



Lake Technical College

2026-2027

Master Plan of Instruction Academic Skills Builder (ASB)



The mission of Lake Technical College is to be an integral component of the economic growth and development in our communities by offering a variety of high quality career-education and training opportunities.

Lake Technical College does not discriminate on the basis of race, religion, color, national origin, gender, genetic information, age, pregnancy, disability, or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

2001 Kurt Street, Eustis, FL 32726 - (352) 589-2250

www.lakotech.org

LAKE TECHNICAL COLLEGE

Academic Skills Builder (ASB)

INTRODUCTION AND PURPOSE

Most students in career and technical education institutions are required by Florida law to take a prescribed basic skills assessment within six weeks of enrollment in a job preparatory program. Course curriculum frameworks dictate minimum basic skills assessment scores for each career and technical education program. The primary function of the ASB program is to assist students who have not met the state-established basic skills scores. ASB instructors work with program instructors to ensure that student attendance is maintained and assigned study material is relevant.

The purpose of ASB is to prepare students for college and future careers. It provides academic assistance in reading, math, and language to students through a self-paced, individualized, diagnostic/prescriptive format. Instructors prescribe learning materials that are appropriate to the student's learning level and style of learning. Additionally, the program offers opportunities to develop digital literacy and to acquire college and career readiness skills. Integrated educational training, utilizing various learning styles and career pathways, is offered through several modes of instructional lessons, hands on activities, and web-based research.

ADMISSIONS REQUIREMENTS

Eligibility for enrollment

- Must be sixteen (16) years of age or older.
- Completion of official digital or online application.
- Completion of the basic skills assessment (BSA) as a means for assessing specific academic needs in reading and math.
- Any student who scores NRS level 5 or higher, yet doesn't meet the requirement for his or her CTE program will be enrolled in ASB. Students with scores below level 5 will be enrolled in Adult Basic Education (ABE) until a score equating to NRS level 5 or above is achieved.
- Students in career and technical education (CTE) programs may work one hour or more daily in the ASB lab if CASAS GOALS scores do not meet state requirements.

Note: Enrollment in ASB complies with school policy and state law. Students take the BSA prior to enrollment.

ESSENTIAL TRAINING TASKS

Essential training tasks involve the specific requirements that one must be able to accomplish in order to successfully work through a program of study (in this instance, the ASB program). These requirements or tasks are physical, mental, and emotional-oriented. The physical, mental, and emotional requirements for the ABE program are that a student must have the ability to:

Physical Requirements

1. Sit for extended periods during classroom instruction and computer-based learning.
2. Demonstrate sufficient manual dexterity to operate computers, keyboards, learning software, and classroom materials.
3. Work in a classroom environment with moderate noise and group activity.
4. See clearly at close range (near acuity) to read textbooks, worksheets, computer screens, and instructional materials.
5. Carry instructional materials such as books, folders, or laptops weighing up to approximately 10 pounds.
6. Hear and respond appropriately to verbal instructions and classroom discussions.
7. Communicate effectively with instructors and classmates in verbal and written form.
8. Comply with dress code requirements: program shirt and student ID visible (main campus students); closed-toed shoes; no inappropriate graphics, ripped clothing, or unsafe footwear.

Mental and Emotional Requirements

1. Demonstrate predictable, reliable, and timely attendance (minimum 80% attendance or program-required hours per week).
2. Participate in required assessments, including CASAS pre-testing and post-testing, as a condition for continued enrollment.
3. Work independently and collaboratively as directed by the instructor.
4. Maintain a positive attitude and demonstrate effort toward academic improvement.
5. Accept supervision, feedback, coaching, and corrective guidance appropriately.
6. Log in and out of the attendance system daily, including breaks. Failure to clock in or out may result in being marked absent.
7. Demonstrate patience, persistence, and respectful communication with classmates and staff.
8. Maintain appropriate classroom behavior free from harassment, profanity, disruption, or damage to equipment.
9. Plan, organize, and manage time, assignments, and daily learning responsibilities.
10. Manage stress, frustration, and academic challenges appropriately.
11. Maintain focus without use of personal electronic devices during instructional time.
12. Complete repetitive practice activities necessary for skill development.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs to ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify before or as soon as possible to the special populations staff and provide documentation that clearly shows evidence of a disability and applicable accommodations. The special populations staff will schedule a meeting with the student and faculty to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary education may differ from those received in secondary education and are reasonable as they relate to the industry or field. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided is maintained in a confidential file.

