Florida Department of Education
Curriculum Framework

Program Title: **Vocational Employability Skills for Youth and Career Planning ***
Program Type: **Non Career Preparatory**
Career Cluster: **Instructional Support Services**

Secondary – Non Career Preparatory	
Program Number	9001820
CIP Number	11990007CE
Grade Level	6-12, 30, 31
Standard Length	.5
Teacher Certification	Refer to the Program Structure section.
CTSO	NA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to provide career and technical education competencies for youth being served by Department of Juvenile Justice programs. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level employment. The specific program content includes measurable components from any of the career and technical program areas with heavy emphasis on work ethics and employability skills.

The content includes but is not limited to employability and technical skills.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is intended to provide short-term occupational education for individuals being served by Department of Juvenile Justice programs. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
9001820	Vocational Employability Skills for Youth and Career Planning	ANY VOCATIONAL FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER	.5	NA	VO

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Identify types of communication skills necessary for successful employment.
04.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
05.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
06.0   Describe the duties and responsibilities of a successful employee.
07.0   Demonstrate the competencies of employability and career development.
08.0   Use information technology tools.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
10.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
11.0   Discuss the role of the entrepreneur.
12.0   Discuss entrepreneurship as a career choice.
13.0   Identify the basic economic principles of entrepreneurship.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Solve problems using critical thinking skills, creativity and innovation.
16.0   Demonstrate personal money-management concepts, procedures and strategies.
17.0   Use appropriate equipment and supplies safely and correctly.
18.0   Demonstrate competencies identified for a specific program component.

Listed below are the eight career and education planning course standards:

19.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
20.0   Develop skills to locate, evaluate, and interpret career information.
21.0   Identify and demonstrate processes for making short and long term goals.
22.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
23.0   Understand the relationship between educational achievement and career choices/postsecondary options.
24.0   Identify a career cluster and related pathways through an interest assessment that match career and education goals.
25.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
26.0   Demonstrate knowledge of technology and its application in career fields/clusters.

OPTIONAL

27.0   Demonstrate acquired skills through on-the-job training.

Florida Department of Education
Student Performance Standards

Course Title: **Vocational Employability Skills for Youth and Career Planning**
Course Number: **9001820**
Course Credit: **.5**

Course Description:

This course is designed to develop competencies in employability skills and to provide short-term occupational education for youth being served by Department of Juvenile Justice programs, usually for a duration of four (4) to twelve (12) months. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
02.06 Explain the importance of working effectively with diverse populations.		
02.07 Explain importance of self-management when minimum direction and supervision are given.		
02.08 Describe ethical situations in the world of work		
02.09 Describe importance and benefits of time management.		
02.10 Identify and demonstrate steps necessary for solving problems and making decisions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.11 Analyze future consequences of current decisions.		
02.12 Discuss the value of emotional self-control in the workplace		
02.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
02.14 Identify and practice stress management and relaxation techniques.		
02.15 Discuss importance of practicing positive customer service skills.		
03.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
03.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
03.02 Identify the appropriate way to address people.		
03.03 Identify appropriate conversation for work related settings.		
03.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
03.05 List professional vocabulary appropriate for the work environment		
03.06 Demonstrate ability to communicate in a multicultural setting		
03.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
03.08 Demonstrate the ability to listen to, follow, and provide directions		
03.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
03.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
04.01 Employ leadership skills to accomplish organizational goals and objectives.		
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
04.03 Conduct and participate in meetings to accomplish work tasks.		
04.04 Employ mentoring skills to inspire and teach others.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
05.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
05.02 Locate, organize and reference written information from various sources.		
05.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
05.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
05.05 Apply active listening skills to obtain and clarify information.		
05.06 Develop and interpret tables and charts to support written and oral communications.		
05.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
06.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
06.01 Explain how to handle customer inquiries/complaints.		
06.02 Explain how to handle difficult internal and external customers		
06.03 Explain how to interpret policies to internal and external customers.		
06.04 Classify customer services according to nature and characteristics of the activity.		
06.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
06.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
06.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
06.08 Describe workplace codes of professional/business conduct.		
06.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
06.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
07.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
07.01 Identify and demonstrate positive work behaviors needed to be employable.		
07.02 Develop personal career plan that includes goals, objectives, and strategies.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.03 Examine licensing, certification, and industry credentialing requirements.		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.		
07.05 Evaluate and compare employment opportunities that match career goals.		
07.06 Identify and exhibit traits for retaining employment.		
07.07 Identify opportunities and research requirements for career advancement.		
07.08 Research the benefits of ongoing professional development.		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.		
08.0 Use information technology tools--The students will be able to:		
08.01 Use personal information management (PIM) applications to increase workplace efficiency.		
08.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
08.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
08.04 Employ collaborative/groupware applications to facilitate group work.		
09.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.02 Explain emergency procedures to follow in response to workplace accidents.		
09.03 Create a disaster and/or emergency response plan.		
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
10.01 Describe the nature and types of business organizations.		
10.02 Explain the effect of key organizational systems on performance and quality.		
10.03 List and describe quality control systems and/or practices common to the workplace.		
10.04 Explain the impact of the global economy on business organizations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.0 Discuss the role of the entrepreneur – the student will be able to:		
11.01 Define *entrepreneurship*.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
11.02 Research innovations and the names and biographies of famous entrepreneurs, past and present.		
11.03 Discuss the evolution of entrepreneurship.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.04 Describe the differences between a product-based business and a service-based business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
11.05 Identify the contributions of entrepreneurs to the economic growth of the United States.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
11.06 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.07 Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.0 Discuss entrepreneurship as a career choice – the student will be able to:		
12.01 Describe reasons for becoming an entrepreneur.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
12.02 Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.03 Identify the education, aptitudes, and skills recommended for entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.04 Discuss the advantages and disadvantages of self-employment.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.05 Discuss entrepreneurship as a personal goal.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.06 Assess personal potential for entrepreneurship.		
12.07 Identify career paths in supervisory, management, and small business environments.	LAFS.910.W.3.7 LAFS.1112.W.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.0 Identify the basic economic principles of entrepreneurship – the student will be able to:		
13.01 Identify the role of small businesses in the global economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.02 Define and discuss *profit motive* and its impact on business.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.03 Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.04 Describe the differences between industrial and consumer goods.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.05 Define *land*, *labor*, *capital*, and *entrepreneurship* as factors of production.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.06 Discuss form, place, time, possession, and information utility.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.07 Explain the meaning and causes of scarcity.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.08 Identify the components of the Law of Supply and Demand in a free enterprise system.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.09 Identify the stages of the product life cycle and the characteristics of each stage.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.10 Identify the roles and types of producers, distributors, and services in the current business economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.12 Discuss the four parts of a business (production, finance, marketing, customer service).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.13 Identify factors that contribute to the success of a small business.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.14 Describe the process of starting a small business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.15 Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.	LAFS.910.L.3.6 LAFS.1112.L.3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.16 Discuss reasons for small business failure; develop an exit strategy and plan.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.17 Recognize opportunities for small businesses in the global marketplace.	LAFS.910.RI.1.1 LAFS.1112.RI.1.1 LAFS.910.RI.3.7 LAFS.1112.RI.3.7	
14.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
14.01 Evaluate and justify decisions based on ethical reasoning.		
14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
14.04 Interpret and explain written organizational policies and procedures.		
15.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
15.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
15.03 Identify and document workplace performance goals and monitor progress toward those goals.		
15.04 Conduct technical research to gather information necessary for decision-making.		
16.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
16.01 Identify and describe the services and legal responsibilities of financial institutions.		
16.02 Describe the effect of money management on personal and career goals.		
16.03 Develop a personal budget and financial goals.		
16.04 Complete financial instruments for making deposits and withdrawals.		
16.05 Maintain financial records.		
16.06 Read and reconcile financial statements		
16.07 Research, compare and contrast investment opportunities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
17.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
18.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
19.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
19.01 Display a positive attitude toward a job.		
19.02 Demonstrate job performance skills.		
19.03 Display expected level of productivity.		
19.04 Use evaluations to improve own performance.		
19.05 Identify, organize, plan and allocate resources.		
19.06 Work cooperatively with others.		
19.07 Acquire and use information including using computers.		
19.08 Work effectively within the context of complex interrelationships.		
19.09 Work with a variety of technologies.		
19.10 Perform basic computer operations.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes. The student will be able to**:**		
20.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
21.0 Develop skills to locate, evaluate, and interpret career information.		
22.0 Identify and demonstrate processes for making short and long term goals.		
23.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
24.0	Understand the relationship between educational achievement and career choices/postsecondary options.		
25.0	Identify a career cluster and related pathways that match career and education goals.		
26.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
27.0	Demonstrate knowledge of technology and its application in career fields/clusters.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Special Notes

