Employment Preparation IV Math

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Employment Applied Math, Health and Safety, Career Development and Planning, Personal Management, and includes mathematical practices applied and integrated in the employment environment and supporting independent living

Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course.

Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over the grades 9-12.

Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation.

Competency Goal 1:	Objectives:
The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.	1.01 Identifies and accesses services of various adult service providers agencies based on individual needs
	1.02 Exhibits self-determination in a variety of employment situations
	1.03 Demonstrates ability to apply basic legal and disability rights legislation to various life and employment situations: • Americans with Disabilities Act (ADA) • Equal Employment and Opportunity Commission (EEOC) • Fair Labor Standards Act (FLSA) • Section 504 of the Vocational Rehabilitation Act of 1973 • Individuals with Disabilities Act (IDEA) • Carl Perkins Act • Person Centered/Driven Planning • Family Rights Privacy Act • Status as an adult at age 18 • Occupational Safety and Health Administration (OSHA)

	• Workforce Innovations and Opportunity Act (WIOA)
Competency Goal 2:	**Objectives:**
The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine career goal.	2.01 Describes chosen career pathway, reason for choice, job specifics, job requirements, and potential for advancement
	2.02 Identifies potential income of chosen career pathway and determines if income will support chosen living arrangements after graduation
	2.03 Identifies supports needed to live and work independently after graduation
	2.04 Develops person driven planning skills and strategies by participation in the following: • attends and actively participates in their IEP meeting by introducing themselves and team members, stating the purpose of the meeting, reviewing the meeting agenda, and leading a designated portion/majority of the meeting • summarizes personal strengths, preferences, interests, and needs as identified through updated transition assessment data • identifies personal accommodations, modifications, and assistive technology needs necessary to be successful in postsecondary choices for education, employment, and independent living
Competency Goal 3:	**Objectives:**
The learner will develop the job-seeking skills necessary to secure employment in the chosen career pathway.	3.01 Completes job application from list of potential jobs based on career choices
	3.02 Interviews for post-secondary jobs in chosen career pathway
	3.03 Composes follow-up letter for each interview
	3.04 Finalizes personalized introduction job placement portfolio packet to accompany an application:

	• Letter of introduction • Brief summary of skills necessary for prospective employment • Resume
Competency Goal 4:	**Objectives:**
The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.	4.01 Utilizes appropriate forms of transportation in an effective manner for the purpose of employment and community integration
	4.02 Exhibits various personal management work behaviors, skills, and habits in employment settings: • Physical navigation of employment sites (eg. entrance, exit, stairs, elevator, hallways, escalators) • Acceptance of feedback from a supervisor • Requests for assistance • Resolution of conflicts • Demonstration of respect • Acceptance of new tasks • Delayed gratification refraining from maladaptive behavior (eg. physical aggression, excessive teasing, verbal aggression, non-compliance, inappropriate verbalizations, inappropriate displays of affection, stealing, sexual misconduct, harassment) • Good attendance • Break time behavior • Completion of work within designed time schedule • Initiative • Flexibility • Punctuality • Adaption to change
	4.03 Applies knowledge of payroll and fringe benefits to real employment situations
	4.04 Identifies need for continuous life-long training, types of skills requiring refinement and locates various sources for obtaining future training
Competency Goal 5:	**Objectives:**

The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in chosen career pathway.	5.01 Demonstrates ability to work at competitive standards for quality and production in chosen career pathway
	5.02 Demonstrates basic technology skills applicable to chosen career pathway by using: • Calculator/electronic calculating options • Computer internet searches • E-mails • TV/DVD/livestreaming • Voice mail • Data entry • Cash register/electronic payment options • Fax machines • Copiers/printers • Scanning devices • Cell phone • Apps • Portable electronic devices
	5.03 Demonstrates ability to solve problems applicable to chosen career pathway
	5.04 Demonstrates ability to follow all rules, procedures, and regulations applicable to chosen career pathway
Competency Goal 6:	**Objectives:**
The learner will develop the interpersonal relationship skills needed for success in the workplace.	6.01 Demonstrates sensitivity to cultural diversity in the workplace
	6.02 Develops natural supports in the workplace
	6.03 Demonstrates appropriate employee-supervisor interactions
	6.04 Demonstrates basic customer service skills in chosen career pathway: • Performance consistent with company's customer service policy • Helpful and friendly interactions Requests for information

	6.05 Demonstrates ability to effectively participate within the parameters and abide by the guidelines of formal and informal organizational systems in an employment setting: • Chain of command • Corporate culture • Departments (eg. personnel, finance, purchasing, maintenance, etc.) • Formal and informal lines of communication • Formal and informal leadership • Committees • Task forces • Quality circles • Teamwork • Democratic voting • Consensus decision-making
Competency Goal 7:	**Objectives:**
The learner will develop employability skills necessary for success in the work environment.	7.01 States and explains at least three features of each of the six categories of employability skills.
	7.02 Demonstrates at least three features within each of the six categories of employability skills during community-based and/or integrated paid employment work hours activities per GRAD-004 policy required for graduation: • Situational assessments • Internships • Job shadowing • Apprenticeships • Co-op programs • Part-time paid employment • Structured and supervised volunteer experiences • Structured and supervised community service
Competency Goal 8:	**Objectives:**

The learner will create a Career Portfolio as required by the GRAD-004 Policy.	8.01 Conducts final review of artifacts collected over the grades 9, 10, 11, and 12 to be included in the Career Portfolio; selecting the best artifacts to showcase personal strengths, preferences, and interests, such as: • Biographical information • School and work attendance records • Vocational evaluation and assessment results • Record of school-based and work-based learning activities • Course of study and grades • Extra-curricular activities • Community service activities • Awards, honors, and special recognitions • Long range goals • Adult service agency involvement references • Hobbies and leisure interests
	8.02 Compiles collected artifacts in chosen format in preparation for submission of the Career Portfolio
	8.03 Assists in finalizing the scoring rubric for the contents of and plan for submission of the Career Portfolio

Employability Skills Checklist: (from NCDPI CTE Division Adopted Six Employability Skills)

Communication:
- Demonstrate accurate exchange of information and ideas
- Demonstrate ability to provide/give constructive feedback
- Demonstrate ability to identify audience needs and prepare for desired outcome
- Demonstrate active listening
- Demonstrate ability to write and speak effectively and clearly

Ethics:
- Demonstrate honesty and integrity in communications, and personal behavior
- Demonstrate fairness and respect in communications, and personal behavior
- Demonstrate honesty, integrity, fairness, and respect in decision making
- Demonstrate accountability for work and commitments
- Demonstrate the Golden Rule and "Do the Right Thing"

Problem Solving:
- Demonstrate careful consideration of options when solving challenges

- Demonstrate the ability to identify potential challenges and causes (downstream effects)
- Demonstrate the ability to acquire, organize, manage, and interpret information and effects of various options
- Demonstrate ability to investigate root causes of challenges

Professionalism:
- Demonstrate ability to effectively manage work/life balance
- Demonstrate responsibility for behavior and work
- Demonstrate self-advocacy and high-quality work standards
- Demonstrate self-motivation
- Demonstrate understanding of policy and procedures
- Demonstrate ability to maintain a positive attitude and enthusiasm
- Demonstrate ability to receive constructive feedback
- Demonstrate thoughtful efforts to resolve conflict peacefully

Resource Management:
- Demonstrate ability to break down projects into task with timelines
- Demonstrate ability to effectively manage time and resources
- Demonstrate ability to plan and facilitate effective meetings and workplans
- Demonstrate ability to understand reliable and valid information.
- Demonstrate ability to anticipate and plan for possible obstacles and setbacks

Teamwork:
- Demonstrate respect and support of team members
- Demonstrate ability to seek ways to increase team members contributions
- Demonstrate ability to value and appreciate diversity in teams
- Demonstrate ability to contribute ideas
- Demonstrate ability to respect differing opinions and flexibility
- Demonstrate ability to work collaboratively and cooperatively with others

Work Hours:

Per GRAD-004 Policy, school-based, community-based, and paid employment work hours are to be completed by graduation

Benefits of School-Based Work Hours: 9th and 10th grades
- Helps student build Soft Skills:
- Teamwork & Collaboration Communication
- Problem-solving
- Leadership
- Collaboration

- Work Ethic
- Adaptability
- Interpersonal Skills
- Creativity
- Time Management

Benefits of Community-Based Work Hours: 10th and 11th grades

Work Based Learning (WBL) in community settings connects classroom learning to the real world:

- gives student opportunities to practice skills in real-world scenarios
- helps student develop soft skills
- gives student a chance to observe professionals in action
- helps student network with potential employers

Benefits of Paid Employment Work Hours: 11th and 12th grades

Helps student gain work experience:

- learn new skills
- learn about career options
- meet new people
- earn money
- gain level of independence and sense of responsibility
- gain confidence

Reminder: WIOA prohibits State Education Agency (SEA) or Local Education Agency (LEA) from contracting with sheltered workshops per Workforce Innovation and Opportunity Act (WIOA) Section 511.

Please note: It is the responsibility of the Local Education Agency to determine the method for documenting and monitoring the ongoing and completion of each category of work hours for each student.

Resources are located in the OCS LiveBinder