

Job Training Coordination



**Curriculum Guide
2024**



**Department of
Education &
Workforce**

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Foreword

Job Training Coordination (JTC), part of the Human Services Career Field, is an Ohio Department of Education and Workforce Career-Technical Education workforce development pathway designed for students aged 16-21 with significant cognitive disabilities. JTC programs provide students with on-the-job training at community-based experiential learning sites as well as classroom instruction that strengthens students' employment success. Students participating in a JTC receive intensive, individualized support to sustain competitive, integrated employment upon exiting the program.

Job Training Coordination is, at a minimum, a two-year program. Students may choose to enroll from year to year until their goals towards transition have been met, or until the student's 22nd birthday. Because Job Training Coordination is a complete career field pathway, graduating students should be prepared for the transition from high school into the workforce or to additional education and training.

This updated version of Job Training Coordination Curriculum Content, formerly published as the Technical Content Standards, reflects the ongoing evolution of industry need, student skillsets, Ohio's academic learning standards and graduation requirements. This curriculum is broader than previous versions as it is intended to capture the knowledge and skills that students can apply across any industry, as well as provide opportunities for personal growth. The question-based structure should allow for curriculum variation appropriate for the needs of each student; it also creates space for instructors to use chunking and/or scaffolding of units from year to year. Additionally, alignment with CTE Strand One Standards and the Ohio Means Jobs Readiness Seal Criteria reinforces that students enrolled in a JTC can gain skills consistent with typical peers.

Community-based experiential learning opportunities are the most essential component of Job Training Coordination programs. JTC programs across Ohio utilize a variety of delivery models and methods of achieving work placements for students in this program, but the supportive and applicable classroom experiences remain constant. Providing Ohio's rising workforce with constructive programming like Job Training Coordination serves a vital role in protecting the future of local families and their communities. Collaborations between students and families, education communities, business and industry, local and state agencies help to sustain this invaluable work.

The Ohio Department of Education and Workforce, Office of Career-Technical Education maintains its commitment to creating high-quality curricular frameworks with challenging coursework and transferrable skills that prepare the workforce of tomorrow.

Structure and Format

Job Training Coordination programs span several academic years, the models of traditional career field standards do not match the unique needs of the program. A departure from the standard structure of strands, outcomes and competencies is necessary to create sustained and meaningful learning opportunities for students enrolled in JTC. A shift toward question-based standards and universalization allows JTC instructors to create directly applicable, differentiated, and flexibly sequenced courses of study.

The Job Training Coordination Technical Content Standards document is comprised of seven units, each with guiding essential questions and supporting competencies.

- **Content Units** represent the categories of subject matter to be delivered across the course of a year-long curriculum. Content Units can be taught in any order, including non-sequentially; the organization of delivery should be varied based on program design and student need.
- **Essential Questions** summarize the knowledge and skills that students will acquire. Each unit includes 3-4 Essential Questions that serve as the foundation for instruction. The depth and breadth of content can be adjusted based on age-appropriateness, student post-secondary goals and the instructor’s evaluation of individual student needs. Student understanding and application of the Essential Questions should adapt over the course of enrollment. All students participating in JTC should develop their own responses to these questions in direct correlation with classroom instruction and experiential learning.
- **Supporting Competencies** list the competencies and criteria from which the JTC Content Standards were sourced. While Supporting Competencies provide further details about the benchmarks to be covered in each unit, they do not serve as an exhaustive list. All units and essential questions are developed from competencies in the Technical Content Standards, Strand 1, shared across all career-technical programs in the state of Ohio. Additionally, all units pull criteria from the “Proficient” column of the Ohio Means Jobs Readiness Seal Rubric, allowing for students to prepare for or to complete the Seal as part of their coursework and field experiences.

This guide specifies knowledge and skills that JTC students need to be successful in their varied post-secondary goals. The JTC Curriculum Guide has been reviewed by teacher panel, partner agencies, and representatives from varied career field pathways within the Ohio Department of Education and Workforce, Office of Career-Technical Education and the Office for Exceptional Children.