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information appearing after standard #7 is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1) Serving the special needs of institution's clients with an average commitment time of four (4) to six (6) months.
2) Organized instruction provided by a qualified instructor.
3) Input from a program advisory committee composed of representatives of business and industry.
4) Documentation for evaluation and accountability purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Vocational Employability Skills for Youth**
Program Type: **Non Career Preparatory**
Career Cluster: **Instructional Support Services**

Secondary – Non Career Preparatory	
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CIP Number	11990007SN
Grade Level	6-12, 30, 31
Standard Length	.5
Teacher Certification	Refer to the Program Structure section.
CTSO	NA

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Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

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Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Identify types of communication skills necessary for successful employment.
04.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
05.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
06.0   Describe the duties and responsibilities of a successful employee.
07.0   Demonstrate the competencies of employability and career development.
08.0   Use information technology tools.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
10.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
11.0   Discuss the role of the entrepreneur.
12.0   Discuss entrepreneurship as a career choice.
13.0   Identify the basic economic principles of entrepreneurship.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Solve problems using critical thinking skills, creativity and innovation.
16.0   Demonstrate personal money-management concepts, procedures and strategies.
17.0   Use appropriate equipment and supplies safely and correctly.
18.0   Demonstrate competencies identified for a specific program component.

OPTIONAL

19.0   Demonstrate acquired skills through on-the-job training.

Florida Department of Education
Student Performance Standards

Course Title: **Vocational Employability Skills for Youth**
Course Number: **9001920**
Course Credit: **.5**

Course Description:

This course is designed to develop competencies in employability skills and to provide short-term occupational education for youth being served by Department of Juvenile Justice programs, usually for a duration of four (4) to twelve (12) months. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
02.06 Explain the importance of working effectively with diverse populations.		
02.07 Explain importance of self-management when minimum direction and supervision are given.		
02.08 Describe ethical situations in the world of work		
02.09 Describe importance and benefits of time management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
02.11 Analyze future consequences of current decisions.		
02.12 Discuss the value of emotional self-control in the workplace		
02.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
02.14 Identify and practice stress management and relaxation techniques.		
02.15 Discuss importance of practicing positive customer service skills.		
03.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
03.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
03.02 Identify the appropriate way to address people.		
03.03 Identify appropriate conversation for work related settings.		
03.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
03.05 List professional vocabulary appropriate for the work environment		
03.06 Demonstrate ability to communicate in a multicultural setting		
03.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
03.08 Demonstrate the ability to listen to, follow, and provide directions		
03.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
03.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
04.01 Employ leadership skills to accomplish organizational goals and objectives.		
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
04.03 Conduct and participate in meetings to accomplish work tasks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.04 Employ mentoring skills to inspire and teach others.		
05.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
05.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
05.02 Locate, organize and reference written information from various sources.		
05.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
05.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
05.05 Apply active listening skills to obtain and clarify information.		
05.06 Develop and interpret tables and charts to support written and oral communications.		
05.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
06.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
06.01 Explain how to handle customer inquiries/complaints.		
06.02 Explain how to handle difficult internal and external customers		
06.03 Explain how to interpret policies to internal and external customers.		
06.04 Classify customer services according to nature and characteristics of the activity.		
06.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
06.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
06.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
06.08 Describe workplace codes of professional/business conduct.		
06.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
06.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
07.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
07.01 Identify and demonstrate positive work behaviors needed to be employable.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Develop personal career plan that includes goals, objectives, and strategies.		
07.03 Examine licensing, certification, and industry credentialing requirements.		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.		
07.05 Evaluate and compare employment opportunities that match career goals.		
07.06 Identify and exhibit traits for retaining employment.		
07.07 Identify opportunities and research requirements for career advancement.		
07.08 Research the benefits of ongoing professional development.		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.		
08.0 Use information technology tools--The students will be able to:		
08.01 Use personal information management (PIM) applications to increase workplace efficiency.		
08.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
08.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
08.04 Employ collaborative/groupware applications to facilitate group work.		
09.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.02 Explain emergency procedures to follow in response to workplace accidents.		
09.03 Create a disaster and/or emergency response plan.		
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
10.01 Describe the nature and types of business organizations.		
10.02 Explain the effect of key organizational systems on performance and quality.		
10.03 List and describe quality control systems and/or practices common to the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.04 Explain the impact of the global economy on business organizations.		
11.0 Discuss the role of the entrepreneur – the student will be able to:		
11.01 Define *entrepreneurship*.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
11.02 Research innovations and the names and biographies of famous entrepreneurs, past and present.		
11.03 Discuss the evolution of entrepreneurship.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.04 Describe the differences between a product-based business and a service-based business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
11.05 Identify the contributions of entrepreneurs to the economic growth of the United States.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
11.06 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.07 Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.0 Discuss entrepreneurship as a career choice – the student will be able to:		
12.01 Describe reasons for becoming an entrepreneur.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
12.02 Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.03 Identify the education, aptitudes, and skills recommended for entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.04 Discuss the advantages and disadvantages of self-employment.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.05 Discuss entrepreneurship as a personal goal.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.06 Assess personal potential for entrepreneurship.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.07 Identify career paths in supervisory, management, and small business environments.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.0 Identify the basic economic principles of entrepreneurship – the student will be able to:		
13.01 Identify the role of small businesses in the global economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.02 Define and discuss *profit motive* and its impact on business.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.03 Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.04 Describe the differences between industrial and consumer goods.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.05 Define *land*, *labor*, *capital*, and *entrepreneurship* as factors of production.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.06 Discuss form, place, time, possession, and information utility.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.07 Explain the meaning and causes of scarcity.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.08 Identify the components of the Law of Supply and Demand in a free enterprise system.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.09 Identify the stages of the product life cycle and the characteristics of each stage.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.10 Identify the roles and types of producers, distributors, and services in the current business economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.12 Discuss the four parts of a business (production, finance, marketing, customer service).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.13 Identify factors that contribute to the success of a small business.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.14 Describe the process of starting a small business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.15 Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.16 Discuss reasons for small business failure; develop an exit strategy and plan.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.17 Recognize opportunities for small businesses in the global marketplace.	LAFS.910.RI.1.1 LAFS.1112.RI.1.1 LAFS.910.RI.3.7 LAFS.1112.RI.3.7	
14.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
14.01 Evaluate and justify decisions based on ethical reasoning.		
14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
14.04 Interpret and explain written organizational policies and procedures.		
15.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
15.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
15.03 Identify and document workplace performance goals and monitor progress toward those goals.		
15.04 Conduct technical research to gather information necessary for decision-making.		
16.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
16.01 Identify and describe the services and legal responsibilities of financial institutions.		
16.02 Describe the effect of money management on personal and career goals.		
16.03 Develop a personal budget and financial goals.		
16.04 Complete financial instruments for making deposits and withdrawals.		
16.05 Maintain financial records.		
16.06 Read and reconcile financial statements		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.07 Research, compare and contrast investment opportunities.		
17.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
18.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
19.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
19.01 Display a positive attitude toward a job.		
19.02 Demonstrate job performance skills.		
19.03 Display expected level of productivity.		
19.04 Use evaluations to improve own performance.		
19.05 Identify, organize, plan and allocate resources.		
19.06 Work cooperatively with others.		
19.07 Acquire and use information including using computers.		
19.08 Work effectively within the context of complex interrelationships.		
19.09 Work with a variety of technologies.		
19.10 Perform basic computer operations.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Special Notes

