 1960-1968, the College was governed at the local level by the Dade County Board of Public Instruction working in conjunction with an appointive, five-member Advisory Committee and the College President.

By action of Florida Legislature, effective July 1, 1968, community college districts were created as independent, separate legal entities for the operation of community junior colleges. Under the new organizational format, M-DCC's Advisory Committee became the District Board of Trustees, working directly with the College President in all matters pertaining to the governance and operation of the College.

The District Board is responsible to the State Board of Education and the State Commissioner of Education. Affairs of the colleges are handled in the Florida Department of Education by the Division of Community Colleges.

Activated by the Dade County Board of Public Instruction in 1959, Dade County Junior College, as it was then called, began instruction on September 6, 1960, in temporary facilities. Since that time, the College has functioned as a coeducational public two-year college supported jointly by the State of Florida and Dade County.
By action of the Board in February, 1963, the College name was changed to Miami-Dade Junior College. In September, 1972, the Board voted to change the name to Miami-Dade Community College, effective, 1973.

**Campuses**

M-DCC, which opened in temporary quarters with 1,400 students, now has 62,000 students and four major campuses plus several off-campus Outreach Centers at locations throughout Dade County.

With the transition from a single campus to a multi-campus College, the administrative operation was reorganized to provide service common to the whole College, while at the same time providing a maximum of autonomy to each campus.

District Administration offices are housed in the Peter Masiko, Jr. Hall at the South Campus, 11011 S.W. 104 Street, Miami, Florida 33176.

The oldest and largest of the major campuses, is the North Campus is located in the Opa Locka area of Dade County. The campus is fully landscaped with lighted parking areas and a lake around which the buildings in the academic complex are clustered.

South Campus opened in January, 1967, after a year and a half of operation in temporary quarters. The campus is located in the Kendall area, on a 185-acre site 23 miles southwest of Miami-Dade North.

New World Center Campus, formerly named Downtown Campus, is located in the heart of Downtown Miami. It is the only limited-acre urban campus in the area.

Medical Center Campus, the newest of Miami-Dade's campuses, is located in Miami's medical center complex surrounding Jackson Memorial
Hospital. The three-story structure houses all of Miami-Dade's allied health programs. The Dental Hygiene and Vision Care clinics, located on the first floor, are open to the public through referrals.

II. PROJECT H.E.L.P. ADMINISTRATIVE ORGANIZATION

The overall college-wide administration of the project is the responsibility of the Project Director. The Project Director is responsible to the Vice President for Education and is assisted in her function by a senior-clerk (bookkeeper), a distribution officer (audio-visual equipment) and a secretary. The Project Director is also indirectly responsible to the Vice President for Institutional Advancement and the Vice President for Business Affairs for matters related to their areas of responsibility.

Since Project H.E.L.P. was designed to serve the different refugee population pockets throughout the entire Dade County, each campus was asked to assume administrative responsibility for the operation of the program at the outreach centers (off-campus) located in its specific area of service. The program is operated in the areas of Hialeah and Little Haiti through the North Campus, in Little Havana and possibly in South Miami Beach in the near future through the New World Center Campus and in Westchester and Homestead through the South Campus. The management and supervision of the project at the campus level is the responsibility of the Associate Project Director at each campus.

The Associate Project Directors at the South and the North Campuses are responsible to the Associate Dean for Extended Programs/Community Services. At the New World Center Campus, the Associate Project Director is responsible to the Grant's Division Director. Following established
administrative procedures at each of the campuses, all businesses merge in the office of the Project Director at District.

III. PROJECT H.E.L.P. PROGRAMMATIC ORGANIZATION

The Project Director also has the responsibility to coordinate all programmatic matters on a college-wide basis to ensure that the services provided at the different locations, each under the administration of an autonomous campus, are common and of equal quality.

Each Associate Project Director is responsible to the Project Director for the administration and supervision of one of the three major program areas: 1) development, implementation and evaluation of the curriculum and instructional materials; 2) design and coordination of counseling support services; and 3) development and evaluation of instructional materials designed for Model B (literacy program) serving the Haitian students primarily.

The Project Director and the Associate Project Directors meet regularly to discuss and evaluate program activities. Jointly they make the decisions to effect changes whenever necessary to meet new program needs. Staff meetings at each of the campuses are conducted on a weekly basis. Instructional and counseling staff meetings are held every month for the entire Project professional personnel.

The charts attached illustrate the administrative and programmatic organization of the Project.
SOUTH CAMPUS

TABLE OF ORGANIZATION (ADMINISTRATION)

VICE PRESIDENT
SOUTH CAMPUS

DIRECTOR OF
FACULTY STAFF AND
PROGRAM DEVELOPMENT

DEAN OF
STUDENT SERVICES

DEAN OF
ACADEMIC AFFAIRS

DEAN FOR
ADMINISTRATION

ASSOCIATE DEAN
EXTENDED EDUCATIONAL
SERVICES

ASSOCIATE PROJECT
DIRECTOR
PROJECT H.E.L.P.
DESCRIPTION OF OPERATIONAL PROCEDURES FOR DATA COLLECTION

Upon referral of the participants to Project H.E.L.P., the students will be scheduled into an Orientation/Assessment session. At this time, the participants will complete the intake form which records data related to the individual's personal information; e.g., name, address, sex, birthdate, nationality, etc., and background information related to education and employment.

After the orientation session, the students are assessed to determine their native language literacy level and English language proficiency as well as to inventory their vocational interests and experiences. The results of the assessment are recorded in the "Assessment Results and Training Plan" form.

The "Training History" form is utilized to record the specific information related to the student's participation in the program as he advances from one level of instruction to the next.

A summary of each individual counseling session held with the student is recorded in a cumulative mode in the "Counseling Log" form. The "Counseling Report" form is completed after each counseling session with the student and is utilized to record the nature of the counseling rendered and the recommendations offered to the student.

"The "Agency Referrals and Follow-up" form serves to maintain a record of all referrals and to document any follow-up necessary to achieve results. As the students exit the program, information related to their status at the time of termination is recorded in the "Follow-up" form.
This form is also utilized to document the degree of benefits the individual student feels he/she received from participating in the project. This documentation is based on the student's opinion.

All of the forms described above make up the student's folder. The individual student's folder serves also for auditing and evaluation purposes.

The forms developed for Project H.E.L.P. are attached to illustrate the operational procedures for data collection.
PROJECT H.E.L.P. DATA COLLECTION FORMS
# FOLDER CHECK LIST

**PROJECT H.E.L.P.**

**STUDENT'S NAME:** __________________________  **STUDENT No.:** __________

**H.E.L.P. COUNSELOR:** __________________________  **CENTER:** __________________________

**DATE OF INTAKE:** __________

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<td>30 DAY FOLLOW UP (All Students)</td>
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<td>60 DAY FOLLOW UP (If Applicable)</td>
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**FORM:** HELP 001
Please print - POR FAVOR ESCRIBA EN LETRA DE MOLDE

A. Student Name: ____________________________
   NOMBRE DEL ESTUDIANTE: ____________________________
   Last Name First Name Middle Name
   APELLIDO PATERO-MATERNO PRIMER NOMBRE SEGUNDO NOMBRE

(Student's name as it appears in the Social Security Card;)
(NOMBRE COMO APARECE EN LA TARJETA DEL SEGURO SOCIAL;)

B. United Way Case #: _______________________
   CLIENTE # (UNITED WAY): _______________________

C. M-DCC Student No.: _______________________
   NUMERO DE ESTUDIANTE: _______________________

D. Education - EDUCACIÓN
   Field of Study - CAMPO DE ESTUDIO:
   NOMBRE DE LA ULTIMA ESCUELA A DONDE ASISTIO:

E. Occupation in Native Country - OCUPACIÓN EN CUBA
   Please list the last two occupations or type of work you did in your
   native country.
   1. ____________________________
   2. ____________________________

F. Occupation in the United States - OCUPACIÓN EN LOS ESTADOS UNIDOS
   Please list the occupations or type of work you have done in the United
   States.
   a. Most recently:
      1. Name of employer: ____________________________
   b. Previously:
      1. Name of employer: ____________________________

Please continue on reverse side
POR FAVOR CONTINUE AL OTRO LADO

FORM: HELP 002
G. Future Goals or Plans

Please check (V) in the box next to the statement which best indicates which are your future goals.

To obtain a better job. ☐ Obtener un empleo mejor.

To study or train in another field or occupation. ☐ Estudiar o cursar entrenamiento en otro campo de trabajo.

To continue studying English. ☐ Continuar estudiando inglés.

To validate my diploma or degree in the United States. ☐ Revalidar mi título universitario en los Estados Unidos

Other (please specify) ☐ Otros planes (por favor especifique)

H. Please answer the following questions in the space provided.

1. Are you studying now?
   ¿Está usted estudiando actualmente?

2. If the answer to question no. 1 was YES, please give:
   Si la respuesta a la respuesta no. 1 fue SI, por favor indique:
   a. Name of the school:
      Nombre de la escuela:
   b. Field of study:
      ¿Qué estudia?

3. Have you studied in any other school in the United States?
   ¿Ha estudiado usted en alguna otra escuela en los Estados Unidos?

4. If the answer to question no. 3 was YES, please give:
   Si la respuesta a la respuesta no. 3 fue SI, por favor indique:
   a. Name of the school:
      Nombre de la escuela:
   b. Field of study:
      ¿Qué estudiaba?

5. Did you complete that program?
   ¿Terminó ese programa?

6. If the answer to question no. 5 was NO, why?
   Si la respuesta no. 5 fue NO, ¿por qué?

I hereby certify that the above information is true.

Por la presente certifico que la información dada en esta planilla es cierta.

Signature - FIRMA: ____________________________
ASSESSMENT RESULTS AND TRAINING PLAN

PROJECT H.E.L.P.

STUDENT’S NAME: ________________________________ STUDENT No.: ____________

I. ASSESSMENTS RESULTS

CTBS: _______ V: _____ C: _____ M: _____

ENGLISH LANGUAGE

ORAL PROFICIENCY: Test Score

COATS: _____

POST TEST ASSESSMENT: ______

II. STUDENT TRAINING PLAN (Recommendations)

PLACEMENT: MODEL ______ LEVEL ______ LOCATION: __________

STARTING DATE: _______ COMMENTS: ____________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

PROJECTED ENDING DATE: _______ PROJECTED ENDING LEVEL: _____

III. EDUCATIONAL AND VOCATIONAL GOALS

SHORT TERM

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

LONG TERM

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

COUNSELOR: ________________ DATE: ________

STUDENT: ________________ DATE: ________

FORM: HELP 003

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## TRAINING HISTORY

### PROJECT H.E.L.P.

**STUDENT'S NAME:** ____________________________  **STUDENT NO.:** / / / / / / /

**INTAKE DATE:** ______________  **DATE ENROLLED:** ______________

### FIRST 16-WEEK CYCLE

**ENTRY LEVEL:** ____________________________  **LOCATION:** ____________________________

**INSTRUCTOR:** ____________________________  **COUNSELOR:** ____________________________

**BEGINING DATE:** ______________  **ENDING DATE:** ______________

**TOTAL HOURS OF INSTRUCTION:** ______________  **COMMENTS:** ____________________________

### SECOND 16-WEEK CYCLE

**ENTRY LEVEL:** ____________________________  **LOCATION:** ____________________________

**INSTRUCTOR:** ____________________________  **COUNSELOR:** ____________________________

**BEGINING DATE:** ______________  **ENDING DATE:** ______________

**TOTAL HOURS OF INSTRUCTION:** ______________  **COMMENTS:** ____________________________

### THIRD 16-WEEK CYCLE

**ENTRY LEVEL:** ____________________________  **LOCATION:** ____________________________

**INSTRUCTOR:** ____________________________  **COUNSELOR:** ____________________________

**BEGINING DATE:** ______________  **ENDING DATE:** ______________

**TOTAL HOURS OF INSTRUCTION:** ______________  **COMMENTS:** ____________________________

### TERMINATION FROM PROJECT H.E.L.P.

**DATE:** ______________  **POST-TEST RESULTS:** ____________________________

**REASON FOR TERMINATION:** ____________________________

**FINAL EVALUATION (OUTCOME):** ____________________________

**FORM:** HELP 004
TO THE INSTRUCTOR: Check (✓) column "1" if student's performance is above average, column "2" if it is average or column "3" if it is below average.
This form must be completed every four weeks for all students.

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<td><strong>I. GENERAL ATTITUDE</strong></td>
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<tr>
<td>Related well to instructor</td>
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<tr>
<td>Related well to others</td>
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<tr>
<td>Shows interest in the material</td>
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<td>Other:</td>
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<td><strong>II. RETENTION LEVEL</strong></td>
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<td>Able to identify concepts</td>
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<td><strong>III. PERFORMANCE OF ASSIGNED TASKS</strong></td>
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<tr>
<td>Completed assignments</td>
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<td><strong>IV. EFFORT</strong></td>
<td></td>
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<tr>
<td>Exerts adequate effort</td>
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<td><strong>V. ATTENDANCE</strong></td>
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<tr>
<td>75%-100%</td>
<td>50%-75%</td>
<td>less 50%</td>
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<tr>
<td>Is present in labs and class</td>
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<td><strong>VI. TARDINESS</strong></td>
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<tr>
<td><strong>VII. COMPETENCIES</strong></td>
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<tr>
<td>Has achieved competencies</td>
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COMMENTS:

RECOMMENDATIONS:

Instructor's Signature

Date 29

BEST COPY AVAILABLE
# PROJECT H.E.L.P.

## STUDENT'S NAME: ________________  STUDENT NO.: ________________

## H.E.L.P. COUNSELOR: ________________  CENTER: __________________

<table>
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<tr>
<th>DATE</th>
<th>COUNSELING* (I) (G) (T)</th>
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*Check one: I=individual counseling, (G)= group counseling, (T)= telephone counseling.*

FORM: HELP 006
COUNSELING REPORT

PROJECT H.E.L.P.

DATE: __________

STUDENT'S NAME: ____________________________ STUDENT No.: ___________________

METHOD OF COUNSELING: ☑ INDIVIDUAL ☐ GROUP ☐ TELEPHONE

TO THE COUNSELOR:

Please describe in the spaces below the nature of the counseling rendered.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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RECOMMENDATIONS (If Any):

___________________________________________________________________________

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___________________________________________________________________________

_________________________________________ Date ____________

Counselor's Signature
# AGENCY REFERRALS AND FOLLOW UP

**PROJECT H.E.L.P.**

**STUDENT’S NAME:** ___________________________  **STUDENT No.:** __________

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<th>AREA OF NEED</th>
<th>REFERRED TO</th>
<th>CONTACT PERSON</th>
<th>TELEPHONE No.</th>
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**FORM:** HELP 008
PROJECT H.E.L.F.