Units Chart

| Unit | Essential Questions |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Postsecondary and Career Preparation | <p>1.1: What are my strengths and areas for growth?</p> <p>1.2: What goals do I have for my future career path?</p> <p>1.3: What steps must I take to achieve my postsecondary goals?</p> <p>1.4: How will decisions I make today impact future successes?</p> |
| 2. Creativity, Innovation, Motivation | <p>2.1: How do I apply prior knowledge to new situations? What motivates me to continue learning?</p> <p>2.2: Where can I use my skills and interests to contribute to my school, workplace, and community?</p> <p>2.3: What strategies can I use when faced with a problem or unknown?</p> |
| 3. Workplace Behaviors (soft skills) | <p>3.1: What expectations does my workplace have for punctuality, procedures, initiative and teamwork?</p> <p>3.2: How can I manage my time and attitude to best reflect organizational values and principles?</p> <p>3.3: Which mainstays of professional conduct are my strengths and areas for growth?</p> |
| 4. Workplace Technologies (hard skills) | <p>4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers?</p> <p>4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry-specific machinery, radios, email, intercoms, etc.)</p> <p>4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.)</p> <p>4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, business writing etiquette, etc.)</p> |
| 5. Culture & Communication | <p>5.1: What does appropriate interpersonal communication look like across multiple groups (family, friends, co-workers, supervisors, etc.)?</p> <p>5.2: How does personal appearance, body language, tone and facial expression (my own and others) affect professionalism and communication?</p> <p>5.3: How do I respect diversity at work and in the community?</p> <p>5.4: How do I react to stressful situations? How do I stay positive in the presence of conflict or uncertainty?</p> |
| 6. Financial Independence | <p>6.1: How will my current or planned employment support my living situation?</p> <p>6.2: How do I understand my earnings and benefits, and how might I allocate them appropriately?</p> <p>6.3: What does fiscal responsibility look like? What does it mean to me?</p> |
| 7. Workplace Fundamentals & Personal Wellness | <p>7.1: What is my role in securing a business's economic success?</p> <p>7.2: What is my role in maintaining a business's reputation with customers and the community?</p> <p>7.3: How can I work best with others while advocating for my own wellness?</p> <p>7.4: What activities or goals reflect work-life balance?</p> |

Essential Questions and Supporting Competencies

UNIT 1. POSTSECONDARY AND CAREER PREPARATION

Unit 1 Essential Questions

- 1.1: What are my strengths and areas for growth?
- 1.2: What goals do I have for my future career path?
- 1.3: What steps must I take to achieve my postsecondary goals?
- 1.4: How will decisions I make today impact future successes?

Unit 1 Supporting Competencies

CTE Strand 1

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resumé writing, interviewing skills, portfolio development).

OMJ Rubric Criteria

Career Management:

The student is a self-advocate. They articulate strengths, knowledge, and experiences relevant to success in a job or postsecondary education. Has established initial goals aligned to selected career pathway. Can articulate short-term and potentially long-term plans and steps to achieve them. Uses strengths and manages weaknesses. Takes advantage of opportunities for self-development. Utilizes mentor to refine career plan.

UNIT 2. CREATIVITY, INNOVATION, MOTIVATION

Unit 2 Essential Questions

- 2.1: How do I apply prior knowledge to new situations? What motivates me to continue learning?
- 2.2: Where can I use my skills and interests to contribute to my school, workplace, and community?
- 2.3: What strategies can I use when faced with a problem or unknown?

Unit 2 Supporting Competencies

CTE Strand 1 Standards

- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.8. Identify the strengths, weaknesses, and characteristics of leadership styles that influence internal and external workplace relationships.

OMJ Rubric Criteria

Creativity/Innovation:

The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions. Generates and communicates original ideas. Demonstrates ability to think differently. Contributes energy and ideas within a team to find solutions.