Students in need of academic accommodations for a disability may consult with the special populations staff to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

GENERAL INFORMATION

Reason for Withdrawal

Noncompliance with guidelines for ASB will result in withdrawal from the program. Missing six consecutive scheduled class sessions will result in immediate withdrawal. This is due to state policy. Inappropriate behavior may result in withdrawal or dismissal as determined through a Student Intervention Team (SIT) meeting process. For those who are withdrawn during a term and who wish to return during the same term, a reenrollment fee of \$10.00 is required.

Orientation

Lake Tech Adult Education students must attend orientation and sign off annually to confirm understanding of college policies and program requirements.

PROFESSIONAL SKILLS PERFORMANCE STANDARDS

The mission of Lake Technical College (LTC) and the Adult Education Program includes providing the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce, as well as college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. The following are areas that all adult education students are expected to exhibit in class:

Standards

Professional and Academic Integrity

- **Attendance**: Attends class for all scheduled hours assigned; arrives/leaves on time; logs in and out properly; communicates with instructor when arriving late, leaving early, or being absent for any reason.
- **Communication/Teamwork**: Contacts instructor with learning or other concerns; works cooperatively with people with diverse backgrounds and abilities; is an active group member; teaches others; contributes ideas and suggestions. Respects the rights of others; is a team worker; is cooperative; ensures confidentiality in all classroom, clinical and other matters; demonstrates professional behavior in interactions with peers, preceptors, and faculty.
- **Ethics**: Displays academic integrity (no plagiarism); follows LTC code of conduct (appropriate use of cellphone/smartphone, follows tobacco product rules, food and drink rules, etc.).
- **Respect**: Shows respect for self, classmates, instructors, and staff; does not engage in harassment of any kind (verbal, nonverbal, written, and electronic); and respects class materials – appropriate use of technology, books and other materials are not marked in or taken from the classroom and are returned to appropriate place or instructor.

Self-Management

- **Appearance**: Follows the LTC dress code using appropriate dress, grooming, and hygiene, and wears regulation uniform.
- **Attitude**: Shows positive attitude; willing to cooperate; accepts constructive criticism.
- **Preparedness**: Has needed materials and supplies to complete assignments; comes ready to learn; prioritizes tasks and time for the day.
- **Productivity**: Stays on task; utilizes time constructively; finishes assignments and waits for further instructions, finds appropriate materials and continues studying.

Grade Scale

- 5 = Exceeds Expectations**: Professional skills performance is exemplary. Student consistently demonstrates characteristics that will stand out in the work environment and will advance her/him in the career chosen.
- 4 = Meets Expectations**: Professional skills performance standards are met. Student demonstrates characteristics that will stand out in the work environment.
- 3 = Needs Moderate Improvement**: All professional skills standards are met most of the time. The quality of the student's professional skills performance is that of a good employee in the normal work environment.
- 2 = Needs Substantial Improvement**: Some professional skills standards are not met. Additional work on employability skills is recommended.
- 1 = Unacceptable**: Professional skills performance is below average. Most skills have not been met.

GENERAL SCHOOL INFORMATION

Campus Safety

Lake Technical College makes every effort to provide a safe environment for all students, visitors, faculty, and staff. Basic safety standards, which will include fire drills, weather drills, equipment usage, and traffic regulations, will be covered in the program orientation. These basic safety standards will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information. For further safety, all students are required to wear the appropriate Lake Tech shirt for that program; adult education students wear a light blue shirt with the Lake Tech logo. Furthermore, students must wear the school issued photo identification while on campus. These basic safety standards

will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information.

Follow Up

Lake Technical College is proud of its graduates and celebrates the next step graduates take whether it is employment, military or further education. Prior to completing, students may visit the Career Success Center for assistance with employability skills such as resume writing. In addition, faculty may provide students with employment leads. However, it is up to the individual student to actively pursue employment opportunities. We like to hear how our graduates are doing and want to celebrate your successes, so be sure to communicate with your faculty about any employment, military, or further education you enter. Students are required to participate in an Exit Interview prior to their last day of their program.

Food and Drink

To protect equipment and furnishings in the classroom and laboratory areas, only water, in closed, covered containers, is permitted. No other food or drinks are allowed, unless specific permission is granted by the faculty. However, under no circumstance may food or drinks be in the computer lab areas.

Lunch

Food services are provided on the main campus in the Lake Tech Café and are available during breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time.

