Pre-Employment Transition Services

Sequencing Guide

Job Exploration Counseling

January 24, 2022

1st Edition

**Pre-ETS Overview**

Pre-Employment Transition Services (Pre-ETS) are mandated under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA defines five Pre-ETS that students should receive to encourage better preparation for postsecondary education, independent living, and employment. The five required Pre-ETS are:

1. Job Exploration Counseling

2. Counseling on Postsecondary Education Opportunities

3. Instruction in Self-Advocacy

4. Workplace Readiness Training

5. Work-Based Learning Experiences

**Purpose of the Sequencing Guide**

This guide is an instructional tool intended to be used by Pre-ETS providers after a student has been determined eligible to receive Pre-ETS. It is designed to support the provider with identifying a student’s progress, tracking specific activities that are beneficial to the student, and individualizing services based on the student’s needs and interests. It is not intended to be used to determine eligibility or advise billing procedures. Be sure to consult your state requirements and guidelines prior to using this guide.

The purpose of the Pre-ETS Sequencing Guide is to provide a recommended framework and sequence to deliver Pre-ETS. This guide is meant to aid providers in gaining knowledge of a student’s progress towards essential skills categorized under each of the five required Pre-ETS. The guide's layout demonstrates how skills build on each other and can be delivered in a sequential manner. Using this guide will help to ensure that students are developing the skills and knowledge that are relevant and necessary to help them explore careers, prepare for, and achieve postsecondary goals to include competitive, integrated employment outcomes.

The goals of this guide are to assist with:

* Adding structure and consistency to service delivery
* Using a person-driven planning approach to ensure instruction leads to individualized skill development
* Targeting instruction around a student’s current needs, rather than age or grade level
* Using instructional scaffolding to build on existing knowledge to advance skills and increase independence
* Tracking a student’s progress and proficiency of skills
* Collaborating with a student’s support system (i.e., teachers, caregivers, family, counselors) to make decisions about transition planning that will increase student participation and engagement
* Eliminating duplication of services between schools, vocational rehabilitation, WIOA Youth, community rehabilitation programs, and other service providers

**How to Use the Sequencing Guide**

A student's postsecondary goals should drive transition planning. This guide will assist with evaluating a student's knowledge or skill level in a variety of areas while keeping their career interests and goals in mind. Planning based on a student's current knowledge base ensures that the student is exposed to all of the needed information and skill instruction to lead to a positive outcome. The activities in this guide are short-term in nature and should be updated as the student progresses through one or more of the five required Pre-ETS.

This guide assists with determining services based on students’ skills and needs rather than age or grade level. It is designed to support the scaffolding of services so that providers can ensure students have a solid foundation as they work towards mastering these skills. Scaffolding is a teaching process that systematically builds on the students' experiences and knowledge as they learn new skills. The Sequencing Guide also provides a task analysis of each *Skill Building Activity*. A task analysis is when a complex skill is broken down into a set of steps that need to be mastered to demonstrate proficiency in the skill.

**Organization**

This guide is organized by each of the five required Pre-ETS. Within each service area, there are *Competency Categories*. These categories contain *Skill Topics* included within that Pre-ETS. Each *Skill Topic* is then broken down into *Skill-Building Activities* that serve as a task analysis to assist with scaffolding instruction so that students can reach proficiency.

**Planning Service Delivery**

Implementing a person-driven planning approach to Pre-ETS instruction is a key strategy to ensuring successful transitions for students with disabilities. Using the student's needs to guide instruction will improve the effectiveness of Pre-ETS delivery and student outcomes.

When beginning services, this guide can be used to evaluate a student’s current knowledge or understanding of the components of the Pre-Employment Transition Service being delivered. In order to get an accurate representation of a student’s current skill levels, collaboration with the teacher and other members of the student’s support system is essential. Delivering services based on a student's recent experience and knowledge requires differentiation. Differentiation helps to create meaningful learning opportunities while maximizing the learning of each student. It keeps the student and their goals as the main focus of the instruction.

**Suggested Process for Using the Sequencing Guide**

1. **DETERMINE ELIGIBILITY FOR PRE-ETS BEFORE USING THE GUIDE**

Before any student with a disability receives Pre-ETS, Vocational Rehabilitation must verify that the student is meeting the definition of a student with a disability and is in need of the Pre-ETS.

Pre-ETS are designed to be short-term in nature and to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services. Additionally, it is essential that they are provided or arranged in collaboration with local educational agencies (LEAs).