Learning Agility:

The student desires to continuously learn new information and skills. Takes advantage of opportunities to expand knowledge. Considers how knowledge and experiences apply to the situation. Occasionally shares insights gained with others.

UNIT 3. WORKPLACE BEHAVIORS (SOFT SKILLS)

Unit 3 Essential Questions

- 3.1: What expectations does my workplace have for punctuality, procedures, initiative, and teamwork?
- 3.2: How can I manage my time and attitude to best reflect organizational values and principles?
- 3.3: Which mainstays of professional conduct are my strengths and areas for growth?

Unit 3 Supporting Competencies

CTE Strand 1 Standards

- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.

OMJ Rubric Criteria

Work Ethic:

The student has effective work habits, personal accountability and a determination to succeed. Works hard to complete all assignments on time, with frequent objectives met ahead of schedule. Maintains a positive attitude and disposition and is respectful

of those in authority. Exercises initiative and personal time management. Takes advantage of growth opportunities.

Punctuality:

The student arrives at commitments on time and ready to contribute. Arrives on time and prepared for assigned tasks. Displays initiative to begin tasks.

Discipline:

The student abides by guidelines, demonstrates self-control and stays on task. Follows rules and regulations. Self-starter. Stays on task with minimal distractions.

Professionalism:

The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes.

Unit 3 Considerations

When creating Work-Based Learning Agreements, use competencies from this section in addition to those that are specific to the workplace or industry.

UNIT 4. WORKPLACE TECHNOLOGIES (HARD SKILLS)

Unit 4 Essential Questions

- 4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers?
- 4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry-specific machinery, radios, email, intercoms, etc.)
- 4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.)
- 4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, business writing etiquette, etc.)

Unit 4 Supporting Competencies

CTE Strand 1 Standards

- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA] that contribute to the continuous improvement of the organization.

1.3.7. Identify the labor and practice laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC], human trafficking) and interpret personal safety rights according to the employee Right-to-Know Plan.

1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).

1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).

1.4.3. Verify compliance with security rules, regulations, and codes (e.g., property, privacy, access, accuracy issues, client, and patient record confidentiality) pertaining to technology specific to the industry pathway.

OMJ Rubric Criteria

Oral and Written Communications:

The student articulates thoughts and ideas clearly and effectively in written and oral forms.

- Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages audience.
- Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (for example, APA, Chicago, MLA). Writing is detailed and precise.

Digital Technology:

The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals. Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

Unit 4 Considerations

When creating Work-Based Learning Agreements, use competencies from this section in addition to those that are specific to the workplace or industry.

UNIT 5. CULTURE & COMMUNICATION

Unit 5 Essential Questions

- 5.1: What does appropriate interpersonal communication look like across multiple groups (family, friends, co-workers, supervisors, etc.)?
- 5.2: How does personal appearance, body language, tone and facial expression (my own and others) affect professionalism and communication?
- 5.3: How do I respect diversity at work and in the community?
- 5.4: How do I react to stressful situations? How do I stay positive in the presence of conflict or uncertainty?

Unit 5 Supporting Competencies

CTE Strand 1 Standards

- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.2.3. Identify and use verbal, nonverbal, and active listening skills to communicate effectively.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.

OMJ Rubric Criteria

Oral and Written Communications:

The student articulates thoughts and ideas clearly and effectively in written and oral forms.

- Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages audience.
- Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (for example, APA, Chicago, MLA). Writing is detailed and precise.

Global/Intercultural Fluency:

The student values, respects and learns from diverse groups of people. Values and respects people from all cultures. Takes advantage of opportunities that facilitate growth in cultural diversity. Accepts another's culture as a part of his or her working relationship. Participates in cultural awareness conversations.

Leadership:

The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work. Leads within position. Effectively prioritizes and delegates tasks and clearly delineates expected standards. Enhances team performance, fosters motivation and enhances morale.

