

Workforce Credential Program Verification Sheet

Badge 4: Self-Advocacy and Career Planning

This form is for district use and not to be submitted to the Florida Department of Education.

Student Name: _____ Grade: _____ FLEID: _____

School: _____ District (if applicable): _____

To be eligible for a workforce credential badge, a student must be a student with a disability eligible under the Individuals with Disabilities Education Act and meet all of the following conditions:

- Be enrolled in the Career Experiences: 9-12 course (#7980120); and
- Have a current individual educational plan (IEP) that includes transition goals.

Instructions:

The badge must be validated by two instructional staff members who are certified in Exceptional Student Education (ESE) K-12.

Reviewer 1 – Complete the student demographic fields at the top of this fillable form. In the chart below, input information into the Examples of Documented Evidence column; each component is required. Initial under the Reviewer 1 column for each requirement met and complete the information on page 3.

Reviewer 2 – Initial under the Reviewer 2 column for each requirement met and complete the information on page 3.

Criteria for Eligibility	Documented Evidence	Reviewer 1	Reviewer 2
Be enrolled in Career Experiences: 9-12 course (#7980120)	Course Schedule with Career Experience enrollment date: Or Transcripts Attached		
IEP transition goals aligned with the badges	Exceptionality: Initiation/Duration Date: Transition goals aligned with the badge: Yes/No		

Badge 4 Self-Advocacy and Career Planning	Examples of Documented Evidence *Sample evidence only; acceptable evidence is not limited to this list.	Reviewer 1	Reviewer 2
Skill 1 Discuss ways that honesty and trustworthiness can lead to school and career success.	<ul style="list-style-type: none"> • Student reflection or written response on honesty and trust • Teacher-documented discussion notes • Scenario-based worksheet identifying appropriate behaviors 		
Skill 2 Identify and describe characteristics, interests, experiences and academic abilities.	<ul style="list-style-type: none"> • Completed personal profile or strengths inventory • Student self-description worksheet • Teacher observation notes from student presentation or discussion 		
Skill 3 Identify appropriateness of disclosing disability in some situations and not others.	<ul style="list-style-type: none"> • Scenario-based worksheet identifying disclosure decisions • Student discussion notes demonstrating understanding of appropriate disclosure • Teacher observation notes verifying student reasoning 		
Skill 4 Demonstrate ability to communicate necessary job accommodations to prospective employers.	<ul style="list-style-type: none"> • Student role-play requesting accommodations • Written or scripted accommodation request reviewed by teacher • Teacher observation checklist verifying communication skills 		
Skill 5 Review the importance of updating occupational skills and knowledge through training, continuing education and life-long learning.	<ul style="list-style-type: none"> • Student reflection identifying future training or learning goals • Completed worksheet outlining postsecondary or training options • Teacher-documented discussion or assessment 		

Reviewer 1:

I validate that this student has met all requirements to receive Badge 4: Self-Advocacy and Career Planning.

_____	_____	_____
Print Name	Title	Florida Certificate Number
_____		_____
Signature		Date

Reviewer 2:

I validate that this student has met all requirements to receive Badge 4: Self-Advocacy and Career Planning.

_____	_____	_____
Print Name	Title	Florida Certificate Number
_____		_____
Signature		Date

Badge 4: Self-Advocacy and Career Planning Earned: Yes _____ No _____ Date: _____