1. **COLLABORATE**

Collaborate with the student’s support system and gather information from them to help accurately evaluate the student’s progress and proficiency with each *Skill Topic.*

1. **PRIORITIZE**

Determining the priority of all the listed *Skill Topics* based on the student’s needs and postsecondary goals will help identify where to begin instruction.

* 1. High- This skill is required for the student to achieve their postsecondary goals.
  2. Medium- This skill is needed, but other skills will have a more direct impact on helping students reach their postsecondary goals.
  3. Low- This skill is not essential for this student to meet their postsecondary goals, or the student is already proficient in this skill.

1. **EVALUATE PROGRESS**

Use *Minimal, Developing, or Satisfactory* to rate the student’s progress with each *Skill-Based Activity* related to supporting their postsecondary goals.

* + Minimal- The student demonstrates little or no knowledge or understanding and needs explicit and direct instruction, practice, and/or one-on-one support.
  + Developing- The student demonstrates some knowledge or understanding but continues to need some direct instruction and practice.
  + Satisfactory- Given any needed accommodations, the student demonstrates enough knowledge or understanding of the skill and can move forward

1. **DETERMINE PROFICIENCY**

Determine if the student is proficient with each of the listed *Skill Topics* by checking Yes or No.

1. **PERSONALIZE INSTRUCTION**

Use this information and person-driven planning strategies to develop an individualized starting point for service delivery. Begin with the *Competency Categories* that have been ranked as a high priority for the student. The *Skill-Building Activities* are listed in an order to assist with planning service delivery for each student.

After rating the student’s progress for each *Skill-Building Activities*, identify the activities where the student is currently ranked as having **minimal progress**. This is the starting point for service delivery. If the student does not have a **minimal progress** status on any of the activities, begin with the first activity marked as **developing**.

**Reflect on Instruction**

* When updating the Sequencing Guide, celebrate student growth and success. Be sure to point out opportunities for self-reflection regarding new skills they have learned and explain how they will achieve their goals.
* Use the *Notes* section under each *Skill Topic* to record helpful information regarding the student’s learning. This may include:
  + Completed student activities
  + Useful resources
  + Student support needs
  + Future ideas or plans for instruction
* Consider the level of assistance that students need with completing a *Skill Building Activity* and be sure to make notes of any supports or helpful accommodations.
* Consider the "I Do, We Do, You Do" method of content delivery and task completion for students with more complex support needs. This is a teaching strategy that starts with a demonstration (I Do), then leads to the provider and student completing the task together (We Do), and fades into having the student complete the task independently (You Do).
* Reviewing skills regularly with students ensures that they have maintained the knowledge and continue to demonstrate proficiency. Skill maintenance requires frequent practice.

Generalization is when a skill or task can be demonstrated or completed in a variety of settings and situations. It is important to provide students with multiple opportunities to practice skills outside of the typical instructional setting. Doing this shows them how to apply their skills in real-world situations.

* Think about ways to improve instruction in the future:
  + Materials/Curriculum
  + More effectively grouping students
  + Improve collaboration with the student support system

**Tips for Successful Implementation of the Sequencing Guide**

* Plan instruction according to a student’s current knowledge and experience rather than their age or grade level.
* Remember that skills or topics may overlap between the five required Pre-ETS. For example, a student may primarily learn about decision-making strategies through Instruction in Self-Advocacy. This skill is also relevant to multiple Pre-ETS and may need to be revisited through the lens of that service.
* Provide students with the accommodations and supports they need to demonstrate mastery of these skills.
* Fill out a Sequencing Guide for each student receiving Pre-ETS. While this may be time-consuming at the beginning, it should assist with grouping students more efficiently.
* After using the Sequencing Guide to identify a starting point for service delivery, gather additional resources and activities to teach the student the new content or skill.
* It is important to teach skills with the goal of mastery, not just experience. Be sure to consistently monitor for student understanding. Students may have received instruction, but that does not always mean they have mastered the skill.
* Consider revisiting and updating each student's Sequencing Guide every quarter. This aligns with the timing of report cards and progress reports, which may be a good time for teachers and providers to collaborate and discuss the students' progress and needs.

