

Modified Occupational Completion Points (MOCs), Transition and Earning a Credential

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January 26, 2018

Introduction ...

Welcome

- Introduction
- Goal
- Collaboration
 - Secondary & postsecondary
 - CTE, ESE, VR, local business representatives ...

CTE and Transition ...

- Secondary transition is the process a student with a disability goes through as they move from high school to whatever comes next, including postsecondary education, employment and independent living.
 - Transition planning should begin at age 14 and the ESE student should make decisions about post school education and career goals no later than age 16
 - A transition IEP is developed with each ESE student to identify needs related to postsecondary outcomes
 - Planning often includes the identification of career outcomes and the identification of CTE courses

.. CTE and Transition ...

- CTE

- Benefits

- Exploring career areas and related jobs
 - Career experiences lead to informed choices
 - Career training leads to work in chosen field

- Career clusters

- Agriculture, Food & Natural Resources/Government & Public Administration; Law, Public Safety & Security; Business, Management & Administration; Information Technology; Health Science; Human Services; Education and Training; Finance; Hospitality & Tourism; Architecture & Construction; Energy; Marketing, Sales & Services; Engineering & Technology; Manufacturing; Transportation, Distribution & Logistics

... CTE and Transition ...

- Curriculum
 - Programs/Courses
 - Course descriptions – frameworks, standards, benchmarks, occupational completion points
 - MOCPs
- Inclusion – enrollment/participation in regular CTE courses

... CTE and Transition ...

- Accommodations
 - Do not change the curriculum
 - Provide access to the curriculum
 - Identified on TIEP
 - extra time
 - large print
 - Screen readers
 - Note takers
 - Talking calculator
 - Etc.

... CTE and Transition

- Modifications
 - Change the curriculum itself
 - In CTE curriculum modifications for students taking access courses are known as Modified Occupational Completion Points
 - Only for students taking access courses
 - Modifications are not allowed in PSAV courses, even for dual enrolled students

Introduction to Modified Occupational Completion Points (MOCPs) ...

- MOCPs are selected sets of student performance standards.
- These selected standards (identified on an individual basis) guide the student in completing a modified course/program.
- Most students will be able to master one or more OCP(s) during their high school years.
- However, some students with disabilities benefit from local curriculum modifications (in addition to instructional accommodations) to meet their individual learning needs and succeed in employment. (MOCPs)

... Introduction to MOCPs ..

- MOCPs are developed as part of the Transition IEP process and should be based on the TIEP goals.
- MOCPs ease the transition from secondary to postsecondary education.
- MOCPs will enable the student to develop marketable skills leading to competitive employment.
- MOCPs provide an opportunity to match the interests, abilities and special needs of the student to a job in the community.
- MOCPs may be necessary for a student who takes access courses and participates in the alternate assessment.

... Introduction to MOCPs

- **MOCPs should be considered only after all appropriate accommodations are in place.**
- MOCPs may be considered for secondary students with disabilities earning high school credit but **not** for those students dual enrolled in postsecondary career education programs.
- Modifying OCPs for students with disabilities has increased the number of secondary students with disabilities participating in and successfully completing regular job preparatory programs.

Benefits of MOCs ...

- Provide increased flexibility in career planning, allowing more opportunities and choices related to education and jobs
- Give students and teachers a targeted outcome
- Highlight student abilities rather than disabilities
- Respond to accountability and accessibility mandates
- Allow for a larger, more diverse population of workers that meet local community labor market needs
- Support earlier and continuous individual career counseling

... Benefits ...