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1) Serving the special needs of institution's clients with an average commitment time of four (4) to six (6) months.
2) Organized instruction provided by a qualified instructor.
3) Input from a program advisory committee composed of representatives of business and industry.
4) Documentation for evaluation and accountability purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: Career Education Services for Students with Disabilities
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

Secondary – Career Preparatory	
Program Number	9603100
CIP Number	S9900005SN
Grade Level	6-12, 30
Standard Length	8 CR
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO Applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

Purpose

This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. Once the OCP is earned for a completed course, the student must move to the next course with a new set of objectives as listed in the IEP or 504 plan.

This program provides specialized career education for students with disabilities. Competencies in job preparatory instruction are provided that will prepare students for competitive employment in an occupation for which they have been trained. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career areas. This allows the student with disability the opportunity to prepare for an industry certification as stated in the IEP. This program is only to be used with students with a disability who have an IEP or 504 plan.

The content includes but is not limited to determining employment goals, demonstrating employability skills, demonstrating self-advocacy skills, the use of technology, tools, equipment and supplies. Each course must incorporate competencies from one or more career and technical education program.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of multiple courses that are completed as specified on an individual plan for each student. The courses are designed to reflect the wide range of abilities within the population of students with disabilities. The courses integrate selected program standards from one or more Career and Technical Education Programs. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. When the student masters the individually determined student performance objectives in the IEP, the student is reported as a completer of the OCP in which they are enrolled. The student IEP would then be updated to include competencies for the next OCP.

A student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously, to a maximum of 8 credits. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. A student earns a credit when the student performance standards stated on the IEP are mastered. When the student completes one OCP and enrolls in the next course, a new IEP must be written with new student performance standards to be mastered. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP). Documentation of mastery of the student performance standards must be maintained

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	9603110	Career Education Services for Students with Disabilities 1		1 CR	SOC applicable to related CTE program	NA	VO
B	9603120	Career Education Services for Students with Disabilities 2		1 CR	SOC applicable to related CTE program	NA	VO
C	9603130	Career Education Services for Students with Disabilities 3	ANY VOCATIONAL FIELD OR COVERAGE	1 CR	SOC applicable to related CTE program	NA	VO
D	9603140	Career Education Services for Students with Disabilities 4		1 CR	SOC applicable to related CTE program	NA	VO
E	9603150	Career Education Services for Students with Disabilities 5		1 CR	SOC applicable to related CTE program	NA	VO
F	9603160	Career Education Services for Students		1 CR	SOC	NA	VO

		with Disabilities 6			applicable to related CTE program		
G	9603170	Career Education Services for Students with Disabilities 7		1 CR	SOC applicable to related CTE program	NA	VO
H	9603180	Career Education Services for Students with Disabilities 8		1 CR	SOC applicable to related CTE program	NA	VO

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Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.

Florida Standards for English Language Development (ELD)
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1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Develop a familiarity with the information technology.
04.0   Develop individualized education and career plans.
05.0   Develop a familiarity with the information technology.
06.0   Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled.
07.0   Practice quality performance.
08.0   Demonstrate and incorporate workplace safety procedures.
09.0   Identify and demonstrate processes for making short and long term goals.
10.0   Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
11.0   Demonstrate proper and safe procedures while working with tools, equipment, systems and materials.
12.0   Identify terminology related to the chosen occupation.
13.0   Demonstrate job seeking and employability skills.
14.0   Demonstrate an understanding of workplace safety.
15.0   Demonstrate an understanding of workplace organization.
16.0   Describe leadership and organizational skills.
17.0   Describe the roles within teams, work units, departments, organizations and the larger environment.
18.0   Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career.
19.0   Identify career and employment opportunities.
20.0   Demonstrate personal productivity.
21.0   Describe the duties and responsibilities of a successful employee.
22.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
23.0   Identify types of mathematical skills necessary for successful employment.
24.0   Demonstrate industry related mathematical skills based on CTE competencies.
25.0   Demonstrate industry related science knowledge and skills based on CTE competencies.
26.0   Demonstrate industry related language arts skills based on CTE competencies.
27.0   Identify types of communication skills necessary for successful employment.
28.0   Solve problems using critical thinking skills, creativity and innovation.
29.0   Use information technology tools.
30.0   Identify a career cluster and related pathways that match career and education goals.
31.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
32.0   Apply leadership and communication skills.
33.0   Exhibit positive human relations and leadership skills.
34.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
35.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
36.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee

roles.

37.0   Demonstrate the competencies of employability and career development.
38.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
39.0   Describe the importance of professional ethics and legal responsibilities.
40.0   Use appropriate equipment and supplies safely and correctly.
41.0   Demonstrate competencies identified for a specific program component.
42.0   Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy.
43.0   Demonstrate personal money-management concepts, procedures and strategies.
44.0   Research and discuss career and employment opportunities.
45.0   Describe the rights, responsibilities and benefits of employment.
46.0   Understand the benefits of disclosure.
47.0   Understand how to request job accommodations.
48.0   Demonstrate a knowledge of self-advocacy.
49.0   Develop skills to locate, evaluate, and interpret career information.
50.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
51.0   Develop skills to locate, evaluate, and interpret career information.
52.0   Identify and demonstrate processes for making short and long term goals.
53.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
54.0   Understand the relationship between educational achievement and career choices/postsecondary options.
55.0   Identify a career cluster and related pathways that match career and education goals.
56.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
57.0   Demonstrate knowledge of technology and its application in the chosen career fields/clusters.

OPTIONAL
58.0   Demonstrate acquired skills through On-The-Job training.

