

PROJECT 10 TOPICAL BRIEFS are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on **Career and Technical Education**.

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Stories

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Career and Technical Education (CTE): It May Not Be What You Think It Is!

There has been a lot of buzz around the topic of CTE recently. One of the reasons for all of the positive chatter is the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The new Perkins V, Strengthening Career and Technical Education for the 21st Century Act, will go into effect on July 1, 2019 with the first year serving as a year for agencies to transition into the requirements of the new Act.

The Perkins side-by-side analysis from Advance CTE (2018) describe differences between the Perkins IV and the Perkins V. A few of those changes are highlighted as follows:

- The definition of "special populations" continues to include individuals with disabilities and also adds homeless individuals, foster youth, youth who have aged out of the foster care system and youth with a parent who is on active duty in the armed forces.
- The Perkins V increases the focus on expanding employment opportunities for special populations.
- Perkins V funds can be used to provide CTE instructors with professional development that enhances their ability to teach students who represent special populations.
- Perkins V extends career exploration services to students as early as middle grades.

The conversation around CTE hasn't always been optimistic. One explanation for this is the connection to the reputation of its predecessor, vocational education. A few decades ago, vocational education, although well-intentioned, became known as an educational pathway for students without the academic acumen to earn a college degree. The good news is that the story is changing. Gwertz (2018), claims that

CTE is very different than your grandfather's voc ed. Many programs now focus on areas typically associated with associate or bachelor's degrees, such as engineering or business. Because career-tech-ed classes of all kinds are increasingly seen as roads to additional study after high school, they are meant to be more academically rigorous than those of a previous generation.

"Modern CTE programs prepare students for careers in broad industries. . . many of which can feed into professional certification, or associate degree programs at community or four-year colleges," writes Dougherty (2016, p. 8).

The What and Why of the CTE Win-Win

What?		Why?
Opportunities to develop competencies required for specific industries		Provides a foundation for a variety of levels of career development
A bridge between secondary and postsecondary education		Increase in student ambition to prepare for a career based on interest and preference
Career exploration at the high school and middle school levels		Increased understanding of available career options
Course substitutions for high school graduation requirements		Expanded opportunities to earn a standard high school diploma
Opportunities to develop leadership skills		Competency in directing career and life decisions
The opportunity to earn certificates, industry certifications and/or associate's degrees		Attain jobs that provide a living wage

Florida Department of Education. (n.d.). Career and technical education.
 Reykdal, C. & Conner, R. (2018, November 15). Career and technical education is win-win for students, job creators.

The Resources section later in this Topical Brief has many excellent resources that will provide additional information about a variety of topics related to CTE. In this section, three resources are being highlighted as follows:



Florida Department of Education (FDOE) CTE Brochure

This brochure, provided by the Division of Career and Adult Education, features a list of Florida's career clusters with program examples, Florida's fastest growing careers and reasons why students may want to consider CTE as a career pathway.

FDOE CTE Clusters

This resource provides an infographic for each of Florida's career clusters. Each infographic communicates top programs within the career cluster; the number of students participating in programs at the secondary and postsecondary level; the number and types of certifications and degrees being earned; and the employment outlook for the future. Each of the career cluster infographics can be accessed individually [here](#).

How to Develop an Individual Education Plan to Include MOCPs

This presentation was given at the 2018 Project 10 Winter Institutes by Jane Silveria, Florida Department of Education (FDOE), Division of Career and Adult Education and Wendy Metty, FDOE, Bureau of Exceptional Education and Student Services (BEESS), Secondary Transition Specialist. It provides an excellent overview that defines MOCPs, reviews the history of MOCPs, describes the benefits of MOCPs and explains reporting requirements.

CTE Course Substitutions Contribute to Graduation Pathways

Guidance on CTE course substitutions from the Bureau of Exceptional Education and Student Services (BEESS) reports that students with disabilities, who are using one of the standard diploma options through 6A-1.09963, Florida Administrative Code (F.A.C.), are permitted to substitute CTE courses for English 4, one math, one science and one social studies credit (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

