

# Occupational Completion Points Data Reporting Overview

## Slide 1- Cover

This training module was designed to provide guidance on the reporting of occupational completion points for students enrolled in secondary and postsecondary career and technical education programs

## Slide 2 – Overview

This module provides a brief overview of the occupational completion points, reporting procedures, and online resources available to school districts and Florida College System institutions. We will define what occupational completion points are, where to find more information on them, how they are reported for secondary and postsecondary students, why they are important, and some common reporting issues related to them.

## Slide 3- Definition of an Occupational Completion Point

As established in Florida Statutes, an occupational completion point represents a group of competencies or skills associated with a career and technical education program which are tied to a specific occupation

They are also known as OCPs

## Slide 4- Where are OCPs identified

OCPs are included as part of the curriculum frameworks for secondary and clock hour Career and Technical Education, or CTE, programs

If a program has at least one OCP associated with it, there will be a chart of the series of courses that lead to it included in the curriculum framework

OCPs for secondary and postsecondary programs are included in Appendix S of the Workforce Development Information System, or WDIS, database handbook. This Appendix also provides an indication of whether the OCP is considered “terminal” or if the program is considered “non-traditional.”

Colleges should refer to the “CIP Codes” file in the “Reporting & Non-Traditional Codes” section of the Florida College System “College Data Portal.”

## Slide 5- Secondary CTE Programs and OCPs

This slide shows an example of a chart from a secondary curriculum framework document. The chart shows the series of courses in the program and the accompanying OCPs.

In the CTE program Veterinary Assisting, which is program number 8115110, there are three OCPs earned through five courses.

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## Slide 6- Reporting Secondary OCPs

OCPs are reported once a student has met all of the competencies in the courses or courses that lead to that OCP.

Using the same Veterinary Assisting example, a student would need to complete three courses, Veterinary Assisting 1, 2 and 3 before they could be awarded OCP A.

## Slide 7- Reporting of Secondary OCPs continued

Secondary OCPs are reported on the CTE Student Course schedule which is a format in the PK-12 Database. They are also included as part of the Perkins technical skill attainment performance measure.

Many OCPs are not “stackable” which means that a student may be reported with OCP B for example before they are reported earning OCP A. OCPs are tied only to the competencies and skills in the specific courses identified in the frameworks and are not required to be earned in the order in which they appear in the frameworks. However, most districts follow the recommended sequence of courses in the framework for local instructional content delivery. Talk to your local CTE director about the locally determined course sequence of the programs available in your district.

Please note: regulated programs must follow the course sequence laid out in the program frameworks. Review the specific program frameworks to determine if the CTE program must follow prescribed sequences.

## Slide 8- Postsecondary CTE Programs and OCPs

This slide shows an example of a chart from a postsecondary curriculum framework document. The chart shows the series of courses in the program and the accompanying OCPs.

In the CTE program Medical Coder/Biller, which is program number H170529, there are two OCPs earned through four courses.

## Slide 9- Reporting Postsecondary OCPs

Like secondary OCPs, postsecondary OCPs are reported once a student has met all of the competencies in the course or courses that lead to that OCP.

In the example provided, a student would need to complete three courses, Medical Coder and Biller 1, 2 and 3 before they could be awarded OCP B.

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## Slide 10- Reporting Postsecondary OCPs continued

Districts report postsecondary OCPs on the Career and Technical Education /Adult General Education Completion Point Code on the CTE Student Course Schedule format in WDIS.

Colleges report postsecondary OCPs using the Occupational Completion Point Indicator, also known as data element 2104, on the Student Database.

Districts and colleges may report OCPs in any open survey period. OCPs are included as part of the Perkins technical skill attainment performance measures.

Similar to secondary OCPs, many postsecondary OCPs are not “stackable” which means that a student may be reported with OCP B for example before they are reported earning OCP A. OCPs are tied only to the competencies and skills in the specific courses identified in the frameworks and are not required to be earned in the order in which they appear in the frameworks. In the Medical Coder/Biller example we just used, a student does not have to take “Introduction to Health Information Technology” and earn OCP A before taking and completing the Medical Coder/Biller courses I, II, and III and earning OCP B.