- Provide a realistic career plan which allows students to move vertically and horizontally based on changing needs, interests and labor market changes
- Coordinate more realistically with career assessment and evaluation procedures
- Promote greater awareness and interdisciplinary collaboration that enhances transition planning
- Complement dropout prevention by helping students target specific school-to-work goals

... Benefits

- Benefits for secondary students in transition
 - Pre-requisite skills
 - Familiarity with terminology and tools/resources
 - Understanding of requirements of the program/job
 - Knowledge of safety requirements
 - Employability skills
 - Soft skills
 - Communication skills

Access to Postsecondary Education

- Student and advocate must :
 - Explore postsecondary opportunities
 - Available programs
 - Supports
 - Enroll at institution
 - Speak with a counselor
 - Self Identify as a SWD
 - Discuss interests
 - Discuss past accomplishments
 - Discuss postsecondary and work goals
 - Request accommodations if needed
 - Apply for financial aid

Postsecondary Education Instructor

- The student and advocate meet with instructor
 - Incorporate skills already mastered (employability, soft, communication) in the field they are studying
 - Discuss interests
 - Discuss past accomplishments
 - Discuss postsecondary and work goals
 - Develop an accommodation plan

Let's look at an example of a MOCP for a secondary student with the goal of taking a postsecondary cabinetmaking program upon transition.

Example – MOCP 1 ...

- Bonnie is taking access courses in order to earn her high school diploma. During the Transition IEP meeting she stated that she likes working with her hands and helps her father in his woodshop. She would like to take a cabinetmaking class. The TIEP was modified to include coursework for her to learn basic carpentry skills with the goal of continuing in the CTE program after successfully completing the first course.
- Using the Cabinetmaking Curriculum Framework, secondary program # 8104400, it is determined that the student should enroll in the first course in this program, 8104410, Cabinetmaking 1. This course has been academically aligned.
- This course, Cabinetmaking 1 (8104410), upon successful completion could be used either as a course substitution for Access Science (7920998), Access Math (7912998) or Access English (7910998). The CTE course can only count as a course substitution for one subject area.

... MOCF Example ...

- Core team develops job charts by reviewing CTE frameworks and identifying jobs that may fall between established OCPs.
 - **Carpentry Helper:** Help carpenters by performing duties requiring less skill. Duties include using, supplying or holding materials or tools, and cleaning work area and equipment.
- **Sample of reported job titles:** Carpenter Assistant, Installer; Carpenter Helper; Carpenter's Helper; Carpenter/Labor; Carpentry; Drywall Hanger, Framing; Form Setter; Form Setter/Driver; Framing and Hanging; Hanger

... Example – MOCP 1 ...

- The TIEP team would review the standards and benchmarks for the course and determine which benchmarks would be most appropriate for the student in terms of her interests, goals and abilities.
- Highlight the selected competencies of the framework and incorporate them in the TIEP.
- Develop a plan for evaluating and documenting student progress.
 - i.e., performance checklists, progress charts, district checklist.....

... MOCP Example ...

- Career instructors and business representatives identify student performance standards for selected MOCP identified on jobs charts.
 - ***Clean work areas, machines, or equipment, to maintain a clean and safe job site.***
 - ***Fasten timbers or lumber with glue, screws, pegs, or nails and install hardware***
 - Perform tie spacing layout and measure, mark, drill or cut.
 - ***Select tools, equipment, or materials from storage and transport items to work site.***
 - Drill holes in timbers or lumber.

... Example – MOCP 1 ...

- **Standards – Course 8104410, Cabinetmaking 1**
- After successfully completing this program, the student will be able to perform the following:
 - Apply shop safety skills.
 - Utilize manual and power tools relevant to the cabinetmaking profession.
 - Demonstrate mathematics knowledge and skills relevant to the cabinetmaking field.
 - Create basic construction drawings and/or sketches.
 - Recommend appropriate building materials for specific scenarios.
 - Select appropriate fasteners and hardware for specific scenarios.

... MOCP for Course # 8104410 for Bonnie ...