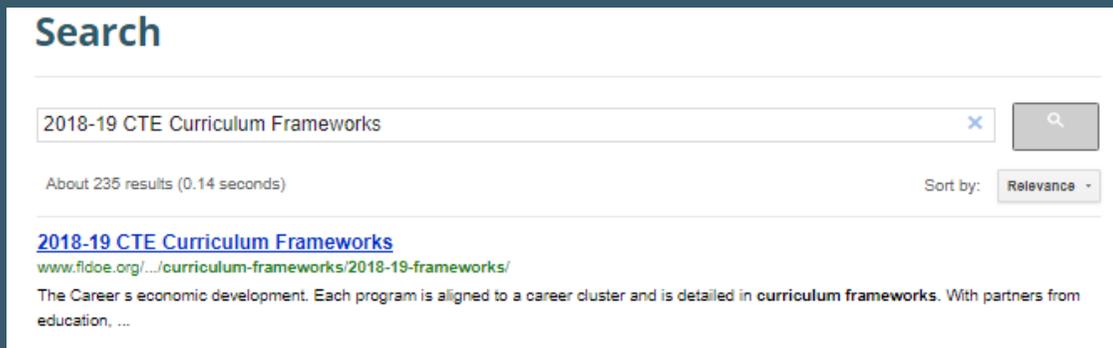


FDOE guidance on CTE course substitutions is available in the following documents:

- **Bureau of Exceptional Student Education and Student Services Career and Technical Education Course Substitutions**
- **Course Code Directory and Instructional Personnel Assignments**

You can determine the eligibility of a specific CTE course as a graduation requirement course substitution, by following these steps:

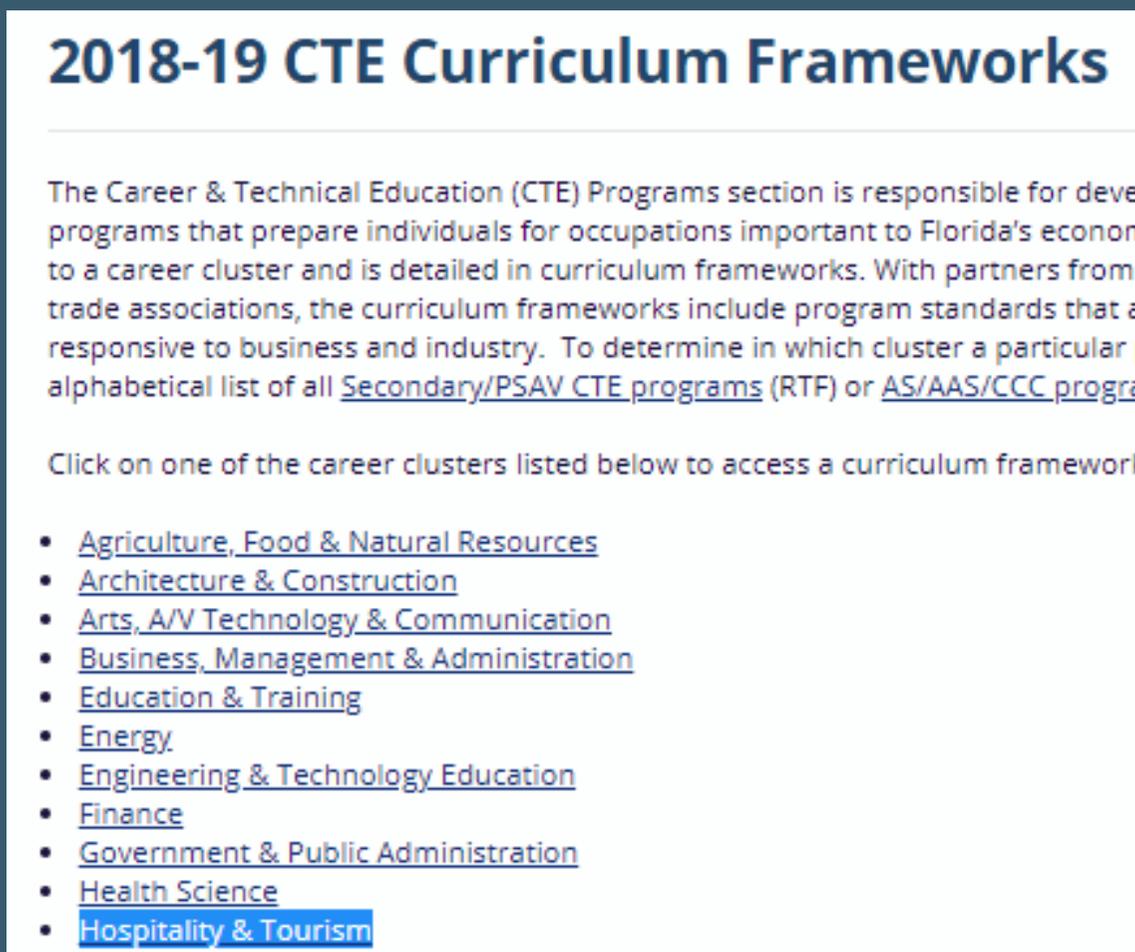
1. Go to the FDOE website (<http://www.fldoe.org/>) and use the "Search" bar to navigate to the **2018-19 CTE Curriculum Frameworks** and click on it.