Digital Technology:

The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals. Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

UNIT 6. FINANCIAL INDEPENDENCE

Unit 6 Essential Questions

- 6.1: How will my current or planned employment support my living situation?
- 6.2: How do I understand my earnings and benefits, and how might I allocate them appropriately?
- 6.3: What does fiscal responsibility look like? What does it mean to me?

Unit 6 Supporting Competencies

CTE Strand 1 Standards

- 1.6.12. Describe classifications of employee benefits, rights, deductions, and compensations.
- 1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).
- 1.9.1. Create, analyze, and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations.
- 1.9.8. Identify income sources and expenditures.
- 1.9.9. Compare and contrast different banking services available through financial institutions.

OMJ Rubric Criteria

Critical Thinking & Problem-Solving:

The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems. Identifies and examines problems, considers risks and proposes solutions. Anticipates potential issues. Can navigate challenging situations independently and within teams.

UNIT 7. WORKPLACE FUNDAMENTALS & PERSONAL WELLNESS

Unit 7 Essential Questions

- 7.1: What is my role in securing a business's economic success?
- 7.2: What is my role in maintaining a business's reputation with customers and the community?
- 7.3: How can I work best with others while advocating for my own wellness?
- 7.4: What activities or goals reflect work-life balance?

Unit 7 Supporting Competencies

CTE Strand 1 Standards

1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.

1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).

1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational, and professional ethical standards.

1.6.9. Explain how the performance of an employee, a department and an organization are assessed.

1.10.1. Identify how the roles of sales, advertising and public relations contribute to a company's brand.

OMJ Rubric Criteria

Learning Agility:

The student desires to continuously learn new information and skills. Takes advantage of opportunities to expand knowledge. Considers how knowledge and experiences apply to the situation.

Teamwork/Collaboration:

The student builds collaborative relationships with others and can work as part of a team.

Professionalism:

The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes.

Appendix One: 2011 Standards to 2024 Updated Standards

Competencies that have been revised or removed are a result of significant overlap between the previous JTC Technical Content Standards Manual and other required learning in the state of Ohio. These overlaps occurred in the Ohio Learning Standards (including the Extended Learning Standards) in Economics and Financial Literacy, ELA and Mathematics; the Ohio Technology Standards; and the Ohio Social-Emotional Learning Standards.

| 2011 Units | Where is this content now in the 2023 Units? |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. <i>Social and Emotional Skills</i> | Embedded across the content units. Instructors should focus lessons based on student need in these areas |
| 2. <i>Postsecondary and Career Preparation</i> | Unit 1: Personal Goals & Career Management Unit 3: Workplace Behaviors |
| 3. <i>Financial Literacy</i> | Unit 6: Financial Independence Unit 7: Business Fundamentals |
| 4. <i>Information, Media, and Technology Literacy</i> | Unit 4: Workplace Technologies Unit 5: Culture and Communication |
| 5. <i>Health Literacy</i> | Unit 6: Financial Independence Unit 7: Business Fundamentals & Personal Wellness |
| 6. <i>Business Readiness Skills</i> | Unit 7: Business Fundamentals & Personal Wellness |
| 7. <i>Legal Practices and Ethical Aspects of Work</i> | Unit 3: Workplace Behaviors Unit 7: Business Fundamentals |
| 8. <i>Safety</i> | Unit 4: Workplace Technologies (hard skills) |
| 9. <i>Communication Skills</i> | Unit 5: Culture & Communication Embedded across all other units |
| 10. <i>Customer Service</i> | Unit 3: Workplace Behaviors Unit 5: Culture and Communication |
| 11. <i>Entrepreneurial Concepts</i> | Unit 2: Creativity, Innovation, Critical Thinking |
| 12. <i>Problem Solving & Critical Thinking</i> | Unit 2: Creativity, Innovation, Critical Thinking Unit 4: Workplace Technologies (hard skills) |