STUDENT'S NAME: ___________________________ H.E.L.P. COUNSELOR: ___________________________ CENTER: ___________________________

FOLLOW-UP AFTER TERMINATION

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

☐ ENROLLED IN A VOCATIONAL SCHOOL  ☐ EMPLOYED FULL-TIME

☐ ENROLLED IN COLLEGE OR UNIVERSITY  ☐ EMPLOYED PART-TIME

☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

________________________________________

EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

☐ ENROLLED IN A VOCATIONAL SCHOOL  ☐ EMPLOYED FULL-TIME

☐ ENROLLED IN COLLEGE OR UNIVERSITY  ☐ EMPLOYED PART-TIME

☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

________________________________________

EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

☐ ENROLLED IN A VOCATIONAL SCHOOL  ☐ EMPLOYED FULL-TIME

☐ ENROLLED IN COLLEGE OR UNIVERSITY  ☐ EMPLOYED PART-TIME

☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

________________________________________

EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

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☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

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EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

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TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

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☐ ENROLLED IN COLLEGE OR UNIVERSITY  ☐ EMPLOYED PART-TIME

☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

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EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

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ADDITIONAL COMMENTS:

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EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________

FOLLOW-UP

TERMINATION

DATE: _________

☐ 5-DAYS ☐ 30-DAYS ☐ 60-DAYS

STATUS AT TERMINATION:

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☐ ENROLLED IN OTHER EDUCATIONAL PROGRAM  ☐ OTHER (SPECIFY) ___________________________

ADDITIONAL COMMENTS:

________________________________________

EDUCATIONAL AND EMPLOYMENT INFORMATION:

EMPLOYMENT DATA:

EMPLOYER: ___________________________ ENTRY DATE: _________

ADDRESS: ___________________________

TITLE: ___________________________ HOURLY WAGE: _________

EDUCATIONAL DATA:

NAME OF SCHOOL: ___________________________

ADDRESS: ___________________________

FIELD OF STUDY: ___________________________ ENTRY DATE: _________

ADDITIONAL COMMENTS:

________________________________________

BENEFITS OBTAINED THROUGH PARTICIPATION IN PROJECT H.E.L.P.: (Student's opinion)

☐ OBTAINED A JOB

☐ RETAINED JOB

☐ UPGRADED JOB

☐ OTHER (SPECIFY): ___________________________

ADDITIONAL COMMENTS:

________________________________________
# CLASS TRANSFER FORM

**PROJECT H.E.L.P.**

**STUDENT'S NAME:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Second Name</th>
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</table>

**STUDENT NO.:** / / / / / / / / /

**TYPE OF CHANGE:**

- [ ] MODEL
- [ ] LEVEL
- [ ] INSTRUCTOR
- [ ] TIME
- [ ] LOCATION (SAME CAMPUS)
- [ ] CAMPUS

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<td>ADD TO:</td>
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**REASON FOR TRANSFER:**

**EFFECTIVE TRANSFER DATE:**

---

**Student's Signature**

**Counselor's Signature**

**STUDENT'S FOLDER SENT TO:**

- (Receiving Center)

- (Original: Forwarding Center)
- Yellow: Student's Folder
- Pink: New Instructor

**DATE:**

**FORM:** 010

---
GROUP SESSION LOG

SESSION No.: _____
DATE: _____

PROJECT H.E.L.P.

MAIN FOCUS:

TO THE COUNSELOR: Check "P" if present or "A" if absent in the column next to the student's name.

<table>
<thead>
<tr>
<th>STUDENTS' NAMES</th>
<th>COMMENTS</th>
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COUNSELOR'S LOG

PROJECT H.E.L.P.

COUNSELOR'S NAME: __________________________
MONTH OF: __________ 1988

NOTE: This form is to be handed to the Lead Counselor at the end of every month.

<table>
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<tr>
<th>STUDENT NAME</th>
<th>DATE OF CONTACT</th>
<th>REASON</th>
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FORM: HELP 012
TERMINATION FORM
(Office records)

PROJECT H.E.L.P.

NOTE: This form to be completed for each student separated from the program. The purpose of this form is to compile information needed for monthly reports.

STUDENT'S NAME: ___________________________ STUDENT No.: __________

TERMINATION DATE: _________________________ COUNSELOR: ______________

PRIMARY REASON FOR SEPARATION:

☐ Job placement  (Unemployed when entered program)
☐ Upgraded to a better job  (Employed when entered program)
☐ To enter another training program
☐ Has met personal objectives
☐ Lack of interest
☐ Health problems
☐ Transportation problems
☐ Child care problems
☐ Family problems
☐ Scheduling conflicts (Specify below)
☐ To enter other educational program (Specify below)
☐ Moved from area
☐ Completed program (Specify below if completed a level only)
☐ Other known reason: (Specify below)
☐ Reason unknown

SEX: ☐ ☐ ☐ ☐ ☐ ☐ AGE GROUP: ☐ ☐ ☐

Male Female  16-44  45-64

COMMENTS: ____________________________________________

________________________________________________________
PROJECT H.E.L.P.  ATTENDANCE ROSTER

NOTE TO THE INSTRUCTOR: Enter "P", "T" or "A" in the appropriate box to indicate if the student is PRESENT, TARDY or ABSENT. Please make sure this form is fully completed in INK and turned in to the assigned counselor every Thursday.

LOC. CODE/SEQ. NO.: __________  WEEK OF: __________
INSTRUCTOR'S NAME: __________  COUNSELOR'S NAME: __________
INSTRUCTOR'S SIGNATURE: __________  COUNSELOR'S SIGNATURE: __________

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>DAY</th>
<th>M T W R</th>
<th>REMARKS</th>
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FORM: HELP 014
Project HELP  Evaluación del Profesor

Nombre del profesor: ___________________________ No. de Sequencia: __________
Fecha: ________________

Queremos saber su opinión acerca del profesor. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

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<tr>
<th></th>
<th>excelente</th>
<th>satisfactorio</th>
<th>deficiente</th>
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<tbody>
<tr>
<td>1. Tiene conocimiento de la materia.</td>
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<tr>
<td>2. Demuestra entusiasmo.</td>
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<tr>
<td>3. Explica las lecciones claramente.</td>
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<tr>
<td>4. Usa buenos ejemplos.</td>
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<tr>
<td>5. Mantiene la clase interesante.</td>
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<td>6. Demuestra respeto por las ideas y experiencias de los estudiantes.</td>
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<tr>
<td>7. Es justo al tratar con los estudiantes.</td>
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<tr>
<td>8. Está bien organizado.</td>
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Comentarios Adicionales
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Projecto HELP  
Evaluación del Consejero

Nombre del consejero: ___________________________  No. de Sequencia: ___________________________
Fecha: ___________________________

Queremos saber su opinión acerca del consejero. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

1. Está disponible cuando lo necesita.______________________________________

2. Mantiene al grupo en temas de interés.______________________________________

3. Se ocupa en ayudarle con sus problemas.______________________________________

4. Está consciente de los problemas del grupo.______________________________________

5. Es justo al tratar con los estudiantes.______________________________________

6. Respeto la opinión individual de los estudiantes.______________________________________

7. Tiene buena relación con los estudiantes.______________________________________

<table>
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<th>satisfactorio</th>
<th>deficiente</th>
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Comentarios Adicionales ___________________________
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HELP 017

42
PROYECTO HELP

Evaluación del Programa

Por favor responda a las siguientes preguntas. Queremos saber si este programa ha sido beneficioso para usted. Sus comentarios nos ayudarán a planificar un programa más efectivo para el futuro.

1. ¿Este programa ha ayudado a dominar mejor el inglés?  
   Si  No

2. ¿Este entrenamiento ha ayudado a comprender mejor y a participar más en el sistema de los Estados Unidos?  
   Si  No

3. ¿Le recomendaría este programa a un amigo?  
   Si  No

4. ¿Piensa que su participación en este programa lo ayudará a encontrar empleo con más facilidad?  
   Si  No

5. ¿Fue este programa lo que esperaba?  
   Si  No

   Si responde no, por favor explique ____________________________________________________________

6. ¿Cómo evalúa su experiencia en el Proyecto HELP?  
   Muy Buena  Poco Satisfactoria  
   Buena  Muy Poco Satisfactoria  
   Satisfactoria

7. Comentarios Adicionales  

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
**PROJECT H.E.L.P.**

**STUDENT INDEX CARD**

<table>
<thead>
<tr>
<th>CENTER:</th>
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<tr>
<td>NAME:</td>
<td>ENTRY DATE:</td>
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<tr>
<td>ADDRESS:</td>
<td>TELEPHONE No.:</td>
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<td></td>
<td>MK. SEC. II</td>
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<tr>
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**TIME STARTED**

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<th>PM</th>
<th>EVE</th>
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</table>

**TERMINATION DATE:**

**REASON:**

**STATUS AT TERMINATION:**

(Refer to Form 009)

**FORM:** HELP 019
Miami-Dade Community College
MIAMI, FLORIDA U.S.A.

certificate of completion

is awarded to

on the _______________ day of ____________________

Project HELP Model _______________ Level ____________

[Signatures]

Project Director

President
STUDENT FLOW

Upon referral by either S.A.L.A.D. or the Coalition for Progress, a participant takes part in an intake/orientation session during which the goals of the program are explained in detail, including the participant's responsibilities to the Project.

Depending on the results of the assessment session, the student is placed in one of the three levels of instruction (determined by oral proficiency in English language) within Model A or Model B (determined by native language literacy level).

During an individual interview with a counselor at the conclusion of the intake/orientation session, the student is given all necessary information to report back to the center on the first day of classes. At this time, the participant is given the opportunity to talk about his/her short and long range goals, the problems he/she may be experiencing and which may impair learning, etc. If necessary, the student will be referred back to either S.A.L.A.D. or the Coalition for Progress or will be referred directly to a service agency if the problem warrants immediate direct referral.

While the participant is in the program, he/she is given the opportunity to schedule individual counseling interviews on a need basis. The student also participates in weekly counseling sessions designed to support classroom instruction while discussing experiences related to their daily life. The student's progress is evaluated periodically to assess the degree of achievement of the established competencies.
When the participant decides to leave the program or at the time when he/she reaches program completion, the student has an exit interview with a counselor. The results of the exit interview are recorded for follow-up purposes. The first follow-up occurs a week from the date of termination if at that time the participant did not have immediate plans related to employment or enrollment in another educational program. The second follow-up occurs at a month from the date of termination to assess to what degree the participant has succeeded in pursuing his/her employment or educational goals. If needed, a third follow-up is done the following month.
SECTION II

LINKAGES AND COOPERATIVE ARRANGEMENTS WITH COMMUNITY AGENCIES, BUSINESS AND INDUSTRY
LINKAGES AND COOPERATIVE ARRANGEMENTS WITH COMMUNITY AGENCIES, BUSINESS AND INDUSTRY

The Hispanic/Haitian Employability through Language Program (Project HELP) is a cooperative effort of Miami-Dade Community College, United Way, the Spanish American League Against Discrimination, and the Coalition for Progress to provide services for the Cuban and Haitian Refugee population in Dade County, Florida.

I. UNITED WAY

Besides having the overall program responsibility as the prime contractor, United Way is also responsible for two ancillary services which assist the program participants in obtaining educational and counseling services.

United Way has subcontracted to provide a transportation system to certain eligible-participants in need of bus service to reach the service centers.

Additionally, United Way is responsible for the Day Care provision in the Program which permits participants with pre-school children to attend classes while their children are being looked after.

Further, United Way has developed a computerized tracking system which permits M-DCC, SALAD, CFP and United Way to retrieve information about program participants immediately and, therefore, provide services efficiently or make referrals to other community agencies.
II. SALAD and CFP

The two community-based organizations, Spanish American League Against Discrimination (SALAD) and the Coalition for Progress (CFP) are the recruiters of program participants.

The organizations also provide social adjustment services as well as referring and assisting with job placement.

III. MIAMI-DADE COMMUNITY COLLEGE

The Community College provides the educational counseling and instructional services of the Program.

The Community College has located its services at outreach centers in areas of the County having large concentrations of the target populations.

Additionally, the College has disseminated information about the Program to the various agencies, organizations and associations in the communities in which their outreach centers are located as well as including information about the Program through the standard community information vehicles which extend county-wide.

IV. FLORIDA STATE EMPLOYMENT SERVICE

Linkage has been established between the HELP Project and Florida State Employment Services whereby computer print-outs of job opportunities are available weekly to the Program Centers.

Florida State Employment Service also provides staff at the Program Centers to register and disseminate information about job opportunities to participants.

Further, refugees seeking services at one of the Florida State Employment Service offices are likewise given information about the Program.
V. INDEPENDENT FOUNDATION

The Independent Foundation has linked with Miami-Dade Community College to provide community volunteers to work as tutors in the program. Additionally, Miami-Dade has requested the Independent Foundation to assist a Lutheran Church voluntary group seeking to establish free gynecological services for refugees.

VI. OTHER COMMUNITY AGENCIES

Miami-Dade Community College has established linkage with community agencies such as the Christian Community Services Agency, the churches and other "Volags" for assistance in recruitment and referral. (See Appendix I for a more comprehensive list).

VII. ACHIVE

Miami-Dade Community College has submitted a proposal to H.R.S. to obtain funding for a program that would assist refugees in the area of vocational education.

It is hoped that the ACHIVE proposal (Attainment by Cubans and Haitians for Immediate Employability through Vocational Education) will be approved for funding and follow as a natural adjunct to Project HELP.
SECTION III
OUTREACH AND ASSESSMENT
ASSESSMENT PROCEDURE AND METHODS

Participants for Project HELP are recruited through the Spanish American League Against Discrimination (S.A.L.A.D.) and the Coalition for Progress. These agencies determine the eligibility of the prospective participants based on documentation of their age, nationality, and date of entrance into the United States.

If prospective participants are found ineligible for services, appropriate community referral are made. However, if the participant is deemed eligible for Project HELP, information is then provided as to the date, time, and location of the next assessment session.

Initial contact between the participants and the Miami-Dade Community College staff occurs during group intake and orientation sessions which are held at different times, days and locations in an effort to insure participant accessibility.

Orientation activities held in the participants native language, include a general overview of the training program thereby acquainting them with the purpose, objectives, results, benefits, and their personal responsibilities. In addition, the students are informed of the training schedules and locations of the centers throughout Dade County. Any general question is then answered.

At the orientation session the participants fill out a Project H.E.L.P. Registration form and a Project HELP Intake form, both of which are presented in the participants' native language.

Throughout the orientation session counselors continuously circulate among the participants providing individual assistance in filling out all items. After the forms have been completed, they are reviewed by the
counselors to insure that all necessary information has been included.

At this point, the counselors make a preliminary evaluation of the literacy of the students based on the difficulty with which they completed their forms. An "A" for literate or "B" for illiterate is then written on the student forms as a temporary substitute for the CTBS which is administered once the student has been admitted into a class.

Following the completion of the forms and the orientation session, the students are individually assessed as to their level of English by program instructors. The instrument administered is an in-house English assessment test specifically designed to determine the students conversational skills in the English language. Based on their performance on the test, the students are assigned to one of three program levels. The main goal of this assessment is to place the participant in the appropriate level so that the class will be neither too easy or too difficult.

The students are then registered for class according to their assigned level and to the time and location of preference. A card is given to the student which indicates the center, address, telephone number, starting date and time, and the level of their class.

The special needs presented by the refugee population are taken into consideration during the orientation session as well as throughout the entire assessment process. Staff conducting the orientation is bilingual as well as sensitive to the cultural and socioeconomic characteristics of the refugee population.
ASSESSMENT INSTRUMENTS

Students admitted into Project HELP are administered two types of assessments, namely, for vocational skills and literacy in their own native language. The instruments being used for this purpose are the comprehensive occupational assessment and training system (COATS) and the comprehensive tests of basic skills (CTBS).

The CTBS is a Spanish language adaptation of the CTBS reading and mathematics test developed by the Norwalk-La Mirinda Unified School district in Southern California. Students in Project HELP are administered the reading vocabulary and reading comprehension sections of level 2. The results of this test assist in determining the student literacy in their own native language, therefore insuring the best placement for the student in future training. The CTBS is administered to a group of students during a regular class period and takes approximately 1 hour to administer. Bilingual staff is always present during these sessions.

