

RICHMOND CAREER EDUCATION &

EMPLOYMENT

ACADEMY

COURSE GUIDE

CAREER EXPLORER

Students who access the curriculum at this level are not yet adept at functional skills. These students may require greater levels of support in school and the community and may have difficulty communicating their choices or participating in the development of their own individualized education plans. The major goals of students who are Career Explorers are to: a) learn about their own strengths, preferences, and desires; b) learn about potential careers and assess how those careers match their own strengths, preferences, and desires; c) increase their personal independence at home, in the community, and in school; and d) become active members in their own community through service learning projects.

SELF-DETERMINATION & INDEPENDENCE 1 & 2 (CLASSROOM BASED)

- These courses are designed to introduce and expand student's personal independence and ability to communicate. This material will be taught through class projects and activities as well as reflection upon classroom community experiences.
- **Self-Determination and Discovery:** Identifies skills and challenges; Identifies strategies to ask for assistance; Identifies interests/preferences, conditions for success in school/community; Describes learning strengths and difficulties; Identifies personal characteristics using 1-Page and Good Day Plan; Participates in development of transition IEP
- **Travel & Mobility:** Understands how to tolerate different situations in the community; Understand personal space and boundaries; Identifies dangerous situations in environment and appropriate responses; Boards and leave vehicle safely
- **Personal Hygiene:** Identifies all relevant materials/objects; Identifies clean vs soiled clothing; Sorts light from dark clothes; Uses table utensils; Selects/wears appropriate clothing/accessories; Puts on/takes off clothing/shoes; Demonstrates use of a variety of clothing; Toilet trained; Uses toilet in school/community; Blows nose appropriately; Sneezes/coughs appropriately; Bathes/showers; Washes face/hands; Acknowledges skin care; Uses deodorant; Performs hair care; Identifies proper products for hygiene and where to obtain them; Takes care of feminine hygiene needs; Combs/brushes hair; Takes care of nails; Shaves; Uses cosmetics (if interested)
- **Health and Safety:** Identifies all relevant materials & objects; Identify behaviors that represent appropriate & inappropriate physical contact with others; Identify responses to inappropriate physical contact from others that will protect the person; Identify sources of assistance if a person experiences inappropriate physical contact; Demonstrate behaviors that represent appropriate physical contact with others; Use effective responses to inappropriate physical contact from others; Ask for assistance if a person experiences inappropriate physical contact; Recognizes need for personal safety; Avoids dangerous places/situations; Demonstrates ability to get assistance; Demonstrates awareness of appropriate touching; Demonstrates stranger safety; Uses personal ID cards; Manages possessions appropriately; Locates entrances. Exits to buildings; Uses appropriate restroom
- **Recreation:** Identify characteristics of behaviors that enable one to function effectively in a variety of social situations; Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations; Select and plan preferred occupational choices; Identify aspects of organizations that require different kinds of behaviors; Demonstrate behavior that complies with the existing rules and code of conduct of the organization; Set personal goals related to preferred leisure

activities; Set personal goals related to preferred community activities; Make a plan to implement personal goals; Play board and card games with peers; Play outdoor games with peers (shoot hoops, play catch)

CAREER EXPLORATION AND JOB READINESS 1 & 2

- These courses will expose students to the variety of knowledge, skills, and abilities required in various careers. Students will also learn about their own personal desires when exploring careers as well as occupational outlook and financial considerations. Finally, students will match their personal profiles to various careers through classroom and community-based experiences. This class will use two blocks with one classroom and one community based block per week.
- **Self-Determination and Discovery:** Identifies skills and challenges; Identifies strategies to ask for assistance; Identifies interests/preferences, conditions for success in school/community; Describes learning strengths and difficulties; Identifies personal characteristics using 1-Pager and Good Day Plan; Participates in development of transition IEP
- **Vocational:** Participates in development of transition IEP; Identifies interests/preferences for career/job selection; Participates in vocational exploration/job shadowing; Manages personal care needs for work; Communicates needs and preferences; Navigates streets (e.g. street crossing, sidewalks, parking decks, lots, etc.); Navigates public/private transportation; Makes purchases (e.g., lunch in workplace); Responds and communicates with strangers (e.g. workers at job shadow locations); Participates in work related activities in school (e.g. delivering mail, assisting school admin, other work activities in school); Orients with in small to large work areas; Completes tasks within identified time frame; Follows schedule.
- **Money Management:** Identifies all relevant materials and objects; Counts variety of coin and/or dollar combinations; Adds/subtracts monetary values with or w/o a calculator; Uses next dollar strategy; Estimates cost of Item; Handles money/makes purchases; Uses vending machines
- **Travel and Mobility:** Understands how to tolerate different situations in the community; Understand personal space and boundaries; Identifies dangerous situations in environment and appropriate responses; Boards and leave vehicle safely
- **Health and Safety:** Identifies all relevant materials & objects; Identify behaviors that represent appropriate & inappropriate physical contact with others; Identify responses to inappropriate physical contact from others that will protect the person; Identify sources of assistance if a person experiences inappropriate physical contact; Demonstrate behaviors that represent appropriate physical contact with others; Use effective responses to inappropriate physical contact from others; Ask for assistance if a person experiences inappropriate physical contact; Recognizes need for personal safety; Avoids dangerous places/situations; Demonstrates ability to get assistance; Demonstrates awareness of appropriate touching; Demonstrates