**Job Exploration Counseling**

Job Exploration Counseling is a process that will help students with disabilities get to know and understand themselves and the world of work in order to make career, education, and life decisions. Job Exploration Counseling aims to develop and increase the student’s awareness of various career and employment options to allow them to make informed decisions about their career path. Some of the most common competency categories under the Job Exploration Counseling category are:

**Career Awareness**

* Working knowledge of reasons why having a job and career is important
* General knowledge of career fields, career clusters, career pathways, and employment options
* Utilizing various resources to support job exploration
* Developing knowledge of the types of employment and how they fit into the labor market
* Working knowledge of work-specific information needed to enter employment

**Career Exploration**

* + Developing an understanding of vocational interests, preferences, and strengths through student assessment
  + Working knowledge of specific skills and qualifications needed to be successful in a career
* Understanding of how to identify jobs and careers that connect interests, skills, values, motivation, and preferences

**Individualized Career Planning and Preparation**

* + Developing self-awareness and making connections to job and career options
  + Building confidence in abilities, skills, and strengths
  + Making informed decisions to set achievable employment goals

**Experience-Based Job Exploration**

* Attending presentations by career speakers
* Completing student-led interviews to gather information about jobs or careers
* Observing various jobs and careers
* Participating in a Career and Technical Student Organization (CTSO)
* Attending a local career fair