During one of the counseling sessions the students are administered the COATS which utilizes an audio-visual format in assessing both vocational interests and past experiences. The audio-visual cartridges present photographs of skill activities as they would be seen from the viewpoint of the person performing the activities.

The audio-visual format requires only minimal reading. Participants need only understand and/or read simple words and phrases such as like, dislike, have done, can do. Furthermore, the audio-visual format allows for this instrument to be utilized with both Haitian and Cuban participants. An additional counseling session is used to interpret the results of the COATS to the participants.
See appendix II for copies of brochures and flyers used for recruitment, intake forms and testing instruments.
SECTION IV
CURRICULUM AND TEXTBOOKS
The program is structured in two different models. Model "A" for the literate students and Model "B" for the illiterate students. Each model is divided in three levels of instruction ranging from the beginning to the advanced. The specific English and life skills listed in the contract as "competencies" form the basis of the curriculum.

The material that follows is incorporated in this document to illustrate curriculum content.

Curriculum content for Model A - Levels II and III and Model B - Levels II and III will be made available upon request.
CURRICULUM MODEL A-LEVEL I

COMPETENCIES
ESL LANGUAGE COMPETENCIES

Level I - Model A

Component 1

Upon conclusion of this component the students will be able to:

1. Use and respond to simple commands.
2. Use the question word "what" correctly.
3. Use the simple present tense in the affirmative, negative and interrogative using contractions where appropriate.
4. Use personal names (surname, first, middle and maiden names) and words denoting marital status.
5. Be able to address an envelope and fill out the address section on a form.
6. Respond to questions about the time.
7. Use the question word "where".
8. Ask and respond to questions relating to place of birth.
9. Understand U. S. money denominations and use this understanding to express the cost of everyday items.
10. Demonstrate an understanding of the singular and plural of nouns and pronouns.
11. Use definite and indefinite articles.
12. Use demonstrative adjectives in the singular and plural.
13. Use the prepositions "at", "on", "in", "under."

Component 2

Upon conclusion of this component, the students will be able to:

1. Use the question word "who."
2. Use the expressions "at work", "at home", and "at school."
3. Respond to the question, "What's the matter?"
4. Name parts of the body and some common ailments.
5. Use the verb "to have" in the affirmative.
6. Use cardinal numbers and apply this knowledge when using the telephone and stating an address.
ESL Language Competencies
Level 1, Model A, Component 2 - cont.

7. Discuss renting a room, apartment, or a house and the rooms
   place.

8. Use the simple present in affirmative, negative and interrogative, employing
   contractions where appropriate.

9. Use the expressions "there is", "there are,"

10. Use affirmative and negative short answers in the simple present.

11. Use vocabulary encompassing clothing needs.

12. Identify the colors.

13. Ask and answer questions with the verb "to need."

14. Understand the positioning of adjectives, i.e., before the noun they modify.

15. Demonstrate ability to name the days of the week, the months and the seasons.

16. Use the ordinal numbers.

17. Use the present continuous tense in affirmative, interrogative and negative
    sentences.

18. Use the object pronoun "him."

19. Use the verb "to learn" with a "to" infinitive.

Component 3

Upon conclusion of this component, the students will be able to:

1. Use the imperative form of verbs.

2. Ask and answer questions relating to date and age.

3. Use some two-word verbs in the present continuous.

4. Use the preposition "at" in response to questions about the time.

5. Understand and use directional terminology.

6. Use adverbial time expressions.

7. Use the verb "want" with a "to" infinitive.

8. Use prepositional phrases.
Component 4

Upon conclusion of this component, the students will be able to:

1. Use the simple past tense in affirmative, negative and interrogative sentences (regular verbs).
2. Respond to questions in the past with long and short answers.
3. Use the model auxiliary "can."
4. Use the past tense of some irregular verbs.
5. Use "too" to qualify adjectives.
6. Use the question word "how" in conjunction with the past tense of the verb "to be."
7. Use object pronouns and understand their relationship to the nominative pronoun.
8. Use the future tense with "going to."
9. Answer questions beginning with "How do you spell....?"
CURRICULUM MODEL A - LEVEL I
LESSON UNITS
LEVEL I

Lesson 1

On completion of this level the students will show orally, in writing or through demonstration, proficiency in the following competency objectives.

1. Respond to simple commands and questions.
2. Give an appropriate response when greeted and asked his name.
3. Reproduce small and capital letters.

Lesson 2

1. Respond to classroom directions.
2. Show an understanding of the most common signs.
3. Identify the numbers from 0-100.
4. Ask and answer questions about the time.
5. Give appropriate response upon being asked his full address.

Teacher's resource: map of Miami

Lesson 3

1. Identify various occupations.
   References: E.A.C.I. - pp. 128-129
   English 1 - p. 133
2. Ask and answer questions with "to be" relating to occupations.

Lesson 4

1. Demonstrate an understanding of singular and plural.
2. Ask and answer questions regarding nationality.

Teacher's resource: map of Caribbean and/or world

Lesson 5

1. Identify 1/4 and 3/4 hours.
   Reference: English 1, pp. 44-45
2. Identify the days of the week.
Lesson 5 - cont.

3. Fill out a simple I.D. form.
   References: E.A.C.I. - p. 8
               Communication Skillbook - p. 54

4. Use the present continuous.
   Reference: Practical English - pp. 66-66

Lesson 6

1. Identify U.S. coins.
   Reference: Using Money Series Books II and III

2. Distinguish between "this" and "that".

3. Identify some common food items.
   References: E.A.C.I. - pp. 36-38
               A Conversation Book 2 - p. 107

4. Respond to questions with "how much?".

Lesson 7

1. Identify fruits and vegetables (choose items with reference to Cuban/Haitian diet).
   References: Communication Skillbook - pp. 13-14
               English 1 - p. 79

2. Use "a" and "an" correctly.

3. Ask and respond to "who" questions.

4. Use "these" and "those".

5. Purchase produce items in a market.
   Reference: E.A.C.I. - p. 29

Lesson 8

1. Identify common locations at the bank, at the hospital, etc.
   Reference: Practical English - pp. 9-10, 12, 39

2. Use "where" in questions.

3. Distinguish between expressions "here" and "there".
Lesson 9

1. Identify common objects found in the house and specify their location using the prepositions in, on and under.

   References: Communication Skillbook 1 - p. 21
   English 1 - pp. 124-125

2. Ask and answer questions relating to location.

Lesson 10

1. Identify family relationships within the immediate family.

   References: E.A.C.I. - pp. 11-14
   Communication Skillbook - pp. 25-27
   (family tree and questions)

2. Use basic vocabulary needed for self-identification (surname, first, middle and maiden names).

3. Review the numbers from 1-100.

   N. B. to Instructor: Identify level of student to basic computation and provide material on an individual basis.

   References: Learning Math Skills
   Meeting Basic Competencies in Math

4. Ask and answer "who" questions about family members.

5. Use the expressions, "at home", "at work" and "at school".

6. Review monetary values and make change.

   Reference: Communication Skillbook - pp. 29-31

Lesson 11

1. Identify parts of the body and common ailments.

   Reference: E.A.C.I. - Chapter 3

2. Conduct a conversation about common ailments.

3. Use the verb "have" and "what?" and yes/no questions.

4. Identify the parts of a telephone and conduct a telephone conversation.

   Reference: Speak English 1 - pp. 2-3

5. Respond to questions which elicit student's telephone number.

6. Identify "drugstore remedies" and means of locating medical help.
Lesson 11 - cont.

7. Use the simple present tense to formulate statements and questions.

Lesson 12

1. Discuss dwelling places.

2. Discuss renting an apartment.
   References: E.A.C.I. - pp. 85-87
               Speak English - pp. 62-67

3. Focus on the use of auxiliary "do" in the present tense.

4. Discuss the number of children in a family.
   Reference: E.A.C.I. - pp. 11-14

5. Use the model "may" as in "May I help you?"

6. Review the present continuous.

7. Use the negative of the simple present.

Lesson 13

1. Conduct a discussion with a landlord about a rental.

2. Discuss the number and types of rooms in an apartment or house, as well as items of furniture.
   References: E.A.C.I. - pp. 89-91
               A Conversation Book - pp. 62-63
               Speak English - pp. 62-69

3. Use the expression "there is, there are" in statements and questions.

4. Talk about the location of the student's home relative to other nearby locations.

5. Ask about rent on a house or apartment.

Lesson 14

6. Use expressions of hunger, thirst and other states of being and feeling.
   Reference: E.A.C.I. - pp. 9-10

7. Reproduce a dialogue suitable for use in a fast food restaurant, take-out store, etc.

8. Respond to questions about the time.
Lesson 15

1. Conduct a conversation about types of food in different countries.
   Reference: E.A.C.I. - pp. 30-32

2. Use the third person singular, present tense in “what?” and yes/no questions with verbs other than “be”.

3. Review and practice talking about common ailments, feelings and types of homes.

4. Use possessive nouns when talking about family relationships.

Lesson 16

1. Identify some common articles of clothing.
   References: E.A.C.I. - pp. 109-113

2. Identify the colors.

3. Use adjectives to modify articles of clothing (position of adjectives before noun).

4. Identify the months of the year and first 12 ordinal numbers.

5. Identify the seasons.
   Reference: E.A.C.I. - p. 19

6. Review the present tense.

7. Use ordinal numbers when talking about the months.

Lesson 17

1. Discuss activities using the present continuous tense.

2. Review the simple present tense.

3. Use the object pronoun "her".

4. Discuss occupations in the present continuous tense.

5. Use the two word verb "look for."

Lesson 18

1. Identify some driving activities.
   Teacher's resource: Driver's handbook

2. Use the object pronoun "him."

3. Use some verbs that are followed by a "to" infinitive.
Lesson 18 - cont.

4. Use the expression "take lessons" correctly.

5. Fill out an application for a driver's license.
   Reference: Communication Skillbook 1 - p. 54

Lesson 19

1. Identify common stamps for regular and air mail use to domestic and foreign destinations.
   References: E.A.C.I. - pp. 148-149
              English 1 - pp. 67-73

2. Conduct conversations typical of an exchange in the Post Office.

3. Use the verb "need" correctly.

4. Respond to the questions "what's the date?, What day is it?"

5. Review the possessive of nouns.

6. Respond to question "When is your birthday?"

7. Respond to the question "How old are you?"

Lesson 20

1. Respond to questions about age, date and birthdays.

2. Fill out a simple I.D. form.
   Reference: E.A.C.I. - p. 8

3. Use some two word verbs in the present continuous.

4. Use the expression "to be, getting hot, cold", etc.

5. Discuss common early morning activities.
   Reference: Communication Skillbook - pp. 63-64

6. Review driving activities, occupations and articles of clothing.

7. Use the expression "on sale."

Lesson 21

1. Converse about habitual daily and week-end activities.

2. Use the expressions "to work, number of days per week, day off, on Mondays," etc.
   Reference: English 1 - pp. 134-138

3. Review driving activities, occupations and articles of clothing.
   Reference: Communication Skillbook - pp. 63-64
Lesson 22

1. Converse about daily meals and snacks.
   Reference: E.A.C.I. - p. 17

2. Discuss food groups and meal planning.
   Reference: The Money Series: How to Buy Food

3. Review time.

4. Use structures and vocabulary from this lesson in a restaurant setting.

5. Use time expressions with "every”.

6. Use modifiers "heavy" and "light" and the expression "on a diet.”

7. Ask for and give simple information about bus and airplane schedules.
   References: MTA bus schedules.
   Communication Skillbook - p. 59

Lesson 23

1. Conduct a conversation about taking the bus.
   References: MTA route map
   E.A.C.I. - pp. 67-72
   Speak English I - pp. 43-45 (includes bus schedule)

2. Identify points of the compass and expressions such as "southbound", etc.
   References: Speak English - pp. 45-46
   E.A.C.I. - p. 169
   A Conversation Book II - pp. 56-57

3. Follow directions on a map.
   Teacher’s Resource: Street map of Miami

4. Respond to questions about daily activities.

5. Formulate and respond to questions about activities at various locations, the bank, beach, etc.

Lesson 24

1. Identify some common feelings and respond to questions about these feelings and about what the student’s want to do about these feelings.
   Reference: E.A.C.I. - p. 9

2. Ask for and give street locations of some common places of business.
   References: Speak English I - p. 45
   E.A.C.I. - pp. 168-169
Lesson 24 - cont.

3. Use the verb "want" correctly.

4. Fill out a check.

References: Communication Skillbook 1 - p. 81
E.A.C.I. - pp. 142-145

Lesson 25

1. Ask for and give directions to specific locations where items can be purchased.

References: English 1 - p. 102
E.A.C.I. - p. 34
Speak English - pp. 55-61
Communication Skillbook - p. 9

Teacher's resources: Picture file - "Where do I get a...?"

2. Talk about things you need to do.

3. Talk about getting on and off transportation at specific locations.

4. Review a bus schedule.

Reference: Communication Skillbook 1

Lesson 26

1. Talk about past activities using time expressions like "last Saturday", etc.

2. Differentiate between present and past activities.

References: Communication Skillbook - pp. 39-40

3. Reproduce the past tense with correct pronunciation (consider an explanation of final sounds).

4. Use the past tense in the affirmative, negative and interrogative forms with contractions where applicable.

Lesson 27

1. Review specific occupations.

References: English 1 - Reading "Two Jobs" - pp. 140-141

2. Use the model "can" within the concept of an occupation.

3. Review work hours.

4. Use the past tense to discuss previous occupations and experience.

Lesson 27 - cont:

5. Discuss tools, machines, etc. used on the job.
   Reference: English 1 - p. 154

6. Discuss some work conditions.
   Reference: English 1 - p. 157-Reading "Working in a Factory"
   E.A.C.I. - pp. 124-126

Lesson 28

1. Discuss interesting places to visit in the city using present and past tenses (regular and irregular verbs).
   Practical English - pp. 178-193

2. Talk about household pets.

Lesson 29

1. Identify the names of different types of cars and the parts of a car.
   Reference: Communication Skillbook - p. 51
   A Conversation Book II - p. 45

2. Use "shopping terms" such as "it doesn't fit, exchange, receipt", etc. correctly.
   Reference: Wheels and Deals (Buying a Car.)
   The Money Series: How to Buy Clothes
   E.A.C.I. - pp. 114-120

3. Talk about buying, selling and trading in cars.

4. Use common tables of weights and measures.
   A Conversation Book - pp. 168-169

Lesson 30

1. Discuss activities in the past relating to places of interest visited.
   Reference: Map of U.S.

2. Review occupations, returning various items, and types of cars.
   Reference: E.A.C.I. - pp. 93-95

Lesson 31

1. Talk about the weather.
Lesson 31 - cont.
2. Use the verb "to be" in the past to discuss lesson items.
3. Write an absence note and discuss an absence.
5. Review ailments and medical services.
   Reference: Yellow Pages
5. Formulate and respond to questions with "why?"

Lesson 32
1. Identify names of some gift items and birthday customs.
2. Use object pronouns correctly with an understanding of their relationship to the nominative pronouns.
3. Develop vocabulary useful at the barbers or beauty shop.

Lesson 33
1. Discuss repairs necessary in a house or an apartment.
   References: The Money Series: Finding a Place to Live - pp. 20-22
   (Landlord's responsibility to the tenant.)
   The Money Series: - pp. 96-99 (Tools needed for fixing up or repairing an apartment.)
2. Use the "going to" form of the future tense and future expressions of time.
3. Use two-word verbs with "get" (get up, get off, etc.)
4. Use adverbs of time.