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 1**
Course Number: **9603110**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
03.0 Develop a familiarity with information technology--The student will be able to:		
03.01 Develop keyboarding skills to enter and manipulate text and data.	LAFS.910.L.1.2 LAFS.910.SL.1.2, 2.5 LAFS.910.W.2.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.1112.L.1.2 LAFS.1112.SL.1.2, 2.5 LAFS.1112.W.2.6	
	03.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10	
04.0	Develop individualized education and career plans--The student will be able to:		
	04.01 Describe the steps involved in planning for education, career, and life goals.		
	04.02 Use a variety of sources and methods to determine career interests and abilities.		
	04.03 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
	04.04 Identify non-traditional career options.		
	04.05 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.		
	Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 2**
Course Number: **9603120**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.03 Identify knowledge and additional skills necessary for job or career of interest		
01.04 Determine time-frame for achieving necessary skills for desired job or career of interest		
05.0 Develop a familiarity with information technology--The student will be able to:		
05.01 Demonstrate proper work-related internet use and security.		
05.02 Select and use appropriate devices, services, and applications for telecommunications.		
05.03 Utilize presentation software to communicate ideas to a group.		
05.04 Utilize word processing software to produce workplace documents.		
05.05 Utilize spreadsheet software to create meaningful workplace records.		
05.06 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources.		
05.07 Use different types of web search engines effectively to locate information.		
05.08 Demonstrate ways to communicate effectively using Internet technology.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.09 Employ computer operations applications to access, create, manage, integrate, and store information.		
05.10 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
06.0 Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled--The student will be able to:		
06.01 Identify the career area of study in which they wish to enroll.		
06.02 Research and identify the educational requirements of the occupation in which they wish to work.		
06.03 Identify the job tasks that the occupation will require.		
07.0 Practice quality performance--The student will be able to:		
07.01 Maintains an organized work area.		
07.02 Uses equipment, technology, and work strategies to improve workflow.		
07.03 Carries out written and verbal directions accurately.		
07.04 Completes work efficiently and effectively.		
07.05 Adheres to worksite regulations and practices.		
08.0 Demonstrate and incorporate workplace safety procedures--The student will be able to:		
08.01 Describe how to follow workplace procedures for hazards and incidents.		
08.02 Describe the procedure for identifying, dealing with, or reporting a hazard.		
08.03 Describe how to assess and control risks.		
09.0 Identify and demonstrate processes for making short and long term goals--The student will be able to:		
09.01 Identify short term goals and how to reach them.		
09.02 Identify long-term goals and set up a time line to meet the goals.		
09.03 Demonstrate the ability to categorize goals into area of importance and urgency.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 3
Course Number: 9603130
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled--The student will be able to:		
10.01 Create a project using an integrated software package.		
10.02 Create a presentation utilizing a multimedia software package.		
10.03 Evaluate a specific company's policy for insuring security and protection of computerized data.		
10.04 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).		
04.0 Develop individualized education and career plans--The student will be able to:		
04.06 Identify what courses of study will be needed to reach their educational goal.		
04.07 Identify courses of study that must be completed to reach their employment goal.		
04.08 Develop a time line to show which courses will be taken during high school and which will be taken as postsecondary coursework.		
11.0 Demonstrate proper and safe procedures while working with tools, equipment, systems and materials--The student will be able to:		
11.01 Inspect personal protective equipment (PPE) to determine if it is safe to use.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.02 Visually inspect tools or equipment to determine if they are safe to use.		
11.03 Properly don and remove PPE.		
11.04 Demonstrate how to keep work area tidy and properly store equipment.		
12.0 Identify terminology related to the chosen occupation--The students will be able to:		
12.01 Identify vocabulary specific to their career field.		
12.02 Use the proper vocabulary when discussing their chosen career.		
13.0 Demonstrate job seeking and employability skills--The students will be able to:		
13.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).		
13.02 Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.		
13.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).		
13.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
13.05 Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
13.06 Demonstrate appropriate dress and grooming for employment.		
13.07 Demonstrate effective interviewing skills (behavioral).		
13.08 Describe methods for handling illegal interview and application questions.		
13.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).		
13.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
13.11 Describe importance of producing quality work and meeting performance standards.		
13.12 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
13.13 Identify how to prepare for job separation and re-employment.		
13.14 Write a job description that includes the responsibilities of an entry-level position.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.15 Prepare a classified ad for an entry-level position.		
13.16 Create a list of interview questions for an entry-level position.		
Competencies from one or more CTE programs must be included in this coursework		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 4**
Course Number: **9603140**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.0 Demonstrate an understanding of workplace safety--The student will be able to:		
14.01 Communicate that workers must follow instruction and act in a way that does not place at risk their own health or safety or that of any other person.		
14.02 Design a chart that illustrates safety guidelines.		
15.0 Demonstrate an understanding of workplace organization.--The student will be able to:		
15.01 Identify role in family, circle of friends, school, and other groups/committees.		
15.02 Illustrate the hierarchy of a company.		
15.03 Define vision and mission statements.		
16.0 Describe leadership and organizational skills.--The student will be able to:		
16.01 Employ leadership skills to accomplish organizational goals and objectives.		
16.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
16.03 Conduct and participate in meetings to accomplish work tasks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.04 Employ mentoring skills to inspire and teach others.		
17.0 Describe the roles within teams, work units, departments, organizations and the larger environment--The students will be able to:		
17.01 Define teamwork.		
17.02 Employ teamwork in working towards a common goal.		
17.03 Analyze how own actions impact the overall organization.		
18.0 Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career--The students will be able to:		
18.01 Use a variety of sources and methods to determine career interests and abilities.		
18.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
18.03 Identify non-traditional career options.		
18.04 Debate how educational level affects career choice.		
18.05 Explain importance of networking when researching occupations.		
18.06 Identify advantages of attending a trade or technical school.		
18.07 Identify career training available in the military services.		
19.0 Identify career and employment opportunities--The students will be able to:		
19.01 Research and identify job opportunities in their chosen career.		
19.02 Research and identify starting and average salaries for their chosen career.		
20.0 Demonstrate personal productivity--The students will be able to:		
20.01 Models behaviors that demonstrate self-discipline, reliability, and dependability		
20.02 Acts in a professional, respectful, and non-offensive manner while under pressure		
20.03 Employs critical thinking skills to determine the best options or outcomes when faced with a challenging situation		
20.04 Respond to situations and/or requests in a timely manner		
21.0 Describe the duties and responsibilities of a successful employee--The students will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
21.01	Explain how to handle customer inquiries/complaints.		
21.02	Explain how to handle difficult internal and external customers		
21.03	Explain how to interpret policies to internal and external customers.		
21.04	Classify customer services according to nature and characteristics of the activity.		
21.05	Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
21.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.		
21.07	Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
21.08	Describe workplace codes of professional/business conduct.		
21.09	Explain the concepts of integrity, credibility, reliability, and perseverance.		
21.10	List the responsibilities an employer has for his/her employees (ethical, social, legal.)		
Competencies from one or more CTE programs must be included in this coursework			