The screenshot shows a search interface with the following elements:

- Search Bar:** Contains the text "2018-19 CTE Curriculum Frameworks".
- Search Button:** A magnifying glass icon in a grey box.
- Results:** "About 235 results (0.14 seconds)".
- Sort by:** A dropdown menu set to "Relevance".
- Result Link:** [2018-19 CTE Curriculum Frameworks](#)
- URL:** www.fldoe.org/.../curriculum-frameworks/2018-19-frameworks/
- Description:** "The Career s economic development. Each program is aligned to a career cluster and is detailed in curriculum frameworks. With partners from education, ..."

2. Once on the 2018-19 CTE Curriculum Frameworks page, select the career cluster in which you are interested and click on it. For example, we will select **Hospitality & Tourism**.



The screenshot displays the main content of the "2018-19 CTE Curriculum Frameworks" page:

- Section Header:**

2018-19 CTE Curriculum Frameworks
- Text:** "The Career & Technical Education (CTE) Programs section is responsible for devel... programs that prepare individuals for occupations important to Florida's econom... to a career cluster and is detailed in curriculum frameworks. With partners from... trade associations, the curriculum frameworks include program standards that a... responsive to business and industry. To determine in which cluster a particular p... alphabetical list of all [Secondary/PSAV CTE programs \(RTF\)](#) or [AS/AAS/CCC progra...](#)"
- Text:** "Click on one of the career clusters listed below to access a curriculum framework..."
- List of Career Clusters:**
 - [Agriculture, Food & Natural Resources](#)
 - [Architecture & Construction](#)
 - [Arts, A/V Technology & Communication](#)
 - [Business, Management & Administration](#)
 - [Education & Training](#)
 - [Energy](#)
 - [Engineering & Technology Education](#)
 - [Finance](#)
 - [Government & Public Administration](#)
 - [Health Science](#)
 - [Hospitality & Tourism](#)

3. Once on the Hospitality & Tourism page, select a secondary course/program. For example, we will select **Hospitality & Tourism Management**.

Hospitality & Tourism

For more information about these curriculum frameworks, contact [Anne Nyman](#), State Supervisor for Hospitality & Tourism Education at [850-245-9900](tel:850-245-9900).

[Hospitality & Tourism Home](#)

Middle School Courses

- [Exploring Hospitality and Tourism Careers \(8850350\)](#) (RTF)
- [Exploring Hospitality and Tourism Careers and Career Planning \(8850360\)](#) (RTF)
- [Fundamentals of Culinary Careers \(8809200\)](#) (RTF)
- [Fundamentals of Culinary Careers and Career Planning \(8809300\)](#) (RTF)
- [Orientation to Career Clusters \(8000400\)](#) (RTF)

Secondary Courses/Programs

- [Culinary Arts \(8800500\)](#) (RTF)
- [Environmental Services \(8524100\)](#) (RTF)
- [Hospitality & Tourism Management \(8703100\)](#) (RTF)
- [Nutrition and Food Science \(8801100\)](#) (RTF) **New**
- [Nutrition and Wellness \(8500355\)](#) (RTF)
- [Principles of Food \(8500390\)](#) (RTF)

4. Clicking on **Hospitality & Tourism Management** under Secondary Courses/Programs will download the Curriculum Framework into a Rich Text File (RTF). Click to open it.

5. Once the file is open, find the **Academic Alignment Tables** within the Curriculum Framework to check for alignment with the CTE courses in the program.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8850110	4/87 5%	6/80 8%	28/83 34%	5/69 7%	27/67 40%	4/70 6%	4/69 6%	29/82 35%	6/66 9%	29/74 39%	4/72 6%
8845140	2/87 2%	3/80 4%	25/83 30%	2/69 3%	26/67 39%	4/70 6%	3/69 4%	24/82 29%	5/66 8%	24/74 32%	2/72 3%
8845130	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8800420	**	**	**	**	**	**	**	**	**	**	**
8845120	23/87 26%	25/80 31%	3/83 4%	23/69 33%	#	31/70 44%	23/69 33%	1/66 1%	24/66 36%	2/74 3%	23/72 32%
8845120	**	**	**	**	**	**	**	**	**	**	**

** Alignment pending review # Alignment attempted, but no correlation to academic course

6. See the rubric shown below and provided in the BEESS guidance on CTE course substitutions to help you determine whether or not the CTE course is acceptable to use as a substitute by clicking [here](#).