Again, most districts follow the recommended sequence of courses in the framework for local instructional content delivery, but you should check with your local CTE director about the locally determined course sequence of the programs available in your district.

And as noted earlier, regulated programs must follow the course sequence laid out in the program frameworks. Review the specific program frameworks to determine if the CTE program must follow prescribed sequences.

## Slide 11- Common Questions: OCPs

The following slides answer some common questions that are asked regarding OCPs.

A common question is whether an OCP is tied to passing a class. OCPs, identified in the curriculum frameworks, represent a specific set of CTE instructional standards and benchmarks that are annually approved by the State Board of Education. Local school districts have the responsibility of teaching the standards and benchmarks in courses. As such they are responsible for selecting the appropriate curriculum, planning the instruction, appropriately assessing the instruction and setting policy for final course grade calculation/determination

## Slide 12- Common Questions: OCPs

Another common question is how OCPs are used.

OCPs are used for a variety of purposes. The primary way the Florida Department of Education uses OCPs is as part of the Federal accountability requirements for Perkins. OCPs are used as a proxy measurement for technical skill attainment for secondary and postsecondary measures.

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OCPs may be used for local purposes as well. One example of how they may be used is as part of the calculation of completion rates for institutional accreditation for postsecondary institutions and, for postsecondary programs only, to comply with federal financial aid gainful employment regulations. Additionally local agencies may be presenting students with certificates for OCP attainment to acknowledge their progress in a program.

Some districts may use OCP attainment in their local teacher evaluation systems.

## Slide 13- Common Questions: OCPs

When reporting OCPs, agencies have asked what documentation must be maintained locally to support any OCPs which have been reported. Determination and documentation of student mastery of standards/benchmarks associated with an OCP are at the discretion of the agency. Examples of local documentation might include interim and formative assessment outcomes (theory/practical), industry certification outcomes, copies of certificates awarded, etc. We recommend having a written policy in place that delineates supporting documentation.

## Slide 14- Common Questions: OCPs

Another term that is commonly used is terminal OCPs. Some of the OCPs in the frameworks are designated as “terminal OCPs.” These terminal OCPs are considered natural exit points in a program where a student could potentially enter employment with a set of competencies required for a specific occupation. Some programs, like heavy equipment operator or patient care technician have multiple terminal OCPs. This table was taken from Appendix S showing the terminal OCP for Practical Nursing is OCP C.

## Slide 15- Common Question: OCPs

Agencies which provide secondary CTE have asked for clarification on the difference between an OCP and a modified OCP.

A modified occupational completion point or MOCP may be reported for students with disabilities when modifications to the expectations or outcomes of the curriculum are allowable. Several requirements must be met before a MOCP may be reported. They may only be reported for students enrolled in a secondary CTE program. The student must be an ESE student who has a current Individual Educational Plan that includes the MOCP and takes access courses and participates in the alternate assessment. In addition modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. Finally, it is important to note, MOCPs may not be reported for secondary students who are enrolled in dual enrollment courses.

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## Slide 16- Common Reporting Issues: OCPs

This slide provides some of the common reporting issues agencies have when reporting OCPs.

In some local MIS systems the OCP is programmed to be automatically reported when a student completes a course. This can be a problem if a student must complete multiple courses to be awarded the OCP and one or more of the other courses have not been completed.

A lack of familiarity with the curriculum frameworks can result in missing OCPs or incorrectly assigned OCPs.

The most common reporting issue is missing OCPs. Agencies are strongly encouraged to review local and state reports throughout the year to ensure that all OCPs attained by students are being reported.

Occupational Completions Points are a critical step in measuring Florida's performance on key measures of the Perkin's grant program. In this module we have detailed what those OCPs are, how they are used, and how they are reported. Common reporting issues have also been discussed. Thank you for taking the time to improve your understanding of OCPs.