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ABSTRACT

This set of eight appendixes consists of the products that were developed during the Adult Cuban Immigrant Project. (The Adult Cuban Immigrant Project is a prevocational English-as-a-second-language program designed to help students learn English in the context of life-coping skills and job-searching skills.) Included in the individual appendixes are the following materials: forms for use in classroom record keeping and student evaluation; volunteer training materials; follow-up forms and a six-month outreach plan; interview forms, skill and interest inventories, and a sample individual educational plan; course outlines, lists of skills, and a vocational vocabulary list; project publicity materials; pretests and posttests and sample presentation materials; and a teacher-training sheet. (MN)

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ADULT CUBAN IMMIGRANT PROJECT

APPENDIXES A-H

ADULT EDUCATION SECTION  
POST-SECONDARY VOCATIONAL ADULT  
AND COMMUNITY EDUCATION DEPARTMENT  
ORANGE COUNTY PUBLIC SCHOOLS  
ORLANDO, FLORIDA

UNITED STATES DEPARTMENT OF EDUCATION  
CONTRACT NUMBER 300-81-1444  
MAY 1981 - JUNE 1983

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ADULT CUBAN IMMIGRANT PROJECT

APPENDIX A

Teacher Materials

Student Evaluation

Teacher Observation Format

Teacher Training Units (Outline)

ADULT EDUCATION SECTION  
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AND COMMUNITY EDUCATION DEPARTMENT  
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ADULT CUBAN IMMIGRANT PROJECT

TEACHER MATERIALS

- Pads
- Pencils
- EAC Book I
- EAC Book II
- Everyday Conversation in English I & II
- Curriculum Guide I & II
- Application Forms
- Everyday English I - IV
- Job Application Language
- Using the Want Ads
- My Job Application File
- Employability Skills Series
- 10 FSES employment applications
- 10 Change of address forms
- Los Verbos en Inglés Book I & II

I certify that I have received the above materials and will return them upon the termination of the class.

---

ADULT CUBAN IMMIGRANT PROJECT

STUDENT EVALUATION

INSTRUCCIONES: Favor de marcar la respuesta apropiada.

1. La maestra da énfasis a la pronunciación.

- Siempre  
 De vez en cuando  
 Nunca

2. La maestra estimula a los estudiantes para que usen el inglés en el salón de clases.

- Siempre  
 De vez en cuando  
 Nunca

3. Las lecciones que la maestra presenta son claras y me ayudan a comprender la vida americana mejor.

- Siempre  
 De vez en cuando  
 Nunca

4. Las lecciones están niveladas a mi grado de conocimiento.

- Siempre  
 De vez en cuando  
 Nunca

5. La maestra emplea la pizarra, láminas u otros materiales.

- Siempre  
 De vez en cuando  
 Nunca

6. El especialista ocupacional (consejero) - sus presentaciones y consejos me ayudan a entender las carreras y trabajos que existen.

- Siempre  
 De vez en cuando  
 Nunca

X  
 Y  
 FORMAT FOR PART-TIME  
 TEACHER OBSERVATION  
ADULT CUBAN IMMIGRANT PROJECT

Teacher: \_\_\_\_\_

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

Teacher uses prescribed curriculum materials.

\_\_\_\_\_

\_\_\_\_\_

Teacher developed materials in use? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<u>Satisfactory</u>	<u>Needs Improvement</u>
Teacher uses audio-visuals:	_____	_____
Teacher provides handouts for reinforcement:	_____	_____
Teacher uses blackboard:	_____	_____
Teacher stimulates students talk/response:	_____	_____
Teacher presents materials in proper sequence:	_____	_____
Material presented is appropriate to students needs/interests:	_____	_____
Teacher level of volume is audible:	_____	_____
Teacher pronunciation is clear:	_____	_____
Teacher's English structure is correct:	_____	_____

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ADULT CUBAN IMMIGRANT PROJECT

OUTLINE FOR TEACHER TRAINING UNITS

I. PRONUNCIATION

- \_\_\_\_\_ Difficult Sounds
- \_\_\_\_\_ Tongue Twisters
- \_\_\_\_\_ Basic Pronunciation
- \_\_\_\_\_ Prototype Lessons
- \_\_\_\_\_ Consonant Clusters
- \_\_\_\_\_
- \_\_\_\_\_

II. LISTENING SKILLS/CONVERSATION

- \_\_\_\_\_ How to Say Goodbye
- \_\_\_\_\_ Directed Listening
- \_\_\_\_\_ Listening for Meaning
- \_\_\_\_\_ Aspects of Conversation
- \_\_\_\_\_ How are ya Doing?
- \_\_\_\_\_ Conversation an Art
- \_\_\_\_\_
- \_\_\_\_\_

III. VOCABULARY

- \_\_\_\_\_ Idioms
- \_\_\_\_\_ Thanksgiving Holiday
- \_\_\_\_\_ Oral Interaction
- \_\_\_\_\_ Dialogues
- \_\_\_\_\_ How to Teach a Dialogue
- \_\_\_\_\_
- \_\_\_\_\_

IV. GRAMMAR

- \_\_\_\_\_ Adult Cuban Immigrant Curriculum
- \_\_\_\_\_
- \_\_\_\_\_



V. READING

- Checklist of Instructional Needs of Non-Readers or Primers
- ESL Reading Objectives
- Assessing Reading Skills
- 
- 

VI. WRITING

- The Critical Importance of Learning
- Teaching Writing
- 
- 

VII. EMPLOYABILITY

- Employability Skills for the ESL Teacher
- 
- 

VIII. CULTURAL COMMUNICATION

- Cultural Accents
- The Body Talks
- American/Vietnamese Cultural Differences
- 
- 

IX. PROGRAM ORIENTATION

- Teacher Packet
- Coping with the Multi-Level Classroom
- Y'all
- Trite Phrases and Cliches
- Self-Evaluation for Teachers
- 
-

X. PROGRAM TESTS

\_\_\_\_\_ OPI

\_\_\_\_\_ STEL

\_\_\_\_\_ Interamerican Reading

\_\_\_\_\_ Vocational Interest Inventory

\_\_\_\_\_ Coping Skill Inventory

\_\_\_\_\_ Certificate Standards

\_\_\_\_\_ Filling out your IEP

\_\_\_\_\_

\_\_\_\_\_

APPENDIX B

VOLUNTEER TRAINING MATERIALS

Project Goals

Volunteer Tips

What is ESL?

How to Teach a Dialog

Lesson Plans

Pronunciation Difficulties

Curriculum Design

## ORANGE COUNTY SCHOOL BOARD

### LANGUAGE SKILLS AND TRAINING FOR ADULT CUBAN IMMIGRANTS

The School Board of Orange has been awarded a contract through the U. S. Department of Education to provide English language and pre-vocational/occupational skills training to adult Cuban immigrants. This project will serve the Cuban born, 16 years and older, who arrived in the United States after August 1, 1979. The target date for the official beginning of the project components is June 15, 1981.

The purpose of the project is to enable adult Cuban entrants with English language skills in order to become more employable and productive members of our community.

The five components are described below:

#### Outreach

An overall outreach strategy that includes neighborhood canvassing, use of media, distribution of promotional material, referrals, on-site recruitment, etc., will be adapted and implemented. Linkages with existing networks will be an important vehicle for reaching the Cuban entrants.

#### Assessment

Effective assessment instruments and inventories will be selected and utilized to determine student entry/exit levels, needs, etc. A monitoring system for regular follow-up assessments will be developed and implemented. A survey of community resources will be published and disseminated in English and Spanish.

#### Literacy and Life Skills Instruction

Project participants will be placed into existing ESL classes and/or new classes will be scheduled as enrollment increases. Staff and curriculum development activities will be conducted to review and update current ESL curriculum to reflect participant needs/goals and staff will be trained to effectively implement new curriculum.

#### Occupation and Life Goals Instruction

A pre-vocational ESL course that teaches employability skills and specific vocational information will be developed and run concurrently with regular ESL program. Participants will be assessed and counseled to determine their literacy levels, language proficiency, survival skill needs, vocational background and goals, and other related needs. An Individualized Educational Plan (IEP) will be developed and participants will be placed in appropriate programs.

#### Linkages

Cooperative agreements with agencies/organizations/churches/school programs will be established. Staff development will be provided to facilitate linkage relationships. An advisory committee will be formed and will meet quarterly.

de/3/20

## ADULT CUBAN IMMIGRANT PROJECT

### VOLUNTEER TUTORS

Here are just a few of the ways YOU could help in an ESL class:

1. Tutor an adult or group of adults in a prescribed procedure for which you have been trained.
2. Provide opportunities for adults to master vocabulary and/or structures already introduced by teacher.
3. Review previously taught skills with absentees.
4. Monitor laboratory experiences (tape recorders, language masters, etc.)
5. Assist teacher in operating audio-visual equipment.
6. Oversee adults completing written exercises.
7. Assist adults needing remedial work.
8. Drill technical vocabulary with advanced students.
9. Assist teacher in introducing new structure and vocabulary by taking part in role playing activities.
10. Practice various dialogues with adult learners.
11. Assist in preparing individual task materials.
12. Inform adult learners of vital community information through basic English presentations.

#### Contribution:

Develop in adults a sense of accomplishment; help adults enjoy the learning activities on one-to-one and small group bases; demonstrate an acceptance of foreigners in our country; help in the expansion of friendships and communication techniques; assume a supportive role thereby freeing the teacher to provide more contact with individuals; help in organizing social occasions; help in planning activities which build a positive self-concept in adults; assist newcomers in our country become acculturated to life in the United States.

#### IV.A. What is ESL?

ESL is the commonly-used acronym for English as a Second Language which involves teaching English to people who speak other languages. ESL programs are designed to teach people how to use the words and sentence patterns of English for effective communication, and differ in fundamental respects from programs designed for native English speakers (such as literacy, reading improvement, or speech therapy).

Knowing a language consists of having control over its four systems: you must know the sounds (phonology) of the language; if you know the sounds you can combine them to form words (vocabulary); these words, put together in proper order, make grammatical sentences (syntax); and these sentences, used appropriately in a given situation, enable you to communicate effectively in a social situation. These four systems are expressed through the four skills of a language: speaking, listening, reading, and writing. Thus, it should be clear that teaching a language does not necessarily mean teaching reading and writing; nor does it mean just teaching vocabulary items. Language is a system of patterns with sounds and meaning; you will find that a majority of your beginning students need immediate work with understanding and producing the spoken language.

#### IV.B. Meeting the students' language needs

As just mentioned, the refugees will usually need, initially, help with the spoken language. However, since language is used for communicating, they must be taught the language which is specific to their communication needs. For example, if the student knows no English, and needs to function in the daily activities of the community, you will need to concentrate on "survival" English. If the student is also illiterate, you may need to also work on survival literacy to enable the student to read the signs, labels, and forms so important in our technological society. If the student knows little or no English but has employment as an immediate goal, you should concentrate on general vocational English (in addition to survival English). Or if your student is already trained in an occupation, but needs to transfer those skills to an English-speaking society, you should concentrate on the English specific to that particular occupation. Let's be more specific.

Survival English provides the language necessary for minimum daily functioning in the community. The English structures (grammar) to be covered should include (at least) simple statements, questions, and vocabulary, taught in the con-

text of useful consumer/environmental skills, such as:

- personal information (name, address, tel.#, etc.)
- money/credit
- housing
- health
- transportation
- communications (telephone, postal system, radio, etc.)
- shopping (food, clothing, non-essentials)
- community resources, social services
- emergency measures
- taxes, insurance
- American social customs, manners and practices

Teaching English to women and the elderly who spend most of the time at home running a household and/or caring for families may be viewed as a special type of survival English and may include, in addition to some of the topics mentioned above, the following:

- household safety (including appliance use)
- cooking
- use of energy
- cleaning and home maintenance
- nutrition
- schools

Literacy is usually taught in conjunction with spoken (survival) English, since the learner should be taught to read and write initially only the carefully controlled language that has been practiced in listening and speaking. For further information on teaching literacy, we refer you to our Refugee Education Guide, Adult Education Series #9, "Teaching ESL to Illiterate Adults," which can be obtained by calling the toll-free number on the title page of this guide.

General vocational ESL aims at providing the refugee with language necessary for getting, keeping, or changing jobs. In addition to a few of the survival skills, you may want to focus on teaching English structures, vocabulary, pronunciation, and listening comprehension in the context of:

- filling out applications and forms
- interviews
- finding jobs
- career exploration
- salaries and fringe benefits
- giving and taking instructions
- employer expectations
- interpersonal relationships in a work setting
- cultural work norms

Occupation specific ESL is designed to give the student already trained, or in training in a specific occupation, the capacity to practice that occupation in an English-speaking environment. You should focus on the specific understanding, speaking, reading and writing skills needed to succeed in that particular job, including:

- occupation specific vocabulary
- asking and answering work-related questions

HELPFUL HINTS

HOW TO TEACH DIALOGUE

Dialogues are useful devices in stimulating oral conversation, teaching refugees about new concepts and coping skills. You can also include statements that are used in everyday language. You may also build on or expand the dialogue.

Below please find listed some positive ideas about dialogue teaching:

- Dialogues can be used as a "focal point" of a lesson
- Dialogues can be used as a culminating activity
- Dialogues can be translated in role-play situation
- Dialogues can present an everyday situation.

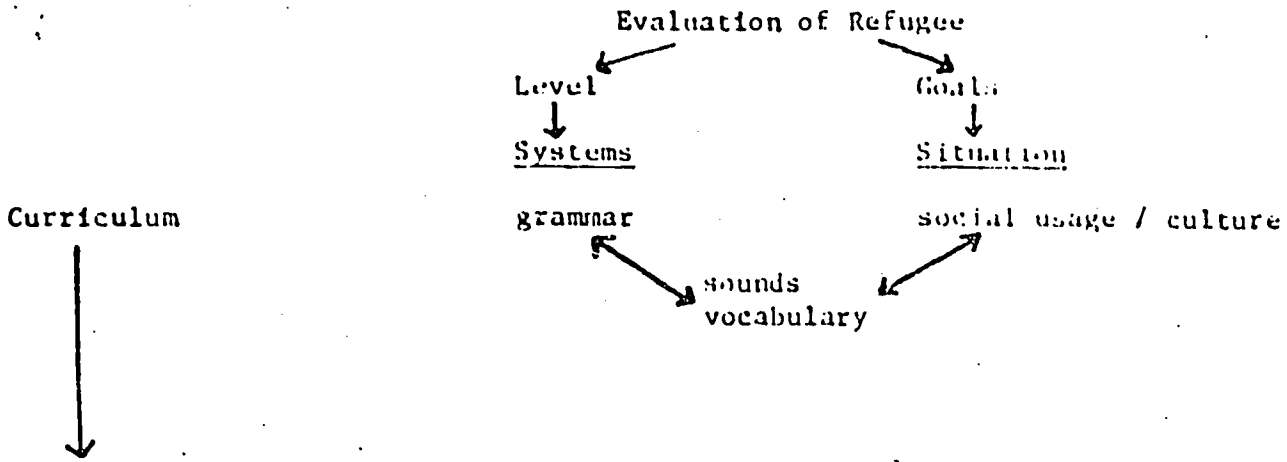
Here's some steps to follow:

1. Establish the situation and make sure the students understand the characters and interaction  
(This may be done drawings, flannel, boards, etc.)
2. Teach the new words and expressions through association with real objects pictures, pantomime or gestures.
3. If feasible, you may need to explain in native language.  
(Do not translate word for word.)
4. Read and act out the dialogue as the students listen. This should be done 3 or 4 times. By the end, the students should be able to differentiate the characters.
5. Say each sentence 3 or 4 times, then engage the group in choral repetition.
6. After this, I like to present the written form of the dialogue. Usually on the board.
7. Split the group and have each side take 1 character's part.
8. Reverse the roles of each side. This is done so that everyone is able to learn the dialogue.
9. Ask for volunteer students to dramatize the dialogue. Or you might like to assign small group dialog practice. Each group is responsible for presentation of the same dialogue.
10. After all groups have had the opportunity to dramatize (or read) the dialogue. You may want to go back and provide reinforcement for those "difficult to say" sentences.
11. Begin erasing the dialogue. Have students fill in the erased words or phrases.



12. After this activity you might like to erase more of the sentences, having the students orally replacing them.
13. As a culmination to the dialogue you might like to ask questions to stimulate conversation or introduce a subject of study such as paying utility bills.
14. Try to provide a written copy of the dialogue so that the students can take it home and practice.
15. Dialogue teaching is fun and effective!

Additional hints about dialogues are forthcoming.