A course may be considered approved for substitution in a specific academic area if a "Yes" response is recorded in that subject and the course supports the student's post-secondary goals as described in the Transition Individual Educational Plan (TIEP).

Course Name:			
Course Number:			
Course is an equally rigorous science course	YES	NO	Not Determined
Course is aligned to one or more science courses	YES	NO	Not Determined
Course is aligned to one or more math courses	YES	NO	Not Determined
Course is aligned to English 4	YES	NO	Not Determined
Course is aligned to one or more social studies courses	YES	NO	Not Determined

7. If the course you are attempting to use as a substitute has not been examined, districts may request that the course be given priority for alignment. Courses where alignment was attempted, but no correlation to academic courses was found may not be used as substitutes. Email requests to Wendy Metty, FDOE, BEESS, Secondary Transition Specialist, at Wendy.Metty@fldoe.org.

CTE Course Substitution Tip: As a district, consider creating a master CTE course substitution matrix that is consistent with the CTE course alignments determined by FDOE and specific to CTE classes that are available to students in your district. This document would benefit all stakeholders involved with course scheduling, credit checking and monitoring graduation status.

Modified Occupational Completion Points (MOCPs): Increasing Participation in Job Preparatory Programs for Students with Disabilities

[This article was adapted from the FDOE guidance on MOCPs which is available in its entirety [here](#).]

The Transition IEP involves identifying measurable postsecondary goals for students and often these goals include career outcomes that can be supported through participation in Career and Technical Education (CTE) courses.



Many CTE programs offer the option of occupational completion points (OCPs). An OCP is a group of competencies or skills for a specific occupation. Students with disabilities in CTE programs are encouraged to pursue one or more established OCPs. Local curriculum modifications (MOCPs) may be considered if a student is unable to complete an OCP. MOCPs should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with and documented on their Transition IEP.

MOCPs are selected sets of student performance standards that fall between established OCPs as identified in CTE course descriptions. These selected standards (identified on an individual basis) guide the student in completing a modified program and developing marketable skills. Students who take access courses and participate in the alternate assessment are eligible for these modifications when needed.

Rule 6A-1.09963, F.A.C. explains as follows: "Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. "

Modifying OCPs for students with disabilities has increased the number of secondary students participating in and successfully completing regular job preparatory programs.

In cooperation with the student, career and technical education staff, and exceptional student education (ESE) staff identify appropriate career outcomes, which are documented in the Transition IEP. Two options available in developing an appropriate job preparatory program include:

1. Instructional accommodations with no curriculum modifications:

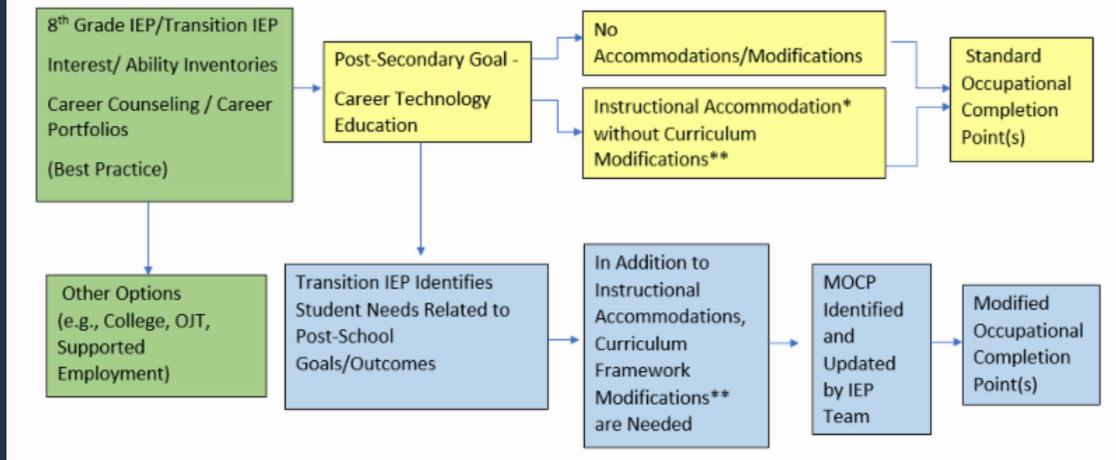
The student completes the requirements for completion of the career education program with instructional accommodations but no curriculum modifications. Upon successful completion, the student is reported as a standard OCPs completer.