Lesson 34
1. Talk about sale items.
   References: A Conversation Book II - p. 23, pp. 31-33
   (At this point review computation skills.)
   The Money Series: How to Buy Clothes.
   The Money Series: Buying Furniture for Your Home - pp. 18-20
2. Discuss substitution of native food items for American ones.
Lesson 34 - cont.

3. Discuss work rules about time.

4. Review numbers.

5. Ask for a telephone number from information.

6. Use vocabulary appropriate to a telephone conversation.
   References: English 1 - p. 61
               Speak English - pp. 1-10

7. Contact emergency services and provide relevant information.
   Reference: E.A.C.I. - pp. 63-64

8. Handle a wrong numbers call.

Lesson 35

1. Identify names of some small and large electrical appliances.

2. Discuss home appliance repairs with a repairman.

3. Understand the function of the Yellow Pages.

4. Review the future tense with "going to".
STUDENT PROGRESS RECORD-KEEPING

1. The primary record of student progress is the benchmark system. The operation of this system is explained separately on the pages titled "Explanation of Benchmarks for Instructors." The teacher must keep an up-to-date record of achievement on the class record sheet.

2. At least once every four weeks, usually at the completion of a four-week component, the instructor should transfer the information from the class record sheet to the individual progress chart for each student. These charts must be filed in the student's file in the counselor's office by the end of the course (16th week).

3. The formal four-week component test should be placed by the instructor in the individual student file as soon as practicable after the instructor and student have gone over it.

4. At the end of each four-week component, the instructor completes a Student Assessment page, and places it in the student file.

Summary

The instructor is responsible for placing in each student's file: a) the completed individual progress chart, b) the completed component tests, and c) a performance assessment sheet for each four-week component.
Explanations of Benchmarks for Instructors

Project HELP is bound by contract with the U.S. government to train our population of students in English language and various areas of "life skills". The specific English and life skills are listed in the contract as "competencies", and form the basis of our curriculum. In order to facilitate monitoring of our students' progress towards mastering these various competencies, and to provide an accounting system through which we can demonstrate compliance with the terms of the contract, we have translated the competencies into a series of "benchmarks" (behavioral objectives).

For this purpose, each level of study (1, 2 or 3) is divided into four four-week components, and benchmarks have been written for each component.

The teacher will keep a permanent record sheet for each class showing the students' names and the date (month and day, e.g. 10/3) when an individual student fulfilled a given benchmark. The benchmarks are listed on a separate sheet (see Teacher's Manual), but numbered for easy correlation with the class record sheet.

Completion of a particular lesson is not to be equated with satisfaction of a benchmark. The teacher should judge a student's performance for an individual benchmark at least a week after the relevant lesson has been introduced. The manner of testing for a benchmark will depend on the particular benchmark and the teacher. Clearly "Student will fill out an application form" must be tested in writing, while "Role play ordering a meal in a restaurant" must be tested in an oral but non test-like situation. Many of the grammar-based benchmarks could be tested orally or written, but whenever possible should be tested conversationally.

One or two of the benchmarks can be checked in the fourth-week component tests, but note that those tests are intended as reinforcement tools and do not comprehensively cover the benchmarks. Therefore, satisfactory overall performance on those tests cannot be construed as achievement of the set of benchmarks. In addition, note that the four-week component evaluation is a one-shot, sit-down-test, whereas you can check off a benchmark at any time that the student satisfactorily completes the task specified in the benchmark. If a student fails to perform
satisfactorily at one point in time, you can go back and test him at a
later time until you can check him off. (Remember, too, that the
language lab personnel and tutors can help in bringing a student up to
level on a specific area.)

The benchmarks should be checked off by the teacher on an ongoing basis
throughout the length of the course.

The benchmark record sheet must be turned in to the lead instructor at
the completion of each four-week component accompanied by brief
comments on any student who has not completed them. The record sheets
must also be kept up-to-date and available on request by your lead
instructor at any time.
Model A
Level I
Component 1

Student will:

1. React appropriately to four of the following simple commands:
   - Listen!
   - Read page ___!
   - Write your name!
   - Close your book!
   - Sit down!
   - Open your book!
   - Answer the question!
   - Repeat!
   - Ask _____ a question!
   - Circle the correct answer!
   - Take a break!

2. Give four commands to another student and get successful reaction.

3. Ask 3 questions using what correctly and obtain successful response.
   - e.g. What is this? What time is it?

4. Give the time in response to questioning.

5. Ask 2 questions about where classroom objects are.

6. Answer 2 questions about where classroom objects are using the definite article and in, on, under, or at appropriately, including one plural sentence.

7. Fill out an application form including Mr., Mrs., Ms., name (last, first, middle and maiden), address and place of birth.

8. Answer 3 questions correctly which require a negative answer with the verb 'be' including one plural sentence.

9. Address an envelope including return address.

10. Identify U.S. coins using: This is a ________, and These are ________, and state the total cost of three different-priced items.

11. Identify three of the following food categories:
   - Meat, fruit and vegetables

12. Identify 10 job classifications, including his own present job, past job, and future goal.
<table>
<thead>
<tr>
<th>Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
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Model A
Level I
Component 2

Student will:

1. Ask 3 questions using who
e.g. Who is wearing a red shirt? Use different colors and items
of clothing in the questions.

2. Answer correctly 3 questions as in 1, asked by another student.

3. Answer where questions using at work, at home and at school.

4. Respond appropriately to the question "What's the matter?"
including names of common ailments in specific body parts.

5. Give his own telephone number.

6. Role play placing an emergency telephone call.

7. State his address using cardinal and ordinal numbers correctly.

8. State what kind of housing he lives in and how many bedrooms and
bathrooms there are, using the expressions there is or there are
appropriately.

9. Answer the following questions appropriately and correctly -
What color do you have? [hair]

10. State the day's date correctly using the name of the day, the name
of the month and an ordinal number.

11. Describe the clothing worn by another student.

12. Tell one thing he wants to learn to do.

13. Use the object pronouns him and her.

14. Ask and answer questions with the verb need.
Model A
Level I
Component 3

Student will:

1. React appropriately to 3 commands which include a prepositional phrase (e.g., Put the book on the table).

2. Give 2 commands as in Benchmark 1, to another student, and obtain a successful reaction.

3. State his birthdate correctly using ordinal numbers and the verb be.

4. State his age using verb be.

5. Ask another student his age and birthdate and obtain an appropriate response.

6. Respond to the question, "What do you do in the morning?" using three of the following expressions: wake up, get up, turn on, turn off, put on, take off.

7. State what time each of the activities mentioned in Benchmark 6 occurs, using at ______.

8. State three things he sometimes does, never does, and often does.

9. Answer three how often questions telling how often and when an activity occurs using prepositional phrases, e.g., on weekends, in the morning, etc.

10. State how to get from the center to his house or neighborhood using compass directions.

11. Tell what his plans are for working in the U.S. using the expression want to.

12. List tools needed for three specific occupations.
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Model A  
Level I  
Component 4  

Benchmarks

Student will:

1. Tell 3 things he did recently using regular verbs in the past tense correctly.

2. Tell 3 things he didn't do the day before.

3. Ask another student if he did specific things the weekend before. (e.g., Did you go to the movies?)

4. List 5 considerations when buying, selling, or trading a car.

5. Answer questions as in benchmark 3 above, using long and short answers.

6. Tell 3 things he can and can't do.

7. Ask another student if he can do some specific thing.

8. Tell 3 things he did in the past week using irregular past tenses correctly.

9. Answer 3 'why can't you questions using the pattern because it is too with the appropriate person-and-number of the verb be.

10. Ask a question about the weather in the past using how and the verb be.

11. Answer 2 questions of the form, "What did you give your for his birthday/Christmas?"

12. Role play a telephone call to a repairman.

13. Tell 3 things he is going to do in the next week/month/year.

14. List 3 types of commercial sales.

15. Spell 3 English words pronouncing the names of the letters correctly.

16. Describe the typical time schedule for an employment situation, i.e. arrival time, coffee breaks, lunch time, and leaving time.
### Project HELP

**Name**

**Date**

---

#### Part One: Please complete the form below.

<table>
<thead>
<tr>
<th>Mr.</th>
<th>Mrs.</th>
<th>Sex M/ F</th>
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<tbody>
<tr>
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**Name**

- Last
- First
- Middle

**Address**

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
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<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Telephone</th>
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**Date of Birth**

**Place of Birth**

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#### Part Two: 1. Look at the picture.

2. Circle the correct answer or sentence.

1. Is the woman a doctor?
   - a. Yes, she is.
   - b. No, she isn't.
   - c. No, he isn't.
   - d. Yes, she is.

2. Are these men cooks?
   - a. Yes, they are.
   - b. No, he isn't.
   - c. No, they aren't.
   - d. Yes, he is.

3. What are they?
   - a. It's a GRAPEFRUIT.
   - b. They're GRAPES.
   - c. They're GRAPEFRUITS.

4. What day is it?
   - a. It's Sunday.
   - b. It's Saturday.

5. What's this?
   - a. It's a quarter.
   - b. It's a nickel.
   - c. It's a dime.
   - d. It's a penny.
6. Where are the peppers?
   a. They're ON the table.
   b. They're IN the table.
   c. They're AT the table.

7. Circle one:
   a. They're at the post office.
   b. They're at the bank.
   c. They're at the store.

8. What time is it?
   a. It's a quarter to eleven.
   b. It's five minutes to three.
   c. It's eleven fifteen.

9. Wheres the hamburgers?
   a. They're on the table.
   b. They're on the stove.
   c. They're in the sink.

10. What's this?
   a. It's a purse.
   b. It's a wallet.
   c. It's a bag.

PART THREE: Complete the sentences with IS, AM or ARE.

1. Mr. Smith _________ a mechanic.
2. Susan and Tom _________ students.
3. William and I _________ from New York.
4. Bill Johnson _________ at the airport.
5. They _________ seven o'clock.
6. How much _________ a quart of milk?
PART FOUR:
1. Look at the picture.
2. Complete the sentence with the correct word:
   (MY, YOUR, HIS, HER)

1. What's ______ occupation?
   He's a waiter.

2. What's ______ telephone number?
   It's 445-3215.

3. What's your name?
   ______ name is Charlie.

PART FIVE:
1. Read each sentence.
2. Write the number of the sentence next to the correct picture.

1. CLOSE YOUR BOOK

2. SIT DOWN

3. OPEN THE DOOR

4. LISTEN

5. ANSWER THE QUESTION
PART SIX: 1. Read the sign in SPANISH.

2. Write the number of the sign next to the same sign in ENGLISH.

1. PELIGRO OUT OF ORDER

2. VENENO FLAMMABLE

3. ESCAPE DE INCENDIO CAUTION

4. NO ENTRE POISON

5. BAÑOS PUBLICOS EXIT

6. NO FUNCIONA DO NOT ENTER

7. COMBUSTIBLE RESTROOMS

8. SALIDA FIRE ESCAPE

9. PRIMEROS AUXILIOS DANGER

10. CUIDADO FIRST AID
Part Six: 1 Read the sign in Creole.  
2. Write the number of the sign next to the same sign in English.

1. PWAZON
2. PA ANTRÉ
3. WATÈ PIBLIK
4. LI ANPA-N
5. SÔTI

<table>
<thead>
<tr>
<th>English</th>
<th>Creole</th>
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<tbody>
<tr>
<td>OUT OF ORDER</td>
<td>PWAZON</td>
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<tr>
<td>POISON</td>
<td>PA ANTRÉ</td>
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<td>EXIT</td>
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<td>RESTROOMS</td>
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PART SEVEN:  1. Listen to the teacher.
   3. Circle the correct answer.

1. a. Who are you?
   b. How are you?

2. a. C
   b. Z
   c. S

3. My zip code is:
   a. 90045
   b. 90405

4. a. Today is Tuesday.
   b. Today is Thursday.

5. My address is:
   a. 1215 NW 25th Avenue
   b. 215 NW 25th Avenue

6. My phone number is:
   a. 546-7831
   b. 546-7038

7. a. $13.50
   b. $13.15

8. a. Mrs. Lee is a teacher.
   b. Miss Lee is a teacher.
   c. Mr. Lee is a teacher.

9. a. She's WASHING the baby.
   b. She's WATCHING the baby.

10. a. I work with THIS DENTIST.
    b. I work with THESE DENTISTS.
PART ONE:  1. Look at the picture.
           2. Circle the correct sentence or answer.

1. Mrs. Davis has
   a. two sons
   b. two children
   c. two daughters

2. They are
   a. father and daughter
   b. husband and wife
   c. brother and sister

3. How much is it?
   a. It's sixteen cents.
   b. It's sixty-one cents.
   c. It's sixty cents.

4. What's the matter?
   a. I have a sore knee.
   b. I have a sore leg.
   c. I have a sore ankle.
   d. I have a sore elbow.

5. What are these?
   a. They're chicken breasts.
   b. They're chicken wings.
   c. They're chicken drumsticks.

6. What's that?
   a. It's a light jacket
   b. It's a shirt.
   c. It's a heavy coat.

7. What are you doing?
   a. I'm steering
   b. I'm shifting
   c. I'm turning
8. What's she doing?
   a. She's making a left turn.
   b. She's making a right turn.

9. What are you looking for?
   a. I'm looking for a suit.
   b. I'm looking for a tie.
   c. I'm looking for a jacket.

10. July is in
   a. spring
   b. winter
   c. summer
   d. autumn

PART TWO
1. Read the question.
2. Look at the picture.
3. Complete the answer.

1. What's the matter?
   I have a ____________________________

2. What do you want?
   I want _____________________________

3. Do you have any children?
   Yes, I have _________________________

4. What room is this?
   It's the ____________________________

5. What do you want today?
   I want some chicken __________________
6. Are you hungry?
   No, I'm not. I'm ____________________

7. What is she doing?
   She's ____________________ a dress.

8. What is the waitress doing?
   She's ____________________ an order.

9. Are you making a turn?
   No, I'm not. I'm ____________________

10. Is he learning to drive?
    No, he isn't. He's learning to ____________________
PART THREE: Complete the sentences with HAS or HAVE.

1. I _____________ a sore ankle.

2. Barbara _____________ a stomach ache.

3. John and I _____________ the flu.

4. Robert _____________ a toothache.

5. The children _____________ a fever.

PART FOUR: Complete the sentences with the correct words.

IS LEARNING
ARE WAITING
ARE LOOKING
IS LISTENING
IS TYPING

1. The secretary ___________________ a letter.

2. John and I ___________________ for the bus.

3. Peter ___________________ to the radio.

4. They ___________________ for an apartment.

5. David ___________________ to drive.
PART FIVE: Complete the sentences and questions with the correct words:

1. ___________ a lamp __________ the table.
2. ___________ three bedrooms __________ the house?
3. ___________ coffee __________ the stove.
4. ___________ a bus stop __________ the corner?
5. ___________ a telephone __________ the office.

PART SIX:  
1. Listen to the teacher.
2. Circle the correct sentence.

1. a. I'm looking for a PIN.
   b. I'm looking for a PEN.

2. a. She's talking to the MAN.
   b. She's talking to the MEN.

3. a. I have a PEN.
   b. I have a PAIN.

4. a. There's a BALL on the table.
   b. There's a BOWL on the table.

5. a. Do you want TO EAT?
   b. Do you want it?
PART I

1. How much is an air mail stamp for the U.S.?
   a. It's 23 cents.
   b. It's 18 cents.
   c. It's 20 cents.

2. What day is February 13th?
   a. It's Tuesday.
   b. It's Saturday.
   c. It's Thursday.

3. When is Washington's birthday?
   a. It's February 12th.
   b. It's February 22nd.
   c. It's July 4th.

4. What is she doing?
   a. She's putting on her sweater.
   b. She's taking off her sweater.
   c. She's taking off her raincoat.