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 5**
Course Number: **9603150**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The student will be able to:		
22.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
22.02 Locate, organize and reference written information from various sources.		
22.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences		
22.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
22.05 Apply active listening skills to obtain and clarify information.		
22.06 Develop and interpret tables and charts to support written and oral communications.		
22.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
22.08 Develop and interpret tables and charts to support written and oral communications.		
22.09 Describe the importance of the proper use of grammar, vocabulary, and diction.		
22.10 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
22.11 Apply active listening skills to obtain and clarify information.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.12 Demonstrate ability to communicate in a multicultural setting.		
22.13 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
22.14 Develop and interpret tables and charts to support written and oral communications.		
22.15 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
22.16 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
23.0 Identify types of mathematical skills necessary for successful employment--The student will be able to:		
23.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
23.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).		
23.03 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
23.04 Prepare a balanced budget based on income and expenses.		
23.05 Describe importance of maintaining an accurate checkbook balance.		
23.06 Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).		
24.0 Demonstrate industry related mathematics knowledge and skills based on CTE competencies--The students will be able to:		
24.01 Demonstrate knowledge of arithmetic operations.		
24.02 Analyze and apply data and measurements to solve problems and interpret documents.		
24.03 Construct charts/tables/graphs using functions and data.		
25.0 Demonstrate industry related science knowledge and skills based on CTE competencies--The students will be able to:		
25.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
25.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
26.0 Demonstrate industry related language arts knowledge and skills based on CTE competencies--The student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	26.01 Locate, comprehend and evaluate key elements of oral and written information.		
	26.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
	26.03 Present information formally and informally for specific purposes and audiences.		
27.0	Identify types of communication skills necessary for successful employment--The students will be able to:		
	27.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
	27.02 Identify the appropriate way to address people.		
	27.03 Identify appropriate conversation for work related settings.		
	27.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
	27.05 List professional vocabulary appropriate for the work environment		
	27.06 Demonstrate ability to communicate in a multicultural setting		
	27.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
	27.08 Demonstrate the ability to listen to, follow, and provide directions		
	27.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
	27.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
28.0	Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
	28.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	28.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
	28.03 Identify and document workplace performance goals and monitor progress toward those goals.		
	28.04 Conduct technical research to gather information necessary for decision-making.		
29.0	Use information technology tools--The student will be able to:		
	29.01 Use personal information management (PIM) applications to increase workplace efficiency.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
29.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
29.04 Employ collaborative/groupware applications to facilitate group work.		
30.0 Identify a career cluster and related pathways that match career and education goals—The student will be able to:		
30.01 List Florida's seventeen career clusters.		
30.02 Research the national career clusters website.		
30.03 Identify a career cluster and related pathways through an interest assessment that match career and education goals.		
30.04 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 6**
Course Number: **9603160**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives-- The student will be able to:		
31.01 Employ leadership skills to accomplish organizational goals and objectives.		
31.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
31.03 Conduct and participate in meetings to accomplish work tasks.		
31.04 Employ mentoring skills to inspire and teach others.		
32.0 Apply leadership and communication skills--The student will be able to:		
32.01 Employ leadership skills to accomplish organizational goals and objectives.		
32.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
32.03 Conduct and participate in meetings to accomplish work tasks.		
32.04 Employ mentoring skills to inspire and teach others.		
33.0 Exhibit positive human relations and leadership skills--The student will be able to:		
33.01 Describe the basic nature of self-understanding.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.02 Identify and demonstrate positive personality traits.		
33.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.		
33.04 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.		
33.05 Role-play behaviors that will promote effective human relations.		
34.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
34.01 Employ leadership skills to accomplish organizational goals and objectives.		
34.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
34.03 Conduct and participate in meetings to accomplish work tasks.		
34.04 Employ mentoring skills to inspire and teach others.		
35.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship--The student will be able to:		
35.01 Identify and demonstrate positive work behaviors needed to be employable.		
35.02 Develop personal career plan that includes goals, objectives, and strategies.		
35.03 Examine licensing, certification, and industry credentialing requirements.		
35.04 Maintain a career portfolio to document knowledge, skills, and experience.		
35.05 Evaluate and compare employment opportunities that match career goals.		
35.06 Identify and exhibit traits for retaining employment.		
35.07 Identify opportunities and research requirements for career advancement.		
35.08 Research the benefits of ongoing professional development.		
35.09 Examine and describe entrepreneurship opportunities as a career planning option.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 7**
Course Number: **9603170**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles--The student will be able to:		
36.01 Describe roles, functions, levels, and types of managers.		
36.02 Discuss evolution of management from the Industrial Revolution to current philosophies and theories.		
36.03 Identify a variety of management styles.		
36.04 Cite examples of how workers adjust to different management styles.		
36.05 Identify a variety of corporate organizational structures.		
36.06 Identify how a corporate "chain of command" works.		
36.07 Describe significance of a company's "corporate culture."		
36.08 Describe importance of achieving internal and external customer satisfaction.		
36.09 Identify examples of how cultural diversity can affect the workplace.		
36.10 List reasons why written policies are needed in the workplace.		
36.11 Discuss role of ethics and morality in management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.12 Describe how a company's marketing efforts can affect employees and customers.		
37.0 Demonstrate the competencies of employability and career development --The students will be able to:		
37.01 Participation in required career-related training and/or education program		
37.02 Passing certification tests to qualify for licensure and/or certification		
37.03 Participation in company training or orientation		
38.0 Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance --. The student will be able to:		
38.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
38.02 Explain emergency procedures to follow in response to workplace accidents.		
38.03 Create a disaster and/or emergency response plan.		
39.0 Describe the importance of professional ethics and legal responsibilities--The student will be able to:		
39.01 Evaluate and justify decisions based on ethical reasoning.		
39.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
39.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
39.04 Interpret and explain written organizational policies and procedures.		
40.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
40.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
41.0 Demonstrate competencies identified for a specific program component--The students will be able to:		
41.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 8
Course Number: 9603180
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.0 Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy--The student will be able to:		
42.01 Describe the definition of job accommodations		
42.02 Identify basic duties that an employee must be able to perform with or without reasonable accommodations		
42.03 Identify the tasks and job functions that a person with a disability cannot fully perform without some type of accommodation		
42.04 Identify the modification that will solve the problem		
42.05 Describe who is responsible for identifying an appropriate accommodation and when to request it		
42.06 Describe options if employer refuses to provide a reasonable accommodation		
43.0 Demonstrate personal money-management concepts, procedures and strategies--The student will be able to:		
43.01 Identify and describe the services and legal responsibilities of financial institutions.		
43.02 Describe the effect of money management on personal and career goals.		
43.03 Develop a personal budget and financial goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
43.04 Complete financial instruments for making deposits and withdrawals.		
43.05 Maintain financial records.		
43.06 Read and reconcile financial statements		
43.07 Research, compare and contrast investment opportunities.		
44.0 Research and discuss career and employment opportunities--The students will be able to:		
44.01 Explain importance of staying up-to-date on social, technical, and economic changes.		
44.02 Evaluate and compare employment opportunities that match career goals		
44.03 Identify opportunities and research requirements for career advancement.		
45.0 Describe the rights, responsibilities and benefits of employment--The students will be able to:		
45.01 Communicate his/her responsibilities as an employee.		
45.02 Explain the benefits related to of employment, such as health insurance, leave time, worker's compensation, retirement plans and Social Security.		
45.03 Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.		
45.04 Understand steps that may be taken when rights have been violated.		
46.0 Understand the benefits of disclosure--The student will be able to:		
46.01 Communicate the definition of disclosure.		
46.02 Identify appropriateness of disclosing disability in some situations and not others.		
46.03 Evaluate the pros and cons when considering disclosure.		
46.04 Communicate how disclosure provides legal protection against discrimination		
47.0 Understand how to request job accommodations--The student will be able to:		
47.01 Identify and describe the legal responsibilities of employers and employees in the work place.		
47.02 Identify work-related reasonable accommodations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.03 Demonstrate ability to communicate necessary job accommodations to perspective employers.		
47.04 Employ technological tools to research federal, state and local job accommodation resources.		
47.05 Understand disability discrimination and harassment in the workplace.		
48.0 Demonstrate a knowledge of self-advocacy--The student will be able to:		
48.01 Communicate disability, needs, skills, and abilities.		
48.02 Communicate legal rights as a person with a disability.		
48.03 Analyze work space, method of communication with others, and tasks		
48.04 Research the range of accommodations and choose one.		
49.0 Develop skills to locate, evaluate, and interpret career information--The students will be able to:		
49.01 Use a variety of sources and methods to determine career interests and abilities.		
49.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
49.03 Identify non-traditional career options.		
49.04 Debate how educational level affects career choice.		
49.05 Explain importance of networking when researching occupations.		
49.06 Identify advantages of attending a trade or technical school.		
49.07 Identify sources of financial assistance for postsecondary education and training.		
49.08 Describe the requirements and procedures for obtaining different types of financial assistance.		
49.09 Develop an education and career plan.		
49.10 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities		
49.11 Evaluate personal strengths and weaknesses in relation to the selected occupational area.		
49.12 Explain the influence of life roles on career choice.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.		
49.14 Demonstrate job performance skills.		
49.15 Display expected level of productivity.		
49.16 Use evaluations to improve own performance.		
49.17 Identify, organize, plan and allocate resources.		
49.18 Work cooperatively with others		
49.19 Acquire and use information including using computers.		
49.20 Work effectively within the context of complex interrelationships.		
49.21 Work with a variety of technologies.		
49.22 Perform basic computer operations.		
Competencies from one or more CTE programs must be included in this coursework.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.		
The student will be able to**:**		
50.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
51.0 Develop skills to locate, evaluate, and interpret career information.		
52.0 Identify and demonstrate processes for making short and long term goals.		
53.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
54.0 Understand the relationship between educational achievement and career choices/postsecondary options.		
55.0 Identify a career cluster and related pathways that match career and education goals.		
56.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
57.0 Demonstrate knowledge of technology and its application in the chosen career fields/clusters.		
OPTIONAL		
58.0 Demonstrate acquired skills through On-The-Job training.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Specialized Career Education, Basic**
Program Type: **Career Preparatory**
Career Cluster: **Instructional Support Services**

PSAV	
Program Number	S990005
CIP Number	13990005SN
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Instructional Support Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the related career cluster.

