

## **Modified Occupational Completion Points (MOCPS)**

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### **Introduction**

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.

### **Overview**

The Division of Career and Adult Education reviews and updates the state curriculum frameworks on a three year schedule in order to be more responsive to the needs of business and industry in Florida and to improve career education courses for secondary students preparing to enter the workforce or continue at the postsecondary student level. 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 OCP(s). In addition, Rule 6A-1.09963 (2)(d)F.A.C., allows for the modification of established OCPs. 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.

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

### **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.

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.

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 post-secondary)

Basic components of vocational program restructuring included occupational clusters and OCPs. Data elements for reporting were revised to reflect the new vocational curriculum structure and ensure that student outcomes were accurately reported.

Vocational education curriculum framework restructuring provided another opportunity to address modifications needed by some students with disabilities. 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.

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 MOCPs and provided considerations for their use.

### **Benefits of Using MOCPs**

Implementing MOCPs benefits students and their families, as well as educators and employers in many ways, including the following:

- 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
- 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

### **Role of the Transition Individual Educational Plan in Identifying Appropriate Career Education Outcomes**

The 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. 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.

In cooperation with the student, career 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:

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.
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.

## **An Approach for Adapting the Coursework Requirements or Frameworks**

Each district must develop an individual approach. The following steps, offered as a starting point, will support the development of district policy, procedures, and technical assistance materials to meet student needs and assist in development of career education programs for students with disabilities.

1. CTE educators establish commitment of district administration to implement MOCPs.
2. 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.
3. 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.
4. Core team reviews state MOCPs technical assistance materials as well as district developed MOCPs materials as possible models for local use.
5. Core team drafts district policy on course modifications and submits it for review and approval.
6. Core team selects specific career programs areas, reviews curriculum frameworks, and develops MOCPs job charts to reflect occupations in the community, using recommended SOC codes, when appropriate.
7. Career instructors and business representatives identify student performance standards for selected MOCP areas identified on jobs charts.
8. 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.
9. Core team develops district-level technical assistance materials which include recommended policies, procedures and MOCPs job charts.
10. 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. These data elements are briefly summarized as follows:

**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.

**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:

1. be a secondary student with exceptionalities (an ESE student, except gifted);
2. have a current Individual Educational Plan (IEP) that includes the MOCP;
3. take access courses and participate in the alternate assessment; and,
4. have achieved the modified outcome as described in the IEP

Follow up is part of accountability and the job preparatory continuum. Follow up occurs each year in the spring through an electronic matching process, whereby student records are matched at the state level with information from employers. Follow up data will be collected and analyzed for students with disabilities who complete MOCPs within

job preparatory programs in the same way as students who have completed job preparatory programs at established OCPs.

Follow up focuses on "placement in jobs related to training" and looks for a relationship between each student's overall career program (i.e., information technology) and the job in which the student was found to be employed. Matches are based on a group of occupations within each program area rather than a specific occupation identified by a completion point.

### **Emerging and Continuing Issues in Implementing Modified Occupational Completion Points**

The implementation of MOCPs is challenged by a number of ongoing and emerging issues that directly impact the process. Some of these include the continued restructuring of CTE curriculum frameworks at the state level, maintaining accurate information consistent with required database reporting requirements, and funding for post-secondary career education programs.

CTE curriculum framework review and restructuring is ongoing within the Florida Department of Education. As districts develop MOCPs to meet the CTE needs of its students with disabilities, they should also periodically compare established MOCP job charts with programs that are being restructured. This review process should ensure that the MOCPs are consistent with current career education curriculum frameworks. A process for updating the MOCPs should be established when inconsistencies are noted. In addition, when a student's Transition IEP includes a MOCP, the Transition IEP should be reviewed and updated as needed.

Funding considerations for CTE should always be a part of any MOCP activity. Of special concern should be the identification of any special career needs or accommodations/modifications in a student's Transition IEP so that matrix coding can appropriately reflect the student's needs. Other funding issues which may affect planning for MOCPs are related to shared time programs and dual enrollment programs. Further, future and continuing workforce development funding should also be considered in the development of MOCPs.

Changes in reporting requirements for career education programs are often required by state or federal mandates. It is important for district personnel to understand the effect changes to the general reporting requirements for career education have on students who are MOCP Completers and make appropriate adjustments in reporting. It is critical that all student participation is reported to FDOE.

Finally, it is important to continue collaboration among all advocates whose efforts continue to expand opportunities for students with disabilities.