CTE Standards and Benchmarks – should have goals and objectives included

- Apply shop safety skills--The student will be able to:
 - ***Maintain a clean, orderly and safe work area with 100% accuracy.***
 - ***Identify safety hazards with 90% accuracy.***
 - ***Demonstrate the use and care of personal protective equipment (PPE) with 100% accuracy.***
- Utilize manual and power tools relevant to the cabinetmaking profession--The student will be able to:
 - ***Identify various hand and power tools with 90% accuracy.***
 - Select correct tools for specific jobs with 90% accuracy.
 - Clean and care for tools and equipment with 100% accuracy.
- Create basic construction drawings and/or sketches --The student will be able to:
 - ***Recognize and identify basic construction drawing terms, components and symbols with 90% accuracy.***
 - Interpret and use drawing dimensions and architectural scales with 90% accuracy.

... Example – MOCP 1 ...

CTE Standards and Benchmarks

- Recommend appropriate building materials for specific scenarios-The student will be able to:
 - Identify the grades and species of lumber and their appropriate uses with 90% accuracy.
 - Identify the grades of plywood and wood products with 90% accuracy.
 - Explain the uses of various types of engineered lumber with 90% accuracy.
- Apply occupational safety skills---The student will be able to:
 - Identify health-related problems that may result from exposure to hazardous materials with 90% accuracy.
 - ***Describe the proper precautions for handling hazardous materials with 90% accuracy.***
 - ***Explain the importance of complying with the Americans with Disabilities Act (ADA) requirements with 100% accuracy.***
- Fasten stock and joints--The student will be able to:
 - Identify types of glues and fasteners and describe their applications with 90% accuracy.
 - ***Fasten stock with glue and clamps with 90% accuracy.***
 - ***Fasten stock and joints with appropriate fasteners such as nails, staples, screws and bolts with 90% accuracy.***
 - Glue and clamp stock using various techniques with 90% accuracy.

... Example MOCP 1 ...

- Once the attainable competencies are identified, they are then incorporated into the IEP. After the student successfully completes the identified competencies, they would then revisit the curriculum and develop the IEP for the next course.
- The student would be reported as earning a MOCP and may use the course for an Access course substitution.

Example - MOCP 2 ...

- **Standards – Course 8104420, Cabinetmaking 2**
- After successfully completing this program, the student will be able to perform the following:
 - Apply occupational safety skills.
 - Select and use hand and power tools relevant to the cabinetmaking profession.
 - Fasten stock and joints.
 - Read and design construction documents.
 - Install cabinets and components.
 - Investigate sustainability issues related to the cabinetmaking profession.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Apply occupational safety skills--The student will be able to:
 - ***Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200) with 90% accuracy.***
 - ***Explain the purpose of the Occupational Safety and Health Administration (OSHA).***
 - ***Identify health-related problems that may result from exposure to hazardous materials.***
 - ***Describe the proper precautions for handling hazardous materials with 90% accuracy.***
 - Explain eligibility and the procedures for obtaining worker's compensation.
 - Explain the importance of complying with the Americans with Disabilities Act (ADA) requirements.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Select and use hand and power tools relevant to the cabinetmaking profession--The student will be able to:
 - ***Identify the hand tools commonly used by carpenters and describe their uses with 90% accuracy.***
 - Use hand tools in a safe and appropriate manner.
 - ***State the general safety rules for operating all power tools, regardless of type with 90% accuracy.***
 - State the general rules for properly maintaining all power tools, regardless of type.
 - ***Identify the portable power tools commonly used by carpenters and describe their uses with 90% accuracy.***
 - Use portable power tools in a safe and appropriate manner.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Fasten stock and joints--The student will be able to:
 - ***Identify types of glues and fasteners and describe their applications with 90% accuracy.***
 - ***Fasten stock with glue and clamps with 90% accuracy.***
 - ***Fasten stock and joints with appropriate fasteners such as nails, staples, screws and bolts with 90% accuracy.***
 - ***Fill and finish nail and screw holes with fillers and plugs with 90% accuracy.***
 - Glue and clamp stock using various techniques.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Read and design construction documents--The student will be able to:
 - Explain the types of drawings usually included in a set of plans and list the information found on each type.
 - Identify the different types of lines used on construction drawings.
 - Identify selected abbreviations commonly used on plans.
 - Read and interpret plans, elevations, schedules, sections and details contained in basic construction drawings.
 - ***State the purpose of written specifications with 90% accuracy.***
 - ***Identify and describe the parts of a specification with 90% accuracy.***
 - Conduct quantity takeoff for materials
 - Design millwork and draw details in construction documents for a given scenario.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Install cabinets and components--The student will be able to:
 - ***Install hardware such as hinges, catches, pulls, knobs and guides on assembled cabinets with 90% accuracy.***
 - ***Install fasteners with 90% accuracy.***
 - Install drawers.
 - Install various types of doors including overlay, lipped and flush.
 - Install adjustable shelving.
 - Install glass panels and metal grills
 - Install specialty hardware such as a lazy Susan, wire racks and “pull-outs”.
 - Install sliding doors and track.