5. Bob doesn't work on Sundays. It's his
   a. birthday
   b. day off
   c. off day

6. The saleslady is
   a. showing a blouse
   b. selling flowers
   c. sewing a shirt

7. What's this?
   a. It's a light dinner.
   b. It's a heavy dinner.
   c. It's a light breakfast.
8. What time does flight 42 arrive?
   a. 5:55 P.M.
   b. 3:25 P.M.
   c. 6:45 P.M.

9. What does she do at the laundromat?
   a. She washes clothes.
   b. She watches clothes.
   c. She watches airplanes.

10. Did he play cards last Saturday?
    a. Yes, he does.
    b. Yes, she did.
    c. Yes, he did.

PART II

Complete the sentences with DO, DOES, or DID.

1. __________ you go to the movies on weekends?

2. What ________ he do last Friday?

3. He ________ not go to the beach every week.

4. ________ he work last Saturday?

5. What ________ you eat for breakfast on Sundays?
PART III

Answer the questions in complete sentences.

1. What's the date today? ____________________________

2. Do you work on Sundays? ____________________________

3. What do you do on weekends? ____________________________

4. What do you usually eat for breakfast? ____________________________

5. Are you hungry now? ____________________________

6. Where do you buy stamps? ____________________________

7. Where do you take a prescription? ____________________________

PART IV

Complete the sentences with the correct words from the following list:

from  to  up
in  for  on
at  off  with

1. He was there ______ two days.

2. They were ______ the beach.

3. She gets ______ work at 4 o'clock.

4. What time does she get ______ in the morning?

5. What's ______ sale today?

6. What's wrong ______ the washing machine?

7. I stayed ______ home last week.

8. What gate does Flight 11 leave ______?
PART V

Listen to the teacher.
Circle the correct answer.

1. a. It's a ship.
   b. It's a sheep.
   c. It's a chip.

2. a. I have a mouth.
    b. I have a mouse.

3. a. The car was on the curb.
    b. The car was on the curve.

4. a. She opens the door.
    b. She opened the door.

5. a. Look at the puppy!
    b. Look at the poppy!

6. a. Does she need a new shirt.
    b. Does she need a new skirt.

7. a. He writes it.
    b. He rides it.

8. a. That's a pan.
    b. That's a fan.
PART I

1. What pet did they have?
   a. They had a kitten.
   b. They had a parrot.
   c. They had a puppy.

2. What is it?
   a. It's a two-door car.
   b. It's a station wagon.
   c. It's a compact car.

3. These pants don't fit.
   a. They're too short.
   b. They're too long.

4. Where did she go?
   a. She went to California.
   b. She went to New York.
   c. She went to Washington, DC

5. What can he do?
   a. He can fix the lights.
   b. He can fix faucets.
   c. He can fix cars.

6. How was the weather?
   a. It was cloudy.
   b. It was windy.
   c. It was foggy.

7. Why was he absent?
   a. He had a sore shoulder.
   b. He had a toothache.
   c. He had a sore foot.
8. Where did Maria go?
   a. She goes to the pet shop.
   b. He goes to the airport.
   c. She went to the zoo.

9. Did John see Peter yesterday?
   a. No, he can't.
   b. No, he doesn't.
   c. No, he didn't.

PART II

Complete the sentences with was or were:

1. Where _______ he last week?
2. You _______ absent yesterday.
3. I _______ on vacation.
4. The weather _______ beautiful in Arizona.
5. Tom and Ann _______ in New York last month.
6. We _______ happy when we saw him again.
7. John and I _______ sick on the trip.

PART III

Answer the questions:

1. What time are you going to get up tomorrow?
2. Do you sleep late on weekends?
3. Do you work late sometimes?
4. What time does this class begin?
5. What did you get on your birthday?
6. When was your birthday?
PART IV

Complete the sentences with the correct words from the following list as in the example.

bank  medicine  bread  apples  clothes  stamps  cash
department store  pharmacy  bakery  market  post office

ex. When I need some cash, I go to the bank.
1. When I need some ________, I go to the ________________.
2. When I need some _________, I go to the ________________.
3. When I need some __________, I go to the ________________.
4. When I need some __________, I go to the ________________.
5. When I need some __________, I go to the ________________.
PART V

Listen to the teacher.
Circle the correct answer.

1. a. It's an old room.
   b. It's an old roof.

2. a. He showed me the rock.
   b. He showed me the lock.

3. a. Is it wrong?
   b. Is it long?

4. a. Where's the hill?
   b. Where's the hill?
   c. Where's the beak?

5. a. She gave me a pail.
    b. She gave me a pair.

6. a. It's a good tour.
    b. It's a good tool.

7. a. A loud cheer
    b. A loud jeer

8. a. Look at the etching.
    b. Look at the edging.
EVALUATION FORMS
### INDIVIDUAL PROGRESS CHART

#### Level 1

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### 110
PERFORMANCE ASSESSMENT

PROJECT H.R.L.P.

STUDENT'S NAME: ___________________________  STUDENT NO.: _____________

INSTRUCTOR'S NAME: ___________________________  GRADE: _____________

TO THE INSTRUCTOR: Check (✓) column "1" if student's performance is above average, column "2" if it is average or column "3" if it is below average. This form must be completed every four weeks for all students.

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<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tr>
<td><strong>I. GENERAL ATTITUDE</strong></td>
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<tr>
<td>A. Relates well to the instructor</td>
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<td>B. Relates well to others</td>
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<td>C. Shows interest</td>
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<td><strong>II. ACADEMIC</strong></td>
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<tr>
<td>A. Understands lesson material</td>
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<td>B. Retains lesson material</td>
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<td>C. Has achieved competencies</td>
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<td><strong>III. EFFORT</strong></td>
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<td>A. Exerts adequate effort</td>
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<td>B. Completes assignments</td>
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<td><strong>IV. ATTENDANCE</strong></td>
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<tr>
<td>A. Attends class</td>
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<td>B. Arrives Punctually</td>
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COMMENTS: _____________________________________________________________

RECOMMENDATIONS: _____________________________________________________

__________________________  ____________________________
Instructor's Signature      Date
Valores del profesor

Nombre del profesor: ____________________________ No. de Sequencia: __________
Fecha: __________

Queremos saber su opinión acerca del profesor. Lea cada una de las siguientes características y marque con una cruz (x) la columna que corresponde a su opinión sincera.

1. Tiene conocimiento de la materia.
2. Demuestra entusiasmo.
3. Explica las lecciones claramente.
4. Usa buenos ejemplos.
5. Mantiene la clase interesante.
6. Demuestra respeto por las ideas y experiencias de los estudiantes.
7. Es justo al tratar con los estudiantes.
8. Está bien organizado.

Comentarios Adicionales

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

HELP 016
CURRICULUM MODEL B - LEVEL I
LESSON UNITS
General Objectives:
1. Oral English.
2. Pre-literacy in native language.
3. Reading English survival words.
4. Elementary life skills.

Unit 1
Books: ESL, Lesson 1
        Pre-Reading Learner, Worksheets, Activities 1, 2, 3

Objectives:
1. Respond to simple commands and questions.
2. Identify common classroom items.
3. Give an appropriate response when greeted and asked his name.


Unit 2
Books: ESL, Lesson 2
        Pre-Reading Learner, Activities 4, 5, 6

References: Map of Miami
            English for Adult Competencies, pp. 67-72

Objectives:
1. Ask and answer questions about addresses.
2. Identify the numbers from 0 to 12
3. Identify the hours and the half hours.

1. Ability to distinguish shapes that look like letters of the Latin alphabet.
1. Understand regional division of Miami.
2. Lifeskill about public transportation.
Unit 3

Books: ESL, Lesson 3
Pre-Reading Learner, Reading Lesson 1
Teacher's Guide-Reading, Lessons 1, 2

References: Your New Life in the United States, Section 3

Objectives:
1. Identify various occupations.
2. Ask and answer questions about a third person.
3. Be able to distinguish certain letters of the alphabet [A, a, N, m, S, s, D, d, F, f].
4. Be able to draw certain letters (same as above).
5. Life skills about job.

Unit 4

Books: ESL, Lesson 4
Pre-Reading Learner, Lesson 2, Review check 1-2
Teacher's Guide-Writing, Lessons 3, 4

References: Map of U. S, and Caribbean

Objectives:
1. Identify occupations.
2. Demonstrate understanding of singular and plural.
3. Give appropriate response upon:
   a. being asked his occupation,
   b. being asked the occupation of other persons,
   c. being asked where he is from.
4. Elicit the above information.
5. Use of the negative in answering questions.
7. Be able to draw letters [P, T, N, I, F].
Unit 5 - cont.

Objectives:
1. Identify the quarter hours and 3/4 hours.
2. Identify the days of the week.
1. Be able to distinguish letters [L, B, Z, I, C].
2. Be able to draw letters [L, B, Z, I, C].

Unit 6

Books: ESL, lesson 6
        Pre-Reading Learner, lesson 4, review check 3-4
        Teacher's Guide-Writing, lessons 7, 8

References: "Using Money Series", Book 2, Coins & Values
            Your New Life in the United States, section B

Objectives:
1. Identify coins and food items.
2. Distinguish between "this" and "that".
3. Give answer using "it".
4. Ask and give money value of coins.
5. Ask and give the price of lesson items.
1. Be able to distinguish letters [C, G, H, E].
2. Be able to draw letters [G, H, J, K].

Lifeskills: money, bank, taxes

Unit 7

Books: ESL, lesson 7
        Pre-Reading Learner, lesson 5
        Teacher's Guide-Writing, lessons 9, 10

References: English for Adult Competencies, pp. 25-48

Objectives:
1. Identify fruit and vegetables.
2. Differentiate between the article "a" and "an".
Unit 7 - cont.

Objectives:
3. Ask "who" and "yes-no" questions with "these" and "those".
4. Purchase produce items in a market.

1. Be able to distinguish letters [N, J, Y].
2. Be able to draw letters [V, N, J, K, W, U].

Lifeskill: food

Unit 8

Books: ESL, lesson 8
Pre-Reading Learner, lessons 6, 7.
Teacher's Guide-Writing, lessons 11, 12

Objectives:
1. Identify common location.
2. Distinguish between the expressions "here" and "there".
1. Be able to distinguish letters [Y, W, K, O, Y].
2. Be able to draw letters [Y, Q, U, O, X].

Unit 9

Books: ESL, lesson 9
Teacher's Guide-Writing, lesson 13, 14

Objectives:
1. Ask "Wh" questions and "yes-no" questions and give responses using locative phrases with "in", "on", and "under".
2. Write 26 letters of the alphabet in correct order.

Unit 10

Books: ESL, lesson 10
Spanish/Creole handouts covering: diphthongs

Objectives:
1. Identify family relationship within the immediate family.
Unit 10 - cont.

Objectives:

2. Recognize the numerals from 1 to 100.
3. Ask and answer "who" questions about family members.
4. Use expressions "at school", "at home" and "at work".

Learning Spanish/Creole diphthongs.

Unit 11

Books: ESL, lesson 11  
Spanish/Creole handouts: simple words.

References: Your New Life in the United States, section 7

Objectives:

1. Identify common ailments.
2. Identify parts of a telephone.
3. Use "what" and "yes-no" questions with the verb "have."
4. Use answers with do/does.
5. Conduct conversation about common ailments.
6. Read simple words in native language.

Unit 12

Books: ESL, lesson 12  
Spanish/Creole handouts: simple words

References: Your New Life in the United States, section 5  
English for Adult Competencies, pp. 83-102

Objectives:

1. Discuss dwelling places.
2. Discuss the number of children in a family.
3. Read simple words in native language.
4. Lifeskill: Housing
Unit 13

Books: ESL, lesson 13
Spanish/Creole handouts: simple words

Objectives:
1. Carry on a discussion with landlord regarding rental.
2. Discuss the number and types of rooms in apartment or house, as well as items of furniture.
3. Use the expressions "there is" and "there are".
4. Talk about the location of their home relative to other nearby locations.
5. Ask about rent on a house or apartment.
6. Write simple words in native language.

Unit 14

Books: ESL, lesson 14
Spanish/Creole handout: simple words

Objectives:
1. Use expressions for feelings of hunger and thirst.
2. Reproduce dialogue suitable for use in fast food restaurant.
3. Respond to questions about time.
4. Write simple words in native language.

Unit 15

Books: ESL, lesson 15

Objectives:
1. Carry on conversations about type of foods of different countries.
2. Use the third person singular in "what" and "yes-no" questions and answers with verbs other than "to be".
3. Use of the possessive.
4. Print and sign own name.
Unit 16
Books: ESL, lessons 16
Frank E. Richards-Book I, Chapter 1, 2
References: English for Adult Competencies, pp. 103-120
Objectives:
1. Identify some common articles of clothing.
2. Name the months of the year.
3. Discuss the seasons of the year.
4. Read survival words in English.

Unit 17
Books: ESL, lesson 17
Frank E. Richards, Book I, Chapter, 3, 4
Objectives:
1. Discuss activities in the present continuous.
2. Discuss occupations in the present continuous.
3. Shop for specific items.
4. Use the present progressive.
5. Read survival words in English.

Unit 18
Books: ESL, lesson 18
Frank E. Richards, Chapter 5, 6
Objectives:
1. Identify driving activities.
2. Identify some other activities.
3. Discuss activities that one is learning to perform.
4. Read survival words in English.
5. Lifeskill: traffic system.
Unit 19
Books: ESL, lesson 19
Frank E. Richards, Chapter 7, 8

Objectives:
1. Identify common stamps for regular and air mail to domestic and foreign destinations.
2. Conduct conversations typical of an exchange in the Post Office.
3. Talk about birthday and age.
4. Read survival words in English.

Unit 20
Books: ESL, lesson 20
Frank E. Richards, Chapter 9, 10

Objectives:
1. Discuss some early morning activities.
2. Use expressions related to weather.
3. Read survival words in English.
4. Lifeskill: Community Services in the U. S.
ESL EVALUATION
MODEL B LEVEL I
COMPONENT I

CODE:  T= TEACHER
        E.A= EXPECTED ANSWER?

1. T:  WHAT IS YOUR NAME?
        E.A:  My name is ______________________________

2. T:  WHAT IS YOUR LAST NAME?
        E.A:  My last name is __________________________

3. T:  WHAT IS YOUR FIRST NAME?
        E.A:  My first name is __________________________

4. T:  WHAT IS YOUR ADDRESS?
        E.A:  My address is _____________________________

5. T:  WHAT IS YOUR ZIP CODE?
        E.A:  My zip code is ____________________________

6. T:  WHAT IS YOUR TELEPHONE NUMBER?
        E.A:  a) My telephone number is ________________
             b) I don't have a telephone _________________

7. T:  WHAT IS YOUR SOCIAL SECURITY NUMBER?
        E.A:  My Social Security Number is ______________

8. T:  WHERE ARE YOU FROM?
        E.A:  I am from ________________________________
T: WHAT IS THAT
E:A: 1) IT IS A ................
2) IT'S A ................
17. T: PLEASE COUNT FROM 1 TO 12
   E.A: One, Two

18. T: WHAT ARE THE DAYS OF THE WEEK?
   E.A: Monday, Tuesday

T: WHAT TIME IS IT?
E.A: IT IS

19. [Image of a clock showing 2:00]

20. [Image of a clock showing 10:00]

21. [Image of a clock showing 5:00]

22. [Image of a clock showing 9:00]
23-25  T: WHAT IS HE/SHE?
   E.A: He is a .......... / She is a ...........
       or
       He's a .......... / She's a ............