Parking Regulations

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed, and a 5 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited. Lake Tech parking decals are issued during registration and must be displayed on any vehicle parked on campus.

Smoking

Lake Tech is a tobacco free institution. The use of tobacco products of any kind, including e-cigarettes, is not permitted at any Lake Tech location. This includes parking lots.

ATTENDANCE POLICY

To develop appropriate work ethics, LTC students are expected to attend all class sessions. Only regularly scheduled class hours will be reported for attendance. Make-up time will not be accepted. Students with continued excessive absences may be subject to penalties such as prohibition from re-enrollment in the next grading period.

Absences

If it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor as soon as possible prior to the start of class, as is the case in the workplace when students are fully employed. Missing six consecutive scheduled class sessions will result in immediate withdrawal.

Students in ABE, GED® Preparation, and Academic Skills Builder (ASB) programs must have achieved a minimum of 80% attendance at the end of each semester. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences may pose a threat to program enrollment. Teacher conferencing and School Intervention Team meetings will be held with the student as necessary to attempt to alleviate issues resulting in excessive absences and to counsel him or her of possible alternatives and consequences.

Contracts

Students on attendance/behavior contracts are deemed to be on probation until they have met the agreed to conditions set during the behavior intervention process.

Tardiness

Students are expected to be in their seats promptly for the start of class. As a courtesy, students must notify the instructor before the start of class of any anticipated tardiness and an expected arrival time. This allows the instructors to best utilize their time.

Leaving Campus during School Hours

For safety reasons, all students must notify their instructor when leaving campus early. Students may leave campus for lunch provided this is done within the allotted time.

Check In/Out Facts and Rules

1. Students are to check out /in when going to lunch or leaving campus, but not for scheduled breaks or restroom breaks. However, students who leave for extended periods of time without permission will be checked out by their instructor.
2. Checking in early does not add time to hours present.
3. Checking out after the scheduled time of class does not add time to hours present.
4. If a student accidentally checks out, he/she should check back in immediately. If done within a minute, there is no reduction in student hours present.
5. It is NOT acceptable to check in or out for other students. Check in/out student IDs are to be kept confidential as stated in the Acceptable Use Policies. Violation will result in dismissal from the program.
6. A student must notify his/her instructor if it is suspected that someone is tampering with another student's check in/out ID.
7. Instructors are permitted to perform attendance overrides to correct attendance errors; however, these corrections must be made within two weeks of the original attendance date. Any changes needed beyond this two-week window must be submitted to the appropriate administrator for review and approval. Each instructor is allowed to complete one attendance override per student per academic year in cases of student oversight (e.g., forgetting to log out at the end of the day). Any additional overrides for the same student must be approved by an administrator.
8. There is NO limit to the number of instructor overrides if NOT due to the student's negligence. Instructors must record a reason for the override.
9. If a student's check in/out ID does not work, he/she should see the instructor.

Adult Education Distance Learning Policy

Only through continuous communication with your instructor and consistent work habits can an online course be a successful experience. Please read the following policies and procedures to understand the specific participation requirements to maintain enrollment in the online ABE, GED® Preparation or ASB program course.

You will be expected to complete an orientation at the main campus before beginning your online coursework. During this time, you will complete required forms and review any pertinent information.

You must have a working email address for direct consultation with your instructor. You will receive via email your login information for the online tools used for study after attending orientation (or meeting alternative requirements if unable to attend).

You are enrolled for six (6) hours (part-time) or ten (10) hours (full-time) each week. Your attendance will be determined by the number of work hours on computer-based coursework, additional assignments, and other events as determined by your instructor. Attendance reports will be run each Monday by the instructor and submitted to data personnel for review and recording.

ASB online students are required to participate in a minimum of eighty percent (80%) per week of their enrollment. If you have participated in less than four point eight (4.8) hours in a week, part-time, or eight (8) hours in a week, full-time, you will be notified by your instructor. To maintain your current enrollment status, you must show a minimum of 4.8 hours (part-time) or 8 hours (full-time) of participation for EACH three (3) week period.

If you do not meet the above requirements, you will be automatically withdrawn from the program. It is important to notify your instructor of circumstances that may prevent you from attaining the required number of hours of participation.

Re-admission will be subject to availability, willingness to abide by the policies and procedures for distance learning (online classes), and current re-admission procedures of the Admissions Office. Note that you will be subject to a reenrollment fee of \$10.00 if the reenrollment occurs in the same semester as withdrawn.

A meeting with the Adult Education Program Coordinator may be required before re-enrolling in the course.