stranger safety; Uses personal ID cards; Manages possessions appropriately; Locates entrances. Exits to buildings; Uses appropriate restroom

HUMAN HEALTH AND HYGIENE 1&2

- Students will learn healthy living, healthy behaviors, and personal hygiene in this classroom-based course. Through daily activities, and weekly projects, students will demonstrate healthy hygiene habits, healthy food choices, menu planning, and classroom/community safety.
- **Home Living:** Identifies all relevant materials and objects; Spreads w/ knife; Cuts w/ knife; Sets table; Clears table; Gets own snack; Prepares cold breakfast; Makes toast; Makes sandwich; Puts toys away; Makes own bed; Clears table after eating, puts dishes in sink and garbage in wastebasket; Takes out trash; Dusts; Vacuums; Washes windows or mirrors; Cleans sink; Cleans toilet; Washes and dries dishes; Loads dishwasher; Separates clean from dirty clothes
- **Personal Hygiene:** Identifies all relevant materials/objects; Identifies clean vs soiled clothing; Sorts light from dark clothes; Uses table utensils; Selects/wears appropriate clothing/accessories; Puts on/takes off clothing/shoes; Demonstrates use of a variety of clothing; Toilet trained; Uses toilet in school/community; Blows nose appropriately; Sneezes/coughs appropriately; Bathes/showers; Washes face/hands; Acknowledges skin care; Uses deodorant; Performs hair care; Identifies proper products for hygiene and where to obtain them; Takes care of feminine hygiene needs; Combs/brushes hair; Takes care of nails; Shaves; Uses cosmetics (if interested)
- **Health and Safety:** Identifies all relevant materials & objects; Identify behaviors that represent appropriate & inappropriate physical contact with others; Identify responses to inappropriate physical contact from others that will protect the person; Identify sources of assistance if a person experiences inappropriate physical contact; Demonstrate behaviors that represent appropriate physical contact with others; Use effective responses to inappropriate physical contact from others; Ask for assistance if a person experiences inappropriate physical contact; Recognizes need for personal safety; Avoids dangerous places/situations; Demonstrates ability to get assistance; Demonstrates awareness of appropriate touching; Demonstrates stranger safety; Uses personal ID cards; Manages possessions appropriately; Locates entrances. Exits to buildings; Uses appropriate restroom

MONEY MANAGEMENT AND PERSONAL FINANCE (CLASSROOM & COMMUNITY)