The purpose of this individualized job preparatory program is to provide specialized career education for students with significant cognitive/learning disabilities who, in addition to instructional accommodations, require modifications to the CTE program in order to meet individual interests, abilities, and learning needs. The goal is integrated competitive employment in the student's chosen occupation. The program is individualized for each student and documented in an individualized plan of study (IPS). Instruction is competency-based with integrated academic, technical, and problem-solving skills. The IPS consists of standards and benchmarks selected from one or more CTE programs to create an individualized plan of study for each student. Students, who have already completed equivalent coursework (standards and benchmarks) at the secondary level (9001810), should be enrolled in Specialized Career Education, Advanced (S990006). Documentation of standards and benchmarks previously mastered should be reviewed in order to develop an individualized plan of study that further guides the student toward his or her employment goals.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is divided into a series of three courses that comprise an Occupational Completion Point (OCP). Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment. Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student's learning experience throughout the career decision-making and job preparation process.

The particular outcomes and student performance standards which the student must master to complete each course must be specified on the IPS on an individualized basis. This instruction provides each student the opportunity to prepare for industry certification as stated in his/her IPS.

Once the individualized standards and benchmarks are met for a course, the student is reported as a completer. After completion, the student may either enter employment or move to the next course with a new set of individualized performance standards listed in the IPS. A student who is not able to complete the standards and benchmarks listed in his or her IPS in one semester may re-enroll in the same course the following semester in order to master the required standards and benchmarks. The IPS should be reviewed on a regular basis to determine student progress and/or the need for revision. This is a terminal program; therefore, once all three courses are completed, an OCP is awarded and the student would: enroll in Specialized Career Education, Advanced (S990006); enroll in a CTE program of his or her choice; or, transition to employment.

The three courses in this program have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SLS0460	Specialized Career Education, Basic 1	ANY VOCATIONAL FIELD OR COVERAGE	150 hours	SOC applicable to related CTE program
	SLS0461	Specialized Career Education, Basic 2		150 hours	
	SLA0462	Specialized Career Education, Basic 3		150 hours	

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0 Demonstrate self-advocacy and self-determination skills.
02.0 Discuss individual interests, aptitudes, and opportunities.
03.0 Review and discuss career and employment opportunities.
04.0 Determine realistic employment goals.
05.0 Demonstrate work-related skills.
06.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
07.0 Describe the rights, responsibilities and benefits of employment.
08.0 Manage interpersonal relationships.
09.0 Demonstrate job seeking and employability skills.
10.0 Demonstrate personal productivity.
11.0 Demonstrate employability and work-related skills appropriate to the workplace.
12.0 Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
13.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
14.0 Describe the duties and responsibilities of a successful employee.
15.0 Demonstrate how to request job accommodations.
16.0 Define key terms related to the chosen occupation.
17.0 Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0 Demonstrate industry related mathematical skills.
19.0 Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
20.0 Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
21.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education
Student Performance Standards

Program Title: **Specialized Career Education, Basic**
PSAV Number: **S990005**

Course Number: SLS0460 **Occupational Completion Point: A** **Specialized Career Education, Basic 1 – 150 Hours – SOC Code N/A**	
01.0	Demonstrate self-advocacy and self-determination skills. -- The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Describe abilities, skills, and individual needs related to disability.
01.03	Make plans based on personal and career choices.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Explain legal rights as a person with a disability.
01.06	Define the term disclosure.
01.07	Identify appropriateness of disclosing disability in some situations and not others.
01.08	Evaluate the advantages and disadvantages of disclosure.
01.09	Explain how disclosure provides legal protection against discrimination.
01.10	Analyze work space, method of communication with others, and tasks.
01.11	Review the range of accommodations and choose the best one based on individual needs.
02.0	Discuss individual interests, aptitudes, and opportunities. -- The student will be able to:
02.01	Use a variety of resources and methods to determine career interests and abilities.
02.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
02.03	Identify non-traditional career options.
02.04	Describe how educational level affects career choice.

	02.05	Explain the importance of networking when exploring occupations.
	02.06	Identify advantages of attending a career or technical center or college.
	02.07	Explain the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
03.0	Review and discuss career and employment opportunities. -- The student will be able to:	
	03.01	Explain the importance of staying up-to-date on social, technical, and economic changes.
	03.02	Evaluate and compare employment opportunities that match career goals.
	03.03	Identify opportunities and requirements for career advancement.
	03.04	Identify what courses of study will be needed to reach his/her educational goal.
04.0	Determine realistic employment goals. -- The student will be able to:	
	04.01	Match interests and abilities with potential careers.
	04.02	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
	04.03	Collect information needed to determine realistic employment goals.
	04.04	Identify potential careers available in the community.
	04.05	Develop a career and education plan that includes short and long-term goals and postsecondary/career goals.
05.0	Demonstrate work-related skills. -- The student will be able to:	
	05.01	Demonstrate the ability to follow directions.
	05.02	Demonstrate appropriate behaviors related to task completion.
	05.03	Explain individual rights and responsibilities in the workplace.
	05.04	Respond appropriately to constructive criticism.
	05.05	Work cooperatively with others.
06.0	Demonstrate mastery of selected benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	06.01	Perform tasks as they relate to specific job training performance.
	06.02	Demonstrate safety standards and benchmarks related to specific job training.

Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.

Course Number: SLS0461
Occupational Completion Point: A
Specialized Career Education, Basic 2 – 150 Hours – SOC Code N/A

07.0 Describe the rights, responsibilities and benefits of employment. -- The student will be able to:

07.01	Describe his/her responsibilities as an employee.
07.02	Explain the benefits of employment, such as health insurance, leave time, worker's compensation, retirement plans and Social Security.
07.03	Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, and the Fair Labor Standards Act (FLSA).
07.04	Describe steps that may be taken when rights have been violated.

08.0 Manage interpersonal relationships. -- The student will be able to:

08.01	Demonstrate appropriate relationships with peers.
08.02	Participate as a member of a team.
08.03	Demonstrate positive work attitudes.
08.04	Demonstrate characteristics of a good employee.
08.05	Maintain positive relationships with co-workers.
08.06	Maintain a positive relationship with a supervisor.

09.0 Demonstrate job seeking and employability skills. -- The student will be able to:

09.01	Identify resources used in a job search (e.g., newspaper, Internet, networking).
09.02	Discuss the importance of drug tests and criminal background checks when identifying possible employment opportunities.
09.03	Identify steps of the job application process, including arranging for references and proper documentation (e.g., green card, birth certificate, social security card).
09.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
09.05	Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
09.06	Demonstrate appropriate dress and grooming for employment.