26-29  T: WHAT ARE THEY?
   E.A: They are ............
       or
       They're .............
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**TOTAL: COMPREHENSION**

**CORRECT ANSWER**

10

127
EVALUATION REPORT ON MODEL B
Report on Model B

The Model B curriculum was designed to accommodate those participants of zero or low-literacy in their own language, as determined initially by their lack of ability to complete the intake forms without help.

Model B students in the Haitian component were divided into two groups. Those of zero literacy and those of low literacy, but at least three years of formal schooling.

The Model B curriculum originally established in Project HELP combined the teaching of oral conversational English with the introduction of elements of literacy in Haitian Kreyol and English in parallel. The English literacy component was based on Delta System's "Passage to ESL Literacy", and the Kreyol literacy component was left unspecified, individual teachers providing their own worksheets and methodology. This procedure has met with a good level of success for those students who entered with some, albeit low, literacy skills. The curriculum has given disappointing results in the classes of real illiterate students. In addition, the curriculum is based on covering the first twenty lessons of Delta's English for the 21st Century, whereas in reality, the "slowtrack" classes have seldom gone beyond the twelfth lesson in the first sixteen week period. The language content of the first 12 lessons is very limited, and certainly not a great achievement for students who have spent close to 150 hours in class.

Model B teachers are meeting this week to discuss methods, resources and procedures in an attempt to pull together a Model B curriculum that will be effective for the "slow-track" students.

NOTE: Refers to the Model B Program / Notre Dame Academy
11/09/81
CURRICULUM MODEL B - LEVEL I.

HOMESTEAD VERSION
The course begins with an intensive introduction to literacy following sections 1 and 2 of Passage to ESL Literacy, Delta Systems Inc. This departure from the original syllabus, in which literacy training ran concurrent with the oral English training, follows the obvious intent of the production staff of PESLL and the experience of at least one center using the Delta System materials with illiterate students. A memorandum circulated by CAL notes that the original Modulearn materials, on which the PESLL is based "were designed to be presented with Lessons 1-10 in English as a Second Language: A New Approach for the 21st Century. The material, however, is best used as a single integrated unit...."

Section 3 of the PESLL uses the vocabulary and structures of and is correlated to lessons 1-10 of the Delta Language text. For this reason, we pick up the two texts in combination at the beginning of the third week, thus providing further literacy training throughout the presentation of the heavily oral English Language Syllabus.

Key to Materials

PESSL = Passage to ESL Literacy, Delta Systems Inc., 1981
EAC I = English for Adult Competency Book 1, Prentice-Hall, 1981

Also: Street map of Miami and Dade County
Political map of U.S. and Caribbean region
Florida State Driver's Handbook

Supplementary pre-reading worksheets lifted from original Modulearn Literacy Program materials, 18 pages.

Center for Applied Linguistics, 1981
Your New Life in the United States
PROJECT H.E.L.P.

Curriculum

Model B, Level I

Component 1

Unit 1. Literacy
1) Write personal information. (You are asking
the student to copy without analyzing
essential information)           PESLL pp. 1-9

Life Skills
1) Recognize and copy basic signs.           FWP pp. 1-5

Unit 2 Literacy
1) Visual discrimination (Supplementary worksheets
are available where extra practice is needed) PESLL pp. 10-28

Life Skills
1) Recognize and copy basic signs.           FWP pp. 6-11

Unit 3 Literacy
1) Sound Symbol Association/Beginning Reading and
Writing/Recognizing and Writing the Alphabet   PESLL pp.31-76

Life Skills
1) Recognize and copy basic signs.           FWP pp. 12-29

Unit 4 Language
1) Respond to simple commands and questions.
2) Identify common classroom items.
3) Give an appropriate response when greeted and
asked his name.                           Delta, Less. 1

Literacy
1) Read and write words in lesson.           PESLL pp.79-84

Unit 5 Language
1) Ask and answer question about addresses.
2) Identify the numbers from 0 to 12.
3) Identify the hours and the half hours.     Delta, Less. 2
Unit 5 (cont.)

**Literacy**
1) Read and write words in lesson.  

**Life Skills**
1) Understand regional division of Miami.  
   Map of Miami & Dade
2) Use basic vocabulary of public transportation.  
   EACI pp.67-72

Component 2

Unit 6 **Language**
1) Identify various occupations.  
2) Ask and answer questions about a third person.  
   Delta, Less. 3

**Literacy**
1) Read and write words in lesson.

**Life Skills**
1) Expansion of occupation titles.  
   EACI pp.128-129

Unit 7 **Language**
1) Identify occupations.  
2) Demonstrate understanding of singular and plural.  
3) Give appropriate response upon:
   a. being asked his occupation,  
   b. being asked the occupation of other persons,  
   c. being asked where he is from.  
4) Elicit the above information.  
5) Use of the negative in answering questions.  
   Delta, Less. 4

**Literacy**
1) Read and write words and phrases used in lesson.  
   PESLL pp.109-120

**Life Skills**
1) Be familiar with geographical location of present and former home city within context of western hemisphere.  
   Map of U.S. & Caribbean
Unit 8  
**Language**
1) Identify the quarter hours and 3/4 hours.  
2) Identify the days of the week.  

**Literacy**
1) Read and write words and phrases used in lesson.  

**Unit 9**  
**Language**
1) Identify coins and food items.  
2) Distinguish between "this" and "that".  
3) Give answer using "it".  
4) Ask and give money value of coins.  
5) Ask and give the price of lesson items.  

**Literacy**
1) Read and write words and phrases used in lesson.  

**Life Skills**
1) Use basic vocabulary concerning money, banks, and taxes.  

(References: "Using Money Series", Book 2, Coins & Values and Your New Life in the United States, sec. 8)

**Unit 10**  
**Language**
1) Identify fruit and vegetables.  
2) Differentiate between the article "a" and "an".  
3) Ask "who" and "yes-no" questions with "these" and "those".  

**Literacy**
1) Read and write words and phrases used in lesson.  

**Life Skills**
1) Purchase produce items in a market.  
2) Use basic vocabulary relating to foods.
Unit 11  Language

1) Identify common locations.
2) Distinguish between the expressions "here" and "there".

Literacy

1) Read and write words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs.

Component 3

Unit 12  Language

1) Ask "Wh" questions and "yes-no" questions and give response using locative phrases with "in", "on", and "under".

Literacy

1) Read and write words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs.

Unit 13  Language

1) Identify family relationship within the immediate family.
2) Recognize the numerals from 1 to 100.
3) Ask and answer "who" questions about family members.
4) Use expressions "at school", "at home" and "at work".

Literacy

1) Read and write words and phrases used in lesson.

Life Skills

1) Discuss family members
Unit 14 Language
1) Identify common ailments.
2) Identify parts of a telephone.
3) Use "what" and "yes-no" questions with the verb "have".
4) Use answers with do/does.
5) Conduct conversation about common ailments.

Unit 14 Literacy
1) Read and write simple words and phrases used in lesson.

Unit 14 Life Skills
1) Discuss elements of medical care. EAC I, Chapter 3
   (Reference: Your New Life in the United States, sec. 7)

Unit 15 Language
1) Use Auxiliary "do" with the present tense.
2) Use the modal "may".
3) Discuss the number of children in a family.

Unit 15 Literacy
1) Read and write simple words and phrases used in lesson.

Unit 15 Life Skills
1) Discuss dwelling places EAC I pp. 83-102
   (Reference: Your New Life in the United States, sec. 5)

Unit 16 Language and Life Skills
1) Carry on a discussion with landlord regarding rental.
2) Discuss the number and types of rooms in apartment or house, as well as items of furniture.
3) Use the expressions "there is" and "there are".
4) Talk about the location of their home relative to other nearby locations.
5) Ask about rent on a house or apartment. Delta, Less. 13
   EAC I pp. 89-91
Unit 16 (cont.)

Literacy

1) Read and write simple words and phrases used in lesson.

Unit 17 Language

1) Use expressions for feelings of hunger and thirst.
2) Reproduce dialogue suitable for use in fast food restaurant.
3) Respond to questions about time. 
   Delta, Less. 14
   EAC I pp. 9-10

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs. 
   FWP pp. 42-47

Component 4

Unit 18 Language

1) Carry on conversations about types of foods of different countries.
2) Use the third person singular in "what" and "yes-no" questions and answers with verbs other than "to be".
3) Use the possessive 
   Delta, Less. 15
   EAC I pp. 30-32

Literacy

1) Read and write simple words and phrases used in lesson.

Life Skills

1) Recognize and copy basic signs. 
   FWP pp. 48-53

Unit 19 Language

1) Identify some common articles of clothing.
2) Name the months of the year.
3) Discuss the seasons of the year. 
   Delta, Less. 16
   EAC I pp. 109-113
Unit 19 (cont.)

**Literacy**
1) Read and write simple words and phrases used in lesson.

**Life Skills**
1) Recognize and copy basic signs.  
   FWP pp. 54-59

Unit 20 **Language**
1) Discuss activities in the present continuous.
2) Discuss occupations in the present continuous.
3) Shop for specific items.
4) Use the present progressive.  
   Delta, Less. 17

**Literacy**
1) Read and write simple words and phrases used in lesson.

**Life Skills**
1) Recognize and copy basic signs  
   FWP pp. 60-65

Unit 21 **Language**
1) Identify driving activities.
2) Identify some other activities.
3) Discuss activities that one is learning to perform.  
   Delta, Less. 18

**Literacy**
1) . Read and write simple words and phrases used in lesson.

**Life Skills**
1) Identify traffic signs.  
   Fla. State Driver's Handbook

Unit 22 **Language**
1) Identify common stamps for regular and airmail to domestic and foreign destinations.
2) Conduct conversations typical of an exchange in the Post Office.
3) Talk about birthday and age.  
   Delta, Less. 19
   
   EAC I pp. 148-149
Unit 22 (cont.)

**Literacy**

1) Read and write simple words and phrases used in lesson.

**Life Skills**

1) Identify and copy basic signs.  FWP pp. 66-72

Unit 23  **Language**

1) Discuss some early morning activities.
2) Use expressions related to weather.  Delta, Less. 20

**Literacy**

1) Read and write simple words and phrases used in lesson.

**Life Skills**

1) Test all functional words and phrases.  FWP pp. 73-76
2) Fill out simple ID form.  EAC I p. 8
LIFE SKILLS COMPONENT
**MonFL A**  
**Consumer Ec.**  
**LEVEL I**

**Coins & Values**

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"Using Money Series" Book 2 & 3

**EAC I = English for Adult Competency Book I**  
Prentice-Hall

**TMS = The Money Series**  
Hopewell Books

"Finding a Place to Live"

"How to Buy Food"

"Learning Math Skills" or  
"Meeting Basic Competencies in Math"

---

6/2/81  
JP
Payslip
Deductions

W-4 & Income Tax Exemptions
Understand Taxes
1040-A & W-2

Saving Plans

Understand Checking a/c & Statement

Loan Sources & Interest Rates

P.F. 8-12

P.F. 23-25

P.F. 25-27

P.F. 123-130

P.F. 115-112

P.F. 115-122

P.F. 77-86

P.F. 87-101

Price Comparison

P.F. 68-76

THE "How to Borrow Money"
THE "How to Budget Money"

THE "How to Buy Clothes"
THE "How to Buy Food"

"Buying Furniture for Your Home"

Survival at the Supermarket

P.F. = Personal Finances

P. F. = Personal Finances

State of Florida

Hoppershill Books

115

Survival at the Supermarket

ERIC/Changing Times
Work Benefits

Health Insurance
Life Insurance
Pension
Credit Union

Sick Leave
Personal Days
Workman's Compensation
etc.

Loan Sources

"Buying on Credit"

Insurance:
Auto
Renter's
Health/Life

Consumer Advice:
Legal aid
Truth in Lending
Warranties
Door-to-Door Salesman

Tel-Consumer

TWS = The Work Series
HOPewell Books

TMS = The Money Series

PF = Personal Finances
State of Florida

Buying on Credit
ERIC/Changing Times

Tel-Consumer Leaflets of Phone numbers
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MODEL B
Consumer Ec. Level 2

Coins & Values
Addition - Subtraction

"Using Money Series" Book 3

Comparing Prices
TMS "How to Buy Food"
"How to Buy Clothes"
"Buying Furniture for Your Home"

Math
Meeting Basic Competencies in Math

Bank Checking s/c
EAC 139-145

6/2/81
Jp

145
MODEL 3
Consumer Ed. Level 3

Plan Family or Personal Budget

Loan Sources

Buying on Credit

How to Budget Money

How to Borrow Money

Banking

PP 77-86

TMS

TMS

TMS

6/2/81

146
Level 1 - Competency
Employability Skills

English for Adult Competency

1. Identify abilities, interests, values, personal characteristics and experiences that are occupationally relevant in choosing a career. - pages 128-129

3. Explore occupational fields and jobs commensurate with the student's skills or in conflict with his/her values. - pages 128-129

4. Determine types of training and skills necessary to achieve occupational goals. - page 126

8. Understand and fill in correctly various types of application forms. - pages 135-136

9. Investigate sources of available job information. - pages 123-125

10. Prepare for and demonstrate successful techniques for job interviews. - page 127 - pages 130-133
GROUP COUNSELING SESSIONS
COUNSELING SESSION # 1: INTRODUCTION

1. Define the word "counselor". Explain the role of a counselor in the Project including the services to be provided.

2. Explain the general purpose of "group counseling" including a description of topics to be covered.

3. Play the "Name Game".

4. Talk about bus routes leading to the center.

5. Discuss sources available in finding jobs in Dade County.

6. Inform the students that the classified ads will be discussed during the next session.

7. Check that everyone has a Social Security card. Assist those who do not have it in completing an application.
COUNSELING SESSION # 2: LEARNING TO USE THE CLASSIFIED ADS.

1. Introduce any new students.

2. Summarize information given last session.

3. Discuss using the classified ads for job hunting.

4. Use the Miami Herald Classified Ads and explain the different sections.

5. Discuss minimum wage and overtime.

6. Hand out classified ads for them to take home.

7. Inform them that during next week session they will look in the classified ads for two jobs they may be interested in.
COUNSELING SESSION # 3: FINDING JOBS IN THE CLASSIFIED ADS SECTION OF THE PAPER.

1. Summarize previous session.

2. Hand out classifieds.
   Divide students in groups of 4 and have them find two jobs which they are interested in.
   Allow 23 minutes for this process.
   (Counselor must circulate among groups to answer any questions.)

3. Discuss how to make phone calls for interviews.

4. Discuss what needs to be included in a letter when answering a want ad.

5. Inform the students that during the next session they will have the opportunity to practice writing letters and making phone calls.

6. Classified ads selected by the individual students during this session should be saved. Write student's name on it.
COUNSELING SESSION # 4: ANSWERING WANT ADS.

1. Summarize previous session.

2. Give back to each student the classified ads he selected during the last session.

3. Role play with the students in making telephone calls in English.

4. Have the students write letters responding to the ads.

5. Collect the letters.

6. Inform the students that during the next session the letters will be returned with corrections and the discussion will focus on filling out job applications.
COUNSELING SESSION # 5: FILLING OUT A JOB APPLICATION

1. Summarize previous session.

2. Return corrected letters and discuss them briefly.

3. Discuss the purpose of a job application and give the students tips on how to fill them out.

4. Distribute job applications and have the students fill them out.

5. Inform the students that the group will practice interviews during the next session.
COUNSELING SESSION # 6: GOING ON A JOB INTERVIEW

1. Summarize previous session

2. Discuss interviewing tips and questions.

3. Role play a job interview in English.

4. Discuss following up after the interview.

5. Inform the students that during the next session the discussion will focus on what the employers expect of the applicants and the different things they have to consider when choosing a job.
COUNSELING SESSION # 7: KEEPING THE JOB

1. Review the topics discussed during previous sessions:
   - Finding a job in the classifieds.
   - Answering want ads.
   - Filling out the job application.
   - The interview process and follow up.