2. Instructional accommodations with curriculum modifications:

In addition to instructional accommodations, the student requires modifications to the course requirements. Local curriculum modifications may include the selection of particular outcomes and student performance standards chosen from a job preparatory program that a student must master to earn credit. These performance standards must be specified in the Transition IEP and are designated as MOCPs. Upon successful completion of the specified requirements, the student is reported as a MOCPs completer.

The flowchart below provides a visualization of these two options.

Occupational and Modified Occupational Completion Points Flowchart



*The instructional accommodations may include the following: instructional time increase or decrease, instructional methodology varied. Special communication systems used by teachers or student, classroom and district test administration procedure and other procedures modified.

**Curriculum framework modification is the selection of particular outcomes and student performance standards chosen from a Career Technology Education program that a student must master to earn credit. Those selected student performance standards must be specified in the student IEP to meet an individual student's needs.

Note: This flowchart was adapted from a flowchart developed by ESE personnel at Miami-Dade Public Schools.

Implementing MOCPs benefits students and their families, as well as educators and employers. The following is a summary of benefits:

- Increased flexibility in career planning through more opportunities and choices related to education and jobs
- Highlight student abilities rather than disabilities
- Meet the requirements of Transition IEPs
- Respond to accountability and accessibility mandates
- Allow for a larger, more diverse population of workers that meet local community labor market needs
- Provide a realistic career plan which allows students to move vertically and horizontally based on changing needs, interests and labor market changes
- Coordinate more realistically with career assessment and evaluation procedures
- Complement dropout prevention by increasing student engagement and identifying specific school-to-work goals

It is important to continue collaboration among all advocates to further the expansion of career opportunities for students with disabilities.

[Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education](#)

This guide assists school district personnel when making decisions about the use of accommodations and modifications by students with disabilities in instructional situations and identifies accommodations and modifications that students with disabilities may need.



[Association for Career and Technical Education \(ACTE\)](#)

ACTE strives to empower educators to deliver high-quality CTE programs that ensure all students are positioned for career success.

[CTE Is Your STEM Strategy](#)

This policy brief explores the use of CTE as a strategy for infusing and enhancing STEM (science, technology, engineering, math) education.

[Guide to Career and Technical Education's Special Populations: Challenge Handbook North Carolina Public Schools](#)

This guide from North Carolina Public Schools was prepared to assist Career and Technical Education personnel in planning effective and comprehensive services for students who are identified as special populations, such as students with disabilities, as identified in the Perkins IV.

[Overview of Career Dual Enrollment](#)

This document provided by the Division of Career and Adult Education addresses frequently asked questions to summarize the key components of a career dual enrollment program.

[SkillsUSA](#)

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics.

[Strengthening Career and Technical Education](#)

This short opinion article discusses the need for states to prepare for using the Perkins V to the fullest extent and for the best possible advantages.

[Technical Assistance Paper: CTE Basic Skills Assessment Requirements](#)

The purpose of this paper is to provide information about: (1) the legal basis for basic skills assessment in CTE, (2) procedures to be followed throughout the assessment process, (3) counseling of students who do not meet the basic skills exit requirements, (4) exemptions or waivers of basic skills requirements, (5) accommodations for students with disabilities and English Language Learners (ELL) and (6) legislative changes.

[With Our Shortage of Skilled Workers, Career and Technical Education is Ready to be Taken Seriously](#)

This short opinion article explores New Hampshire's need for skilled workers that can possibly be addressed through adept use of the Perkins V.

Upcoming Events

Project 10: Transition Education Network 2019 Regional Winter Institutes

The Winter Institutes are free, all-day events that will include updates from the Bureau of Exceptional Education and Student Services (BEES), the Division of Vocational Rehabilitation, Florida Consortium on Inclusive Higher Education, Project 10 and much more. Space is limited, so register for your region's event now.



Region 1 | Monday, February 11, 2019

PAEC Center, [753 West Blvd., Chipley, FL 32428](#)

Register [here](#) (Region 1 only)

Questions? Email Tury Lewis (tllewis@usfsp.edu)

Region 2 | Thursday, February 7, 2019

Florida State College at Jacksonville - Nassau Campus, [76346 William Burgess Blvd., Yulee FL 32097](#)

Lewis Red Bean Technical Center Building, Nassau Room

Register [here](#) (Region 2 only)

Questions? Email Carly Detlefsen (cdetlefsen@usfsp.edu)

Region 3 | Monday, February 4, 2019

The Goodwill, [7531 South Orange Blossom Trail, Orlando, FL 32809](#)

Register [here](#) (Region 3 only)

Questions? Email Franklin Coker (fjcoker@usfsp.edu)

Region 4 | Wednesday, February 6, 2019

Leary Technical College, [5410 N. 20th Street, Tampa, FL 33610](#)

Register [here](#) (Region 4 only)

Questions? Email Federico Valadez (fvaladez@usfsp.edu)

Region 5 | Tuesday, February 5, 2019

Sunset Lakes Community Center, [2801 SW 186th Ave., Miramar, FL 33029](#)

Register [here](#) (Region 5 only)

Questions? Email Lisa Friedman-Chavez (lfchavez@usfsp.edu)

Save the Dates for the Florida Consortium on Inclusive Higher Education (FCIHE) Hartwick Symposium Series 2019

February 20, 2019 - Self-Advocate and Family Focus Symposium in Tampa, Florida

A one-day parallel track symposium which includes a Self-Advocate track with sessions tailored to self-advocates with intellectual disability and a Family Focus

track with sessions tailored to families and guardians of high school and college-bound students with intellectual disability.
Click [here](#) to register.

June 11, 2019 - Secondary Symposium in Orlando, Florida

A one-day symposium for secondary teachers, therapists, guidance counselors, transition specialists and administrators who work with students with intellectual disability.

Click [here](#) for more information.

VISIONS XXVI, A Transition Planning Institute and Conference: Charting the Course

Date: April 10-12, 2019

Location: World Golf Village Renaissance Resort in St. Augustine, FL

Description: This conference features compelling keynote speakers, informative breakout sessions and updates from the Florida Department of Education, Bureau of Exceptional Education and Student Services. This conference will enable exceptional student education (ESE) personnel to learn about the newest developments in transition, connect with other ESE personnel across the state and leave with valuable resources that can support their mission to improve transition outcomes for students with disabilities in their districts.

Click [here](#) to download the registration form.

Save the Date for the 2nd Annual Making Wellness a Priority: Healthy Minds and Healthy Futures Conference

Date: May 1-3, 2019

Location: Omni Resort at Championsgate, FL

Description: This exciting statewide conference is sponsored by SEDNET (the Multiagency Network for Students with Emotional/Behavioral Disabilities) and Florida APSE (Association of People Supporting Employment First).

Click [here](#) to register.

SAVE THE DATE



2nd ANNUAL MAKING WELLNESS

**A PRIORITY:
HEALTHY MINDS &**

HEALTHY FUTURES CONFERENCE

May 1-3, 2019

Omni Resort at Championsgate, FL



Tales from the Helpdesk: Answers to Your Most Commonly Asked Vocational Rehabilitation (VR) Questions

Date/Time: February 12, 2019 @ 2:00 p.m.

Description: Specific topics to be addressed include: understanding VR purpose, process and principles; facilitating discussion and collaboration between Institutions of Higher Education (IHE) and VR, funding IHE students with VR resources; Industry Recognized Credentials; IHE helping VR meet common performance measures, and VR due-process rights for clients. There will be a focused amount of time to address challenging questions from webinar participants.

Click [here](#) to register.

Using Post-School Outcome (PSO) and Career & Technical Education (CTE) Data to Address Student Outcomes

Date/Time: February 14, 2019 @ 3:00 p.m.

Description: Successes with improving outcomes for students with disabilities by working across state agencies to access CTE opportunities in Oregon will be presented. Examples from the field and lessons learned will be featured.

Click [here](#) to register.

Best Practices in Employment Services: Key Strategies for Finding and Maintaining A Job

Date/Time: February 26, 2019 @ 2:00 p.m.

Description: Research has shown that careful planning, using personal networks and successful negotiation with employers can assist individuals with disabilities to find and maintain good jobs, with good pay. Join this webinar to learn more about these techniques, hear success stories and ask questions.

Click [here](#) to register.

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Rule 6A-1.09963, Florida Administrative Code (F.A.C.). Retrieved from <https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.09963>



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Email us at project10@stpete.usf.edu.

For back issues of Project 10 Topical Briefs, visit our **Topical Briefs** page on the **Project 10** website.

Project 10: Transition Education Network

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network
University of South Florida St. Petersburg**

Questions or comments?

Email us at project10@stpete.usf.edu.

www.project10.info

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