10.0	Demonstrate personal productivity. -- The student will be able to:
	10.01 Demonstrate self-discipline, reliability, and dependability.
	10.02 Act in a professional, respectful, and non-offensive manner while under pressure.
	10.03 Determine the best options or outcomes when faced with a challenging situation.
	10.04 Respond to situations and/or requests in a timely manner.
11.0	Demonstrate employability and work-related skills appropriate to the workplace. -- The student will be able to:
	11.01 Participate in job search activities.
	11.02 Complete an accurate job application.
	11.03 Demonstrate effective job interviewing skills.
	11.04 Demonstrate the ability to follow directions.
	11.05 Demonstrate time management practices.
	11.06 Access various modes of transportation.
12.0	Demonstrate proper and safe procedures while working with tools, equipment, systems and materials. -- The student will be able to:
	12.01 Inspect personal protective equipment (PPE) to determine if it is safe to use.
	12.02 Inspect tools or equipment to determine if they are safe to use.
	12.03 Identify technology, tools, equipment, and supplies necessary for a specific work task.
	12.04 Demonstrate how to keep work area tidy with equipment properly stored.
	12.05 Locate technology, tools, equipment, and supplies required to complete a specific work task.
	12.06 Use technology, tools, equipment, and supplies safely and correctly for a specific work task.
	12.07 Clean and maintain technology, tools, and equipment.
	12.08 Store technology, tools, equipment, and supplies correctly.
13.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:
	13.01 Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.

Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.

Course Number: SLS0462
Occupational Completion Point: A
Specialized Career Education, Basic 3 – 150 Hours – SOC Code N/A

14.0	Describe the duties and responsibilities of a successful employee. -- The student will be able to:
	14.01 Demonstrate how to handle customer inquiries/complaints.
	14.02 Demonstrate how to handle difficult internal and external customers.
	14.03 Demonstrate how to interpret policies to internal and external customers.
	14.04 Classify customer services according to nature and characteristics of the activity.
	14.05 Describe ways of resolving customer problems.
	14.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.
	14.07 Describe workplace codes of professional/business conduct.
	14.08 Explain the concepts of integrity, credibility, reliability, and perseverance.
15.0	Demonstrate how to request job accommodations. -- The student will be able to:
	15.01 Identify and describe the legal responsibilities of employers and employees in the work place.
	15.02 Identify work-related reasonable accommodations.
	15.03 Request necessary job accommodations from prospective employers.
	15.04 Employ technological tools to identify federal, state and local job accommodation resources.
	15.05 Explain disability discrimination and harassment in the workplace.
16.0	Define key terms related to the chosen occupation. -- The student will be able to:
	16.01 Identify vocabulary specific to his/her career field.
	16.02 Use the proper vocabulary when discussing his/her chosen career.
17.0	Demonstrate oral and written communication skills in creating, expressing, and interpreting information and ideas. -- The student will be able to:
	17.01 Describe the importance of the proper use of grammar, vocabulary, and diction.

	17.02	Demonstrate appropriate oral and written communication techniques to communicate clearly and effectively in the workplace.
	17.03	Identify appropriate conversation for work related settings.
	17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	17.05	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
	17.06	Apply active listening skills to obtain and clarify information.
	17.07	Demonstrate the appropriate way to address people.
	17.08	List professional vocabulary appropriate for the work environment.
	17.09	Demonstrate the ability to communicate in a multicultural setting.
	17.10	Design, develop and deliver formal and informal presentations using appropriate media.
	17.11	Develop and interpret tables and charts to support written and oral communication.
	17.12	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
	17.13	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
	17.14	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
18.0	Demonstrate industry related mathematical skills. -- The student will be able to:	
	18.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
	18.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).
	18.03	Prepare a balanced budget based on income and expenses.
	18.04	Describe the importance of maintaining an accurate checkbook balance.
	18.05	Identify mathematical skills used by employees in various career fields.
	18.06	Demonstrate arithmetic operations to complete work tasks.
	18.07	Use data to solve problems and interpret documents.
19.0	Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks . -- The student will be able to:	
	19.01	Discuss the role of creativity in constructing scientific questions, methods and explanations as it relates to the chosen career.

20.0	Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks . -- The student will be able to:
	20.01 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.
	20.02 Present information formally and informally for specific purposes and audiences.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:
	21.01 Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the student's chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.	

Additional Information

<u>Laboratory Activities</u>

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

<u>Special Notes</u>

Documentation of mastery of the student performance standards must be maintained. An Individualized Plan of Study (IPS) must be maintained for audit purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

<u>Career and Technical Student Organization (CTSO)</u>

CTSOs are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. A student should be encouraged to join the related CTSO.

<u>Cooperative Training – OJT</u>

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

<u>Accommodations</u>

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Specialized Career Education, Advanced
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

PSAV	
Program Number	S990006
CIP Number	13990006SN
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Instructional Support Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the related career cluster.

The purpose of this individualized job preparatory program is to provide specialized career education for students with significant cognitive/learning disabilities who, in addition to instructional accommodations, require modifications to the CTE program in order to meet individual interests, abilities, and learning needs. The goal is integrated competitive employment in the student's chosen occupation. The program is individualized for each student and documented in an individualized plan of study (IPS). Instruction is competency-based with integrated academic, technical, and problem-solving skills. The IPS consists of standards and benchmarks selected from one or more CTE programs to create an individualized plan of study for each student. Students may have already completed coursework at the secondary level (9001810) or at the postsecondary level in Specialized Career Education, Basic (S990005). Documentation of standards and benchmarks previously mastered should be reviewed in order to develop an individualized plan of study that further guides the student toward his or her employment goals.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

The program is divided into three courses that comprise one Occupational Completion Point (OCP). Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment. Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student's learning experience throughout the career decision-making and job preparation process.

The performance standards and benchmarks which the student must master to complete each course must be specified on the IPS on an individualized basis. This instruction provides each student the opportunity to prepare for industry certification as stated in his or her IPS.

Once the individualized standards and benchmarks are met for a course, the student is reported as a completer. After completion, the student may either enter employment or move to the next course with a new set of individualized performance standards listed in the IPS. A student who is not able to complete the standards and benchmarks listed in his or her IPS in one semester may re-enroll in the same course the following semester in order to master the required standards and benchmarks. The IPS should be reviewed on a regular basis to determine student progress and/or the need for revision. This is a terminal program; therefore, once all three courses are completed, the student must transition to employment.

The three courses in this program have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SLS0463	Specialized Career Education, Advanced 1	ANY VOCATIONAL FIELD OR COVERAGE	150 hours	SOC applicable to related CTE program
	SLS0464	Specialized Career Education, Advanced 2		150 hours	
	SLS0944	Specialized Career Education Internship		150 hours	

The third course in this program is an internship course where the student must be working in his or her field of study.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate self-advocacy and self-determination skills.
02.0   Explain job accommodations as they relate to the workplace.
03.0   Demonstrate communication skills necessary for successful employment.
04.0   Demonstrate employability skills.
05.0   Demonstrate a familiarity with information technology.
06.0   Demonstrate workplace safety practices.
07.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
08.0   Demonstrate an understanding of workplace organization.
09.0   Describe the roles within teams, work units, departments, organizations, and the larger environment.
10.0   Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
11.0   Demonstrate positive human relations and leadership skills.
12.0   Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
13.0   Solve problems using critical thinking skills, creativity, and innovation.
14.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
15.0   Demonstrate employability skills.
16.0   Use information technology tools.
17.0   Practice quality performance.
18.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
19.0   Describe the importance of professional ethics and legal responsibilities.
20.0   Demonstrate skills acquired through On-the-Job-Training (OJT).
21.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education
Student Performance Standards

Program Title: **Specialized Career Education, Advanced**
PSAV Number: **S990006**

Course Number: SLS0463	
Occupational Completion Point: A	
Specialized Career Education, Advanced 1 – 150 Hours – SOC Code N/A	

01.0	Demonstrate self-advocacy and self-determination skills. -- The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Make plans based on personal and career choices.
01.03	Describe entrepreneurship opportunities as a career planning option.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Communicate disability, needs, skills, and abilities.
01.06	Communicate legal rights as a person with a disability.
01.07	Analyze work space, method of communication with others, and tasks.
01.08	Define the term *disclosure*.
01.09	Explain why disclosing disability may or may not be appropriate.
01.10	Evaluate the advantages and disadvantages of disclosure.
01.11	Explain how disclosure provides legal protection against discrimination.
02.0	Explain job accommodations as they relate to the workplace. -- The student will be able to:
02.01	Define the term job accommodations.
02.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
02.03	Identify examples of tasks and the related accommodation(s) that might be needed by a person with a specific disability.
02.04	Describe who is responsible for identifying an appropriate accommodation and when to request it.