Curriculum

Lesson Plan

Objective

Review

Pre-teach  
Present new  
(Explain)

Establish  
Meaning

{ Tangible object  
Action  
Context

L

Practice

Drills

L-S

Application  
- can be a way of evaluation  
- can be homework

{ Peer group activities  
Problem-solving  
Communicative exercises

L-S  
R-W  
L-S-R

Teacher self-review

<sup>a</sup>See attached handout  
for elaboration.

\*L-listening  
S-speaking  
R-reading  
W-writing

<sup>a</sup>proportion determines  
level and goals

Control

Teacher

Student

ADULT CUBAN IMMIGRANT PROJECT

PRONUNCIATION

Most speakers of Spanish will have difficulty in the recognition and/or production of the following English vowel sounds:

(iy) vs (i) (beat/bit)  
(i) vs (ə) (bit/but)  
(ey) vs (e) (bait/bet)  
(e) vs (æ) (bet/bat)  
(e) vs (ə) (bet/but)  
(æ) vs (a) (bat/but)  
(a) vs (ɑ) (cut/cut)  
(ɑ) vs (u) (buck/book)  
(ə) vs (ɔ) (but/bought)  
(ɑ) vs (ow) (cot/coat)  
(ɔ) vs (ɔ) (cot/caught)  
(u) vs (uw) (pull/pool)  
(u) vs (ow) (could/code)

CONSONANT SOUNDS

(M) vs (ŋ) (ham/hang)  
(p) vs (b) (pack/back)  
(hw) vs (h) (whack/hack)  
(w) vs (hu) (wac/whack)  
(w) vs (g) (wag/gag)  
(f) vs (θ) (fane/thane)  
(v) vs (b) (vat/bat)  
(θ) vs (t) (thank/tank)  
(θ) vs (s) (thank/shank)  
(θ) vs (s) (thank/sank)  
(ð) vs (θ) (thy/thigh)  
(ð) vs (d) (than/dan)  
(ð) vs (z) (then/zen)  
(s) vs (ʃ) (Sack/shack)  
(s) vs (z) (Seal/zeal)  
  
(ç) vs (ʃ) (chatter/shatter)  
(j) vs (ʃ) (Jack/shack)  
(j) vs (ç) (jest/chest)  
(j) vs (y) (jam/yam)

ADULT CUBAN IMMIGRANT PROJECT  
PREVOCATIONAL ESL CURRICULUM DESIGN

ESL	INTERMEDIATE LEVEL ESL	ADVANCED LEVEL ESL
<u>Adult Competency I</u> <u>Curriculum Guide for ESL I</u> <u>Everyday English I &amp; II</u> <u>Conversation Book in Everyday</u> <u>English I</u> <u>Drills</u>	<u>ESL for Adult Competency II</u> <u>Curriculum Guide for ESL II</u> <u>Everyday English III &amp; IV</u> <u>A Conversation Book in Everyday</u> <u>English II</u> <u>ESL Workbook II</u>	<u>(Modern American English Book 5-6)</u> <u>Individual Vocational Packets</u> <u>and adaptations to curriculum</u>
SKILLS:		
<u>Adult Competency I</u> <u>Curriculum Guide for ESL I</u> <u>Everyday English I &amp; II</u>	<u>ESL for Adult Competency II</u> <u>Curriculum Guide for ESL II</u> <u>Everyday English III &amp; IV</u>	154
SKILLS:		
<u>Forms</u> <u>Counseling</u> <u>Individual Vocational/</u> <u>Language</u>	<u>Job Application Language (ESL Teacher)</u> <u>Employability Skills Series (OS)</u> <u>The Work Series (OS)</u> <u>Using the Want Ads (ESL)</u> <u>My Job Application File (ESL)</u>	*BEGIN VOCATIONAL/ESL <span style="font-size: 1.5em;">21</span>
ELEMENTS		
	STEL 200-300 OPI 2+ INTER ENG LEVEL 3 RVOPT	STEL 300-500 OPI 3+ INTER LEVEL 4, 5 RVOPT

APPENDIX C

Follow Up Forms  
Six Month Outreach Plan

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ADULT CUBAN IMMIGRANT PROJECT  
FOLLOW-UP VISITS

DATE: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ CENTER: \_\_\_\_\_

OCCUPATIONAL SPECIALIST: \_\_\_\_\_

PRESENT SITUATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WORK DONE IN THIS VISIT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RECOMMENDATIONS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FINAL RESULTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PERSONAL CONTACT

TELEPHONE CONTACT

DATE \_\_\_\_\_

WORKER

WORKER

OUTREACH PLAN  
ADULT CUBAN IMMIGRANT PROJECT

January - June 1982

Dates	January to June	January	February	March	April	May	June
GOAL: Enroll new students	180	30	30	30	30	30	30
OBJECTIVE: Contact People	540	90	90	90	90	90	90
ACTIVITIES:							
I. Personal Contacts:							
Agencies	20	5	4	4	3	3	1
Businesses	30	5	5	5	5	5	5
II. Prospect Contacts:							
Computer Search	20	15	5	-	-	-	-
Agency Referrals	210	35	35	35	35	35	35
Door to Door Canvassing	240	40	40	40	40	40	40
Other Students Referrals	70	-	10	15	15	15	15
Court Probation Clients	18	3	3	3	3	3	3
III. Publicity:							
Distribute Promotional Materials		X	X	X	X	X	X
Press in La Magica		X			X		
Press Release in Adult Educator		X			X		
Articles in El Noticiero		X			X		
" " El Imparcial		X	X				
" " La Prensa		X		X			
Cara a Cara Program		X					
IV. Attend Community Meetings		X	X	X	X	X	X
V. Receive Call In and Walk In Referrals		X	X	X	X	X	X
VI. Follow-up to Enroll Students		X	X	X	X	X	X

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OUTREACH PLAN

ADULT CUBAN IMMIGRANT PROJECT

JULY - DECEMBER 1982

DATES	JULY TO DECEMBER	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
I. GOAL: Enroll New Students	30	5	5	5	5	5	5
OBJECTIVE: Contact People	60	10	10	10	10	10	10
<u>ACTIVITIES:</u>							
1. Personal Contacts:							
Agencies	15	3	3	3	2	2	2
Businesses	15	2	3	5	2	2	1
2. Prospect Contacts:							
Agency Referrals	15	3	2	1	3	3	3
Door to Door Canvassing	30	4	5	6	5	5	5
Other Students Referrals	13	2	2	3	2	2	2
Court Probation	2	1	1	0	0	0	0
3. Publicity:							
Distribute Promotional Materials	X	X	X	X	X	X	X
Press in "La Magica"	X		X	X	X		
Press in "La Semana"	X		X	X		X	

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DATES	JULY TO DECEMBER	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
II. GOAL: Maintain Attendance at the Centers							
OBJECTIVE: Identify the Centers with possible attendance problems							
<u>ACTIVITIES:</u>							
1. Follow up the enrolled students by personal revisits and/or telephone calls		X	X	X	X	X	X
2. Visits to Centers to follow up on students progress, provide services and further motivate		X	X	X	X	X	X
III. GOAL: Improve student's competencies in life skills							
OBJECTIVE: Provide lessons on life skills							
<u>ACTIVITIES:</u>							
1. Small group lectures							
<u>Consumer Economics</u>		X	X	X	X	X	X
<u>Utilizing Community Resources</u>		X	X	X	X	X	X
<u>Understanding Government and Law</u>		X	X	X	X	X	X
<u>Understanding Parent-Child Relationships</u>		X	X	X	X	X	X
<u>Other: U.S. Culture, Communications etc.</u>		X	X	X	X	X	X
2. Pre-and-Post Test on Lectures				X	X	X	X

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OUTREACH PLAN  
ADULT CUBAN IMMIGRANT PROJECT

July - December, 1981

Dates	July to December	July	August	September	October	November	December
GOAL: Enroll new students	260	50	50	50	40	40	40
OBJECTIVE: Contact People	520	100	100	80	80	80	80
<u>ACTIVITIES:</u>							
I. Personal Contacts:							
Agencies	60	20	15	10	5	5	5
Businesses	70	20	10	10	10	10	10
Churches	15	5	5	5	--	--	--
Existing Students	40	40					
II. Prospect Contacts:							
Past Students	120	30	30	20	10	10	20
Computer Search	80	40	10	15	5	5	5
Past CETA Participant	70	10	10	10	20	10	10
Other Agency Referrals	110	10	20	20	20	25	15
Door to Door Canvassing							
Other Sources (Call In and Walk In)	140	10	30	15	25	30	30
III. Publicity:							
Distribute Promotional Materials		X	X	X	X	X	X
Press in La Majica		X			X		
Press Release El Noticiero			X	X		X	
Channel 9				X	X		
Channel 24			X	X			
Press Release							X
Adult Educator			X			X	
Newsletters			X	X	X		
Southside		X					
Sun Newspaper		X	X	X	X	X	X
Other Sources		X	X	X	X	X	X
IV. Attend Community Meetings							
		X	X	X	X	X	X
V. Receive Call In and Walk In Referrals							
		X	X	X	X	X	X
VI. Follow-Up to Enroll Students							
		X	X	X	X	X	X

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OUTREACH PLAN

ADULT CUBAN IMMIGRANT PROJECT

JANUARY TO JUNE 1983

DATES	JAN. TO JUNE	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
I. GOAL: Enroll New Students	10	4	2	2	1	1	-
OBJECTIVE: Contact People	30	12	6	6	3	3	-
<u>ACTIVITIES:</u>							
1. Personal Contacts:							
<u>Agencies</u>	10	10	-	-	-	-	-
<u>Businesses</u>	25	25	-	-	-	-	-
2. Prospect Contacts:							
<u>Agency Referrals</u>	10	4	2	2	1	1	-
<u>Door to Door Canvassing</u>	-						
<u>Other Students Referrals</u>	10	5	2	1	1	1	
<u>Call in or Walk in</u>	10	3	2	3	1	1	
3. Publicity:							
<u>Distribute Promotional Materials</u>	X	X	-	-	-		
<u>Press in "La Magica"</u>	X	X	-	-	-		
<u>Press in "La Semana"</u>	X	X	X	X			

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DATES	JAN. TO JUNE	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
II. GOAL: Maintain Attendance at the Centers							
OBJECTIVE: Identify the Centers with possible attendance problems		X	X	X	X	X	
ACTIVITIES:							
1. Follow up the enrolled students by personal revisits and/or telephone calls		X	X	X	X	X	
2. Visits to Centers to follow up on students progress, provide services and further motivate		X	X	X	X	X	
III. GOAL: Improve student's competencies in life skills							
OBJECTIVE: Provide lessons on life skills							
ACTIVITIES:							
1. Small group lectures							
Utilizing Community Resources		X	X	X	X		
Understanding Parent-Child Relationships			X	X	X		
Income Tax Returns - Help the students with their Income Tax Returns		X	X	X	X		
2. Pre-and-Post Test on Lectures				X	X		

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## APPENDIX D

Intake Interview Form

OPI Rating Form

Coping Skills Inventory

Vocational Interest Inventory

Individual Education Plan (IEP)

ADULT CUBAN IMMIGRANT PROJECT  
INTAKE INTERVIEW

A. Background Information

1. Personal:

- a. Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex: \_\_\_\_\_
- b. Address: \_\_\_\_\_
- c. Home phone: \_\_\_\_\_ Work phone; \_\_\_\_\_
- d. Social Security Number: \_\_\_\_\_
- e. U. S. Entry Date: \_\_\_\_\_
- f. Parole Number: \_\_\_\_\_
- g. Passport Number: \_\_\_\_\_
- h. Comments: \_\_\_\_\_

2. Family Group:

- a. Head of Household? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. How many members in household? \_\_\_\_\_
- c. Number of Dependents: \_\_\_\_\_
- d. Family gross income: \_\_\_\_\_

3. Education:

- a. Years attended school from age 6: \_\_\_\_\_
- b. Last Year you attended school: \_\_\_\_\_
- c. Language of instruction: \_\_\_\_\_
- d. In what country? \_\_\_\_\_

4. Work Experience:

- a. Place of present employment: \_\_\_\_\_
- b. Address of employment: \_\_\_\_\_
- c. Date of employment: \_\_\_\_\_
- d. Name of supervisor: \_\_\_\_\_ Phone No. \_\_\_\_\_
- e. Position title: \_\_\_\_\_ Hrs. per week: \_\_\_\_\_
- f. Salary: \_\_\_\_\_
- g. Duties: \_\_\_\_\_

## B. Goals and Skills

### 1. Goals:

a. What is your reason for attending this class?

to learn English  
 to get a job  
 to get a better job  
 to become a smarter shopper  
 to become more aware of  
my community and its services.

to learn how  
 to contribute more  
to my community  
 to help others  
Who? \_\_\_\_\_  
With what \_\_\_\_\_  
Other \_\_\_\_\_

b. Are you interested in training in some area? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, indicate which area.

auto mechanics  
 art-drafting  
 carpentry  
 electronics  
 machine trades  
 brick laying  
 military  
 other \_\_\_\_\_

medical  
 cosmetology  
 sales  
 secretarial skills  
 typing  
 shorthand  
 bookkeeping  
 clerical work  
 office machines

c. Do you wish to improve any of your everyday living skills? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what skills interest you?

finding the best buy for the money  
 filling out forms (tax, catalog, applications, etc.)  
 opening, maintaining and balancing bank accounts  
 consumer information  
 discovering legal rights  
 learning how to receive benefits from community agencies  
 managing time, work and leisure  
 other \_\_\_\_\_

### 2. Skills

a. What skills do you have now?

mechanical  
 clerical - typing  
 artists - sing, dance, draw, etc.  
 work well with other people  
 homemaking skills - sewing, cooking  
 decorating, gardening, landscaping, etc.  
 other \_\_\_\_\_

b. Listed below are the general skills we teach  
Circle the areas you have the most interest in learning:

-English      -Reading      -Writing      -Speaking      -Job seeking

Department of Community and Adult Education  
English as a Second Language

ORAL PROFICIENCY INTERVIEW  
RATING FORM

Name of Speaker \_\_\_\_\_ Date \_\_\_\_\_

Name of Interviewer \_\_\_\_\_ Location \_\_\_\_\_

PROFICIENCY DESCRIPTION	RATING	1.	2.	3.	4.	5.	6.
Comprehension	.....	4	8	12	15	19	23
Fluency	.....	2	4	6	8	10	12
Structure	.....	6	12	18	24	30	36
Vocabulary	.....	4	8	12	16	20	24
Pronunciation	.....	0	1	2	2	3	4
		TOTAL					

LEVEL RANKING TABLE

Total	Level	Total	Level	Total	Level
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

NUMERICAL RATING CORRELATION

OPI	G+	1	1+	2	2+	3	3+	4	4+
MATT	1	2	3	4	5	6	7	8	9

Interviewer's Comments

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ADULT CUBAN IMMIGRANT PROJECT

PROYECTO PARA EMIGRANTES CUBANOS ADULTOS

Su opinión sobre las siguientes oraciones nos ayudará a conocer sus necesidades mayores.

1. Entender el sistema monetario es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

2. Comprar comestibles en un supermercado es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ Fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

3. Leer anuncios para encontrar un apartamento es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ Fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

4. Llamar al encargado de la casa para pedirle que repare algo es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

5. Entender los reglamentos de las casas de apartamentos es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

6. Comprender el funcionamiento del cuerpo humano y cómo cuidar de él es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

7. Conseguir citas médicas, ayuda de emergencia y medicinas es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

8. Las leyes de tránsito de los Estados Unidos se pueden entender:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

9. Devolver o cambiar una pieza de ropa en una tienda por departamento es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

10. Comprar ropa adecuada para este clima es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

11. Encontrar tiendas donde venden materiales por yardas (metros) es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

12. Obtener una tarjeta de la biblioteca para tomar libros prestados es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

13. Conseguir un certificado médico del sistema de salud pública es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

14. Obtener información sobre sitios donde cuidan niños es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

15. Aprender los caminos y direcciones en esta ciudad es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

16. Usar el sistema local de autobuses es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

17. Llenar una solicitud de empleo es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

18. Entender las deducciones que le hacen de su salario es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

19. Entender el sistema de una cuenta de cheques es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

20. Usar los servicios de una estación de correos es:

\_\_\_\_\_ muy fácil  
\_\_\_\_\_ fácil  
\_\_\_\_\_ un poco fácil  
\_\_\_\_\_ nada de fácil

ADULT CUBAN IMMIGRANT PROJECT  
VOCATIONAL INTEREST INVENTORY

Valores: Seguidamente verán ustedes catorce (14) diferentes condiciones que todos nos gustan existan en nuestros trabajos. Revise la lista y escoja las cuatro (4) mas importantes para usted.