- Students will learn the basic mathematical principals involved in spending, saving, and managing money. This will also include budgeting, banking, and making community purchases, this classroom and community-based course will assist students in learning to manage their own money.
- **Vocational:** Participates in development of transition IEP; Identifies interests/preferences for career/job selection; Participates in vocational exploration/job shadowing; Manages personal care needs for work; Communicates needs and preferences; Navigates streets (e.g. street crossing, sidewalks, parking decks, lots, etc.); Navigates public/private transportation; Makes purchases (e.g., lunch in workplace); Responds and communicates with strangers (e.g. workers at job shadow locations); Participates in work related activities in school (e.g. delivering mail, assisting school admin, other work activities in school); Orients with in small to large work areas; Completes tasks within identified time frame; Follows schedule.
- **Money Management:** Identifies all relevant materials and objects; Counts variety of coin and/or dollar combinations; Adds/subtracts monetary values with or w/o a calculator; Uses next dollar strategy; Estimates cost of Item; Handles money/makes purchases; Uses vending machines
- **Community Participation:** Identify all relevant materials and objects; Mail letters; Use post office; Make a choice about activity to do; Ask for assistance in shopping environment; Choose a video to rent; Make a choice about food to eat at a restaurant; Make a purchase at take-out restaurant.
- **Home Living:** Identifies all relevant materials and objects; Spreads w/ knife; Cuts w/ knife; Sets table; Clears table; Gets own snack; Prepares cold breakfast; Makes toast; Makes sandwich; Puts toys away; Makes own bed; Clears table after eating, puts dishes in sink and garbage in wastebasket; Takes out trash; Dusts; Vacuums; Washes windows or mirrors; Cleans sink; Cleans toilet; Washes and dries dishes; Loads dishwasher; Separates clean from dirty clothes
- **Recreation:** Identify characteristics of behaviors that enable one to function effectively in a variety of social situations; Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations; Select and plan preferred occupational choices; Identify aspects of organizations that require different kinds of behaviors; Demonstrate behavior that complies with the existing rules and code of conduct of the organization; Set personal goals related to preferred leisure activities; Set personal goals related to preferred community activities; Make a plan to implement personal goals; Play board and card games with peers; Play outdoor games with peers (shoot hoops, play catch)

PHYSICAL FITNESS AND COMMUNITY RECREATION 1 & 2

- Students will engage in a variety of community-based activities designed to increase students' physical fitness and exposure to recreational activities. In addition, students will practice safety, communication, and social skills in this course.
- **Money Management:** Identifies all relevant materials and objects; Counts variety of coin and/or dollar combinations; Adds/subtracts monetary values with or w/o a calculator; Uses next dollar strategy; Estimates cost of Item; Handles money/makes purchases; Uses vending machines
- **Travel and Mobility:** Understands how to tolerate different situations in the community; Understand personal space and boundaries; Identifies dangerous situations in environment and appropriate responses; Boards and leave vehicle safely
- **Community Participation:** Identify all relevant materials and objects; Mail letters; Use post office; Make a choice about activity to do; Ask for assistance in shopping environment; Choose a video to rent; Make a choice about food to eat at a restaurant; Make a purchase at take-out restaurant.
- **Health and Safety:** Identifies all relevant materials & objects; Identify behaviors that represent appropriate & inappropriate physical contact with others; Identify responses to inappropriate physical contact from others that will protect the person; Identify sources of assistance if a person experiences inappropriate physical contact; Demonstrate behaviors that represent appropriate physical contact with others; Use effective responses to inappropriate physical contact from others; Ask for assistance if a person experiences inappropriate physical contact; Recognizes need for personal safety; Avoids dangerous places/situations; Demonstrates ability to get assistance; Demonstrates awareness of appropriate touching; Demonstrates stranger safety; Uses personal ID cards; Manages possessions appropriately; Locates entrances. Exits to buildings; Uses appropriate restroom
- **Recreation:** Identify characteristics of behaviors that enable one to function effectively in a variety of social situations; Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations; Select and plan preferred occupational choices; Identify aspects of organizations that require different kinds of behaviors; Demonstrate behavior that complies with the existing rules and code of conduct of the organization; Set personal goals related to preferred leisure activities; Set personal goals related to preferred community activities; Make a plan to implement personal goals; Play board and card games with peers; Play outdoor games with peers (shoot hoops, play catch)

ADDITIONAL REQUIREMENTS:

Service Learning: Each year in the Richmond Career Education and Employment Academy, students will complete at least 12 hours of service learning experiences in extracurricular school or community based experiences. Such experiences can include managing a sports team, volunteering in school or community projects, or assisting others in learning new skills. Students will maintain logs of their experiences and include information in their capstone projects every year in the school.

Reflection and Direction Presentation Capstone Project: Each year, prior to their individualized education school meetings, students will prepare and present a capstone project where they reflect on their experiences from the school year, and express their desires for the next year's experiences, and request direction from their IEP team members in achieving their personal goals and objectives. Career Explorers will focus their presentation on the question, "Who am I? My path toward independence." In this presentation, they will demonstrate ways in which they have become more independent. They will also identify their strengths, interests, and preferences and request assistance in identifying potential career paths.

CAREER SEEKER

The career seeker has mastered many of the skills that increase their personal and community independence. These students have identified some potential career paths, but now must acquire the skills and experiences to inform their choices and prepare for the potential future careers. Additionally, this group of students will be relatively independent in personal hygiene, communication, and self-care, but may require support on job sites to learn job specific skills. Students will learn job specific skills in classroom and community based experiences while mastering appropriate job performance and productivity. These students will also engage in self-evaluation to further inform their career paths and choices. The goals of career seekers are to: a) gain experiences in community job sites to build a resume and evaluate the best match for their future careers; b) develop the functional skills to increase their success in their future careers, c) increase their productivity and skills related to their chosen careers; and d) continue to contribute to their communities through service learning projects.

SELF-ADVOCACY AND CITIZENSHIP 1 & 2

- Students will learn and practice self-advocacy and citizenship behaviors through a variety of experiences in a variety of settings. Students will learn to make decisions and plans, and evaluate their choices.
- **Self-Determination and Discovery:** Directs development of transition IEP; Identifies conditions for success in the community, employment, and home; Identifies preferences and tasks for employment and in the community; Checks progress on goal attainment for living, community, school, and employment.
- **Vocational:** Directs development of transition IEP; Makes choices for community work experiences; Participates in at least three community work experiences per year; Integrates assistive technology within worksites; Assumes responsibility for daily schedule (e.g., arrives on time, breaks, follows work routine, etc.); Accepts supervision and feedback; Volunteers for community service; Obtains picture identification; Participates in Social Security determination; Secures part-time summer employment; Develops a functional resume; Refine travel skills; Refine work-related personnel care needs; Refine communication skills related to work experiences; Responds and communicates with supervisor and coworkers; Orients within the community work experiences; Identifies post-secondary goals
- **Money Management:** Makes change; Understands the concept of saving money; Identifies/uses banking services (ATM); Uses checks; Reads /balances bank statements; Estimate total cost of up to 5 items; Manage money for purchases
- **Community Participation:** Uses appropriate communication skills to ask for directions or assistance; Locates emergency exits; Identifies community leisure/recreation opportunities/resources (i.e., individual and group activities); Plans and participates in a variety of community/leisure activities (i.e., cost, time, physical requirements); Communicates information regarding desired community leisure activities; Demonstrates the proper care of sports/recreation equipment
- **Health and Safety:** Demonstrates actions to take in the event of an emergency; Demonstrates self-protection strategies in the community (i.e., knowledge of safe areas to be in, how to carry money safely, stranger safety); Avoids obstacles or hazards (i.e., construction, slippery areas); Demonstrates courteous, appropriate behavior when traveling in the community; Demonstrates common traffic/safety rules; Responds appropriately when lost; Identifies destinations for specific events/needs

CAREER DEVELOPMENT AND JOB BEHAVIOR 1 & 2

- Students will study and learn about the educational and skill requirements of a variety of jobs and careers based upon their own choices. Students will also prepare regular reports in a variety of formats to compare their findings on careers and jobs to their personal strengths, preferences, and interests. Finally, students will learn about essential job behaviors that increase successful employment.
- **Self-Determination and Discovery:** Directs development of transition IEP; Identifies conditions for success in the community, employment, and home; Identifies preferences and tasks for employment and in the community; Checks progress on goal attainment for living, community, school, and employment.
- **Vocational:** Directs development of transition IEP; Makes choices for community work experiences; Participates in at least three community work experiences per year; Integrates assistive technology within worksites; Assumes responsibility for daily schedule (e.g., arrives on time, breaks, follows work routine, etc.); Accepts supervision and feedback; Volunteers for community service; Obtains picture identification; Participates in Social Security determination; Secures part-time summer employment; Develops a functional resume; Refine travel skills; Refine work-related personnel care needs; Refine communication skills related to work experiences; Responds and communicates with supervisor and coworkers; Orients within the community work experiences; Identifies post-secondary goals
- **Community Participation:** Uses appropriate communication skills to ask for directions or assistance; Locates emergency exits; Identifies community leisure/recreation opportunities/resources (i.e., individual and group activities); Plans and participates in a variety of community/leisure activities (i.e., cost, time, physical requirements); Communicates information regarding desired community leisure activities; Demonstrates the proper care of sports/recreation equipment

HOME MANAGEMENT AND HOME LIVING 1 & 2

- Students will learn home management and living skills in this classroom and community based course. Through daily activities, and weekly projects, students will demonstrate skills such as completing laundry, developing a house chores schedule, setting up and maintaining household equipment and tools, and identifying standard daily, weekly, monthly and yearly home maintenance routines.
- **Home Living:** Cooks prepared food (Mac N Cheese); Uses a can opener; Uses measuring cups and spoons; Follows recipe; Uses oven (sets temperature and timer); Puts groceries away; Identified boxed/canned food by label; Sorts light from dark clothes; Loads washing machine and knows what setting to use; Measures soap; Uses dryer; Hangs up clothes neatly; Folds clothes neatly; Puts clothing away appropriately
- **Money Management:** Makes change; Understands the concept of saving money; Identifies/uses banking services (ATM); Uses checks; Reads /balances bank statements; Estimate total cost of up to 5 items; Manage money for purchases
- **Health and Safety:** Demonstrates actions to take in the event of an emergency; Demonstrates self-protection strategies in the community (i.e., knowledge of safe areas to be in, how to carry money safely, stranger safety); Avoids obstacles or hazards (i.e., construction, slippery areas); Demonstrates courteous, appropriate behavior when traveling in the community; Demonstrates common traffic/safety rules; Responds appropriately when lost; Identifies destinations for specific events/needs

MONEY MANAGEMENT AND PERSONAL FINANCE (CLASSROOM & COMMUNITY)

- Students will learn the basic mathematical principals involved in spending, saving, and managing money. This will also include budgeting, banking, and making community purchases, this classroom and community-based course will assist students in learning to manage their own money.
- **Vocational:** Directs development of transition IEP; Makes choices for community work experiences; Participates in at least three community work experiences per year; Integrates assistive technology within worksites; Assumes responsibility for daily schedule (e.g., arrives on time, breaks, follows work routine, etc.); Accepts supervision and feedback; Volunteers for community service; Obtains picture identification; Participates in Social Security determination; Secures part-time summer employment; Develops a functional resume; Refine travel skills; Refine work-related personnel care needs; Refine communication skills related to work experiences; Responds and communicates with supervisor and coworkers; Orients within the community work experiences; Identifies post-secondary goals
- **Money Management:** Makes change; Understands the concept of saving money; Identifies/uses banking services (ATM); Uses checks; Reads /balances bank statements; Estimate total cost of up to 5 items; Manage money for purchases
- **Community Participation:** Uses appropriate communication skills to ask for directions or assistance; Locates emergency exits; Identifies community leisure/recreation opportunities/resources (i.e., individual and group activities); Plans and participates in a variety of community/leisure activities (i.e., cost, time, physical requirements); Communicates information regarding desired community leisure activities; Demonstrates the proper care of sports/recreation equipment
- **Home Living:** Cooks prepared food (Mac N Cheese); Uses a can opener; Uses measuring cups and spoons; Follows recipe; Uses oven (sets temperature and timer); Puts groceries away; Identified boxed/canned food by label; Sorts light from dark clothes; Loads washing machine and knows what setting to use; Measures soap; Uses dryer; Hangs up clothes neatly; Folds clothes neatly; Puts clothing away appropriately
- **Recreation:** Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert); Demonstrate behaviors that enable one to function effectively in a variety of social situations (e.g., (consideration, assertiveness, response to humor, teasing, criticism, and cooperation); Identify the time, space, and materials needed to accomplish goals; Describe steps to be followed when making a plan; Choose a magazine to look at during down time; Attend a school sporting event with peers; Attend after school dances

COMMUNITY INTERNSHIPS AND JOB EXPERIENCES

- Students will rotate through a variety of job shadowing and internship community-based experience.
- **Self-Determination and Discovery:** Directs development of transition IEP; Identifies conditions for success in the community, employment, and home; Identifies preferences and tasks for employment and in the community; Checks progress on goal attainment for living, community, school, and employment.
- **Vocational:** Directs development of transition IEP; Makes choices for community work experiences; Participates in at least three community work experiences per year; Integrates assistive technology within worksites; Assumes responsibility for daily schedule (e.g., arrives on time, breaks, follows work routine, etc.); Accepts supervision and feedback; Volunteers for community service; Obtains picture identification; Participates in Social Security determination; Secures part-time summer employment; Develops a functional resume; Refine travel skills; Refine work-related personnel care needs; Refine communication skills related to work experiences; Responds and communicates with supervisor and coworkers; Orients within the community work experiences; Identifies post-secondary goals
- **Money Management:** Makes change; Understands the concept of saving money; Identifies/uses banking services (ATM); Uses checks; Reads /balances bank statements; Estimate total cost of up to 5 items; Manage money for purchases
- **Travel and Mobility:** Walk to variety of destinations in school and community (within store or job site) and return to initial location; Cross streets safely; Identify a variety of means of transportation (bus, public vans) and read schedules; Explore skills needed to drive a car; Identifies all traffic signs and understand their meaning; Asks for assistance on public transportation (direction, etc.)

FIT FOR LIFE AND COMMUNITY RECREATION

- Students will develop and implement a personal community fitness and recreation plan that will involve in and out of school activities. Students will provide monthly reports on the success of their personal fitness and recreation plans.
- **Money Management:** Makes change; Understands the concept of saving money; Identifies/uses banking services (ATM); Uses checks; Reads /balances bank statements; Estimate total cost of up to 5 items; Manage money for purchases
- **Travel and Mobility:** Walk to variety of destinations in school and community (within store or job site) and return to initial location; Cross streets safely; Identify a variety of means of transportation (bus, public vans) and read schedules; Explore skills needed to drive a car; Identifies all traffic signs and understand their meaning; Asks for assistance on public transportation (direction, etc.)
- **Community Participation:** Uses appropriate communication skills to ask for directions or assistance; Locates emergency exits; Identifies community leisure/recreation opportunities/resources (i.e., individual and group activities); Plans and participates in a variety of community/leisure activities (i.e., cost, time, physical requirements); Communicates information regarding desired community leisure activities; Demonstrates the proper care of sports/recreation equipment
- **Health and Safety:** Demonstrates actions to take in the event of an emergency; Demonstrates self-protection strategies in the community (i.e., knowledge of safe areas to be in, how to carry money safely, stranger safety); Avoids obstacles or hazards (i.e., construction, slippery areas); Demonstrates courteous, appropriate behavior when traveling in the community; Demonstrates common traffic/safety rules; Responds appropriately when lost; Identifies destinations for specific events/needs
- **Recreation:** Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert); Demonstrate behaviors that enable one to function effectively in a variety of social situations (e.g., consideration, assertiveness, response to humor, teasing, criticism, and cooperation); Identify the time, space, and materials needed to accomplish goals; Describe steps to be followed when making a plan; Choose a magazine to look at during down time; Attend a school sporting event with peers; Attend after school dances

ADDITIONAL REQUIREMENTS:

Service Learning: Each year in the Richmond Career Education and Employment Academy, students will complete at least 12 hours of service learning experiences in extracurricular school or community based experiences. Such experiences can include managing a sports team, volunteering in school or community projects, or assisting others in learning new skills. Students will maintain logs of their experiences and include information in their capstone projects every year in the school.

Reflection and Direction Presentation Capstone Project: Each year, prior to their individualized education school meetings, students will prepare and present a capstone project where they reflect on their experiences from the school year, and express their desires for the next year's experiences, and request direction from their IEP team members in achieving their personal goals and objectives. Career Seekers will focus their presentation on the question, "What's next? My path toward my career." Students will present potential jobs/careers of interest to them and request assistance in finding experiences that will inform their choices and enrich their resumes.

JOB SEEKER/EMPLOYEE

The job seeker has identified his/her career path, acquired many of the basic skills needed to engage in entry level jobs related to that career path, and has acquired a level of personal independence to be able to manage themselves in community based environments with increasingly less supervision. Thus, these students are seeking employment in entry-level jobs. Instruction in this level of the curriculum may occur in the students' first employment experience or through community based intensive internships similar to those provided in Project SEARCH. The major goal for students in this level of the curriculum is to acquire and maintain community based employment. In order to achieve this goal, students will: a) gain intensive paid or internship based experience in community-based jobs; b) develop independence in preparing for, getting to and from, and managing their work and personal schedules; c) develop resumes, complete job applications and interviews, request references, and participate in job evaluations to improve their job search; and d) continue to contribute to their communities through service learning projects.

CAREER, JOB, AND COMMUNITY INDEPENDENCE

- Students will learn, discuss, and practice those knowledge, skills, and abilities that will increase their success in their chosen career.
- **Self-Determination and Discovery:** Directs transition IEP development; Identifies preferences, tasks, contributions, and conditions for employment success; Advocates for self at work, school, and in the community
- **Vocational:** Directs transition IEP development; Participates in a minimum of three, six-week business internships based on preferences; Refine work preferences including tasks and conditions for employment success; Advocates for self at work; Identifies needed workplace supports (e.g., job coach, AT, coworker support); Decides on personal disclosure; Participates in multiple working interviews; Applies for DARS; Develop a career plan/individual plan for employment; Refines functional resume; Obtain a competitive job in area of interest in earning commensurate wages; Uses private or public transportation to job; Refine communication skills related to job; Refines communication skills with supervisor and coworker; Refine personal care needs related to employment; Accepts supervision and feedback; Performs job duties to company standards; Refines post-secondary goals (e.g., completes entrance requirements, etc.)
- **Community Participation:** Travels to selected destinations using public/private transportation; Develop a weekly schedule of leisure/recreation opportunities/activities; Select and participate in group travel opportunities/activities

COMMUNITY BASED INDEPENDENT LIVING

- Students will practice a regular schedule of community-based independent living skills including banking, shopping, and using services (post office, disability specific services, etc.). Students will receive education and feedback from instructors during this course.
- **Self-Determination and Discovery:** Directs transition IEP development; Identifies preferences, tasks, contributions, and conditions for employment success; Advocates for self at work, school, and in the community
- **Vocational:** Directs transition IEP development; Participates in a minimum of three, six-week business internships based on preferences; Refine work preferences including tasks and conditions for employment success; Advocates for self at work; Identifies needed workplace supports (e.g., job coach, AT, coworker support); Decides on personal disclosure; Participates in multiple working interviews; Applies for DARS; Develop a career plan/individual plan for employment; Refines functional resume; Obtain a competitive job in area of interest in earning commensurate wages; Uses private or public transportation to job; Refine communication skills related to job; Refines communication skills with supervisor and coworker; Refine personal care needs related to employment; Accepts supervision and feedback; Performs job duties to company standards; Refines post-secondary goals (e.g., completes entrance requirements, etc.)
- **Money Management:** Identifies the responsibilities associated in using credit cards; Develop a weekly budget
- **Community Participation:** Travels to selected destinations using public/private transportation; Develop a weekly schedule of leisure/recreation opportunities/activities; Select and participate in group travel opportunities/activities
- **Health and Safety:** Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development; Demonstrate knowledge of major body systems and health indicators; Demonstrate knowledge of basic concepts of human growth and maturation

INTERNSHIP TO EMPLOYMENT EXPERIENCES

- Students will spend 15 to 20 hours per week learning and practicing job skills and behaviors in a community-based environment; this can be paid or internship-based experiences. Students will receive individualized job coaching from instructors and job coaches while on the job site.
- **Vocational:** Directs transition IEP development; Participates in a minimum of three, six-week business internships based on preferences; Refine work preferences including tasks and conditions for employment success; Advocates for self at work; Identifies needed workplace supports (e.g., job coach, AT, coworker support); Decides on personal disclosure; Participates in multiple working interviews; Applies for DARS; Develop a career plan/individual plan for employment; Refines functional resume; Obtain a competitive job in area of interest in earning commensurate wages; Uses private or public transportation to job; Refine communication skills related to job; Refines communication skills with supervisor and coworker; Refine personal care needs related to employment; Accepts supervision and feedback; Performs job duties to company standards; Refines post-secondary goals (e.g., completes entrance requirements, etc.)
- **Self-Determination and Discovery:** Directs transition IEP development; Identifies preferences, tasks, contributions, and conditions for employment success; Advocates for self at work, school, and in the community
- **Travel and Mobility:** Walk to a variety of destinations in school and community (within store or job site) and complete activity/action independently; Obtain an adult identification card from department of motor vehicles; Uses public transportation; Boards and leaves public transportation appropriately (paying, seat selection, and leaving)
- **Money Management:** Identifies the responsibilities associated in using credit cards; Develop a weekly budget

ADDITIONAL REQUIREMENTS

Service Learning: Each year in the Richmond Career Education and Employment Academy, students will complete at least 12 hours of service learning experiences in extracurricular school or community based experiences. Such experiences can include managing a sports team, volunteering in school or community projects, or assisting others in learning new skills. Students will maintain logs of their experiences and include information in their capstone projects every year in the school.

Reflection and Direction Presentation Capstone Project: Each year, prior to their individualized education school meetings, students will prepare and present a capstone project where they reflect on their experiences from the school year, and express their desires for the next year's experiences, and request direction from their IEP team members in achieving their personal goals and objectives. Job Seekers/Employees will focus their presentation on the following question, "Please help me get there? My path toward employment" where they will present their desired career choice and request the team's assistance in taking the next steps to achieve or maintain employment.