	02.05	Describe an employee's options if an employer refuses to provide a reasonable accommodation.
03.0	Demonstrate communication skills necessary for successful employment. -- The student will be able to:	
	03.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
	03.02	Demonstrate the appropriate way to address people.
	03.03	Identify appropriate conversation for work-related settings.
	03.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
	03.05	List professional vocabulary appropriate for the work environment.
	03.06	Demonstrate the ability to communicate in a multicultural setting.
	03.07	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
	03.08	Demonstrate the ability to listen to, follow, and provide directions.
	03.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
	03.10	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
04.0	Demonstrate employability skills.--The student will be able to:	
	04.01	Describe methods for handling illegal interview and application questions.
	04.02	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
	04.03	Identify positive work attitudes and behaviors (e.g., honesty, compassion, respect, responsibility, fairness, trustworthiness, caring).
	04.04	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
	04.05	Explain how to prepare for job separation and re-employment.
	04.06	Write a job description that includes the responsibilities of an entry-level position.
	04.07	Prepare a classified ad for an entry-level position.
	04.08	Create a list of interview questions for an entry-level position.
	04.09	Complete various employment forms (application, W-4, insurance forms).
	04.10	Create a resume.

05.0	Demonstrate a familiarity with information technology. -- The student will be able to:
	05.01 Select and use appropriate devices, services, and applications for telecommunications.
	05.02 Utilize presentation software to communicate ideas to a group.
	05.03 Demonstrate proper work-related Internet use and security.
	05.04 Utilize word processing software to produce workplace documents.
	05.05 Utilize spreadsheet software to create meaningful workplace records.
	05.06 Utilize web browsers to access the World Wide Web and other computer resources.
	05.07 Use different types of web search engines effectively to locate information.
06.0	Demonstrate workplace safety practices. -- The student will be able to:
	06.01 Identify technology, tools, equipment, and supplies necessary for a specific work task.
	06.02 Locate technology, tools, equipment, and supplies required to complete a specific task.
	06.03 Explain why workers must follow instructions and act in a way to promote safety.
	06.04 Demonstrate required safety procedures related to the chosen career.
07.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:
	07.01 Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.	

Course Number: SLS0464
Occupational Completion Point: A
Specialized Career Education, Advanced 2 – 150 Hours – SOC Code N/A

08.0	Demonstrate an understanding of workplace organization. -- The student will be able to:
	08.01 Identify his/her role in family, circle of friends, school, and other groups/committees.
	08.02 Illustrate the hierarchy of a company.
	08.03 Define vision and mission statements.
09.0	Describe the roles within teams, work units, departments, organizations, and the larger environment. -- The student will be able to:

	09.01	Define teamwork.
	09.02	Employ teamwork in working towards a common goal.
	09.03	Analyze and explain how one's own actions impact the overall organization.
10.0	Explain the impact of technology on occupations related to the field of study in which the student is enrolled. -- The student will be able to:	
	10.01	Describe a specific company's policy for ensuring security and protection of computerized data.
	10.02	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
11.0	Demonstrate positive human relations and leadership skills. -- The student will be able to:	
	11.01	Identify and demonstrate positive personality traits.
	11.02	Demonstrate interpersonal skills to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
	11.03	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
	11.04	Role-play behaviors that will promote effective human relations.
12.0	Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance. --The student will be able to:	
	12.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	12.02	Explain emergency procedures to follow in response to workplace accidents.
	12.03	Create a disaster and/or emergency response plan.
13.0	Solve problems using critical thinking skills, creativity, and innovation. -- The student will be able to:	
	13.01	Use critical thinking skills independently and in teams to solve problems and make decisions.
	13.02	Demonstrate the use of critical thinking and interpersonal skills to resolve conflicts.
	13.03	Identify and document workplace performance goals and monitor progress toward those goals.
	13.04	Identify and gather information necessary for decision-making.
14.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	14.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.		

Course Number: SLS0944 **Occupational Completion Point: A** **Specialized Career Education Internship – 150 Hours – SOC Code N/A**	
15.0	Demonstrate employability skills. -- The student will be able to:
	15.01 Identify and demonstrate positive work behaviors needed to be employable.
	15.02 Develop a personal career plan that includes strategies to reach personal goals and objectives.
	15.03 Review licensing, certification, and industry credentialing requirements of chosen career.
	15.04 Maintain a career portfolio to document knowledge, skills, and experience.
	15.05 Explore and compare employment opportunities that match career goals.
	15.06 Identify and exhibit traits for retaining employment.
	15.07 Identify opportunities and requirements for career advancement.
	15.08 Explain the benefits of ongoing professional development.
16.0	Use information technology tools. -- The student will be able to:
	16.01 Use personal information management (PIM) applications to increase workplace efficiency.
	16.02 Use technological tools to expedite workflow (e.g., word processing, electronic calendar, email, Internet applications).
	16.03 Use computer operations applications to manage and store information.
	16.04 Use collaborative/groupware applications to facilitate group work.
17.0	Practice quality performance. -- The student will be able to:
	17.01 Maintain an organized work area.
	17.02 Use equipment, technology, and work strategies to improve workflow.
	17.03 Carry out written and verbal directions accurately.
	17.04 Complete work efficiently and effectively.
	17.05 Adhere to worksite regulations and practices.
18.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. -- The student will be able to:
	18.01 Demonstrate leadership skills to accomplish goals and objectives.

	18.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	18.03	Conduct and participate in meetings to accomplish work tasks.
	18.04	Demonstrate mentoring skills to inspire and teach others.
19.0	Describe the importance of professional ethics and legal responsibilities. -- The student will be able to:	
	19.01	Evaluate and justify decisions based on ethical reasoning.
	19.02	Evaluate alternative responses to workplace situations based on ethical and legal responsibilities, and employer policies.
	19.03	Identify and explain consequences of unethical or illegal behaviors in the workplace.
	19.04	Explain written organizational policies and procedures.
20.0	Demonstrate skills acquired through On-the-Job-Training (OJT). -- The student will be able to:	
	20.01	Maintain a positive attitude towards a job.
	20.02	Demonstrate appropriate job performance skills.
	20.03	Maintain a level of productivity required by the job.
	20.04	Use evaluations to improve performance.
	20.05	Comply with employee rules, regulations, and procedures.
	20.06	Apply effective communication appropriate to the job.
	20.07	Apply problem solving strategies to real life situations.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.		

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Documentation of mastery of the student performance standards must be maintained. An Individualized Plan of Study (IPS) must be maintained for audit purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

CTSOs are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. A student should be encouraged to join the related CTSO.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.