

**Florida Department of Education  
CURRICULUM FRAMEWORK**

**Program Title:** Supported Competitive Employment for Adults with Disabilities (Phase I)  
**Program Type:** Job Preparatory  
**Occupational Area:** Instructional Support Services  
**Components:** N/A

|                       |   |
|-----------------------|---|
| <b>Program Number</b> | PSAV<br>S990004   |
| CIP Number            | 1399.00004N   |
| Grade Level           | 30, 31  |
| Length                | Variable based on time needed to stabilize student on the job |
| Certification         | Any Field   |
| Facility Code         | Appropriate   |

- I. **PURPOSE:** The purpose of this program is to enable adult students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe disabilities for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition from Phase I (Training) to Phase II (Follow-along). The weekly work hour goal will be identified in the student's Adult Individual Educational Plan (AIEP). The content of this program is expected to be provided as part of employment activities, not as pre-employment.
- II. **PROGRAM STRUCTURE:** The particular outcomes and student performance standards which the student must master must be specified on an individual basis through the Adult Individual Educational Plan (AIEP) process. Placement in a paid community-based job is required at or above minimum wage. The benchmark for completion of the OCP is based on stabilization of the individual on the job. Stabilization is defined as when the student demonstrates acceptable job performance and there is reasonable expectation that satisfactory job performance will be maintained with support from the employer and colleagues in the workplace. When the student masters these student performance standards and is stabilized, the student is reported as a completer of OCP A. It is expected that upon completion of OCP A, the student will transition to follow-along services (Phase II). Supported Competitive Employment Phase II is not funded through the Workforce Development Fund. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new AIEP. Upon mastering the student performance objectives in the new AIEP, the student may be coded as a completer of OCP B.

Documentation of mastery of student performance standards must be maintained. The AIEP must be maintained for audit purposes.

The following chart lists the components of the Adult Individual Educational Plan required for specific postsecondary programs.

| <b>Adult Individual Educational Plan (AIEP) Components:</b>  | <b>S990002</b> | <b>S990004</b> | <b>9900100</b> |
|--|----------------|----------------|----------------|
| Expected program outcomes for the student  | X              | X              | X              |
| Present performance level  | X              | X              | X              |
| Annual goals, instructional objectives, and/or student performance standards for mastery of OCP/LCP (needed for job) | X              | X              | X              |
| Procedures for monitoring student performance  | X              | X              | X              |
| Specialized educational services, aids, or equipment   | X              | X              | X              |
| Projected dates for initiation of services   | X              | X              | X              |
| Schedule for periodic evaluation of progress   |                |                |                |
| Identification of job for which student is being trained   | X              | X              | *              |
| Statement of transition services needs including interagency linkage   | X              | X              | X              |

\*Only required if student's AIEP includes vocational student performance standards.

The program should include, but not be limited to, the following: positive work attitudes and habits; appropriate hygiene and grooming skills; related safety procedures; appropriate decision-making skills; specific job-related skills; and, self-reliance and initiative.

III. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate appropriate employability skills.
- 02.0 Demonstrate workplace-specific social skills.
- 03.0 Demonstrate self-advocacy and self-determination skills.
- 04.0 Demonstrate work-related skills.
- 05.0 Maintain employment duration by performing appropriate job duties with support.

July 2004

Florida Department of Education  
STUDENT PERFORMANCE STANDARDS

**Program Title:** Supported Competitive Employment for Adults with Disabilities  
(Phase I)

**Program Number:** S990004

01.0 DEMONSTRATE APPROPRIATE EMPLOYABILITY SKILLS--The student will be able to:

01.01 Demonstrate basic health and personal safety procedures--with guidance and support.

01.02 Demonstrate skills for appropriate personal hygiene, dress, and grooming--with guidance and support.

01.03 Demonstrate how to respond safely and appropriately to unexpected events--with guidance and support.

01.04 Perform life skills--with guidance and support.

02.0 DEMONSTRATE WORKPLACE-SPECIFIC SOCIAL SKILLS--The student will be able to:

02.01 Identify standards of conduct that comply with expectations in specific situations--with guidance and support.

02.02 Demonstrate standards of conduct that comply with expectations in specified situations--with guidance and support.

02.03 Respond appropriately to unexpected events and potentially harmful situations--with guidance and support.

02.04 Participate in group situations--with guidance and support.

02.05 Function effectively within formal organizations--with guidance and support.

02.06 Interact appropriately with others--with guidance and support.

03.0 DEMONSTRATE SELF-ADVOCACY AND SELF-DETERMINATION SKILLS--The student will be able to:

03.01 Identify and evaluate personal needs, interests, and goals--with assistance.

03.02 Make plans about personal and career choices--with guidance and support.

03.03 Carry out plans and adjust to changing circumstances--with guidance and support.

04.0 DEMONSTRATE WORK-RELATED SKILLS--The student will be able to:

04.01 Demonstrate the ability to follow directions--with guidance and support.

04.02 Demonstrate appropriate behaviors related to task completion--with guidance and support.

04.03 Recognize individual rights and responsibilities in the workplace--with guidance and support.

04.04 Respond appropriately to constructive criticism--with guidance and support.

05.0 MAINTAIN EMPLOYMENT BY PERFORMING APPROPRIATE JOB DUTIES WITH SUPPORT--  
The student will be able to:

- 05.01 Plan and implement personal work assignments--with guidance and support.
- 05.02 Demonstrate reliability and work ethic according to the standards of the workplace--with guidance and support.
- 05.03 Follow procedures to ensure health and safety in the workplace --with guidance and support.
- 05.04 Demonstrate safe travel within and beyond the community--with guidance and support.