

How to Develop an Individual Education Plan to include Modified Occupational Completion Points (MOCs)

Project 10 Winter Institutes

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What are Modified Occupational Completion Points (MOCPs) and why are they important?

- Some students with disabilities benefit from local curriculum modifications (in addition to instructional accommodations) to meet their individual learning needs and succeed in employment. Through MOCPs, the local career and technical education (CTE) program curriculum can be modified if needed to assist individual students with disabilities in reaching their career goals.

What are Modified Occupational Completion Points (MOCPs) and why are they important?

- MOCPs will enable the student to develop marketable skills leading to competitive employment.
- MOCPs provide an opportunity to match the interests, abilities and special needs of the student to a job in the community.

WHY?

- MOCPs may be necessary for a student who takes access courses and participates in the alternate assessment. These modifications are developed as part of the Transition Individual Educational Plan (IEP) process.
- The Transition IEP process should begin at age 14 and the student should make decision no later than age 16.

What?

- MOCPs are selected sets of student performance standards that are identified in CTE course descriptions, but do not compromise an entire OCP and are based on student interest and abilities.
- These selected standards (identified on an individual basis) guide the student in completing a modified program and developing marketable skills.
- Modifying OCPs for students with disabilities can increase the number of secondary students participating in and successfully completing regular job preparatory programs.
- MOCPs should be based on the Transition IEP goals.

History

- The modification of vocational course requirements for students with disabilities was first addressed in the 1987 revision of the course modifications rule (Rule 6A-6.0312, F.A.C.).
- This allowed the following: adaptations in the amount of instructional time needed to complete a course; variations in instructional methods; accommodations to communications systems in the classroom setting; and modifications to classroom and district testing procedures.
- The course modifications rule also prescribed conditions for modifying vocational course requirements.

History

- In 1993, a Florida Department of Education (FDOE) work group addressed the application of the course modifications rule to vocational education courses.
- At that time, **Multiple Exit Points**, a precursor to MOCPs, were defined and an approach for incorporating required competencies as part of the Transition IEP was identified.
- Data elements were adapted to permit the reporting of students with disabilities as modified program completers.

History

- In 1994, the FDOE initiated vocational curriculum framework restructuring in response to numerous federal and state initiatives, including Blueprint 2000, Blueprint for Career Preparation, Carl Perkins legislation, School to Work programs, Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, and Goals 2000.
- The objectives of the restructuring were to ensure that programs:
 - Were responsive to the needs of business and industry
 - Contributed to the self-sufficiency of students
 - Integrated high-level academic skills and the SCANS competencies
 - Provided clearly defined articulation between delivery systems (secondary to postsecondary)

History

- In 1995, terminology related to multiple exit points was changed to be consistent with OCPs.
- The term MOCPs was adapted for use. *Modified Occupational Completion Points in Vocational Education for Students with Disabilities* (1995) clarified application of the course modifications rule to OCPs.

History

- In 2014, Rule 6A-1.09963, F.A.C., High School Graduation Requirements for Students with Disabilities, was created to allow for course modifications for students with disabilities taking access courses and participating in the alternate assessment.
- This rule defined the term MOCs and provided considerations for their use.
- A technical assistance paper was developed and can be found at <http://www.fldoe.org/core/fileparse.php/7574/urlt/mocps.pdf>

Benefits

- Increased flexibility in career planning; allow more opportunities and choices related to education and jobs
- Give students and teachers a targeted outcome
- 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
- Earlier and continuous individual career counseling

Benefits

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

Transition IEP

- Identifies needs related to postsecondary outcomes for students with disabilities
- Planning often includes identification of career outcomes and the selection of CTE courses
- Most students will be able to master one or more OCP(s) during their high school years. However, local curriculum modifications (MOCPs) may be considered if a student is unable to complete an OCP

Transition IEP

- **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 may be considered for secondary students with disabilities earning high school credit but not for those students dual enrolled in postsecondary career education programs.

Two Options ...

#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 OCP(s) completer.

Two Options

#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 MOCP(s) completer.