STUDENT DRESS CODE

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing, make-up and jewelry must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. In order to instill professionalism and consistency, as is done in the career and technical programs, students within any Adult Education program will wear a specific Lake Technical College t-shirt for that program. These shirts will be available for purchase in the Business Office. All other clothing must adhere to the adopted dress code for Lake County Schools.

The director or designee has the final authority for determining whether a student's apparel conforms to the dress code. If it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

PLAN OF INSTRUCTION

Objectives

The aim of ASB is to help students reach state mandated minimum academic skill levels and succeed in career and technical programs and subsequent employment. The program is characterized by open-entry/open-exit enrollment, self-paced instructional modules that relate to the student's occupational goal and learning style, flexible schedules, and performance-based (non-graded) evaluations.

Another characteristic element of ASB is the personalized approach and unique relationships established between students and instructors. Highly qualified instructors facilitate learning and develop lesson plans in order to teach to the College and Career Readiness Standards as noted by the Florida Department of Education. Lessons and materials include career related success skills along with the academic components of Reading, Math, and digital literacy. Instructors provide encouragement and clarification to maintain a positive learning environment and to facilitate attainment of academic and career goals.

Goals and objectives for ASB are:

- To identify the student's level of academic competence in reading and math through the BSA.
- To diagnose deficiencies in basic skills and assess remediation needs based on each student's career and educational goals.
- To prescribe individual study plans (prescriptions) in each subject area needing remediation.
- To manage, monitor, and evaluate the student's learning activities and progress, and provide immediate feedback.
- To prepare students for the workplace by modeling appropriate work habits, soft skills such as punctuality, appropriate grooming, teamwork, self-management, critical thinking skills, etc.
- To recommend students for career and technical placement and to provide support, if needed, during program enrollment.

ASB academic requirements vary depending on career and technical education program requirements. Completion time may also vary depending on the student's academic level at entry, time spent in the class, and program requirements.

Instructional Materials

The ASB classroom is equipped with a wide variety of multi-media materials to meet diverse academic levels, interests, and learning styles of students. These include textbooks, workbooks, programmed written materials, videos, computers, computer software, online programs, and smartboards.

Provisions for Meeting Individual Needs for Students

Individualized lesson plans are prescribed for all students that address individual needs in reading and math. Learning style questionnaires determine the student's learning style to meet the needs of visual, auditory, and kinesthetic learners.

The Special Populations Coordinator is available to aid students with special needs. Adult students with disabilities must self-identify and request accommodations.

Student Progress Data

Students are given immediate feedback on all class work and tests. Scores and dates are recorded on individual prescription sheets. As students complete prescriptions, the basic skills assessments are re-administered. Computer printouts of all test grades and modular analysis are available for comparison.

EMPLOYABILITY SKILLS

The ASB program provides the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce, college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. Instructors give assistance and counsel students regarding good professional skills in preparation for work force entry and/or entry into the GED® program of study. A career specialist and workshops are available to students throughout each semester.

COMPONENTS OF STUDENT PERFORMANCE STANDARDS

Instructional strategies for this program include methods that require students to identify, organize, formulate hypotheses and solve problems, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies also incorporate methods to improve students' personal learning strategies and higher order thinking skills.

After successfully completing appropriate coursework for each subject area of the program, the student will be able to shift upwards into a Lake Technical College career and technical education program. Students will also be expected to have completed a career plan and to have made progress towards enrollment in postsecondary or job placement.

(NOTE: Delegation of instructional components)

1. **CAREER ASSESSMENT AND/OR REFERRAL**

Students are referred to the Career Advisors or Student Success Counselor as needed.

2. **BASIC SKILLS RELATED INSTRUCTION**

These skills are all taught in the ASB classroom or online.

3. **OTHER RELATED INSTRUCTION (as needed)**

These skills are taught in career and technical programs.

4. **WORKFORCE PREPARATION ACTIVITIES**

These are taught in career-technical programs and in ASB as needed.

5. **COMPLEMENTARY SKILLS**

These are taught in ASB as needed.

6. **DIGITAL LITERACY**

These are part of career and technical program components. Introductory lessons are provided in ASB for the computer competency necessary for computer assisted instruction.

ADVISORY COMMITTEE

Community representatives and school staff serve on the Adult General Education Advisory Committee. Committee members represent many of the schools and agencies with whom ASB staff must interact to coordinate efforts made on behalf of the student population. Educational trends at the local, state, and federal levels are shared among committee members.