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| **Career Awareness** | |
| Skill Topic: Working knowledge of reasons why having a job and career is important | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify the benefits gained by being employed: 2. Becoming more independent 3. Earning income 4. Increasing involvement in the community 5. Making friends and personal connections 6. Achieving goals | Minimal Developing Satisfactory |
| 1. Explain the difference between a job and a career: 2. Short term vs. long term | Minimal Developing Satisfactory |
| 1. Explain how having a variety of job experiences can lead to a career that aligns with their skills and interests | Minimal Developing Satisfactory |
| 1. Describe their own motivation for wanting to become employed | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: General knowledge of career fields, career clusters, career pathways, and employment options | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and describe the six career fields: 2. Agriculture, Food, and Natural Resources 3. Arts, Communication, and Information Systems 4. Business, Management, and Administration 5. Engineering, Manufacturing, and Technology 6. Health Science Technology 7. Human Services | Minimal Developing Satisfactory |
| 1. Explain how the 16 Career Clusters are organized into the six career fields and how each contains multiple career pathways and types of jobs | Minimal Developing Satisfactory |
| 1. Identify career fields, clusters, and pathways that they would be interested in learning more about | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Utilizing various resources to support job exploration | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Explain how national, state, and community-specific resources can be used to explore job and career options | Minimal Developing Satisfactory |
| 1. Identify and navigate general career exploration websites: 2. [O\*Net](https://www.onetonline.org/) 3. [Career One Stop](https://www.careeronestop.org/) | Minimal Developing Satisfactory |
| 1. Navigate [JOBS4TN.gov](https://www.jobs4tn.gov/vosnet/Default.aspx) to find state and local information about job and career information at the state and local level | Minimal Developing Satisfactory |
| 1. Identify personal network connections that can help support potential job and career opportunities | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing knowledge of the types of employment and how they fit into the labor market | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define labor market and explain how labor market information can influence the jobs or careers they are interested in exploring | Minimal Developing Satisfactory |
| 1. Explain the difference between high-demand and low-demand industries and occupations and how this information can inform career goals | Minimal Developing Satisfactory |
| 1. Navigate the [bls.gov](https://www.bls.gov/) (U.S. Bureau of Labor Statistics) and [JOBS4tn.gov](https://www.jobs4tn.gov/vosnet/Default.aspx) to compare and contrast national vs. local labor market information | Minimal Developing Satisfactory |
| 1. Identify and define the types of employment that are available: 2. Part-Time 3. Full-Time 4. Seasonal 5. Non-Traditional | Minimal Developing Satisfactory |
| 1. Define and identify examples of non-traditional employment options:    1. Remote/Teleworking    2. Self-Employment    3. Customized Employment    4. Job Sharing | Minimal Developing Satisfactory |
| 1. Identify at least two in-demand jobs that they are interested in exploring | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of work-specific information needed to enter employment | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define common career-related terms:    1. Job requirements/qualifications    2. Work environment/culture    3. Duties/responsibilities    4. Soft skills    5. Technical skills    6. Pay/Salary    7. Growth opportunities    8. Demand of job | Minimal Developing Satisfactory |
| 1. Compare and contrast various types of work environments and atmospheres:    1. Collaborative vs. Individual work    2. Slow-paced vs. Fast-paced    3. Physically demanding vs. Office-based    4. Inside vs. Outside    5. Quiet vs. Loud | Minimal Developing Satisfactory |
| 1. Identify common soft skills that are required for most types of employment | Minimal Developing Satisfactory |
| 1. Compare and contrast technical skills that are required for jobs and careers in various career clusters | Minimal Developing Satisfactory |
| 1. Identify opportunities for advancement or growth for at least two job or career options | Minimal Developing Satisfactory |
| 1. Gather details for at least two jobs or careers:    1. Job requirements/qualifications    2. Work environment/culture    3. Duties/responsibilities    4. Soft skills    5. Technical skills    6. Pay/Salary    7. Growth opportunities    8. Demand of job | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Career Exploration** | |
| Skill Topic: Developing an understanding of vocational interests, preferences, and strengths through student assessment | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Complete inventories, surveys, or self-assessments to gain awareness of their skills, preferences, interests, needs, and strengths as they pertain to the workplace | Minimal Developing Satisfactory |
| 1. Identify their interests based on their assessment results and explain what skills they currently have that align with those interests | Minimal Developing Satisfactory |
| 1. Complete inventories, surveys, or self-assessments to learn more about vocational interests | Minimal Developing Satisfactory |
| 1. Identify types of jobs and careers that would align with their vocational interests | Minimal Developing Satisfactory |
| 1. Highlight the results from the inventories, surveys, or self-assessment results into a portfolio, one-page profile, or other storage methods of choice | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of specific skills and qualifications needed to be successful in a career | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify a variety of employment options based on the results from inventories, surveys, and self-assessments | Minimal Developing Satisfactory |
| 1. Develop a list of soft skills and technical skills required for careers or jobs of interest | Minimal Developing Satisfactory |
| 1. Identify skills that connect to core academic content areas learned while in high school | Minimal Developing Satisfactory |
| 1. Create a list of required skills or trainings that may be needed to be eligible for the job or career of interest | Minimal Developing Satisfactory |
| 1. Determine the soft and technical skills they currently possess and compare them to the skills that are required to be eligible for the job or career of interest | Minimal Developing Satisfactory |
| Determine the skills they do not possess and need to further develop according to requirements for their job or career interest | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding of how to identify jobs and careers that connect interests, skills, values, motivation, and preferences | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Use websites to research jobs that align with interests and complement the results from inventories, surveys, or self-assessments:    1. O\*Net    2. Career One Stop    3. Jobs4TN.gov    4. BLS.gov | Minimal Developing Satisfactory |
| 1. Create a list of potential jobs or careers that align with the results from inventories, surveys, or self-assessments | Minimal Developing Satisfactory |
| 1. Describe the demand and level of competitiveness for job or career interests in the community where they want to live | Minimal Developing Satisfactory |
| 1. Identify career choices as they relate to personal interests, values, personality traits | Minimal Developing Satisfactory |
| 1. Compare and contrast specific job and career details and determine which options may be the best fit according to interests, skills, values, motivations, and preferences:    1. Job requirements/qualifications    2. Work environment/culture    3. Duties/responsibilities    4. Soft skills    5. Technical skills    6. Pay/Salary    7. Benefits    8. Company values    9. Growth opportunities | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Individualized Career Planning and Preparation** | |