2. Discuss what the employers expect of the employees.

3. Discuss employee benefits.

4. Explain payroll deductions.

5. Discuss all the important and general things an employee must observe to keep the job. (Timeliness, responsibility, attitude, absenteeism, etc.)

6. Inform the students that now they have learned how to find an immediate job and that the next sessions will focus on how to make career choices.
PROJECT H.E.L.P.

COUNSELING SESSION # 8: SKILLS, INTERESTS AND ABILITIES

1. Explain the difference between skills, interests and abilities.

2. Explain the difference between a job and a career.

3. Discuss the different methods to determine an individual's skills, interests and abilities.

4. Do the exercises on interests, abilities and values.

5. Inform the students that an interest inventory will be given during the next session.
COUNSELING SESSION # 9: COATS

1. Discuss the purpose of giving the COATS.

2. Administer the COATS.

3. Inform the students that the test results will be interpreted during the next session.
COUNSELING SESSION # 10: INTERPRETATION OF COATS RESULTS

1. Discuss the different occupations in the COATS.

2. Identify for the students what jobs are in demand in Dade County and in the State of Florida in general.

3. Interpret test results for each individual student.

4. Inform the students that during the next session the discussion will focus on vocational training programs available to them in Dade County.
COUNSELING SESSION #11: VOCATIONAL/OCCUPATIONAL PROGRAMS IN DADE COUNTY

1. Explain the Educational System in the United States.

2. Discuss the different things to consider when selecting a training program.

3. Distribute brochures and discuss the different training programs in Dade County, specifically those programs offered by Miami-Dade Community College and the Board of Public Instruction.

4. Inform the students that during the next sessions the discussion will focus on consumerism.
COUNSELING SESSION # 12: COMPARATIVE SHOPPING

1. Discuss the importance of "shopping for the best prices". Make the students aware of the fact that different stores have different prices for the same merchandise.

2. Discuss sale ads in the newspapers.

3. Explain food coupons in the newspapers and other publications.

4. Discuss returning merchandise.

5. Discuss reading labels.

6. Inform the students that during the next session the discussion will focus on managing money.
CONSEILING SESSION # 13: MONEY MANAGEMENT

1. Discuss the benefits of having a budget.

2. Explain the advantages and disadvantages of buying on credit.

3. Discuss the advantages and disadvantages of securing a loan.

4. Inform the students that during the next session the discussion will focus on insurance and housing.
COUNSELING SESSION # 14: HOUSING AND INSURANCE

1. Discuss the different types of insurance.

2. Discuss rent ads in the newspapers. What to look for?

3. Discuss now and used car sales ads in the newspapers. What to look for?

4. Briefly talk about the process of buying a house: Downpayment and mortgage.

5. Inform the students that during the next session the discussion will focus on income tax.
COUNSELING SESSION # 15: INCOME TAX

1. Discuss payroll deductions.

2. Preparing an income tax return form.

3. Inform the students that during the next session, the last one, the discussion will focus around their future plans.
COUNSELING SESSION # 16: FUTURE PLANS

1. Discuss what each individual student plans to do at the conclusion of the course or program.

2. Register those students that wish to continue to another level of instruction.

3. Verify if the students' records on file are correct.

4. Provide assistance to those who wish to pursue other programs or employment.
OTHER TOPICS TO BE CONSIDERED FOR DISCUSSION IN COUNSELING SESSIONS:

1. SERVICE AGENCIES IN DADE COUNTY.

2. STUDYING ABOUT THE UNITED STATES:
   a. United States history (general)
   b. Map of the United States
   c. Government branches
   d. Political parties

3. LIFE IN THE UNITED STATES:
   a. Holidays and their significance
   b. Entertainment and leisure time
   c. Family life in the United States
   d. Parent-child relationship
TO THE COUNSELOR: Check "P" if present or "A" if absent in the column next to the student's name.

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<tr>
<th>STUDENTS' NAMES</th>
<th>COMMENTS</th>
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FORM: HELP 011
LANGUAGE LAB MATERIALS

I. MODULEARN TAPES
   A. Reinforcement of structural concepts introduced in class.
   B. Pronunciation drills.
   C. Listening comprehension requiring individual response.
   D. Directed activities related to practical situations.
   E. Related worksheets for reading and writing reinforcement.

II. PROJECT H.E.L.P. TAPES FOR LESSONS 1-20
   A. Emphasis on changing language patterns from native language to English.
   B. Vocabulary and situations applicable to local community.
   C. Simplified directions

III. LISTENING COMPREHENSION EXERCISES
   A. Taped by various native speakers.
   B. Provide the opportunity to hear a variety of accents with a controlled vocabulary and limited structural concepts.
   C. Followed by questions for individual and/or group response

IV. PRONUNCIATION EXERCISES
   A. Specific lessons are chosen as need indicates.
   B. Emphasis is placed on recognized problem areas of going from native language to English, i.e. consonants, specified vowel sounds, regular past tense, and reductions.
V. LANGUAGE COMPARATORS

A. Available for individual use with any of the above material.
B. Recommended for use by students with specific pronunciation or intonation difficulties.
AUDIO-VISUAL AIDS

Instructors are encouraged to use audio-visual aids in their classes. The attached is a list of video-cassettes, films and cassettes that are available in the Miami-Dade Community College Campus libraries that have been identified as useful in the instructional and acculturational process.
VIDEO CASSETTES

VC1906  Adaptation
VC999  American Labor & Technology
VC1789  American Business
VC1007  Beginning Language
VC1966-1974  Career Explorations
VC1233  Career Planning
VC1262  Conflict in American Values:
VC70  Life Styles vs. Standard of Living
VC912  Cultural Change
VC1013  Democracy, Leadership Commitment
VC1010  Developing Language Skills
VC1360  Future Shock
VC1144-53  Grammar (Eng.)
VC1857  Health Care Consumer Survival
VC1856  Health Care System, What's the Score
VC891  Job Interview, the
VC738  Letter of Application, the
VC2104  Life under Pressure
VC1781  Mi Abuelo Driving School
VC1438  Motivation
VC738  Motivation in Perspective
VC1011  Nutrition
VC1845  Nutrition Gap
VC1131  Orientation and Test Taking
VC1222  Origin of American Values:
VC891  Puritan Ethics to Jesus
VC777  Peter Principle, the
VC806  Ready or Not Housing & Living Arrangement
VC1079  Test Taking Skills: Effective Study Techniques I
VC1080  Test Taking Skills: Effective Study Techniques II
### FILMS

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<td>Job Evaluation</td>
<td>North/b</td>
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<td>North/c</td>
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<td>FD695</td>
<td>Assertive Training for Women Pt. II</td>
<td>NWC/c</td>
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<td>Citizen Responsibility for Good Government</td>
<td>North/c</td>
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<td>FA 218</td>
<td>How Not to Get a Job</td>
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<tr>
<td>FD502</td>
<td>How Important is Money</td>
<td>South/b</td>
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<td>FC78</td>
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<td>Prejudice: Perceiving &amp; Believing</td>
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<td>FC117</td>
<td>Social Class in America</td>
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<td>Using Your Voice (Speech)</td>
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<td>Why Study Foreign Languages</td>
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<td>FC765</td>
<td>World of Work</td>
<td>North</td>
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<td>FDB62</td>
<td>When I Say No, I Feel Guilty</td>
<td>NWC</td>
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CASSETTE

CT02193  Language & Life in the U.S.A. (SSS 105) Vocab. & Pronunciation
PI00079  English Pronunciation (Programmed Instruction)
CT02510  Commonly Used Irreg. Verbs
CT01656  American English Set 1 Tape 1 to 22
          Set 2 Tape 23 to 45
          Set 3 Tape 46 to 60
          Set 4 Tape 61 to 80
CT01736  English Prgn. Intro to Less. 34
          to
CT01655  to
CT02511  Voc. List - "A Dollar" - Text--Learning American English
CTD2471  Speech (Intermediate) For Foreign Students
CT02508  to
TEXBOOKS
CONSIDERATIONS IN TEXTBOOK SELECTION

I. Speak English

Advantages:
A. A marked emphasis on 'life skills'. Vocabulary and situations retake directly to the students lives thus reinforcing the acculturation process.
B. Designed with the adult student in mind.

Disadvantages:
A. The language content has been reduced to the extent that a systematic approach has been discarded in favor of a rapid introduction of multiple new structures within a single lesson.
B. The format would necessitate substantial interpretation on behalf of the instructor as instructions are relatively complex and notes to the teacher are included at the bottom of the page.
C. Tapes do not seem to be available.

II. Bridges to English

Advantages:
A. New structural forms are introduced gradually, building upon previously acquired skills.
B. "Conversations" present vocabulary and expressions used in real-life situations.
C. Writing and reading competencies are also met.
D. Realistic illustrations and photos promote further discussion.

Disadvantages: (N. B. - Book I is the only one in the series available at time of writing.)
A. Situations are often not specific enough.
B. Production schedule will not fit our needs.
C. Irregularities of language are not taught.
Considerations in Textbook Selection
Page 2

III. Lado Series

Advantages:
A. Systematic approach to language instruction.
B. Tape series included.

Disadvantages:
A. Stilted vocabulary.
B. Intonation marking is confusing.

IV. New Horizons in English

Advantages:
A. Systematic approach to teaching of structure.
B. Easy text to teach from.
C. Numerous illustrations.

Disadvantages:
A. Limited U. S. acculturation value.
B. Stilted conversation.
C. Oriented to teenagers.

V. English for Adult Competency, Book 1

Consensus: Excellent reference to be used and duplicated by teachers.

Questions: Duplication rights?

Have not been able to locate Book II.

Questions: Is tape series vital when choosing a text?

Will language lab be set up to take advantage of lesson tapes?

Can we make our own tapes for the lab?
VI. Modulearn - Delta

**Advantages:**

A. Spiral approach - skills and patterns are taught by several methods and in different lessons.

B. Real-life situations and language.

C. Adult oriented.

D. Includes reading and writing competencies.

E. Literacy program included.

F. Deals with employability and consumer economics.

**Disadvantages:**

A. Pace might be too slow.

B. Need for enrichment materials.
<table>
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<th>Modulearn</th>
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Revised 6/15
ONE BOOK PER STUDENT:

Modulearn Literacy Program

Learner's Workbook
(Model B Level I)

Modulearn "English for the 21st Century"

Lessons 1-20
(Model A & B, Level I)

Modulearn "English for the 21st Century"

Lessons 21-40
(Model A, Level I & Mode. B, Level 2)
& Mode. 3, Level 3

Modulearn "English for the 21st Century"

Lessons 41-70
(Model A, Level 2)

Our American Way of Life
(Both Models, all Levels)

Your Government and You
(Model A & B, Level 3)

Choosing an Occupation
(Model A & B, Level 3)

Applying for a Job
(Model A & B, Level 3)

The Occupations Finder and
The Self-Directed Search

Modulearn Inc.
P.O. Box 667-A
San Juan Capistrano, CA 92693

Delta Systems Inc.
215 N. Arlington Heights Rd.
Arlington Heights, IL 60004
(800) 323-8270

(I.N.S.) Government Publ. Office

Frank E Richards Publ. Co.

Employability Skills Series
FL. Dept. of Education

Employability Skills Series
FL. Dept. of Education

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306
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<td>Survival at the Supermarket</td>
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<td>(Level 2 only)</td>
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<td>(Level I, both Models)</td>
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1 PER TEACHER:

**Modulearn Literacy Program Teacher's Kit**
$29.95/kit

**Modulearn Teacher's Guide**
Lessons 1-40

**Modulearn Teacher's Guide**
Lessons 41-70

**Modulearn Teacher's Guide**
Lessons 71-100

**Modulearn Visuals (set)**

**The Conversation Books I-II**

**Our Constitution & Government**

**Using Money Series Book 2**

**Using Money Series Book 3**

**Learning Math Skills**

**Meeting Basic Competencies in Mathematics**

**Speaking of Pictures Books I, 2 & 3**
*(Teacher's Edition)*

**Communication Skill Book - Books 1, 2 & 3**

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Modulearn Inc.
P.O. Box 667-A
San Juan Capistrano, CA 92693

Delta Systems Inc.
215 Arlington Heights Rd.
Arlington Heights, IL 60004

(as above)

Prentice-Hall

Government Publ. Office (INS)

Frank E. Richards Publ. Co.

Frank E. Richards Publ. Co.

Frank E. Richards Publ. Co.

Frank E. Richards Publ. Co.

Steck-Vaughn Co.
P.O. Box 2028
Austin, Texas 78768
(800) 531-5015

Institute of Modern Languages Inc.
1 PER TEACHER - Page 2

Side by Side: English Grammar Through Guided Conversations Books 1 & 2
Prentice-Hall

How Do I Fill Out a Form?
Ideal School Supply Co.
O'Fallon, IL 60453

React/Interact
Regents Publ. Co.
2 Park Ave.
New York, NY 10016

Wheels and Deals
Changing Times Educational Serv.
EMC Corp.
St. Paul, MN

Occupational Outlook Handbook
U.S. Dept. of Labor Statistics
Bulletin 2075 $8.00
Superintendent of Documents
U.S. Dept. of Labor
1371 Peachtree Street, N.E.
Atlanta, GA 30367

Dictionary of Occupational Titles
U.S. Dept. of Labor Statistics
(as above)

Words, Words, Words, - Book I
Regents Publishing Co.
2 Park Ave.
New York, NY 10016
1 Per Center:

Speak English (full set) Institute of Modern Languages, Inc.

Preparing for the Job Interview Frank E. Richards Publishing Co.

Getting Around Cities and Towns Janus Book Publishers
25825 Mission Blvd.
Hayward, CA 94544

Practical English - Books 1, 2, 3 Harcourt, Brace & Jovanich

Writing Practical English - Books 1, 2, 3 (as above)

Leases & Landlords Changing Times Educational Serv.
EMC Corp.
St. Paul, MN.

More Food for Our Money Changing Times Educational Serv.
EMC Corp.
St. Paul, MN.

Get Hire Don't Get Fired Janus Book Publishers
25825 Mission Blvd.
Hayward, CA 94544

ESL Operations Newbury House
Rowley, Mass. 01969

English for Today - Books 1-5
Readings in Contemporary Culture
English Reader McGraw-Hill (Webster Division)
P.O. Box 5968
Lighthouse Point, FL 33064
(305) 941-0154

Puzzle it Out, Books 1 through 5
Ronald Ridout Delta Systems

Picture It: Sequences for Conversation Regents Publishing Co.

English as a Second Language: From Theory to Practice, Finocchiaro

The Foreign Language Learner: A Guide for Teachers, Finocchiaro & Bonomo
STUDENT WORKBOOK SIGNATURE SHEET

Instructor ___________________ Location ___________________ Class Beginning Date ____________

*INSTRUCTIONS: Please have students sign and write the date on the space provided once he/she receives the book/s.