Each District has an Individual Approach

- CTE educators establish commitment of district administration to implement MOCs.
- Career educators establish a core team that includes representatives from career education, exceptional student education, guidance/counseling, vocational rehabilitation, local business and industry, occupational and career specialists, and parents.
- Core team reviews state policy on course modifications for students with disabilities in career education as well as technical assistance materials related to career education enrollment, completion and placement.

Each District has an Individual Approach

- Core team reviews any previous district developed MOCPs materials as possible models for local use.
- Core team drafts district policy on course modifications and submits it for review and approval.
- Core team selects specific career program areas, reviews curriculum frameworks, and develops MOCPs job charts to reflect occupations in the community, using recommended SOC codes, when appropriate.

Each District has an Individual Approach

- Career instructors and business representatives identify student performance standards for selected MOCP areas identified on jobs charts.
- Core team establishes procedures for including MOCPs in student performance standards in the Transition IEP and adopts procedure for tailoring MOCPs for individual students after obtaining necessary approvals at the district level.
- Core team develops district-level technical assistance materials which include-recommended policies, procedures and MOCPs job charts.
- Core team and/or other staff provide training and on-site technical assistance, as appropriate.

Reporting Requirements

- Information on students enrolled in CTE courses must be reported according to requirements in the FDOE's Automated Student Information System.
- It is important that data be consistent with the school year being reported.
- The elements should be reviewed and reported for any ESE student enrolled in a career education course.

Reporting Requirements

- **Data Element Name:** Exceptionality, Primary
- **Data Element Number:** 118575
 - A code to identify the primary exceptionality for any child, youth, or adult postsecondary student who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities.....
- **Data Element Name:** Exceptional Student Career and Technical Education Course Setting
- **Data Element Number:** 118313
 - For secondary career and technical education students with disabilities who have an IEP to identify certain characteristics of the instructional setting, use: E for included in CTE course with modified outcomes and/or student performance standards; M for included in CTE course for this instruction; S for receiving this instruction in a separate class for exceptional students; or Z not applicable.

Reporting Requirements

- **Data Element Name:** Modified Occupational Completion Point
- **Data Element Number:** 151625
 - Indicate if the student was awarded a modified occupational completion point (MOCP) during the year being reported. Report the letter of the occupational completion point (OCP) that was modified (A-Y); or, report Z, not applicable, for any student who has not met all of the above criteria.
- To report a MOCP, a student must:
 - be a secondary student with exceptionalities (an ESE student, except gifted);
 - have a current Individual Educational Plan (IEP) that includes the MOCP;
 - take access courses and participate in the alternate assessment; and,
 - have achieved the modified outcome as described in the IEP.

Example – MOCP 1 ...

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

Substitutions for aligned CTE courses

- 7912998 ACCESS Math
- 7912999 Math
- 7920998 ACCESS Science
- 7920999 Science
- 7921998 ACCESS Social Studies
- 7921999 Social Studies
- 7910998 ACCESS English
- 7910999 English 4

MOCP Example

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

... Example – MOCP 1 ...

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

MOCP Example

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

Example – MOCP 1 ...

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

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

CTE Standards and Benchmarks – should have goals and objectives included

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

Example – MOCP 1

CTE Standards and Benchmarks

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

Example (continued)

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

Example - MOCP 2

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

Example – MOC P 2

CTE Standards and Benchmarks

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

Example – MOCP 2

CTE Standards and Benchmarks

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

Example – MOCP 2

CTE Standards and Benchmarks

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

Example – MOCP 2

CTE Standards and Benchmarks

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

Example – MOCP 2

CTE Standards and Benchmarks

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

Example – MOCP 2

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

Example – MOCP 3

- Look at the curriculum framework
- Look at the third course
- Determine the standards to be included in the TIEP for a MOCP
- Determine the percentage of accuracy expected
- Write the TIEP for the third course

How can MOCs at the secondary level help in higher education?

- Pre-requisite skills
- Familiarity with terminology
- Understanding of requirements of the program/job
- Knowledge of safety requirements
- Employability skills
- Soft skills
- Communication skills

Questions?

Thank you!