| Skill Topic: Developing self-awareness and making connections to job and career options | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Describe themselves by providing personal information about: 2. Preferences 3. Interests 4. Strengths 5. Needs 6. Values 7. Personality traits | Minimal Developing Satisfactory |
| 1. Describe the aspects of a job or career that are important to them:    1. Work environment/culture    2. Duties/responsibilities    3. Pay/Salary    4. Benefits    5. Growth opportunities    6. Company values    7. Social opportunities | Minimal Developing Satisfactory |
| 1. Make connections between personal information and aspects of jobs or careers that are important to them | Minimal Developing Satisfactory |
| 1. Identify at least one potential job or career option that relates to their preferences, interests, strengths, needs, values, and personality traits | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Building confidence in abilities, skills, and strengths | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Describe personal strengths as they relate to technical skills needed for a desired job or career | Minimal Developing Satisfactory |
| 1. Describe personal strengths as they relate to soft skills needed for a desired job or career | Minimal Developing Satisfactory |
| 1. Identify skills or work tasks that align with their natural aptitudes or abilities | Minimal Developing Satisfactory |
| 1. List skills or work tasks that they are confident performing independently | Minimal Developing Satisfactory |
| 1. Accept feedback about strengths and weaknesses when given constructive criticism | Minimal Developing Satisfactory |
| 1. Reflect on previous work experiences and identify strengths and skill areas where they need more support, practice, or development to be successful in a job or career of interest | Minimal Developing Satisfactory |
| 1. Show ownership, confidence, and control of behaviors in the work environment through self-efficacy: 2. Speak up for the career or job they want 3. Demonstrate that they have the skills to do the job 4. Take action for developing skills they don’t currently have | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Making informed decisions to set achievable employment goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Demonstrate self-awareness by identifying job or career options that align with personal attributes, interests, skills, and abilities | Minimal Developing Satisfactory |
| 1. Identify at least one job or career that they are interested in applying for | Minimal Developing Satisfactory |
| 1. Determine the level of training or education that would be needed to obtain the job or career of interest | Minimal Developing Satisfactory |
| 1. Set realistic career goals that are supported by interest inventories, surveys, interviews, and any past working or community experiences | Minimal Developing Satisfactory |
| 1. Develop an action plan of the steps that need to be taken to achieve their career goals | Minimal Developing Satisfactory |
| 1. Identify alternative career goals or interests related to strengths, skills, and abilities | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Experience-Based Job Exploration**  The *Skill-Based Activities* in this section are meant to be immersive learning opportunities that can enhance career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities. | |
| Skill Topic: Attending presentations by career speakers | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Prepare for the presentation by identifying any information they already know about the career speaker and their job responsibilities: 2. Company or business they work for 3. Job title 4. Job responsibilities 5. Job requirements | Minimal Developing Satisfactory |
| 1. Research general information about the job of the career speaker: 2. Career field, cluster, and pathway 3. Labor market information 4. Location 5. Schedule | Minimal Developing Satisfactory |
| 1. Develop questions about topics that will help them to learn more about the speaker’s career journey and current position | Minimal Developing Satisfactory |
| 1. Participate during the career speaker’s presentation by listening, recording information, and asking questions | Minimal Developing Satisfactory |
| 1. Identify new information about the job or career of the speaker that they learned during the presentation | Minimal Developing Satisfactory |
| 1. Reflect on the presentation and determine if they would like to research and explore the career or job as an option for themselves | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Completing student-led interviews to gather information about jobs or careers | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify specific jobs or careers they would like to learn more about | Minimal Developing Satisfactory |
| 1. Research general information about the job or career such as: 2. Career field, cluster, and pathway 3. Labor market information 4. Location 5. Schedule | Minimal Developing Satisfactory |
| 1. Identify businesses in the community that have employees in jobs that are included in the career field, cluster, and pathway of interest | Minimal Developing Satisfactory |
| 1. Develop questions for the interviewee that will provide information and help them determine if the job would be a good fit | Minimal Developing Satisfactory |
| 1. Complete the interview in-person, virtually, over the phone, or through email and document answers to the interview questions | Minimal Developing Satisfactory |
| 1. Reflect on the interview and determine if they would like to research and explore the career or job as an option for themselves | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Observing various jobs and careers | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify specific jobs or careers they would like to learn more about | Minimal Developing Satisfactory |
| 1. Research general information about the job or career such as: 2. Career field, cluster, and pathway 3. Labor market information 4. Location 5. Schedule | Minimal Developing Satisfactory |
| 1. Identify businesses in the community that have employees in jobs that are included in the career field, cluster, and pathway of interest | Minimal Developing Satisfactory |
| 1. Visit the business to observe a specific employee with the job or career they are interested in | Minimal Developing Satisfactory |
| 1. Document their observations and what they learned from watching the employee complete their work tasks | Minimal Developing Satisfactory |
| 1. Reflect on the observation and determine if they would like to research and explore the career or job as an option for themselves | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic**:** Participating in a Career and Technical Student Organization (CTSO) | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Express motivation to explore careers and develop skills outside of the classroom setting | Minimal Developing Satisfactory |
| 1. Complete the [Career Cluster Interest Survey](https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf) and identify career clusters they are interested in | Minimal Developing Satisfactory |
| 1. Identify CTSO options that are available to them through their school or other community organizations | Minimal Developing Satisfactory |
| 1. Choose a CTSO that is available and aligns with their career clusters of interest | Minimal Developing Satisfactory |
| 1. Join a CTSO that provides skill development and exposure to careers of interest-based on the results of the Career Clusters Interest Survey | Minimal Developing Satisfactory |
| 1. Reflect on their participation in the CTSO and determine if they would like to research and explore careers or jobs with similar characteristics | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Attending a local career fair | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that the purpose of a career fair is to network and gather information about current or future job openings at local businesses | Minimal Developing Satisfactory |
| 1. Identify specific jobs or careers they would like to learn more about | Minimal Developing Satisfactory |
| 1. Prepare to attend a local career fair by researching what specific companies and types of businesses will be at the fair | Minimal Developing Satisfactory |
| 1. Develop a list of businesses they want to connect with while at the fair | Minimal Developing Satisfactory |
| 1. Reflect on the conversations they had with business representatives at the fair and identify which opportunities they would like to explore further | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |