

**Florida Department of Education  
CURRICULUM FRAMEWORK**

**Program Title:** Vocational Employability Skills for Youth  
**Program Type:** Secondary  
**Occupational Area:** Instructional Support Services  
**Components:** N/A

**Program Numbers** **9001820**  
 CIP Number 1199.0007SN  
 Grade Level 7-12, 30, 31  
**Course Length:** One Semester or the equivalent of one-half a school year

Certification ANY VOCATIONAL FIELD OR COVERAGE  
 ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER  
 Facility Code 272

- I. **PURPOSE:** The purpose of this program is to provide vocational education competencies for youthful offenders. 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 job employment. The specific program content includes measurable components from any of the vocational program areas with heavy emphasis on work ethics and employability skills.
- II. **PROGRAM STRUCTURE:** This program is intended to provide short-term occupational education for individuals in residence within youthful offenders' institutions, usually for a 4 to 12 month duration. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.
- III. **SPECIAL NOTE:**

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 highlighted in blue 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 vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the program areas of Agri-

science and Natural Resources, Business Technology, Diversified, Health Science, Family and Consumer Sciences, Industrial, Marketing, Public Service, and Technology Education. 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 time of stay of 4 to 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.

Laboratory Activities: Appropriate laboratory activities are an integral part of this course.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

Equipment List: Equipment for this program is based on the vocational program(s) being offered.

- IV. **INTENDED OUTCOMES**: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

- 01.0 Demonstrate realistic employment goals.
- 02.0 Demonstrate employability skills.
- 03.0 Manage interpersonal relationships.
- 04.0 Use appropriate equipment and supplies safely and correctly.
- 05.0 Demonstrate competencies identified for a specific program component.

**OPTIONAL**

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

Florida Department of Education  
STUDENT PERFORMANCE STANDARDS

**Program Title:** Vocational Employability Skills for Youth  
**Secondary Number:** 9001820  
**Postsecondary Number:** N/A

Occupational Completion Point A

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 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Describe steps in a job search.

02.02 Complete a job application.

02.03 Interview for a job.

02.04 Follow time management rules.

02.05 Demonstrate the ability to follow directions.

02.06 Understand the benefits and responsibilities associated with successful employment.

02.07 Apply problem-solving strategies to real life situations.

02.08 Describe steps in resigning from a job.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate good work attitudes.

03.02 Demonstrate characteristics of a good employee.

03.03 Maintain a positive relationship with a supervisor.

03.04 Demonstrate personal dress and grooming techniques.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

**OPTIONAL**

06.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING--The student will be able to:

06.01 Display a positive attitude toward a job.

06.02 Demonstrate job performance skills.

06.03 Display expected level of productivity.

06.04 Use evaluations to improve own performance.

06.05 Apply appropriate safety rules.

**Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

**Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

**Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

## **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

## **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

## **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.