1. Seguridad de empleo: Tener un trabajo estable en el cual sean pocas las probabilidades de ser despedido.
2. Prestigio: Tener un trabajo que provea posición social y respeto
3. Buen salario: Que le paguen bien por su trabajo.
4. Logros altos: Hacer algo de importancia o tener éxito en un trabajo que sea difícil.
5. Actividad Rutinaria: Un trabajo sin complicaciones y organizado, con la misma repetición.
6. Variedad y diversidad: Tener la oportunidad de hacer diferentes tareas y no un trabajo aburrido.
7. Creatividad: Tener un trabajo donde utilice la imaginación y la inventiva.
8. Trabajar con su mente: Un trabajo que lo estimule intelectualmente y le permita usar sus capacidades mentales.
9. Independiente: Le permite ser su propio jefe, trabajar con sus ideas sin que otra persona lo este supervisando.
10. Relacionandose con el público: Bregar directamente con otras personas, ayudandoles a resolver sus problemas.
11. Liderazgo: Ser responsable de dirigir el trabajo de otros y tomar decisiones que los afecten.
12. Actividad física: Donde mayormente se utilice el esfuerzo y la capacidad física.
13. Trabajar bajo supervisión: Trabajar bajo la dirección de otros y que le digan que va a hacer.
14. Trabajo manual: Donde utilice sus manos, máquinas o herramientas para hacer o arreglar cosas.

ADULT CUBAN IMMIGRANT PROJECT  
VOCATIONAL INTEREST INVENTORY

HABILIDADES

1. Habilidad artística: Talento para el dibujo, la decoracion, el diseno y la pintura.
2. Habilidad musical: Cantar, tocar algun instrumento, composición musical, baile.
3. Habilidad matemática: Facilidad para resolver problemas matemáticos y utilizar un buen razonamiento en la aritmetica
4. Habilidad científica: Comprensión de los principios científicos y trabajar con experimentos de laboratorio.
5. Habilidad mecánica: Trabajar con herramientas y maquinas, entender su funcionamiento y hacer reparaciones.
6. Habilidad Manual: Trabajar con sus manos como en labores físicas, también costura y bordado.
7. Habilidad social: Le es fácil trabajar y relacionarse con otras personas y le consideran ser una persona amistosa.
8. Habilidad para enseñar: Instruir o enseñar a otros realizar alguna actividad.
9. Habilidad para el liderato: Capacidad para dirigir actividades en grupos, organizar y desarrollar proyectos diversos. Otras personas le buscan a usted para que ayude a realizar algo.
10. Habilidad en trabajo de oficina: Mecanografía, puede manipular diversas maquinas de tipo comercial, taquigrafía, es bien organizado en su trabajo.

**INDIVIDUALIZED EDUCATION PLAN, ORANGE COUNTY PUBLIC SCHOOLS  
ADULT CUBAN IMMIGRANT PROJECT**

Student \_\_\_\_\_ I.E.P. Date \_\_\_\_\_ OP Status \_\_\_\_\_

Center \_\_\_\_\_ O.P.S. \_\_\_\_\_ ESL Teacher \_\_\_\_\_

TEST PERFORMANCE

TEST	DATE	LEVEL SCORE	COMMENT

AGENCY INVENTION	DATE	SERVICES	

PROJECT/ESL/VOCATIONAL SERVICE		
CLASS	DATE	COMMENT

OCCUPATIONAL STATUS CHANGE - DATE

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ANNUAL GOALS -- ESL	MET
1.	
2.	
3.	
4.	

CAREER RELATED GOALS	MET	COMMENTS

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APPENDIX E

Course Outline for VESL for Kitchen

Occupations

Course Outline for VESL for Auto

Mechanics

Coping Skill Planning Index

Employability Skills for the Teacher

Employability Skills Curriculum

Vocational Vocabulary

English Language Certificate

ADULT CUBAN IMMIGRANT PROJECT  
VESL FOR KITCHEN OCCUPATIONS

Mid-Fla - Room 716

Monday-Wednesday-3rd.Quin

Week 1	Jan. 27	Wednesday	Orientation and Careers
	Feb. 1	Monday	Food Terminology/Personal Appearance
	Feb. 3	Wednesday	" " " "
Week 2	Feb. 8	Monday	Weights and Measurement
	Feb. 10	Wednesday	" " "
Week 3	Feb. 15	Monday	Actual Weighing and Measuring Conversion
	Feb. 17	Wednesday	" " " " "
Week 4	Feb. 22	Monday	Tools
	Feb. 24	Wednesday	"
Week 5	Mar. 1	Monday	Tools/Review
	Mar. 3	Wednesday	" "
Week 6	Mar. 8	Monday	Sanitation and Fire Safety Mini Mid Term
	Mar. 10	Wednesday	" " " " " " "
Week 7	Mar. 15	Monday	Major Equipment/Sanitation
	Mar. 17	Wednesday	" " "
Week 8	Mar. 22	Monday	Job Process
	Mar. 24	Wednesday	" "
Week 9	Mar. 29	Monday	Review
	Mar. 31	Wednesday	Final Exam and Graduation

\*Wednesday - Arsenio Lugo, Occupational Specialist will be in class.  
Monday - Mrs. Little  
Wednesday - Mr. Krotky

ESL FOR AUTOMECHANICS

Table of Contents

UNIT I SAFETY

- Lesson 1 General Safety
- Lesson 2 Shop Safety
- Lesson 3 Hand Tools

UNIT II BASIC HAND TOOLS

- Lesson 1 Pliers
- Lesson 2 Hammers
- Lesson 3 Chisels and Punches
- Lesson 4 Screwdrivers
- Lesson 5 Files
- Lesson 6 Socket sets
- Lesson 7 Wrenches

UNIT III BASIC SHOP EQUIPMENT

- Lesson 1 Lifting Equipment
- Lesson 2 Cleaning Equipment
- Lesson 3 Air Equipment
- Lesson 4 Other Lifting Equipment

UNIT IV MEASURING TOOLS

- Lesson 1 Steel Rules and Tapes
- Lesson 2 Other Measuring Tools
- Lesson 3 Measurement

UNIT V PARTS OF THE CAR (UNDER DEVELOPMENT)

UNIT VI JOB PROCESS

A Curriculum for the Instruction of Basic Coping Skills to Pre-Vocational English as a Second Language Students

Coping Skills

1. Definition: Oral Language patterns and vocabulary required in real-life situations

2. Pre-Requisites:

1. Ability to understand, speak, read, and write basic English

2. Ability to work individually and in small groups

3. Materials: (Placed in order of Preference)

Textbook - English for Adult Competency, Book One  
Prentice - Hall, Inc.  
1981  
Code Name = EAC I

Workbook - Everyday English, Book One  
Voluntad Publishers, Inc.  
1980  
Code Name = EE I

Everyday English, Book Two  
Voluntad Publishers, Inc.  
1980  
Code Name = EE II

Textbook - English as a Second Language Curriculum Guide Level I  
State of Florida  
Department of Education  
1980  
Code Name = ESL I

Workbook - English as a Second Language Workbook Level I  
State of Florida  
Department of Education  
1980  
Code Name - ESL W I

Textbook - Speak English! Text One  
and  
Workbook Institute of Modern Languages, Inc.  
1980  
Code Name = SE I

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES							HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC II	EE III	EE IV	ESL II	ESLW II	SE I	SE II		
I. Introduction	2 hours									
1. Objectives									X	
2. Methodology									X	
3. Materials									X	
II. Food and Money	12 hours									
1. Grocery Ads, Grocery Shopping, Coupons		27-31			58-72	47-50			X	
2. The Supermarket		32-37	77-87		56-57	43-44			X	
3. Comparison of Food Quantity		38-40			59	45				
4. Asking for Change		41	78							
5. Eating Out/Tipping		42-46							X	
6. Following Recipes					47-55	36-42			X	
III. Housing	15 hours									
1. Looking for an Apartment		100				66				
2. House Ads		102								
3. Renting an Apartment, Buying a House		101			94-101	64-65			X	
4. House Rules		104-106			104-115	68-73			X	
5. Utility Hook-Ups		107			127-133	80-85				
6. House Repairs		108-110								
7. Household Appliances					118-124	75-79				
8. Payment of Utility Bills					144-155	89-99			X	
IV. Health Care/Safety	9 hours									
1. More Parts of the Body		56								
2. Describing Symptoms		55;57								
3. Making Doctor's Appointment		58								
4. At the Doctor's Office		61								
5. At the Dentist's Office		65								
6. Medicine		59;64								
7. Nutrition			87-88							
8. Safety at Home		68-69							X	
Emergency Telephone Numbers		66-67								

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ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES							HANDOUTS/ A.V. MATERIAL	RESOUR. PEOPLE
		EAC II	EE III	EE IV	ESL II	ESLW II	SE I	SE *		
V. Transportation	12 hours									
1. Understanding Directions		76-78							X	
2. Using the Bus		79-82			4	1-6			X	
3. Having the Car Serviced		83-84								
4. Emergency Car Repairs		85-87								
5. Traffic Regulations		88-91			26-46	18-35				
6. Buying a Car		92-94								
7. Air Travel					11-25	7-17				
VI. Clothing	9 hours									
1. Department Stores			38-42							
2. Buying Clothes		115;118; 121	43-45							
3. Caring for Clothes		119			87-93	61-63				
4. Charge Accounts		122								
5. Layaway		116								
6. Buying from Catalog		123-125							X	
7. Sewing					73-86	51-60			X	
Vii. Consumer Resources	9 hours									
1. Newspaper		178-188		52-64					X	
2. Education					237-249	166-174			X	
3. Public Library		172		20-31	250-254	178-184			X	
4. Small Stores, Shops			52-61						X	
5. Recreation		171;174		11-19	255-263	175-177			X	
				32-40		185-194				
6. Consumer Complaints		170							X	
7. Legal Aid		168			264-269	195-200			X	
8. Public Mental/Physical Health Services					270-274	201-203			X	
9. Community Protection Agencies			14-23						X	
10. Charitable Organizations					275-279	204-205			X	
11. U.S. Government Services		182-186			280-285	206-208			X	

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BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES						HANDOUTS/ A.V. MATERIAL	RESOURC PEOPLE
		EAC II	EE III	EE IV	ESL II	ESLW I I	SE I		
VIII .Job Seeking	15 hours								
1. Looking for Job		132;135							
2. Finding a Job		133						X	
3. An Appointment for an Interview		136							
4. Hours, Salary, Benefits, Duties		137			197-205 211-236	137-138 149-165			
5. The Interview		138-141			179-196	117-136			X
6. Follow-Up Call		142							
7. Keeping/Losing a Job					206-211	144-148			
IX. Banking and Postal Services	6 hours								
1. Savings Account		151			156-165	100-110			
2. Checking Account		152-155			156-165	100-110			
3. Loans		156-157			167-178	111-116			
4. Postal Service		24-26							
5. Lost Packages		158						X	
6. Registering/Insuring Mail		160-162			286-294	209-215			
X. Animals	3 hours								
1. Names of Animals			93-95						
2. Classes of Animals			96-100						
3. Male, Female; and Baby Animals			101-103						
4. The Pet Shop			100-101						
XI. Citizenship (If desired)	6 hours								
1. Alien Address Reports					295-300	216-221		X	
2. Naturalization Exam/ Retition for Naturalization					301-325	222-236		X	

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EMPLOYABILITY SKILLS FOR THE ESL TEACHER

To the teacher: You together with the OPS and the student are best able to determine the level at which to begin with your students. Below, please find listed the books (that you have), their abbreviations and the pages. Remember, you decide which lessons are pertinent for your students. Please note the employability skill that you teach on your IEP form.

To introduce the "Basics" of Employability, may we suggest the following books:

English for Adult Competency

Book I - EAC I  
pp 121-138

A Conversation Book in Everyday

English - CON I  
pp 116-128

ESL County Student Workbook I

ESLWI  
pp 155-165

Application Forms - APP I

Selected forms

For the student who has some knowledge and experience of getting a job and filling out applications and the American world of work, we suggest:

English for Adult Competency

Book II EAC II  
pp 130-148

A Conversation Book in Everyday

English Book II CON II  
pp 84-103

ESL County Student Workbook II

ESL W. II  
pp 117-166

Job Application Language

JAP used in coordination with Job Application File

Job Application File

JAF used in coordination with Job Application Language

Using the Want Ads'

UWA selected parts



ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES						HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC I	EE I	EE II	ESL I	ESLW I	SE I		
I. Introduction	3 hours								
1. Overview of life in U.S.								X	
2. Introduction to Orlando								X	
3. Objectives								X	
4. Methodology								X	
5. Materials								X	
II. Food and Money	12 hours								
1. U. S. Currency		39		48-54	61-64	57-64	18-25		
2. Food items and Shopping		27-34			106-110	128-133	11-17		
3. Sales and Sales Resistance								X	
4. Coupons								X	
5. U.S Weights, Measurements and Temperature		35-39			87-100	97-117			
6. Eating out/Tipping		40-43			101-105	118-127			
III. Housing	12 hours								
1. Kinds of Dwellings		86-88		76-80				X	
2. Advertisements		85-87		77; 102-104	124			X	
3. Deposits		85						X	
4. Leases/Liabilities								X	
5. Apartment Rules		90-92						X	
6. Different Rooms/Vocabulary		89		81-84	121-123	151-153	63-67		
7. Home Furnishings		89		85-92	121-123	153	67-69		
8. Housewares		98-99		93-102	119-121	147-150			
9. Repairs		93-96							

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ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES						HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC I	EE I	EE II	ESL I	ESLW I	SE I		
IV. Health Care/Hygiene	15 hours								
1. Parts of Body		51-53	29-43						
2. Description of Health		51;52 54	59-63					1-4	
3. Reading Thermometer		58							
4. Physical Appearance					57-60	51-52			
5. Nutrition									X
6. Making Doctor's Appointment		55-56							
7. Health Examination Record		57						5-6	
8. Health Insurance									X
9. At the Doctor's Office			64-68						
10. At the Dentist's Office		59	69-78						
11. Medicine/Drugstores		60-62	79-95					11-20	
12. Emergency Phone Numbers		63							X
V. Transportation	9 hours								
1. Methods of Transportation		69-73		55-65				40-44	
2. Mass Transportation Schedules									X
3. Car Care & Driving Regulations		74-77		65-70	65-67; 111-114	65-66; 71; 134- 142		48-52	
4. Car Insurance									X
5. Travel Arrangements		78-80		73-75					X
6. Geographical Directions					68-75	67-68; 74-80		44-46	X
VI. Clothing	9 hours								
1. Articles of Clothing		105-110	44-48		80-82	88-92			
2. Appropriate Clothing			48-58						
3. Purchasing Clothes		107-108			83-86	93-96		45-54	
4. Exchanging		106							
5. Buying Fabrics		111-113							
6. Clothing Care		115-116							

ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	BOOKS AND PAGES						HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC I	EE I	EE II	ESL I	ESLW I	SE I		
<b>VII. Community Resources</b>	6 hours								
1. Library		157-158							
2. Educational Institutions								X	
3. Parks/Recreation		159-164						X	
4. Public Health Services		166						X	
5. Hospitals								X	
6. U. S. Government Services/ Agencies		165-169						X	X
7. Legal Aid		167						X	
8. Charitable Organizations								X	X
9. Churches								X	
10. Small Stores								X	
11. Emergency Assistance								X	
<b>VIII. Job Seeking</b>	12 hours								
1. Occupations		128-129		108-113	125-127	155-165			
2. Want Ads.		123-125		116	128-130			57-60	
3. Résumé				114-115				69	
4. Job Application		135						68	
5. The Interview		127-132		117-119				65-74	X
6. Follow-up Call		133							
7. Paycheck Explanation		134							
<b>IX. Banking and Postal Service</b>	6 hours								
1. Opening and Maintaining Bank Accounts		141-143							X
2. Checks		144							
3. Money Orders		145							
4. Budget									
5. Bills								X	
6. Post Office Vocabulary		148-149						X	
7. Different Classes of Mail		147-150						75-78	

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# A Curriculum for the Instruction of Employability Skills to Pre-Vocational English as a Second Language Students

## Employability Skills

Definition: Non-technical, cross-vocational skills related to obtaining and maintaining a job.

### Pre-Requisites:

1. Ability to understand, speak, read, and write basic English
2. Ability to read Spanish and/or English at the fifth grade level.
3. Ability to work individually.