... Example – MOCP 2 ...

CTE Standards and Benchmarks

- Investigate sustainability issues related to the cabinetmaking professions--The student will be able to:
 - ***Describe the impact of the construction industry on the natural environment.***
 - Describe the life cycle phases of a building and its impacts on the environment throughout the life of the building
 - Recommend sustainable alternatives to conventional cabinetmaking practices.
 - ***Identify specific practices that can lessen adverse impacts on the environment.***
 - Investigate building assessment tools such as Leadership in Energy and Environmental Design (LEED).
 - Assess construction activities pertaining to the cabinetmaking profession that contribute to a project's overall sustainability.

What's next?

- Transition from secondary to postsecondary should be smooth and seamless.
- Skills learned at the secondary level should assist the student at the postsecondary level.
- Goal is for student to earn a credential: state, national, industry, local

What is a credential?

- An education- and work-related credential can be defined as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials (U.S. Department of Labor, 2010). The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses.

Certificate

- Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.
- Issued by education institution

Certification

- Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.
- Issued by business, trade associations, industry

License

- A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by meeting certain requirements set forth by the licenser, usually by completing a course of education and/or assessments. Upon receipt of a license, ongoing requirements may be necessary to maintain the license.
- Issued by government agency

Degree

- An academic degree is an award or title conferred upon an individual for the completion of a program or courses of study over multiple years at postsecondary education institutions.
- Issued by education institution
- Credential information taken from www.ACTEonline.org

Industry-Recognized Credentials ...

- Industry certifications earned through secondary and postsecondary career and technical education programs and courses are an important component of Florida's public education system. The Florida Department of Economic Opportunity (DEO) defines industry certification as follows:

... Industry-Recognized Credentials ...

- *A voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:*
 - *(a) Within an industry that addresses a critical local or statewide economic need;*
 - *(b) Linked to an occupation that is included in the workforce system's targeted occupation list; or*
 - *(c) Linked to an occupation that is identified as emerging.*

... Industry-Recognized Credentials ...

- High-quality credentials are recognized by multiple employers across an industry. To help better identify and prioritize such credentials, ACTE proposes the following uniform definition of “industry-recognized” be implemented across federal legislation when referencing credentials.

... Industry-Recognized Credentials ...

- Are sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,
- Where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

Local credential ...

- Issued by the institution to show the competencies mastered.
- These could be issued after an occupational completion point (OCP) without full program completion.
- Would list the skills mastered so potential employer would be aware of the abilities of the student.

... Local credential ...

- A verification of qualification or competency issued to a student by an accredited institution of higher education (IHE)
 - Diploma
 - Certificate
 - Degree
- Students earn the credential by following and completing a prescribed course of study
- Industry certifications are available at different OCPs
- A student may exit a program before the final OCP and still be eligible to sit for an industry exam
- Currently no standard credential awarded by TPSIDs

Credential requirements

- Each TPSID is required to create a meaningful credential for students with intellectual disabilities upon completion of the program.
 - Includes certificates or degrees available to all students
 - Most common were certificates
 - Most prevalent were certificates issued only to those in TPSID
- National averages for credential attainment for typical students who begin a postsecondary program are just over 40%
- 80% of students exiting a TPSID program earned one or more credentials
- It is up to the IHE to determine the course of study requirements necessary to earn the credential.

Domain 1: Student

- Students pursue an **inclusive program of study** that **aligns with their personal, academic, and career goals and interests** as established through person-centered planning that includes the use of existing and or new relevant assessments.
- Students' programs of study include development and application of self-determination skills, as indicated by assessment results.
- Students engage in integrated, paid work experiences aligned with career goals and interests, as indicated by assessment results.
- Students know, request, and use accommodations necessary for full participation.
- Students **use technology** (e.g., assistive technology and general) to support their engagement in academic, social, and personal environments, as indicated by assessment results.
- Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.
- Students use financial aid as needed to support their enrollment and participation.
- Students determine how parents and family members are engaged in their postsecondary education (PSE) experience.

Domain 2: Faculty and Staff

- Faculty **engage in professional development** to adapt teaching practices that meet the needs of all learners.
- Faculty and staff ensure service, learning, social, and academic environments are **accessible** to support all learners.
- Faculty and staff across campus environments model **high expectations** and **respect** for all students.
- Faculty and staff engage with program staff to enhance key college and university services.

Domain 3: Program and Institution

- Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, and completion of the FL/CTP.
- The FL/CTP provides a **range of work experience** on and off campus, aligned with the student's career goals and interests (e.g., internships, apprenticeships and other forms of work experience).
- All campus services support student recruitment, enrollment, engagement, completion and transition to employment.
- FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.
- The IHE provides a **meaningful credential** upon completion of the program that **leads to integrated, competitive employment**.
- Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education program.
- Program evaluation is ongoing and used to inform FL/CTP development and improvement.

Domain 4

- The FL/CTP program for students with intellectual disabilities aligns with and or extends the IHE's mission.
- The value of a diverse campus community, including students with intellectual disabilities, reflects the IHE's commitment to diversity as demonstrated in institutional communications, strategic plan, mission statement, president's messages, and system reviews.
- The institution uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).
- The institution uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.
- As part of strategic planning, the institution uses agreed upon metrics or methods to evaluate the outcomes of all learners.
- The institution follows agreed upon standards of practice to **meet the needs of all learners.**
- The institution **engages with the community.**

Developing a local credential ...

- Create a credential development team
 - Solicit input from internal and external entities
 - Involve business leaders, community agencies, higher education, associations and organizations in the planning process
 - What does it need to be helpful in getting a job
 - Formalize the course of study
 - Must include academics, employment and independent living skills development to be eligible for Federal financial aid
 - Must be flexible to allow for individual goals while still providing a common experience
 - May resemble independent study

... Developing a local credential ...

- Consider adapting existing credentials
 - Offers credibility
 - May be non-credit or audit courses
 - Credits earned toward certificate, but not toward other college credentials
- Align credentials with institutional and programmatic mission, values and policies
 - Will connote the values of an IHE
 - Must follow policies and procedures already in place for developing credentials

... Developing a local credential ...

- Consider the credential title
 - Should reflect the intended outcomes of the course of study
 - Broad general studies vs. a more vocational focus
 - How do the new titles align with other titles offered by the IHE?
- Develop a market strategy to promote the credential
 - Within the IHE and within the community
 - Embed in areas where other credentials are marketed

... Developing a local credential ...

- Think College CAP - Credential Action Plan
 - Supports postsecondary education programs for students with intellectual disabilities
 - Assists programs in the development process
 - Systematic approach
 - Planning
 - Implementation
 - evaluation
- Personal value
 - Students
 - Families
 - Employers
 - Community

Let's Develop a Local Credential

- Who will you invite to assist with the creation of a local credential?
- What should be included in a local credential?
- How will it benefit the student?
- What should it look like?
- Who should sign it?

Questions?

Thank you!