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TEXTBOOK REVIEW MEETINGS
AND RECOMMENDATIONS
ACTIVITIES

May 11 - June 5, 1981

During above period, the instructor/counselor group, organized into various committees, completed the following tasks:

I. Reviewed for suitability of use by the project ESOL and life-employability skills materials from the following publishing companies:

1. Steck-Vaughn Company - Austin, Texas.
3. Institute of Modern Languages, Inc. - Silver Spring, MD. (2 sessions with company representative)
4. EMC Corporation - St. Paul, Minn.
7. Frank Richards Publishing Company - Phoenix, N. Y.
8. Hopewell Books, Inc. - Sewickley, Penn. (Session with company representative)
10. Reston Publishing Company - Reston, VA.
11. Ideal School Supply Company - Oak Lawn, Ill.
14. State of Florida (Dept. of Education) - Tallahassee, FL.
17. Regents Publishing Company - New York, N. Y. (Session with company representative)
II. After review of above, selected and ordered those teaching materials which fulfilled proposal competencies at various levels. (Materials included student materials, teachers' resource materials, and center resource materials.)

III. Developed and designed additional materials to be used in instructional program (i.e. Posters, signs, maps, etc.)

IV. Planned language labs for each center. Ordered hardware and software for use in lab.

V. Designed testing instruments plus examiner instructions to be used for language level placement of literate and non-literate during In-Take Sessions.

VI. Developed weekly lesson plans for all class levels. [Classes to be taught in 16-week cycles, with teacher changes at end of each cycle.]

VII. Delineated responsibilities for instructors, counselors, instructional assistants, and other staff members in the Training Program.
VIII. Began development of staff training manual for future staff members. Manual to contain:

1. General statement of philosophy, goals, and objectives of the Project.
2. Delineation of responsibilities as pertains to the administration, instructional, and counseling staff members.
3. Definition of all competencies to be met in the instructional program.
4. Weekly lesson plans.
5. Equipment and materials available.

IX. Planned monitoring and evaluation procedures to be followed during course of project.

X. Developed reinforcement materials. Specifically, designed special certificate of completion to be issued to students at end of training cycle.
MEMORANDUM

TO: Norman J. Brammer, Associate Director
    Project HELP, South Campus

FROM: Geoff Gathercole, Instructor
      Project HELP, South Campus

SUBJECT: WORD GUIDE (Books 1 and 2)
          GRAMMAR GUIDE (Vol. 1, 2, and 3)
          APRENDER INGLES
          IRREGULAR VERB GUIDE
          BY MYRDICH JOHN BALIAN

DATE: July 14, 1981

The series of books by Balian do not seem to be suitable for use in our program. Certainly as principal texts they are deficient. The author states in the introduction to the grammar guide that it is "designed to reinforce classroom study". Unfortunately the series does not include basic texts for classroom teaching.

On the other hand, the series does not seem usable as a supplement to the materials we have chosen or materials that we might subsequently choose as basic texts. The guiding principle of our selection of text has been practical conversational English with an emphasis on incorporating everyday situations.

These texts are heavily oriented toward grammar manipulation and are not graded spirally in the way grammatical topics need to be introduced to our population. The grammatical topics are organized as discrete units without clear progression. Use of grammatical items and their meanings are not clarified by the examples used. No context is created for the exercises. It is not all clear how these texts can help any language learner. Certainly I can not see how they are relevant to the needs of our population.
July 14, 1981

MEMORANDUM

TO: Norman J. Brammer, Associate Director
   Project HELP, South Campus

FROM: Geoff Gathercole, Instructor
      Project HELP, South Campus

SUBJECT: STECK-VAUGH PUBLICATIONS

We reviewed an extensive collection of Steck-Vaugh materials. *Speaking of Pictures* - Books 1, 2, and 3 and *Speaking of Pictures*, Teachers Edition - Books 1, 2, and 3 have been requested on a per teacher basis.

*English, Your Second Language* seemed to be considerably too reading, writing, grammar based to fit in well with our program. It seems to lend itself to an overly book-oriented, page turning methodology.

The other offerings of Steck-Vaugh are all similar to but not better than the various Frank E. Richards books we have requested.
MEMORANDUM

July 14, 1981

TO: Norman J. Bremmer, Associate Director
    Project HELP, South Campus
FROM: Geoff Cathercole, Instructor
      Project HELP, South Campus
SUBJECT: REVIEW OF ENGLISH THAT WORKS

We reviewed English that Works; Scott Foresman Publication. It looks very usable for our purposes. Maybe less than perfect in the amount of oral drill type work likely to be inspired by it.

Most worrisome to us, way back in May and early June was the fact that only the first book is available. I would like to see books 2 and 3 when they do come out to reconsider the whole series. By that time we will know how the Modulearn etc. are working out.

JP
MEMORANDUM

TO: Norman J. Brammer, Associate Director
   Project HELP, South Campus

FROM: Geoffrey Gathercole, Instructor
   Project HELP, South Campus

SUBJECT: MILK & HONEY BY: HARCOURT-BRACE JOVANOVICH

DATE: July 15, 1981

1. Assumes a higher intelligence/awareness of world than English for 21st Century.
   e.g.- geography
   world figures
   history

2. Has international-cultural flavor-
   e.g.- in names of people etc. Modulearn is neutral

3. Complex structures are thrown in quite early obeying functional orientation.
   e.g.- page 36 "They look like fine boys"

4. Is functional & everyday, but seems to relate to a higher educational & intellectual level of concern than our population. The social context does not seem quite right.

5. Also it seems that a lot of concern about detailed conversational niceties obscures the basic structural elements the student needs to master to communicate.
   e.g.- dialogue on page 68 and concern with register page 83 for beginning students it is more practical to choose one all-purpose way of saying something.

6. Very text oriented as compared to Modulearn. It would be difficult to work through this without heavy dependence on the text, and there are few pointers on how to incorporate substantial oral pattern work. On the other hand, there is substantial small group controlled conversation work.

Summary:
I like it but do not recommend it for Project HELP.

Workbook:
Some pages of the workbook are possible as supplementary work-sheets for our purpose, but probably not a significant addition to what we have already.
SECTION V

TEACHING TECHNIQUES AND MATERIALS
PROJECT HELP
TEACHING TECHNIQUES

I. Project HELP is charged with teaching conversational English and employment oriented life skills to Cuban and Haitian entrants. Towards this goal, we have established a curriculum combining practical oral English instruction with an introduction to various aspects of acculturation, consumer economics and employability.

The techniques of instruction follow from the need to orient the classes to situationally appropriate but structurally sequenced lessons. The core of the program is Delta's *A New Approach for the 21st Century*, a text prepared specifically for refugee populations such as ours. This text lends itself well to the modified audio-lingual procedure--visual presentation of vocabulary and structural material (using prepared visuals and overhead projector transparencies), class and individual student drill practice, extended practice in meaningful and communicative contexts. Our aim is not necessarily for rote memorization of the material but, rather, for a systematic development of the language skills that have immediate application to the student's everyday life.

Vocabulary and language learned within the lessons are exploited in further extended activities, revolving around role playing, directed conversation, and language lab work.
Material learned aurally and orally is subsequently reinforced through reading and writing practice. To this end, we have put together a variety of materials outside of the Delta worksheets to serve as the bridge between the essentially language-pattern oriented text and the everyday life skills needs of the students.

In addition, a number of other reinforcement activities have been incorporated into the program. These include games of various kinds, guided and free conversation, directed practical activities, and the use of Xerox publications' Weekly Reader.

All these activities come together to provide an enriched program of language-based but acculturation-oriented learning. A more detailed summary of activities follows in Section II.

II. A. Core Language Presentation
   1. Overhead-projector transparencies
   2. Visuals
   3. Language Lab (See Appendix III)
B. Language Extension
   1. Picture files for vocabulary
   2. Role playing a variety of real life situations correlated with the dialogues presented and extended to other situations.
   3. Language Lab (See Appendix III)
   4. Listening comprehension activities
      a) number discrimination
      b) minimal pairs
      c) cue cards
d) sequencing events

e) picture sets

C. Life Skills Resources

1. driver's license manual
   Social Security application
   health form
   immunization record
   income tax forms
   insurance forms
   job applications
   school registration
   rental leases
   credit applications
   car registration
   accident reports
   traffic citations

   menus
   newspaper ads
   classified ads
   catalogues
   loan applications
   change of address cards
   utility bills
   interview questions
   resume forms
   bank checks
   W-4 forms
   medicine labels

2. Telephone white and yellow pages
   information
   area codes
   emergency numbers
   long distance calls
   finding possible repairmen
   locating store to buy Cuban food
   hospitals and physicians
   local restaurants for ethnic foods

3. Tel-consumer
D. Enrichment

1. Games catalogue (See Appendix III)

2. File of conversational topics including newspaper articles, magazine articles, situation outlines, and list of resource materials. (See Appendix III)

3. **Weekly Reader** used each week for current events linking language level of the class with community events.

4. Series of directed activities:
   - Making milkshakes
   - Drawing pictures
   - Making craft projects
   - Locating routes to a specific place on a city map
   - Using bus schedules and routes

5. Acculturation topics (See Appendix III)
SECTION VI

VOLUNTEER COMPONENT
VOLUNTEER COMPONENT

The name Project H.E.L.P. suggests its own objective: HELP. There are many ways in which volunteers can help and that is precisely why a volunteer component has been created within Project H.E.L.P. at Miami-Dade Community College. By coordinating the assistance of community volunteers, help can be provided to enhance the English as a Second Language program.

The objective of the volunteer component is not only to assist the staff in the delivery of services but to foster concrete interactions with individuals from the community so that the refugee students can learn and experience the foundations of an integrated community life.

The volunteer coordinator for Project H.E.L.P. has begun fundamental organization on the three M-DCC campuses. The main approach thus far has been to incorporate the credit student body into the ESL assistance program. College students scheduled to receive class related credits for their service in the program not only enhance their own curriculum and awareness of community social service, but enhance the quality of the educational and support services provided by Project H.E.L.P.

Volunteers are recruited on the basis of the following job descriptions: language laboratory assistants, counselor aides, instructional aides, child care assistants (babysitting) and transportation aides. These positions are flexible according to the volunteer's skills and talents and the program's and students' needs.
At the South Campus, the volunteer component for the Project has been initiated through the Cooperative Education Program (CO-OP) and Operation Student Concern (OSC), a volunteer recruitment, screening and placement program within the South Campus. Also, several college departments including the Social Service Department, the Department of Education and the English Department will be participating to the fullest extent during the 1981 Winter and Spring/Summer semesters. The South Campus is currently using two volunteers as teacher's aides in its Olympia Heights Center. Two other volunteers from the community have been referred to the Associate Project Director for placement at the Homestead Learning Center.

The New World Center Campus, Miami-Dade's Downtown Campus, is beginning its involvement in volunteerism in Project H.E.L.P. The volunteer coordinator has met with the Student Activities Director and Student Congress. Articles have appeared in two campus publications, the Committee of 100 INTERCOM and the Center for the Continuing Education of Women's (CCEW's) newsletter. The response from students and faculty has been very positive.

Several volunteers have been referred to the North Campus to provide instructional and day care services. Currently there are two volunteers from the community assisting in the Haitian center at the Notre Dame Academy. Student and faculty involvement in the North Campus is expected to increase during the next months as we approach the Winter semester.

The volunteer component is still young. The number of volunteers requested by the Associate Project Directors and Lead Counselors and Instructors will determine the amount of volunteers to be recruited.
from the Skills Bank of the Independent Foundation of Florida, Inc.

The Volunteer Coordinator is a VISTA volunteer placed with the Independent Foundation of Florida, Inc. She has been assigned to serve the College on a part-time basis and is responsible for overseeing the overall recruitment and placement process including regular follow-up on each volunteer and coordination with the Independent Foundation's Skills Bank. The Volunteer Coordinator reports to both, the Director of the Independent Foundation and the Project H.E.L.P. Director.
SECTION VII
EVALUATION
EVALUATION OF THE PROGRAM

The Program is continuously evaluated at each level by the use of various instruments. Copies of the various forms are included in this report in their relevant sections and a general summary is presented here.

1. Tracking of Student Progress

   This is accomplished through the use of a tripartite system: a) the benchmarks, which track the student's ability to meet individual ESL and lifeskill competencies, b) the four-week component tests, which provide a more generalized measure of the student's achievement in the program, and c) the student evaluation form, where the teacher provides a broader, subjective report on the student's progress.

2. Evaluation of the Instructional Personnel

   Classroom teachers are evaluated on a continuing basis through the use of the lesson plan report which is filed with the lead instructor on a weekly basis. This permits the lead instructor to keep track of the individual teacher's progress through the curriculum, use of supplementary materials and incorporation of innovative and motivating teaching techniques. This report also provides a basis for the lead instructor's in-class observation of the teacher and subsequent discussion and feedback.
On the other hand, the students are requested to provide their own evaluation of their teacher at the end of each 16 week cycle, and the summarized results of these evaluations are made available to the teacher to aid in his/her self assessment of professional development.

3. **Evaluation of Counseling Staff**

The counselor's work is tracked on a weekly basis through the use of the weekly group counseling log and the weekly attendance report. The attendance report is turned in with the counselor's notation on his efforts to contact those students who have been absent from class. The counselor is also evaluated by the students at the end of each 16 week cycle, by means of the counselor evaluation form.

4. **General Program Evaluation**

The progress of the program in general is tracked by means of the monthly report. This contains enrollment, attendance, attrition and demographic data.

The students are provided the opportunity to evaluate the program as they perceive it at the end of each 16-week cycle by means of the program evaluation form.
SECTION VIII

EXEMPLARY PRACTICES
EXEMPLARY PRACTICES

I. Job Survey

A questionnaire was distributed to all the students in the Program requesting information regarding their previous education/training in their native countries and the occupation they were employed in. It is hoped that with the knowledge of both their previous education and occupational experience the Program could incorporate training and techniques, as well as develop materials that were more relevant to employment opportunities they are more likely to pursue in the United States.

Compilation of the questionnaire responses have been done by campus.
# PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

**QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?**

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<td>- clergy</td>
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**TOTAL RESPONSES:** 124

- No Training: 10
- grades 1-5: 1
- elementary education: 1
- junior high school: 2
- high school: 23
- some college: 5
- college education: 13
- technical/vocational training: 67
QUESTION #21  INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

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<tr>
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<td>- engineer</td>
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TOTAL RESPONSES 124

- Not Employed 15
- Student 8
- housewife 3
- Semi-skilled Labor 20
- Skilled labor 20
- secretarial/clerical 20
- Semi or Para-professional 15
- Professional 23
**Question #3:** Would you be interested in a course of professional and/or technical/vocational training?

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<th>Response</th>
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**Question #4:** What type of training would you be interested in?

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**TOTAL RESPONSES**

- No training desired: 6
- Desire technical training: 56
- Desire mechanical training: 13
- Desire Allied Health training: 14
- Desire financial services training: 10
- Desire office/secretarial training: 10
- OTHER training desired: 11
- UNDECIDED (Need more information): 4
PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?

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**QUESTION #2:** INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

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TOTAL RESPONSES: 200
QUESTIONNAIRE

PROFESSIONAL/TECHNICAL-VOCATIONAL TRAINING HISTORY AND CAREER INTERESTS

QUESTION #1: WHAT WAS YOUR COURSE OF STUDY OR PROFESSIONAL TRAINING?

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TOTAL RESPONSES 40

college education 27
technical/vocational training 13
QUESTION #2: INDICATE IN DETAIL WHAT JOB YOU ACTUALLY PERFORMED IN YOUR COUNTRY.

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<td>Skills - training and on the job</td>
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Would you be interested in a course of professional and/or technical/vocational training?

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