### Materials:

The Employability Skills Series (6 books)  
State of Florida  
Department of Education  
Division of Vocational Education  
November, 1979

1. Choosing an occupation
2. Personal Finances
3. Your Job Search
4. Applying for a Job
5. Good Work
6. Job Changes

UNITS	BOOK/PAGES	INSTRUCTION TIME
I. Introduction to Course	<u>Instructor's Guide</u>	3 hours
1. Objectives	1-7	
2. Methodology	1-7	
3. Materials	1-7	
4. Overview of vocations	1-7	
II. Choosing an Occupation	<u>Choosing an occupation</u>	6 hours
1. Information about self	10-14	
2. Abilities	15-28	
3. Receiving job information	32-56	
4. Application of job information	49-60	
5. Comparison of personal traits & job	65	

UNITS	BOOK/PAGES	INSTRUCTION TIME
III. Personal Finances	<u>Personal Finances</u>	12 hours
1. Paychecks: benefits, taxes, deductions	8-18	
2. Shopping strategies	74	
3. Credit	77-84	
4. Budgets	87-104	
5. Insurance	107-112	
6. Banking	115-136	
7. Checks	149-168	
IV. Job Search	<u>Job Search</u>	9 hours
1. Social Security	6-7	
2. Personal Fact Sheet	10-11	
3. Job Sources	15-31	
4. Want Ads	34-42	
5. Contacting Employers	47-49, 56-61	
6. Letter Requesting Applications	51-55	
V. Applying for a Job	<u>Applying for a Job</u>	12 hours
1. Necessary Papers	15-18	
2. Resume	23-28	
3. Job Application	32-59	
4. Interview	70-86	
5. Follow-up Letter	93-98	
6. Pre-Employment test	102-108	
7. Deciding to accept job	109-112	
8. Income tax information	<u>Personal Finances</u> 23-63	
VI. Good Job	<u>Good Job</u>	3 hours
1. Absent/tardy	10-18	
2. Seeking assistance	24-28	
3. Use of telephone	43-45	
4. Completing a task	20; 51-53; 67-68; 71-72	
5. Following instructions and completing a task	73-75	
VII. Job Changes	<u>Job Changes</u>	3 hours
1. Advancement	11-27	
2. Resignation	31-57	
3. Termination, what to do	67-71	

THE AUTOMOBILE MECHANIC

1. ability to communicate to customers.....habilidad para comunicar a los clientes (ej: qué problema tiene su automóvil)
2. above average mechanical aptitude.....aptitud mecánica sobre lo promedio
3. accessories.....accesorios
4. adaptability.....adaptabilidad
5. adjust.....ajustar
6. adjust brakes.....ajuste de frenos
7. adjust parts.....ajuste de piezas
8. air conditioning.....aire acondicionado
9. air gauge.....calibrador de aire
10. airplane mechanic.....mecánico de aviación
11. align front wheels.....alineamiento de ruedas delanteras (tren delantero)
12. anti-friction bearings.....puntos de apoyo; cojinetes; soportes de
13. antique automobiles.....automóviles antiguos (antifricción)
14. automobiles of the past and present.....automóviles del pasado y del presente
15. automobile parts.....piezas de automóvil
16. automobile repair shop.....taller de reparación de automóviles
17. average intelligence.....inteligencia promedio
18. ball bearings.....cojinete de bolas
19. battery tester.....probador de baterías
20. bearings.....cojinetes; soportes
21. bevel gear.....engranaje cónico
22. brakes.....frenos
23. braking devices.....aparato, dispositivo de frenos
24. broken.....roto
25. bumper.....parachoques, paragolpes, defensa
26. bumps.....porrazos, choques; protuberancias
27. carburetor.....carburador
28. cardinal numbers.....números cardinales
29. cars.....coches, máquinas, automóviles
30. caution.....precaución
31. change oil filters...cambiar filtros del aceite
32. change oil.....cambiar el aceite
33. change spark plugs.....cambiar bujías de encendido
34. chassis.....chasis, armazón
35. clean and adjust carburetor.....limpiar y ajustar el carburador
36. clutch.....embrague
37. customer.....cliente
38. cylinder.....cilindro
39. dashboard.....tablero de instrumentos
40. date the guarantee will expire.....fecha de expiración de la garantía
41. dealer (DLR).....comerciante, negociante
42. defective parts.....piezas defectuosas
43. department.....departamento
44. dependability.....confiabilidad
45. Diesel engine.....motor Diésel
46. Diesel mechanic.....mecánico de motores Diésel
47. disassemble engine.....desarmar el motor
48. doors.....puertas
49. duties.....deberes
50. electrical parts .....piezas del sistema eléctrico
- electrical syst .....sistema eléctrico

- 52. engine.....motor
- 53. exhaust system.....sistema de succión, extracción
- 54. exhaust valve.....válvula de escape
- 55. exterior.....exterior
- 56. fastest automobiles.....automóviles que corren más aprisa
- 57. fender.....guardalodos; guardafangos
- 58. filling station.....gasolinera
- 59. filters.....filtros
- 60. floor.....piso
- 61. flush radiator.....limpiar el radiador con presión de agua
- 62. flammable.....inflamable
- 63. formal apprenticeship.....aprendizaje formal
- 64. friction.....fricción
- 65. fuel conservation.....conservación de combustible
- 66. fuse.....fusible
- 67. gas.....gas; gasolina
- 68. gasket.....relleno, empaquetadura
- 69. gasoline.....gasolina
- 70. gear.....engranaje
- 71. generator.....generador
- 72. go to town.....ir a la ciudad
- 73. go to work.....ir al trabajo
- 74. good manual dexterity.....buena destreza manual
- 75. good physical health.....buena salud física
- 76. grille.....enrejado
- 77. grind valves.....acentar las válvulas
- 78. guarantee.....garantía
- 79. hazards.....peligros, riesgos
- 80. helical gear.....engranaje helicoidal
- 81. honesty.....honestidad; honradez; franqueza
- 82. hood.....bonete, cubierta del motor
- 83. hoses.....mangas; tubos de goma
- 84. horsepower.....caballos de fuerza
- 85. hydraulic brake.....freno hidráulico
- 86. hydraulic jack.....gato hidráulico
- 87. hydraulic lift.....aparejo, gancho hidráulico
- 88. idle speed.....con el auto casi detenido
- 89. ignition.....ignición, encendido
- 90. ignition switch.....llave del encendido
- 91. ignition system.....sistema de encendido
- 92. ignition timing.....tiempo de encendido
- 93. indifference to dirty hands and clothes.....indiferencia hacia el ensuciar las manos y la ropa en el trabajo
- 94. injuries.....daños, lesiones
- 95. inspect hoses.....inspeccionar mangas
- 96. install new brakes.....instalar frenos nuevos
- 97. install parts.....instalar piezas
- 98. instrument panel.....panel de instrumentos
- 99. interior.....interior
- 100. internal combustion engine.....motor de combustión interna
- 101. jack.....gato
- 102. leisure time.....horas (tiempo) libres
- 103. length of the guarantee.....espacio de tiempo cubierto por la garantía
- 104. liters.....litros
- 105. lubricant.....lubricante
- 106. lubricate chassis.....lubricar el chasis
- 107. lubrication.....lubricación
- low truck.....camión bajo

109. machine.....máquina
110. major oil producing companies.....compañías más grandes productoras de petróleo
111. mallet.....mazo, maceta
112. marine engine.....motor marino
113. mechanic.....mecánico
114. mechanic at work.....mecánico de servicio
115. mechanism.....mecanismo
116. motor.....motor
117. motorcycle mechanic.....mecánico de motocicleta
118. mounted.....montado
119. muffler.....silenciador ("moffler")
120. newest models.....modelos (de automóvil) más nuevos
121. odometer.....odómetro
122. oil.....aceite
123. oil filler cap.....tapón del tanque de gasolina
124. on the job training.....entrenamiento en, y mientras trabaja
125. options.....opciones
126. overhaul engine.....reacondicionar el motor
127. overhaul transmission.....reacondicionar la transmisión
128. owner's manual.....manual del automóvil para el dueño
129. paint.....pintura
130. patience.....paciencia
131. perform tune-up.....hacer funcionar una máquina (automóvil) para poner en (punto)
132. personal qualifications.....cualidades personales
133. pinion drive.....transmisión por engranajes
134. pint.....pinta
135. piston.....émbolo, pistón
136. piston rings.....anillos de empaquetadura del émbolo; aro de pistón
137. pliers.....alicates
138. problem-solving ability.....habilidad para resolver problemas
139. procedures.....procedimientos
140. problems with automobiles.....problemas con los automóviles
141. quart.....cuartillo
142. radiator.....radiador
143. rack and pinion.....engranaje de cremallera y piñón
144. rear axle.....eje trasero
145. rear end.....parte trasera
146. refrigeration mechanic.....mecánico de refrigeración
147. related careers.....oficios relacionados
148. reliance upon automobiles.....depender de los automóviles para la (transportación)
149. repair clutch....reparar el embrague
150. repair parts.....reparar piezas
151. replace.....reemplazar
152. routine automobil service.....servicio (inspección) de rutina a los automóviles
153. restore to proper operating condition....restaurar, reparar para una condición apropiada de operación
154. rust.....moho
155. screw drivers.....destornilladores
156. seal.....sellar
157. seats.....asientos
158. seep.....filtrar, colar
159. side mirror.....espejo lateral
160. slippery.....resbaloso
161. specialize in a certain field of repairs....especializarse en cierto aspecto (campo) de reparaciones
162. sponge.....esponja
163. steering column.....varilla del guía
164. steering wheel.....guía



- 165. streaks.....rayaduras; líneas de varios colores
- 166. tail light.....luz o farol de cola
- 167. tail pipe.....tubo de escape
- 168. tire.....goma
- 169. timing light.....luz especial para poner en tiempo el carro
- 170. torch.....antorcha
- 171. tow.....remolcar
- 172. training.....entrenamiento
- 173. transmission.....transmisión
- 174. trunk.....cajuela, baúl, maletero
- 175. turn signal.....señal para virar
- 176. wages.....salario
- 177. wax.....cera
- 178. wheel.....guía (rueda)
- 179. whisk broom.....escobilla
- 180. window.....ventana
- 181. windshield.....parabrisas
- 182. windshield wiper....limpia parabrisas
- 183. wrench.....llave inglesa

Adult Education  
The School Board of Orange County  
Certificate of English Competency

*This is to certify that*

\_\_\_\_\_

has mastered the \_\_\_\_\_ level of

English as a Second Language

Given this \_\_\_\_\_ day of \_\_\_\_\_, one thousand nine hundred

and \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
PROJECT ADMINISTRATOR

\_\_\_\_\_  
TEACHER

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ADULT CUBAN IMMIGRANT PROJECT  
BASIC LEVEL ESL CERTIFICATE  
COMPETENCIES

\_\_\_ I. Student is able to understand, speak, read, and write appropriate English in the following survival situations:

Survival Skills

- \_\_\_ Personal Identification
- \_\_\_ Telling Time
- \_\_\_ Shopping for Groceries
  
- \_\_\_ Transportation Services
- \_\_\_ Seeking and Maintaining Housing
- \_\_\_ Maintaining Health and Seeking Medical Assistance when needed

Grammatical Structures

- \_\_\_ Present Tense (I work)
- \_\_\_ Past Tense (I worked)
- \_\_\_ Modals: Polite Request  
(Would you please repeat that?)
- \_\_\_ Future Tense (I will work)
- \_\_\_ Present Continuous Tense (I am working)
- \_\_\_ Compound Sentences (I am working during the day and I am studying at night.)

\_\_\_ II. Student is aware of available social services.

\_\_\_ III. Student is aware of the accepted U.S. behavior in the following situations:

- \_\_\_ Addressing People
- \_\_\_ Greetings and Leave-Takings
- \_\_\_ Making and Maintaining Appointments/Schedules
- \_\_\_ Dining in Restaurants

\_\_\_ IV. Student is aware of the following employability skills:

- \_\_\_ Choosing an Occupation
- \_\_\_ Completing an Application

APPENDIX F

ADULT CUBAN IMMIGRANT PROJECT  
PUBLICITY MATERIALS

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Cubano Refugiado  
 ¿Quiere aprender  
 inglés?

¿para mejorar  
empleo, vivienda,  
carro? ¿SÍ?

Para información  
 Llama 857-2553

ORANGE COUNTY SCHOOL BOARD  
 ADULT CUBAN IMMIGRANT PROJECT

\* Se habla español

# ATENCIÓN CUBANOS

*Refugiados*

*¿Necesitas clases de  
inglés?*

*¿cerca de tu casa?*

*Para Información*

*Llama*

*857-2553*

ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT

*Se habla español*

ADULT CUBAN IMMIGRANT  
PROJECT  
TEL. 857-2553

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ADULT CUBAN IMMIGRANT  
PROJECT

# ¡ATENCIÓN!

## CUBANO REFUGIADO



NECESITAS VIVIENDA,  
CONSEGUIR EMPLEO,  
UN AUTOMÓVIL



Te enseñamos como,  
aprendiendo inglés o un oficio

### LLAMA AL TEL. 857-2553

ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT

AUGUST, 1981

The following publications were accomplished in August, 1981:

1. Bulk rate post cards on interests of Cuban refugees.

ORANGE COUNTY PUBLIC SCHOOLS  
ADULT CUBAN IMMIGRANT PROJECT

Marque con una X los aspectos que le interesan:

Encontrar empleo <input type="checkbox"/>	Administrar bien mis ingresos <input type="checkbox"/>
Saber comprar <input type="checkbox"/>	Poder entender los documentos <input type="checkbox"/>
Entender y que me entienda mi doctor <input type="checkbox"/>	Hacer amistades y comprender a mis jefes y compañeros de trabajo <input type="checkbox"/>
Aumentar mis ingresos para poseer automóvil <input type="checkbox"/>	
Lograr mi ciudadanía y reclamar a la familia que dejé en Cuba <input type="checkbox"/>	Poder disfrutar del cine <input type="checkbox"/>
No cometer errores sancionados en Estados Unidos <input type="checkbox"/>	Aprender un oficio y recibir la licencia <input type="checkbox"/>

Quiero inscribirme en vuestras clases

Mi nombre es: \_\_\_\_\_ Tel. \_\_\_\_\_

Dirección: \_\_\_\_\_

2. Advertising for classes through "El Sombrero" (newsletter for residents of Spanish Villas Apartments).

ATTENCION CUBANOS  
REFUGIADOS  
NECESITAS CLASES DE INGLES?  
CERCA DE TU CASA?  
PARA INFORMACION  
LLAMA 857-2553  
ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT  
SE HABLA ESPANOL



### 3. Publication of Introduction of Project and classes by Otto Meruelo

for the following medias:

- A. La Magica - Radio Station
- B. El Noticiero - Newspaper
- C. La Prensa - Newspaper
- D. El Imparcial - Newspaper

## El Imparcial

### Un Programa Federal De Inglés Para Cubanos

Por Otto Meruelo

Para los Cubanos que llegan a Estados Unidos, al igual que para todos los exiliados, el problema fundamental en su adaptación y progreso dentro del modo de vida americano es el dominio del idioma inglés. Para obtener trabajo, para poder responder las preguntas y datos que se exigen en las solicitudes o "aplicaciones" de empleo, para ser asistidos en los hospitales, para comprar alimentos y vestidos, para alquilar una vivienda, para todo lo que implica las esenciales relaciones de comunicación humana, el inglés—en los Estados Unidos—es indispensable y cuando no puede hablarse y entenderse con facilidad, el ser humano, el extranjero se encuentra con una "barrera" que lo limita y lo priva de las oportunidades de alcanzar un nivel satisfactorio de vida.

El gobierno de Estados Unidos, a través del sistema educativo ha intentado solucionar esta dramática situación que confrontan los exiliados. El llamado "bilingüismo" por el que tanto han luchado las minorías étnicas hispanas—no siempre con logros positivos—es tema muy debatido y, a veces, muy poco alentado en los presupuestos estatales y federales. Mucho del dinero público que se ha destinado a

explicar el inglés como segundo idioma, se ha convertido en inútil instrumento al medirse los resultados o metas reales que han podido lograrse. Pero si han existido frustraciones y desalientos, sin embargo, la necesidad de que los cubanos—y otros núcleos de origen hispano—aprendan el inglés sigue martillando como una tremenda realidad, inclusive si se quiere preservar a la población de este país de los peligros que puedan derivarse, llegando hasta el delito, de los grupos que desesperados al no obtener trabajo, vivienda, automóvil y todo cuanto posee el que conoce el idioma y la educación propia de Estados Unidos, se sienten traumatizados y reaccionan con la violencia como brutal arma de protesta social.

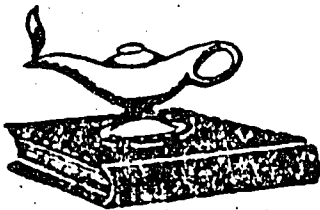
El Orange County Public Schools ha concebido, con generosos propósitos de servicio social, un proyecto de programa para enseñar inglés, gratuitamente, a los cubanos adultos que han entrado desde agosto de 1979 a nuestros días, en los Estados Unidos, escapados del infierno comunista imperante en Cuba. Se trata de un plan, que ya ha comenzado a funcionar, en el que han combinado las técnicas más modernas de enseñanzas del inglés, con una sabia distribución en Orange County de clases impartidas por entusiastas maestras verdaderamente "bilingües" en centros escolares

que estén ubicados en las áreas cercanas a donde existen las mayores concentraciones de cubanos domiciliados. Por el momento ya hay aulas en el Colonial High School en Oleander Drive, en Good Shepherd Church en Oleander Drive, en Orlando Vocational Center en 301 W. Amelia (frente a la Greyhound) y en Mid Florida center en Oak Ridge Road. Se están haciendo gestiones para la transportación.

El programa trata a cada persona, desde que se matricula, como un alumno que merece atención especializada e individual de los maestros.

Especialistas en conocer el nivel cultural, la inclinación vocacional y si posee o no nociones del Inglés, determinan la labor específica del maestro en cada caso y le permite al educador emplear textos adecuados. Un método tan sabio y metódico tiene que facilitar un aprendizaje rápido, gradual, sencillo y efectivo de estos alumnos adultos. Y por añadidura, se le explica a cada uno, cuestiones educativas que la permitan adaptarse a la vida y a las leyes de Estados Unidos, enseñándoles, desde el simple aprendizaje de los equipos del hogar, lo que son sus derechos y sus deberes, hasta la administración de sus presupuestos hogareños, para que nunca sufran lamentables y críticas situaciones desesperantes.

4. Article from the Vocational, Adult Career Education Newsletter (Orange County Public Schools) for August, 1981 on our Project)



## A D U L T   E D U C A T I O N

Orange County Adult Education is preparing for another busy and productive school year. 1980-1981 was a year of changes and distinctions for the Adult Education section.

The General Educational Development (GED) testing program have moved their office and testing site to the Orlando Vocational Technical Center. Testing is conducted twice a month at that location to accommodate the large number of applicants.

The Corrections program had the distinction of awarding its 1000th GED diploma. Sheriff Coleman and Major Shoultz were presented with plaques by the Orange County Adult Education Association in appreciation of their support of adult education programs during their tenure in office.

Two new federally funded grants, the Cuban Immigrant Project and the Haitian Project, have been awarded to Orange County Adult Education. These projects will provide services in conseling and job development to identified refugees and assist them in becoming more productive members of American society.

The 1980 census revealed that the population growth in this country has been essentially adult in nature. This offers a great challenge to all adult education programs. Orange County Adult Education intends to meet the needs of this potential client population by providing the best possible programs.

5. Article from "For Adults Only" on our Project.

### Cuban Immigrant Project

Due to the influx of Cuban refugees into the central Florida area, it was determined by the School System that a project was needed to offer special help to the Cuban community. This project got under way in May of this year, under the direction of Carolina MacNaughton, Project Administrator.

The project administrator's responsibility is to coordinate and supervise the project in order to maintain a consistency between the project activities and the project proposals. She acts as liaison between the program and businesses/agencies in the community. She also works with outreach personnel in attracting students to the existing ESL classes and in forming new classes.

The purpose of the project is to teach the Cuban students English, educate them in American culture, and enhance their employability skills by training them in vocational areas. Thus, they would become productive and contributing members of American society.

So far, the project has been advertised by local television coverage and by distribution of handouts to Latin business, local agencies, and throughout the local schools. Ms. MacNaughton is personally contacting businesses that employ the refugees to offer the project's services. She is currently field testing a refugee orientation handbook. The manual is being distributed to the students and the staff. After their perusal, a questionnaire will be completed by them that will provide a means for evaluation. In addition, plans are being made to field test orientation films.

The project, which is housed at McCoy, is staffed with one outreach program assistant, one program assistant for documentation, one secretary, and four occupational specialists. Eventually, several bilingual aids will be added to the program.

Ms. MacNaughton was educated locally at Valencia and UCF and attended Georgetown University on a summer scholarship. Her studies have taken her to Mexico and Germany, but her Master's Degree in Administration was earned here at Rollins. At the present time, she is working on her Ed.S. in Multi-Bilingual Multi-Cultural Education from Florida State University.

6. This schedule was advertised in "El Imparcial" newspaper on the 12th of August, 1981.

ADULT CUBAN IMMIGRANT PROJECT  
ORANGE COUNTY SCHOOL BOARD

CLASES DE INGLES COMO SEGUNDO IDIOMA (ENGLISH AS A SECOND LANGUAGE) ESTAN SITUADAS EN:

Colonial High Community School  
9:00AM - 1:00PM - Lunes, Miércoles y Viernes  
6:30PM - 9:30PM - Martes y Jueves

Orlando Voc/Tech. Center  
6:30PM - 9:30PM - Lunes y Miércoles  
6:30PM - 9:30PM - Martes y Jueves

Mid Florida Tech. Inst.  
6:30PM - 9:30PM - Lunes y Miércoles

Boone High Community School  
6:30PM - 9:30PM - Lunes y Miércoles

Good Shepherd Church  
6:30PM - 9:30PM - Martes y Jueves

INFORMACION 857-2553

ADULT CUBAN IMMIGRANT PROJECT  
ORANGE COUNTY SCHOOL BOARD

SEPTEMBER, 1981

ADVERTISING:

- L. Advertising of Project classes through The Northland Community Church newsletter, printed on September 6, 1981.

HELP FOR CUBAN REFUGEES:

If you know a Cuban Refugee who arrived in the United States after August 1, 1979 and who is at least 16 years of age, please contact Robin Matthes at 857-2553. Assistance in learning English, searching for jobs and living accommodations is available.

2. Promotional material distributed on information for transportation to our classes at different schools.

# Cubano Refugiado

↓ Parada Aquí ↓

Transportación a las clases  
de inglés ..... lunes y miércoles

Llama:

857-2553

Para asegurarte tu asiento.

ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT

3. Advertising flyer for new class starting at Florida First Federal Savings Bank of September. (On next page)

# Cubano Refugiado

## ¿Quiere aprender inglés?

### ¿para mejorar empleo, vivienda, carro? ¿SÍ?

### Para información Llama 857-2553

ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT

### \* Se habla español

Colonial High Community School - Oleander Drive  
6:30-9:30 pm Lunes y Miércoles  
6:30-9:30 pm Martes y Jueves

Mid-Florida Tech. Institute - 5900 Oak Ridge Road  
6:30-9:30 pm Lunes, Martes, Miércoles y Jueves

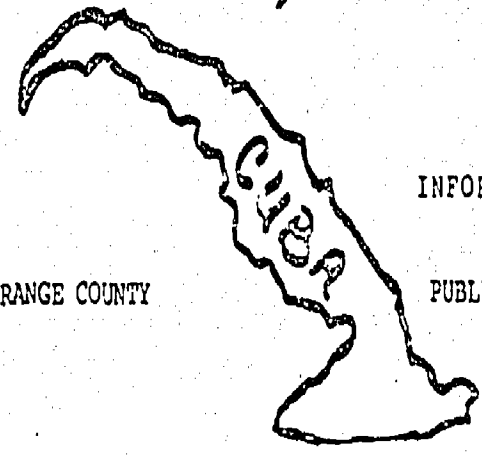
Orlando Vocational Voc/Tech Center - 301 Amelia St.  
6:30-9:30 pm Lunes y Miércoles  
6:30-9:30 pm Martes y Jueves

Doone High Community School - Hills Ave. y Kaley Ave.  
6:30-9:30 pm Lunes y Miércoles  
6:30-9:30 pm Martes y Jueves

Apopka Junior High School - N. Park Ave.  
6:30-9:30 pm Martes y Jueves

Comienza el 13 de octubre del 81  
9:00 am - 1:00 pm.

Nuestro nuevo local:  
Florida First Federal Savings  
2700 Livingston Street  
Orlando, Fla.  
← detras del mall de Colonial Plaza  
¡Te esperamos!



ORANGE COUNTY

INFORMACION: 857-2553

PUBLIC SCHOOLS

# Refugiados Cubanos!

Necesitamos un grupo  
de buenos refugiados.

## Requisitos:

1. responsable
2. consistente
3. empeño y motivación  
para triunfar en este  
País.

Información: 857-2553

ORANGE COUNTY SCHOOL BOARD  
ADULT CUBAN IMMIGRANT PROJECT

1. Article printed in "The Educator's" newsletter on November.

## REFUGEE ENTRANTS GET HELP

Adult Cuban immigrants who reached our shores after August 1, 1979, are getting special training to help them adjust to the American way of life and become more employable, productive members of our community. An outreach program which includes media, person-to-person contact, distribution of materials and referrals from cooperating agencies has been instituted by the Orange County Public Schools. It is one of two in the nation which is sponsored by the public schools and funded by the U.S. Department of Education, Division of Adult Learning Programs.

Project participants are placed in ESL (English as a Second Language) classes.

The curriculum reflects the needs and goals of the students. Their occupational skills are evaluated, and Individualized Educational Plan (IEP) is prepared for each student, who is given the necessary instruction to meet his/her goals.

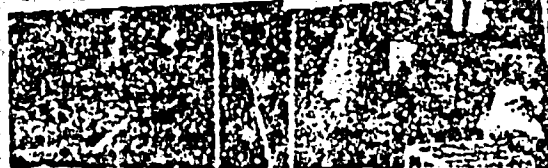
Cooperative agreements with agencies, organizations, churches and school programs enable coordinators and teachers to meet the many needs of the newcomers and expedite their acclimatizing to their new country and the democratic way of life. For further information about the Language Skills and Training for Adult Cuban Immigrants, call Carolino MacNaughton, Program Administrator, at 857-2553.



Guillermo Echevarria has 9 years experience as a welder, and is also studying at the Orlando Vocational School so he can fulfill his goal to establish his own shop.



Silvio Castilla, a master mechanic with supervisory experience, is a Cuban entrant who is studying vocational ESL, specialized for auto mechanics. He is employed by Parks Auto Repair on East Oak Ridge Road.





1. Promotional material printed and distributed throughout Latin businesses, schools and agencies, advertising new Auto Mechanics course offered at Mid-Florida Technical Institute.

Curso de  
Inglés para  
Auto Mecánicos  
Cubano Refugiado  
Llama:  
857-2553

MAY, 1982

1. Press release for the Adult Eductiaon Department of OCPS.

The Adult Cuban Immigrant Project, a federally funded program which operates in the Vocational, Adult, and Career Education Department of OCPS, has been extended through June, 1983. The Project was originally funded until October, 1982, but will now be allowed to provide educational and social services to the Cuban refugee population in Orange County for an additional eight months.

The Adult Cuban Immigrant Project's staff, under the direction of administrator Carolina MacNaughton, is excited about further serving these people in order that they become productively integrated into society. To provide you with more information about the project, its cumulative statistics from July, 1981 to March, 1982 are presented below:

Total Number of Students enrolled in ESL	466
Total Number of Outreach Contacts	1,443
Total Referrals to Community Agencies	197
Jobs Developed	114
Gained Employment	65
Obtained Better Job	14
Enrolled in Vocational Course	18
Removed from Public Assistance	17
Clients served under Parole Status	4
Clients assisted with Court Problems	19

# Cuban Immigrant



## Project

857-2553

MAY, 1982

VOL. 1

NUM. 2

### UBAN REFUGEES:

..CRIME...UNEMPLOYMENT...FOOD STAMPS  
..DRUGS...VIOLENCE...we have another  
tory - a success story - his name is  
rmando Garcia. Mr. Garcia entered the  
nited States in May, 1980, after being  
political prisoner in Cuba for more  
han 8 years. He, like many Cubans,  
rrived not knowing English, without  
ob skills, without money and with no  
pecific plans for the future. But he  
anted to survive.

Presently, Armando Garcia is completing  
he Auto Mechanics Program at Mid-Flori-  
a Tech, while studying for his high  
chool degree and English-as-a-Second  
anguage in the night program at Colonial  
ommunity School. He has already re-  
eived the basic and intermediate ESL  
ertificates at Colonial.

Armando Garcia, from the Adult Cuban  
migrant Project, is now comfortable in  
he United States and, according to him,  
Home is where you are comfortable, not  
ecessarily where you're born."

We wish Armando the best in his efforts  
f becoming an auto mechanic and in making  
he United States truly his home.

\*\*\*\*\*



### CUBANOS REFUGIADOS:

...CRIMEN...DESEMPLEO...CUPONES DE  
ALIMENTOS...DROGAS...VIOLENCIA...  
nosotros tenemos otra historia- una  
historia de triunfo- Armando Garcia.  
El Sr. Garcia entró a los Estados  
Unidos en mayo del 1980, después de  
haber sido un prisionero político po  
más de 8 años en Cuba. El, al igual  
que muchos cubanos, no sabía hablar  
inglés, no poseía destrezas ocupacio  
nales, carecía de dinero y no tenía  
planes específicos para su futuro.  
Mas él quería sobrevivir.

Actualmente, Armando Garcia está  
cursando Auto Mecánicas en Mid-Flori  
Tech. Y a la vez, está estudiando  
para su diploma de estudios secundar  
y también cursa las clases de Inglés  
como segundo idioma de nuestro proje  
en la escuela de Colonial. El ha  
completado y ha recibido un certifie  
del curso básico e intermedio de las  
clases de Inglés.

Armando Garcia, del proyecto de  
Cubanos Adultos Inmigrantes, está co  
tento en los Estados Unidos y según  
nos informa, "El hogar es el lugar d  
uno se siente cómodo, no neces  
mente donde nace".

Le deseamos a Armando lo mejor en  
sus esfuerzos para estar adelante y  
escoger éste país para hacerlo su he  
\*\*\*\*\*

Dalton Bookstore in the Orlando Fashion Square Mall has Los Verbos en Inglés. The book explains English verbs in Spanish and English. They are appropriate as a self-study text. The cost is \$3.00 per copy and are located in the Foreign Language section.

\*\*\*\*\*

LAKE WESTON

The basic English-as-a-Second Language certificate was awarded to these two students: Raúl Cruz and Arnaldo Espinoza, who have been attending night classes at Lake Weston.

C O N G R A T U L A T I O N S

\*\*\*\*\*

In September, 1981, Lilia Ana Acevedo began her English studies at Boone Community School. She soon became an outstanding student in the Adult Cuban Immigrant Project.

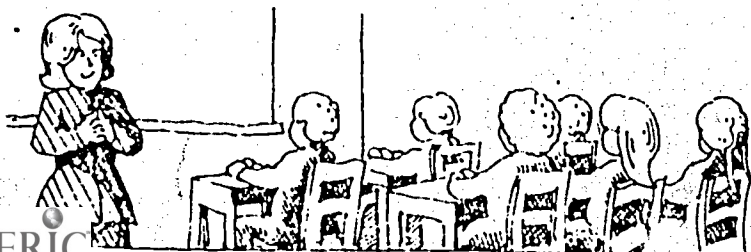
As she was beginning to speak English, she found a job at United Business Systems. There she had to apply her English (learned at Boone) in order to communicate with her supervisor and colleagues. Lilia has demonstrated that she has admirable working skills. She is also considered one of the best workers in her department.

Again, Lilia has triumphed as a result of her efforts. Under the auspices of the project and the director, Carolina MacNaughton, she is taking a course in accounting. She has already shown her merits to her accounting teacher and to Verena Souto, her English teacher in the project.

We would like to thank Maude Fain, Administrator of Boone Community School, for helping Lilia.

C O N G R A T U L A T I O N S T O L I L I A

\*\*\*\*\*



A los estudiantes interesados en comprar el libro Los Verbos en Inglés les avisamos que están disponibles a la venta en la librería Dalton en el mall de Fashion Square. Este libro explica el uso de los verbos en español y en inglés. El costo es de \$3.00 y están en la sección de lenguas extranjeras. Es muy apropiado para aquellos que quieren estudiar por sí mismos.

\*\*\*\*\*

LAKE WESTON

Nuestras felicitaciones a los dos siguientes estudiantes: Raúl Cruz y Arnaldo Espinoza, por la excelente labor y dedicación en sus clases. Ellos recibieron el certificado de inglés básico como segundo idioma.

A D E L A N T E

\*\*\*\*\*

Lilia Ana Acevedo comenzó a estudiar en Boone Community School en septiembre de 1981. Pronto se convirtió en una destacada alumna del Adult Cuban Immigrant Project. Mientras se superaba esforzada e inteligentemente en el dominio del Inglés, comenzó a trabajar en United Business Systems donde aplicó sus conocimientos para comunicarse sin dificultades con sus supervisores y compañeros de trabajo, al mismo tiempo que demostró poseer admirables destrezas laborales. Actualmente está considerada como una de las mejores trabajadoras de su taller.

Lilia Ana acaba de obtener otro triunfo para sus esfuerzos. Auspiciada por nuestro proyecto educacional y por nuestra directora Carolina MacNaughton se ha matriculado en un curso vocacional de contabilidad en Boone High School donde rinde ya una meritoria labor como estudiante con la plena satisfacción de su maestro y también de su educadora Verena Souto, maestra de Inglés del proyecto. Nosotros agradecemos la ayuda de Maude Fain, Directora de Boone Community School, por la ayuda que le brindó a Lilia Ana.

C O N G R A T U L A C I O N E S P A R A L I L I A A N A A C E V E D O  
\*\*\*\*\*



COLONIAL COMMUNITY SCHOOL

Congratulations to Ernesto Medina, a student at Colonial who was named Food Service Achiever for March, 1982 at the Orlando Naval Training Center.

Ernesto has been providing janitorial service to NTC's dining facilities for 14 months and has contributed exceptional service to the department. He was recently awarded a wooden plaque, a certificate of appreciation, and an official letter of "personal thanks for a Job Well Done" from Commanding Officer H.E. Smetheram of the Department of the Navy, United States of America.

We are proud to have such an accomplished employee and dedicated student as Ernesto Medina in our program.

\*\*\*\*\*

DADE SAVINGS CLASS

On June 17, Certificates were issued by Mr. Santos Sanchez for the perfect class attendance of the following students:

- Caridad Reyes
- Silvia Diaz
- Angela Moret

Congratulations to all three.

\*\*\*\*\*

MORE CERTIFICATES

Congratulations to Zoraya Hernandez and Alma Medina for obtaining the basic ESL Certificate at Colonial Community School.



COLONIAL COMMUNITY SCHOOL

Ernesto Medina, un estudiante de Colonial Community School, fue nombrado el mejor asistente de servicio de alimentos del Centro Naval de Entrenamiento de Orlando para el mes de marzo del 82.

Ernesto ha prestado servicios de custodio sanitario en el área del comedor de ese centro por catorce meses, y sus servicios han sido excepcionales a ese departamento.

Recientemente le fue otorgado un pergamino, un certificado de tipo meritatorio y una carta oficial de agradecimiento personal por esa labor bien cumplida por el oficial Comandante, Sr. H. E. Smetheram del Departamento Navy de los Estados Unidos de América.

Estamos muy orgullosos en tener un estudiante tan dedicado a su trabajo por igual a sus estudios en nuestro programa.

\*\*\*\*\*

DADE SAVINGS

El 17 de junio también se repartieron certificados en Dade Savings. El jefe de ese grupo, Sr. Santos Sánchez hizo la entrega de certificados por asistencia perfecta a los magníficos estudiantes Caridad Reyes, Silvia Diaz y Angela Moret.

Nuestras Felicitaciones a todas.  
\*\*\*\*\*

CERTIFICADOS EN COLONIAL

Nuestras felicitaciones a Zoraya Hernandez y Alma Medina por recibir el Certificado de Inglés Básico con segundo idioma.

PROGRESO PARA AMBAS

\*\*\*\*\*

1. Promotional material printed and distributed, advertising classes.

Cubano  
Refugiado  
Tenemos las clases  
que tu necesitas!  
Inglés para  
Mejorar tu futuro  
Lláme: 857-2553

ORANGE COUNTY PUBLIC SCHOOLS  
ADULT CUBAN IMMIGRANT PROJECT

Acuérdate Cubano  
Refugiado! Para  
Mejorar tu vida

Necesitas aprender  
"INGLES"

Llame Hoy  
857-2553

ORANGE COUNTY PUBLIC SCHOOLS  
ADULT CUBAN IMMIGRANT PROJECT



# Cuban Immigrant



## Project

857-2553

AUGUST, 1982

VOL. 1

NUM. 4

Congratulations to Laureano Alcay for having been awarded the Basic ESL Certificate on July 20th. Laureano attends classes regularly at Colonial Community School. We appreciate his hard work and determination.

GOOD WORK!

\*\*\*\*\*

### REGISTRATION

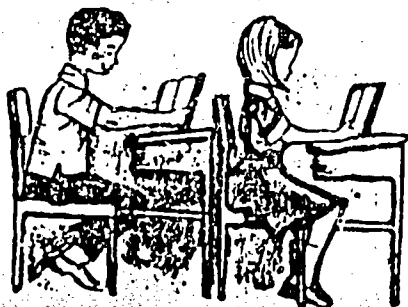
Although school doesn't begin until August 1st, now is the time to register your child in the Orange County Public Schools. Registration is being conducted at each school and counselors are available to help register your child. Please bring your child's birth certificate, immunization record, proof of physical examination and proof of residency when registering.

First graders must have completed a year of kindergarten and be 6 years old before January 1, 1983 to register.

Children registering for kindergarten must be 5 years old by October 1st, 1982.

If your child attended a private kindergarten, bring a letter from the school stating your child successfully completed the program. To find out what school your child should attend, call the Pupil Placement Office at 423-9247. Please register your child now and avoid the first-day-of-school rush. For more information, call the Community Relations Department at 423-9237.

\*\*\*\*\*



Nuestras felicitaciones van a Laureano Alcay. Acaba de recibir su certificado de Inglés Básico como Segundo Idioma el 20 de julio.

Laureano asiste regularmente a la escuela de Colonial.

Nos sentimos orgullosos de la fuerte labor y entusiasmo que nos ha mostrado Laureano.

BUEN TRABAJO!

\*\*\*\*\*

### MATRICULA PARA SU NIÑO YA

Aunque las clases no comienzan hasta el 30 de agosto, ahora es el momento de matricular a su niño(a) en las escuelas Públicas del Condado de Orange.

Puedes matricular a su hijo(a) en la escuela de su localidad. Hay consejeros en cada escuela para ayudarles a matricular a su hijo(a).

Tienen que proveer a la escuela el certificado de nacimiento del niño(a), certificado de inmunización, examen físico y prueba de donde reside.

Para poder matricular al niño(a) que va por primer grado, tiene que haber completado un año de escuela primaria (kindergarten) y tener seis años de edad antes del 1ro de enero del 83.

Los niños que se van a matricular en Kindergarten (escuela primaria) tienen que cumplir los 5 años en o antes del 1ro de octubre del 82.

Si su niño(a) cursó sus estudios primarios en una escuela privada, traiga una carta de la escuela confirmando que su niño(a) completó satisfactoriamente el programa.

Para saber en que escuela su niño(a) tiene que asistir, llame a la oficina de Pupil Placement al 423-9247.

Registre su niño(a) ahora y evitarás problemas de última hora. Para más información, llame al departamento de relaciones a la comunidad al 423-9237.

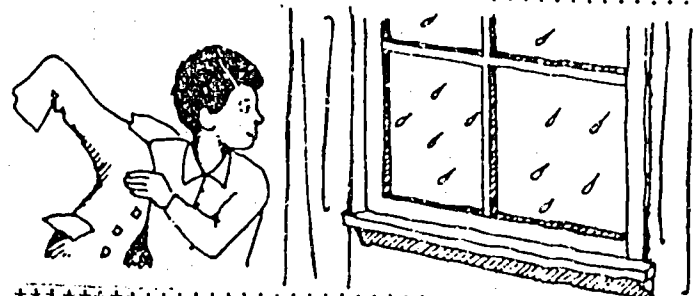
\*\*\*\*\*

In spite of the difficulties of learning English, Narciso Gonzalez is a good example of what one person's desire to study and acculturate to the American lifestyle can do.

Whether it rains or shines Narciso is present for his English class in which he has progressed. He often surprises his teacher, Shirley DuBois, and fellow students with his correct answers and precise vocabulary. He knows more English than he thinks he does.

Narciso has been an excellent example for others in his class.

\*\*\*\*\*



\*\*\*\*\*

FLORIDA HOSPITAL CLASS

ESL teacher, Robin Matthes would like to tend her congratulations and appreciation all the employed students at Florida Hospital South, who have successfully completed their first ESL course on site at the hospital. A special congratulations is sent to: ADELA CABRERA, RAUL CRUZ, CARMEN DE LA TORRE, CARMEN GONZALEZ and EVARISTO GONZALEZ for their perfect class attendance. The Adult Cuban Immigrant Project is looking forward to continued classes at Florida Hospital and great progress in the students' English.

\*\*\*\*\*

As an extra-curricular activity, Mr. Santos Sanchez took his class on a field trip to a local supermarket. There he explained functions of the different departments. He added the lesson by practicing different names for the foods. Orientation was provided in the use of coupons and the relation of price to quality, quantity and ingredients. He also reviewed other skills associated with consumers.

Afterward, a test was given to check the consumer skills that the students had learned. We encourage Santos to continue with this type of activity.

\*\*\*\*\*

The administrative offices of our Project are open from 7:30 am to 6:00 pm.

We have an answering service machine when we are not in the office. PLEASE DO NOT HANG UP, leave your name, telephone and message. YOUR CALL IS IMPORTANT TO US.

\*\*\*\*\*

Narciso Gonzalez constituye un vivo ejemplo de lo que puede hacer la voluntad cuando se quiere estudiar, mejorar el nivel de aculturación al modo de vida norteamericana y aprender a vencer las dificultades del Inglés. Narciso es un modelo de estudiante "puntual" con un 100% de asistencia al curso de ESL de la Sra. DuBois, en Mid-Florida Tech.

Sin amedrentarse cuando llueve, con frío o en calor, cada noche Narciso llega para su clase de Inglés, en la que progresa paso a paso. Muchas veces sorprende a la profesora y a sus condiscípulos con respuestas correctas en las que incluye un vocabulario preciso. Ya sabe más Inglés de lo que el supone conocer.

Narciso le sirve de ejemplo a otros muchos.

\*\*\*\*\*

CURSO DEL FLORIDA HOSPITAL

La maestra de inglés como segundo idioma, Rol Matthes desea extenderles felicitaciones y agradecimiento a todos los estudiantes empleados en la Florida Hospital South. Todos han completado con buen éxito el primer curso de inglés como segundo idioma, la cual se ha estado ofreciendo en las facilidades del Hospital.

Felicitación en especial para los siguientes estudiantes: ADELA CABRERA, RAUL CRUZ, CARMEN DE LA TORRE, CARMEN GONZALEZ, EVARISTO GONZALEZ por su asistencia perfecta en la clase.

El Proyecto de los Adultos Inmigrantes Cubanos espera continuar este curso en el Florida Hospital HA TENIDO GRAN EXITO!

\*\*\*\*\*

El maestro Sr. Santos Sanchez llevó a su grupo de estudiantes a un supermercado y allí, en forma práctica, les explicó los nombres de las secciones y departamentos para enseñarlos a no perder tiempo buscando las mercancías. Explicó los nombres de los productos. Los orientó en el uso de cupones y sobre la relación entre precio, calidad e ingredientes de cada mercancía. Y al final, les facilitó una pequeña prueba para que los alumnos reflejara lo que habían aprendido.

Estímulos a Santos para que continúe ese tipo de actividad.

\*\*\*\*\*

Nuestras oficinas administrativas están abiertas de 7:30 am. a 6:00 pm. de lunes a jueves.

Tenemos una grabación para contestar cuando no estamos en la oficina. POR FAVOR NÓ CUELQUE antes de dejar su nombre, teléfono y mensaje.

SU LLAMADA ES IMPORTANTE A NOSOTROS!

\*\*\*\*\*

SEPTEMBER, 1982

1. Advertising material printed in "La Semana" newspaper.  
(September thru October)



**¡GRATIS!**  
Clases de inglés  
Mejore su futuro  
Aprenda inglés  
con nosotros.  
**857-2553**

Proyecto de Inmigrantes Cubanos Adultos  
Escuelas Públicas del Condado Orange



2. Flyer printed for distribution advertising new opening of classes at Reeves Court. (Housing Authority Community Room).

# CLASES DE INGLES:

martes 9:00  
y  
miércoles 11:00 a.m.

Reeves Terrace (Orlando  
Reeves Court 300 Housing)  
Community Room  
(Salón Comunal)  
Orlando

## Información:

857-2553

# Cuban Immigrant



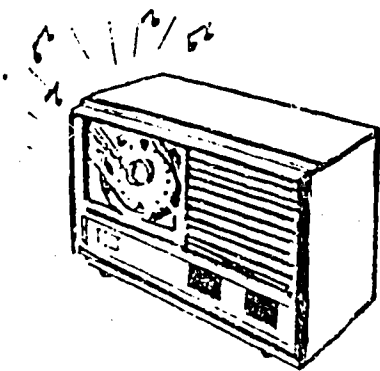
# Project

SEPTEMBER, 1982

VOL. 1

NUM. 5

We would like to thank Mr. Bebo Kramer, owner of radio station MJKK for providing our program with public service time. We appreciate his dedication to helping the Hispanic people of Central Florida move ahead!



Queremos darle nuestras más expresivas gracias a Bebo Kramer, dueño de la radio emisora MJKK "La Mágica" por proveerle a nuestro proyecto Tiempo a los servicios públicos que ofrecemos. Agradecemos su dedicación ayudando a la comunidad hispana de la Florida Central para el progreso futuro.

\*\*\*\*\*

## BIENVENIDOS NUEVAMENTE

Los maestros de la escuela comunal de Colonial les da una cálida bienvenida a los siguientes estudiantes Cubanos que han regresado a las clases de Inglés como Segundo Idioma de Lunes a jueves de 6:30 pm. a 9:30 pm.

- Caridad y Manuel Bernardo
- Ana María y Manuel Galindo
- Armando García
- Alma y Ernesto Medina
- Guillermo Orta
- Margarita y Leonel Pérez
- Antonio Quintana

\*\*\*\*\*

Las escuelas del condado de Orange están ofreciendo una clase de Inglés a personas de habla extranjera. Esta clase se formó con la intención de enseñarles Inglés y temas relacionados con el mundo actual y el trabajo. El salón está ubicado en:

Salón Comunal de Orlando Housing  
300 Reeves Court, Orlando, Fla.

Comienzan a las 9:00 am. hasta las 11:00 am. todos los martes y miércoles.

Para más información, llame al: 857-2553

## WELCOME BACK TO CLASS

The teachers at Colonial Community School extend their warm greetings to the following Cuban students who have re-entered the English as a Second Language (ESL) classes from Monday through Thursday evenings 6:30 to 9:30 pm.

- Caridad and Manuel Bernardo
- Ana Maria and Manuel Galindo
- Armando Garcia
- Alma and Ernesto Medina
- Guillermo Orta
- Margarita and Leonel Perez
- Antonio Quintana

\*\*\*\*\*

Orange County Schools is offering an English class for foreign speakers. The class is designed to help people learn English and about the world or work.

Classes are held in the Community Room at Reeves Court from 9:00 am. to 11:00 am. every Monday and Wednesday. For more information

ERIC: 857-2553

The Adult Cuban Immigrant Project started English classes on the 7th of September in the Community room at 300 Reeves Court.

This class welcomes all hispanics living in Orland Housing Authority and the Orange Village Project. This class has awaked the interest in all hispanics that wish to study English. This gives the opportunity to those who for certain reasons were not able to attend the class offered at Dade Federal Savings or a school nearby your home.

Congratulations to the directors of the Orlando Housing Authority for their contribution in this new educational unit.

\*\*\*\*\*

HAPPY BIRTHDAY

Caridad Reyes, one of our students at Orlando Housing, had her birthday celebrated on September 8. Caridad is doing a good job and is a good example of the interest shown to study the American culture, by starting with her English studies.

HAPPY BIRTHDAY CARIDAD REYES

\*\*\*\*\*

IMPORTANT INFORMATION

We would like to inform you of the closing of our class at Dade Federal Savings. The class terminated in September 2. The persons interested in knowing where they can attend classes nearest to their home, please call our administrative office at 857-2553



\*\*\*\*\*

Seventy-eight year old student, Ramon Fernandez, is now regularly attending the ESL class at 300 Reeves Court - whether he has to take the bus or walk 3 miles to and from class. While Ramon is at Boone Community School he walked more than 5 miles in order to study and improve his English. He is a fine example of MOTIVATION.

\*\*\*\*\*

Desde el 7 de septiembre el Adult Cuban Immigrant Project, abico la clase de Ingles que se impartia en Dade Savings, en el Community Room de Orlando Housing Authority que se encuentra en 300 Reeves Court.

Esta clase a la que pueden asistir todos los hispanos que pertenecen a Orlando Housing y al proyecto de Orange Village, ha despertado un gran interes entre la poblacion que necesita estudiar Ingles y que por distintas razones, no habian tenido antes la oportunidad de que la escuela se la situaran cerca de sus hogares. De 9:00 a 11:00 de la mañana, todos los martes y miercoles, ahora esas personas reciben las clases que siempre desearon.

Congratulations para los dirigentes de Orlando Housing Authority por su contribucion a este nuevo empeno educativo.

\*\*\*\*\*

UN CUMPLEANOS

Caridad Reyes, una de nuestras alumnas del Orlando Housing, recibio de sus companeros un calido y emotivo agape el 8 de septiembre, cuando cumplio años. Caridad esta dando un magifico ejemplo de lo que es el interes por estudiar la cultura americana, comenzando por aprender el Ingles!

MUCHAS FELICITACIONES CARIDAD!

\*\*\*\*\*

INFORMA ION IMPORTANTE

Queremos informarles del cese de nuestra clase ofrecida en Dade Federal Savings desde el 2 de septiembre. Las personas interesadas en saber donde debe de ir para asistir a la escuela mas cercana a tu hogar, llame a las oficinas administrativas al 857-2553

\*\*\*\*\*

Ramon Fernandez tiene 78 años de edad. Comenzo a estudiar en Boone Community School como uno de los primeros estudiantes del proyecto y siempre se destaco por su empeno y buena comprension. Se traslada a pie mas de 3 millas y no mide su cansancio en el interes de asistir puntualmente a nuestras aulas.

UN VERDADERO EJEMPLO PARA TODOS.

\*\*\*\*\*

GOOD

WORK

4. Article printed from Mid-Florida Technical Institute Yearbook, on our Project classes.

## CONVERSATIONAL SPANISH, CLASSICAL FRENCH, VESL

The Conversational Spanish course is geared to the hotel industry, emphasizing phrases and vocabulary pertinent to the hotel and food and beverage industries. The course is individualized and can be designed to meet the needs of the individual who does not work in the hotel industry but desires to learn Spanish. On-property courses have been conducted at Sea World, Sheraton World, Hilton Inn and Holiday Inn hotels in the area.

The Classical French course is designed for students in the food and beverage industry who need to know French culinary terminology. Students are taught to pronounce French food items ranging from appetizers to wines. The correct pronunciation of France's classical dishes is also emphasized.

A pilot program in vocational ESL was new this year in the evening program. The program was developed by Jane Little and Gerry Krotky under the Federal grant given to the Adult Cuban Immigrant Program. VESL is directed to non-native speakers of English who are interested in kitchen occupations and wish to prepare themselves with the specific vocabulary needed to obtain employment in those occupations.



Margery Bailey, Conversational Spanish student, uses an English/Spanish dictionary.



**Ms. Jane Little**  
**Conversational Spanish Instructor**

Ms. Little converses in Spanish with Lillian Pagan, Conversational Spanish student.



**Ms. Maria Sorondo**  
**Conversational Spanish Instructor (evening)**

Ms. Sorondo gives individual instruction to Pam Jones, Conversational Spanish student.

APPENDIX G

Sample Publicity for Life Skills Presentations

Pre and Post Test Rights of the Tenants

Pre and Post Tests Rights of an Arrested Person

Pre and Post Test Income Tax Form 1040EZ

Sample Presentation Material for Medical Services  
Presentation

Pre and Post Test The Car Accident



# Contribución Sobre Ingresos

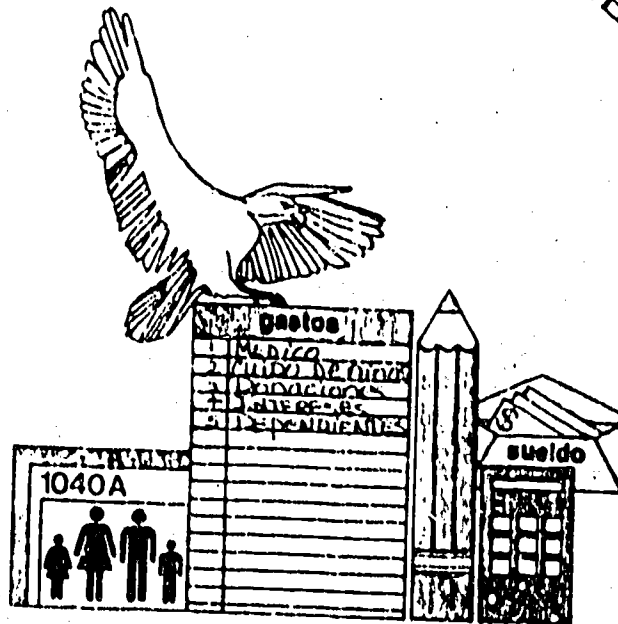
¿CREDITOS?

¿DEDUCCIONES?

15 de abril

¿DEPENDIENTES?

¿GASTOS MEDICOS?



ORIENTACION:

MID-FLA TECHNICAL INSTITUTE

LUNES, 28 DE FEBRERO DE 1983

7: 00 pm.

Adult Cuban Immigrant Project

Orange County Public Schools

ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF THE TENANT

Name \_\_\_\_\_

Date \_\_\_\_\_

Center \_\_\_\_\_

Mark the correct answer with an X.

1. You have an electric problem in your apartment.  
What should you do first?  
 a. Call the City Hall.  
 b. Notify the landlord.  
 c. Fix it yourself.
2. Your child broke the mirror on your dresser.  
What should you do?  
 a. Notify the landlord.  
 b. Go to a lawyer.  
 c. Fix it yourself.
3. The kitchen cabinets were burned when you left the stove on.  
What you should do?  
 a. Call a lawyer.  
 b. Fix the item yourself.  
 c. Notify the landlord and make an agreement as to how this problem will be solved.
4. David Small received an eviction order without ever having received a warning notice. What should he do?  
 a. Ignore the order.  
 b. Get a lawyer right away.  
 c. Complain to City Hall.
5. Your lease says that you should pay on the fifth day of each month. One time you paid after the 10th day and another time you paid after the 20th day. Does your landlord have the right to evict you?  
 Yes                       No
6. Your apartment contract states that only you, your spouse and your children can live in the apartment. Your brother is coming from New Jersey and he is planning to live in your apartment permanently. Should you notify the landlord?  
 Yes                       No
7. A friend has given you a washing machine, but your lease says you can not use any major appliances of own. Should you use it without notifying the landlord?  
 Yes                       No

The Rights of the Tenant. Cont.

8. Ann Martin has a lease for seven months. Up to the third month she has been faithful to the lease. Her landlord wants to evict her because she has been complaining about an electric problem in her apartment.

Does the landlord have the right to evict her?

Yes  No

9. Peter and Diane Brown do not have a lease. They take good care of their apartment, pay their monthly rent on time and do not disturb anyone. Can the landlord evict them in the middle of the month?

Yes  No

10. You have a one year lease which was from April 1, 1982 to May 31, 1983. Your rent is \$300.00 and the lease says that the landlord can not increase the rent.

Can the landlord increase the rent in December 1982?

Yes  No

ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF THE TENANT

Name \_\_\_\_\_

Date \_\_\_\_\_

Center \_\_\_\_\_

Answer Yes to the alternatives that you believe are your rights as a tenant.

Answer No to the alternatives that you believe are not your rights.

If you have a problem in your house or apartment that your landlord should solve and you have spoken or written to the landlord, and still he does nothing, What should you do?

- \_\_\_ 1. Do not pay the monthly rent until the landlord solves the problem.
- \_\_\_ 2. Solve it by yourself and take your money from the next rent.
- \_\_\_ 3. Move out and do not pay the last month because the landlord has your deposit money.
- \_\_\_ 4. Complain to the City Hall.
- \_\_\_ 5. Sue the landlord because he is not living up to his part of the contract.
- \_\_\_ 6. Complain to the Health Department or Fire Department.
- \_\_\_ 7. Pay for the bill, then request reimbursement of expense to your landlord.
- \_\_\_ 8. Notify the landlord that you are going to solve the problem and advise him that he will receive the bill for payment.

Name \_\_\_\_\_

Date \_\_\_\_\_

Center \_\_\_\_\_

Directions: Write Yes in the following situations when the involved person best acted to correctly protect his/her legal rights.

Write No to the following situation when the involved person did not acted correctly to protect his/her legal rights.

1. John Little was arrested for stealing, he did not resist the arrest. A policeman at the station then told him, "If you talk now, it will be a lot better for you." John then answered all the questions that the policeman asked him.

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Louis López was arrested. At the police station he told the officer: "I do not need a lawyer. I am not guilty. I know the guilty person you are looking for."

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Ann Johnson was arrested by a policeman for a store robbery. The policeman took her name and address. But Ann was innocent, she had never been in that store. She refused to answer the questions the police asked her. She looked for a lawyer.

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Charles Jackson was arrested. He was driving a stolen car. Immediately, he told the policeman all about the car and why he was driving the car. The policeman was from his own town.

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Manuel Sanchez was arrested and taken to the police station. The policeman took his name and address. Manuel asked the officer, "Why have I been arrested? Could you get a lawyer for me? May I use the telephone? The officer answered all his questions nicely. But when the policeman asked Manuel a question about his case, Manuel refused to answer the question.

Yes \_\_\_\_\_ No \_\_\_\_\_

Pre-Test:  
Prepared by: Olga E. Marquez  
Outreach Worker

ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF A ARRESTED PERSON

Name \_\_\_\_\_

Date \_\_\_\_\_

Center \_\_\_\_\_

Answer Yes for each of the following things you should do for your own protection if you are arrested.

Answer No for the things you should not do it for your own protection.

1. Resist the policeman, if you are not guilty.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Get a lawyer whether you are guilty or not.  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Refuse a lawyer if you are not guilty.  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Answer all questions that the police ask you.  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Go with the policeman, even if you are not guilty.  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. Ask the police for a lawyer if you have not got one or can not get one in a hurry.  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Refuse to tell the police your address or name.  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. Phone your family and all your friends to tell your problem.  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. Ask why are you arrested.  
Yes \_\_\_\_\_ No \_\_\_\_\_
10. Tell the police everything that you know before they ask you.  
It is better for you.  
Yes \_\_\_\_\_ No \_\_\_\_\_

**Form 1040EZ Income Tax Return for  
Single filers with no dependents** (0)

1982

OMB No. 1545-0675

Instructions are on the back of this form.  
Tax Table is in the 1040EZ and 1040A Tax Package.

**Name and address**

Use the IRS mailing label. If you don't have a label, print or type:

Name (first, initial, last)

Social security number

Present home address

City, town or post office, State, and ZIP code

**Presidential Election Campaign Fund**

Check this box  if you want \$1 of your tax to go to this fund.

**Figure your tax**

Attach Copy B of Forms W-2 here

<b>1</b> Wages, salaries, and tips. Attach your W-2 form(s).	1	.
<b>2</b> Interest income of \$400 or less. If more than \$400, you cannot use Form 1040EZ.	2	.
<b>3</b> Add line 1 and line 2. This is your adjusted gross income.	3	.
<b>4</b> Allowable part of your charitable contributions. Complete the worksheet on page 18. Do not write more than \$25.	4	.
<b>5</b> Subtract line 4 from line 3.	5	.
<b>6</b> Amount of your personal exemption.	6	1,000.00
<b>7</b> Subtract line 6 from line 5. This is your taxable income.	7	.
<b>8</b> Enter your Federal income tax withheld. This is shown on your W-2 form(s).	8	.
<b>9</b> Use the tax table on pages 26-31 to find the tax on your taxable income on line 7.	9	.

**Refund or amount you owe**

Attach tax payment here

<b>10</b> If line 8 is larger than line 9, subtract line 9 from line 8. Enter the amount of your refund.	10	.
<b>11</b> If line 9 is larger than line 8, subtract line 8 from line 9. Enter the amount you owe. Attach check or money order for the full amount payable to "Internal Revenue Service."	11	.

**Sign your return**

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is correct and complete.

Your signature

Date

**X**

For Privacy Act and Paperwork Reduction Act Notice, see page 34.

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**You can use this form if:**

- Your filing status is single
- You do not claim exemptions for being 65 or over, OR for being blind
- You do not claim any dependents
- Your taxable income is less than \$50,000
- You had only wages, salaries, and tips and you had interest income of \$400 or less
- You had no dividend income

**You cannot use this form if:**

- Your filing status is other than single
- You claim exemptions for being 65 or over, OR for being blind
- You claim any dependents
- Your taxable income is \$50,000 or more
- You had income other than wages and interest income, OR you had interest of over \$400 or any interest from an All-Savers Certificate
- You had dividend income

If you can't use this form, you must use Form 1040A or 1040 instead. See pages 4 through 6.

If you are uncertain about your filing status, dependents, or exemptions, read the step-by-step instructions for Form 1040A that begin on page 6.

**Completing your return****Name and address**

Use the mailing label from the back cover of the instruction booklet. Correct any errors right on the label. But don't place the label on your return until you have completed it. If you don't have a label, print or type the information in the spaces provided. If you don't have a social security number, see page 7.

**Presidential election campaign fund**

This fund was established by Congress to help pay campaign costs of candidates running for President. You may have one of your tax dollars go to this fund by checking the box.

**Figure your tax**

**Line 1.** Write on line 1 the total amount you received in wages, salaries, and tips from all employers.

Your employer should have reported your income on a 1982 wage statement, Form W-2. If you don't receive your W-2 form by February 15, contact your local IRS office. Attach W-2 form(s) to your return.

**Line 2.** Write on line 2 the total interest income you received from all sources, such as banks, savings and loans, credit unions, and other institutions with which you deposit money. You should receive an interest statement (usually Form 1099-INT) from each institution that paid you interest.

You cannot use Form 1040EZ if your total interest income is over \$400 or you received interest income from an All-Savers Certificate.

**Line 4.** You can deduct 25% of what you gave to qualified charitable organizations in 1982. But if you gave \$100 or more, you can't deduct more than \$25. Complete the worksheet on page 18 to figure your deduction, and write the amount on line 4.

**Line 6.** Every taxpayer is entitled to one \$1,000 personal exemption. If you are also entitled to additional exemptions for being 65 or over, for blindness, for your spouse, or for your dependent children or other dependents, you cannot use this form. You must use Form 1040A or Form 1040.

**Line 8.** Write the amount of Federal income tax withheld, as shown on your 1982 W-2 form(s). If you had two or more employers and had total wages of over \$32,400, see page 19. If you want IRS to figure your tax for you, complete lines 1 through 3, sign, and date your return. If you want to figure your own tax, continue with these instructions.

**Line 9.** Use the amount on line 7 to find your tax in the tax table on pages 26-31. Be sure to use the column in the tax table for single taxpayers. Write the amount of tax on line 9.

**Refund or amount you owe**

**Line 10.** Compare line 8 with line 9. If line 8 is larger than line 9, you are entitled to a refund. Subtract line 9 from line 8, and write the result on line 10.

**Line 11.** If line 9 is larger than line 8, you owe more tax. Subtract line 8 from line 9, and write the result on line 11. Attach your check or money order for the full amount. Write your social security number and "1982 Form 1040EZ" on your payment.

**Sign your return**

You must sign and date your return. If you pay someone to prepare your return, that person must also sign it below the space for your signature and supply the other information required by IRS. See page 22.

**Mailing your return**

Your return is due by April 15, 1983. Use the addressed envelope that came with the instruction booklet. If you don't have an addressed envelope, see page 25 for the correct address.



ADULT CUBAN IMMIGRANT PROJECT  
THE CAR ACCIDENT

Name \_\_\_\_\_

Date \_\_\_\_\_

Center \_\_\_\_\_

Directions: Mark with an X the best answer.

1. What are all the circumstances under which you must make a written report to the police?
  - a. Death or personal injury.
  - b. Death or personal injury or property damage over \$50.00.
  - c. Death or personal injury or property damage over \$100.00.
  - d. Death or personal injury or property damage over \$200.00.
  
2. If you are involved in an accident and there is no death or personal injury, what amount of property damage must be reported to the police in writing?
  - a. over \$50.00
  - b. over \$100.00
  - c. over \$200.00
  - d. over \$300.00
  
3. If you are involved in an accident which must be reported, how soon must you make the report?
  - a. within 1 day
  - b. within 5 days
  - c. within 10 days
  - d. within 30 days
  
4. If you are involved in an accident and there are injured persons, what must you do?
  - a. Take the injured persons to the hospital immediately.
  - b. Send the injured persons with anyone that is able to take them to the hospital
  - c. Do not move the injured persons.
  - d. Move the injured persons to a safe place.
  
5. If you are involved in an accident, what should you not do?
  - a. Report the accident to the police as soon as possible.
  - b. Move your car to prevent a transit problem.
  - c. Help the injured persons.
  - d. Give your name, address, and registration number to the other driver.

DONDE OBTENER AYUDA MEDICA EN ORLANDO

WHERE TO GET MEDICAL HELP IN ORLANDO

BY:

OLGA E. MARQUEZ



1983

ADULT CUBAN IMMIGRANT PROJECT  
ORANGE COUNTY PUBLIC SCHOOLS

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- IV. Asociaciones o Clínicas de Salud  
Clinics or Health Associations
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Health Department
- VIII. Centro de Salud Mental  
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Dental Clinics
- X. Servicios Médicos para Niños  
Children's Medical Services (H.R.S.)

DONDE OBTENER CUIDADO MEDICO  
Where to get Medical Care

1. Médicos Privados  
Private Doctors
2. Salas de Emergencia  
Hospital Emergency Rooms
3. Clínicas o Asociaciones de Salud  
Clinics o Health Asociations
4. Departamento de Salud  
Health Department
5. Centros de Salud Mental  
Mental Health Centers
6. Clínicas Dentales  
Dental Clinics
7. Servicios Médicos para Niños  
Children's Mental Services (H.R.S.)

MEDICO PRIVADO

Private Doctor's  
Office



Debe pagar por la consulta médica.

You must pay for the medical service.

EMERGENCY  
ROOM



SALAS DE EMERGENCIA

Emergency Rooms

No son gratis. Si la persona tiene  
"Medicaid", el gobierno paga la cuenta.

They are not free. If the person has Medicaid,  
the government pays the bill.



CLINICAS Y  
ASOCIACIONES DE SALUD

Clinics or Health  
Associations

Estas clínicas no son gratis. Se paga de acuerdo a los ingresos. En ocasiones hay límites de ingreso para cualificar.

These clinics are not free. You pay according to your income. Sometimes there are income limits in order to qualify.

Orange County Medical Clinic  
89 W. Copeland Dr.  
Orlando, Florida 32806 Tel. 420-3361

Horas: 8:00-5:00 - Lunes-Viernes  
Hours: 8:00-5:00 - Monday-Friday

REQUISITOS - REQUIREMENTS

1. Llenar requisito de ingreso.  
Meet the income requirements.
2. Vivir en Orange County por lo menos dos meses.  
Live in Orange County for at least two months.
3. Llevar pruebas de ingreso (talonario, cheque) y residencia (recibos de luz, renta).  
Bring proof of income (pay stub and rent receipts).
4. Papeles de Inmigración (Parole).  
Immigration papers (I-94 or resident card)

SERVICIOS - SERVICES

Se atienden condiciones médicas mayores o agudas (problemas de riñones, corazón, siquiátricos)

They attend acute medical conditions like:  
(kidney, heart and psychiatric problems)

West Orange Farmworker Health Association

617 Forest Avenue  
Apopka, Florida Tel. 886-6201

Horas: Lunes, Miercoles y Jueves - 8:00-5:00  
Hours: Monday, Wednesday and Thursday  
Martes - Tuesday - 8:00-9:00  
Viernes - Friday - 8:00-12:00

Requisitos - Requirements

1. Paga de acuerdo al ingreso.  
Pay according to income level.
2. Residir en Orange County  
Live in Orange County.

Servicios - Services

1. Cuidado médico en general  
General Medical Care
2. Médicos Especialistas  
Medical Specialists
3. Clínica de Maternidad y Planificación Familiar.  
Maternity Clinic and Family Planning
4. Laboratorio, Rayos X  
Laboratory, X Rays
5. Farmacia  
Pharmacy
6. Cuidado Materno e Infantil (WIC)  
Women and Infant Care
7. Clínica de Inmunización (Vacunas)  
Immunization Clinic
8. Clínica Dental - por cita: 886-6564  
Dental Clinic - by appointment
9. Otros Servicios  
Other Services

ALGUNOS NUMEROS DE TELEFONOS  
DE EMERGENCIA  
EMERGENCY TELEPHONE NUMBERS

Ambulancia.....	911
Ambulance	
Fuego.....	911
Fire	
Policía.....	911
Police	
Abuso de Esposas, Prevención de Suicidio.....	886-2856
Spouse Abuse, Suicide Prevention	
Abuso de Niños.....	898-9205
Child Abuse	
Alcohólicos Anónimos.....	647-3333
Alcoholics Anonymous	
Beth Johnson Centro de Salud Mental.....	898-6221
Beth Johnson Mental Health Center	
Centro de Control de Envenenamiento.....	841-5222
Poison Control Center (Orlando Regional Medical Center)	
Desastre - Defensa Civil.....	420-3191
Disaster - Civil Defense	
Migrant and Community Health Center Sanford.....	322-8645
Oficina del Alguacil.....	841-1400
Sheriff's Office - Orange County	
Oviedo Health Clinic.....	365-3022
Patrullas de Carreteras.....	894-1000
Florida Highway Patrol	
Thee Door-Abuso de Drogas.....	423-6606
Thee Door-Drug Abuse	



## HOSPITALES

### HOSPITALS

FLORIDA HOSPITAL (Main)  
601 East Rollins  
Orlando, Fl 32803  
896-6611

FLORIDA HOSPITAL (North)  
601 East Altamonte Dr.  
Altamonte Springs 32701  
830-4321

FLORIDA HOSPITAL (Apopka)  
201 North Park Avenue  
Apopka 32703  
889-2566

HUMANA LUCERNE HOSPITAL  
818 South Main Lane  
Orlando 32801  
237-6111

BROOKWOOD COMMUNITY HOSP.  
1800 Mercy Drive  
Orlando 32808  
295-5151

NAVY REGIONAL MEDICAL  
Navy Training Center  
Orlando 32813  
646-4111

ORLANDO GENERAL HOSPITAL  
7727 Lake Underhill Drive  
Orlando 32807  
277-8110

WINTER PARK MEMORIAL HOSPITAL  
200 North Lakemont Avenue  
Winter Park 32792  
646-7000

ORLANDO REGIONAL MEDICAL  
CENTER  
Holiday Hospital Division  
92 West Miller Street  
Orlando, Fl 32806

Orange Memorial Hospital  
1416 South Orange Avenue  
Orlando 32806  
841-5111

Orange Vista Hospital  
State Road 535  
Lake Buena Vista 32830  
828-3434

SEMINOLE MEMORIAL HOSPITAL  
1101 East First Street  
Sanford 32771  
(1) 322-4511

ST. CLOUD HOSPITAL  
1500 Duderger Boulevard  
St. Cloud 32769  
(1) 892-2135

SUNLAND CENTER AT ORLANDO  
Hiawasse Road  
Orlando 32811  
293-1421

WEST ORANGE MEMORIAL HOSP.  
555 North Dillard Street  
Winter Garden 32787  
656-1244

Orange County  
Health  
Department

DEPARTAMENTO DE SALUD  
DE  
ORANGE COUNTY

HEALTH DEPARTMENT

Orange County Health Department

832 W. Central Blvd.  
Orlando, Florida Tel. 420-3326

Horas: 8:00-5:00 Lunes-Viernes  
Hours: 8:00-5:00 Monday-Friday

Algunos servicios son gratis, otros debe pagar una cuota. Hay un límite de ingreso para cualificar.

Some services are free, others you should pay a fee. There are income limits in order to qualify.

Servicios - Services

1. Maternidad e Infantes  
Maternity and Infants
2. Clínica Dental - por cita - Tel.420-3302  
Dental Clinic - by appointment
3. Clínica de Inmunización (Vacunas)  
Immunizations Clinic
4. Planificación Familiar  
Family Planning
5. Clínica de Niños  
Children Clinic
6. Rayos X y Laboratorio  
X Rays and Laboratory
7. Otros - Others

Nota: Hay muchos otros servicios.  
Note: There are many other services.



CENTRO DE SALUD  
MENTAL

Mental Health  
Centers

Beth Johnson Mental Health Center  
2520 North Orange Avenue Tel. 898-6221  
Orlando, Florida 293-5090 (24 horas)  
Horas: 8:30-5:00 Lunes-Viernes (24 hours)  
Hours: Monday-Friday

Se paga de acuerdo a los ingresos

SERVICIOS:

Se ofrece ayuda siquiátrica, sicológica y emocional.

NOTA: Siquiatra hispano de lunes a viernes  
10:00 - 1:00 p.m.

Consejero hispano de lunes a viernes  
8:30 - 5:00 p.m.

Hay otros centros y agencias que ofrecen la misma ayuda.

SERVICES:

You pay according to your income

They offer psychiatric, psychological and emotional help.

Note: There are many other agencies that offer the same help.



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Dental Clinics

Se paga de acuerdo a los ingresos.  
You pay according to your income.

West Orange Farmworker Dental Clinic  
617 Forest Ave.  
Apopka, Florida      Tel. 886-6564

Bishop Borders Health Center  
Winter Garden, Florida      Tel. 656-2445

Orange County Health Department  
832 W. Central Blvd.  
Orlando, Florida      Tel. 420-3302

Nota: Solamente por cita  
Note: Only by appointment

SERVICIOS MEDICOS PARA NIÑOS

Children's Medical Services (H.R.S.)  
934 N. Magnolia Avenue  
Orlando, Florida                      Tel. 423-6519

SERVICIOS

Provee servicios médicos a niños necesitados hasta la edad de 21 años con condiciones crónicas. Esto incluye deformidades ortopédicas, problemas crónicos del oído, problemas cardíacos, diabetes.

NO atiende emergencias.

SERVICES

They provide medical services to needy children under 21 years old with chronic illnesses.

They attend chronic medical conditions like: diabetes, heart, orthopaedic deformities, chronic hearing problems.

They do not provide emergency services

VOCABULARIO  
VOCABULARY

Clínicas o Asociaciones - Sitio donde usted puede ver a un doctor generalista o un doctor especialista.

Clinics - a place where you may see a general practitioner or a specialist.

Departamento de Salud - Es una agencia de gobierno que tiene varias clínicas y mantiene las estadísticas de los datos relacionados con la salud, muertes y nacimientos.

Health Department - a government agency that runs clinics and keeps track of many kinds of health facts.

Medicaid - Un plan de salud que el gobierno paga para las personas que reciben asistencia pública, seguro social suplementario.

Medicaid - a plan by which the government pays for health care for people that are receiving supplementary social income or public assistance.

Medicare - Un plan de salud, que el gobierno paga para la gente mayor de 62 años.

Medicare - a plan by which the government pays for health care for old people.

Seguro de Salud - Un plan por el cual usted o su patrono compra para pagar los gastos médicos.

Health Insurance - a plan you or your employer buys to pay for health care.

APPENDIX H

Training Sheet Prior to Administration  
Remaining Needs Interview Format

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ADULT CUBAN IMMIGRANT PROJECT

REMAINING NEEDS SURVEY

Under characteristics of the client, try to observe these aspects. Only ask if it is absolutely necessary.

In the employment section, when they answer "yes" to the question. The categories include: (Do not let them see the prompts)

- Restaurant/hotel - busboy, waiter, dishwasher, cook, maid, laundry.
- Cleaning - custodian, housekeeper
- Construction - painter, mason, plumber, carpenter
- Industrial/technical - factory work, drafting, sewing, assembler
- Mechanical - auto mechanic
- Agriculture/Gardens - picking, landscaping, cutting grass
- Sales or Stores - selling - stock clerk, cashier
- Beauty parlor - beautician, etc.
- Clerical - office, filing, typing accounting
- Self-Employed - sole proprietorship or partnership

When you ask if you have had any problems in work

- Personal relations - with boss or colleagues
- Communication - speaking, listening and understanding job orders or talking with other employees
- Transportation - getting to or from work bus schedules, car problems
- Benefits - not equal with other employees. Not enough
- Salary - too low, not equal with others
- Schedule - Flexible hours or night, weekend hours

When they answer the question about knowing how to find a job. Even if they answer "yes" or "no", ask them what they would do.

If they answer "no" that they aren't employed ask them why. List only one reason.



When you ask them what they have done to find another job. Check all the appropriate areas. DO NOT give or show them any prompts.

### EDUCATION

1. When you ask them if they need to learn a vocational skill and they answer "yes", ask them which one.
2. When you ask them about where they need to go. DO NOT use the prompts that are on the interview.
3. The question about what they need to study before studying a career, this assumes if they had the money and the time. DO NOT PROMPT THEM.

### HEALTH

Do not ask them the first question. Observe this. They will usually tell you this in your initial greeting if they have a problem.

The first question is quite straightforward.

The last question you will have to prompt them in order to prioritize their problems. List only one problem.

ADULT CUBAN IMMIGRANT PROJECT  
REMAINING NEEDS SURVEY

CARACTERISTICAS DEL CLIENTE (Trate de no preguntar)

1. Sexo

M \_\_\_\_\_ F \_\_\_\_\_

2. Edad

16-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 50 ó más \_\_\_\_\_

3. Vivienda

- \_\_\_\_\_ sólo
- \_\_\_\_\_ con familia
- \_\_\_\_\_ con un grupo de personas
- \_\_\_\_\_ con una persona del mismo sexo
- \_\_\_\_\_ con una persona del otro sexo

4. \_\_\_\_\_ estudiante activo

\_\_\_\_\_ estudiante inactivo

\_\_\_\_\_ nunca en el programa

-----  
EMPLEO (Si contesta sí continua con las preguntas que están  
bajo sí (2-4)

1. ¿Estás trabajando?

Sí \_\_\_\_\_

No \_\_\_\_\_

2. ¿En qué estás trabajando?

- \_\_\_\_\_ restaurante/hotel
- \_\_\_\_\_ limpieza
- \_\_\_\_\_ construcción
- \_\_\_\_\_ industrial/técnico
- \_\_\_\_\_ mecánico
- \_\_\_\_\_ jardinería
- \_\_\_\_\_ ventas o tienda
- \_\_\_\_\_ salón de belleza
- \_\_\_\_\_ clerical
- \_\_\_\_\_ empleado por su cuenta
- \_\_\_\_\_ otro \_\_\_\_\_

5. ¿Porqué? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. ¿Que has hecho para buscar  
trabajo?

- \_\_\_\_\_ ir a diferentes compañías
- \_\_\_\_\_ leer anuncios  
(periódico, letreros)
- \_\_\_\_\_ hablar con amigos
- \_\_\_\_\_ hablar con el consejero  
de la escuela
- \_\_\_\_\_ ir a una agencia
- \_\_\_\_\_ otro \_\_\_\_\_

3. ¿Has tenido algún problema en el trabajo?

Sí \_\_\_\_\_ No \_\_\_\_\_

(Si dice sí, marque:)

problemas de

\_\_\_\_\_ relaciones personales

\_\_\_\_\_ comunicación

\_\_\_\_\_ transportación

\_\_\_\_\_ beneficios

\_\_\_\_\_ sueldo muy bajo

\_\_\_\_\_ horario

\_\_\_\_\_ otros

\_\_\_\_\_ discriminación

\_\_\_\_\_ entendiéndolo el sistema del trabajo

\_\_\_\_\_ supervisión

\_\_\_\_\_ senioría

\_\_\_\_\_ beneficios

\_\_\_\_\_ responsabilidades, reglas

4. ¿Sabes tú cómo buscar otro trabajo?

Sí \_\_\_\_\_ No \_\_\_\_\_

(Si dice sí) ¿Qué harías?

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

#### EDUCACION

1. ¿Necesitas aprender algún oficio o carrera?

Sí \_\_\_\_\_ No \_\_\_\_\_

¿Cuál? \_\_\_\_\_

2. ¿Para aprender un oficio, a qué sitio tienes que ir?

\_\_\_\_\_ escuela técnica

\_\_\_\_\_ escuela

\_\_\_\_\_ el colegio

\_\_\_\_\_ de otras personas

\_\_\_\_\_ por mi cuenta o por correspondencia

\_\_\_\_\_ otros \_\_\_\_\_

3. ¿Que cosas necesitas aprender antes de estudiar?  
(No incluye: dinero o tiempo)

- más inglés
- el diploma de bachillerato
- otro \_\_\_\_\_

#### SALUD

El cliente tiene algún problema de salud.

Sí \_\_\_\_\_ No \_\_\_\_\_

1. Mencione dónde usted puede conseguir servicios médicos.

- hospital
- oficina de médico
- clínica
- departamento de salud
- otro \_\_\_\_\_
- no sabe

#### OTRAS NECESIDADES

¿De todos los problemas que has tenido, ¿cuál es el más grande?

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