Pre-Employment Transition Services

Sequencing Guide

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.

**Navigating the Sequencing Guide**

See below for a list of the Pre-ETS and categories included for each service.

|  |  |
| --- | --- |
| **Job Exploration Counseling**   * Career Awareness * Career Exploration * Individualized Career Planning and Preparation * Experience-Based Job Exploration | **Workplace Readiness Training**   * Communication * Financial Literacy * Work Maturity * Advocacy and Accessibility * Job Seeking |
| **Counseling on Postsecondary**  **Education Opportunities**   * Self-Awareness * Individualized Planning * Advocacy and Accessibility * Financial Literacy * Logistics | **Work-Based Learning Experiences**   * Self-Awareness * Career Awareness – Workplace Tours * Career Exploration – Job Shadowing * Career Exploration – Informational Interviews * Work Experience – Work-Based Learning * Job Skills * Additional Work-Based Learning Experiences |
| **Instruction in Self-Advocacy**   * Self-Advocacy and Self-Determination * Self-Awareness * Knowledge of Rights and Responsibilities * Communication of Needs and Preferences * Leadership * Expanding Self-Advocacy |  |

**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 |

**Instruction in Self-Advocacy**

Self-advocacy is any time a person speaks or acts on their own behalf to improve their quality of life. The goal of Instruction in Self-Advocacy is to support students in developing the knowledge, skills, and confidence they need to become actively involved in decisions that affect their success and future. Through Instruction in Self-Advocacy, students learn about their ability to effectively communicate, convey, negotiate, and assert their own interests and/or desires. Some of the most common competency categories under the Instruction in Self-Advocacy category are:

**Self-Advocacy and Self-Determination**

* Working knowledge of self-advocacy skills and how they support self-determination
* Understanding a person-driven approach to advocating and planning for the future

**Self-Awareness**

* Developing knowledge of themselves through reflection and self-assessments
* Developing awareness of their disability and its impact on education, employment, and/or independent living
* Understanding their role in making decisions and setting goals

**Knowledge of Rights and Responsibilities**

* Working knowledge of disability-related laws
* Understanding of disability disclosure in various settings
* Working knowledge of rights and responsibilities in the workplace
* Working knowledge of rights and responsibilities in postsecondary education
* Working knowledge of rights and responsibilities in the community and social settings

**Communication of Needs and Preferences**

* Recognizing effective communication strategies in employment, postsecondary education, and the community
* Working knowledge of assertive communication
* Utilizing tools that aid in effective communication

**Leadership**

* Understanding opportunities for the development of leadership skills
* Feeling empowered to be actively involved in support planning meetings and planning for the future

**Expanding Self-Advocacy**

* Gaining confidence and self-advocacy skills through mentorships
* Gaining knowledge of individualized supports by creating a community resource map

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| **Self-Advocacy and Self-Determination** | |
| Skill Topic: Working knowledge of self-advocacy skills and how they support self-determination | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Express their motivation for wanting to be actively involved and taking ownership in making decisions about their own lives | Minimal Developing Satisfactory |
| 1. Define self-determination as a combination of skills, knowledge, and beliefs that allow a person to make choices and manage their own lives: 2. Choice-making 3. Decision-making 4. Goal setting 5. Problem-solving 6. Self-awareness 7. Self-efficacy 8. Self-advocacy 9. Self-regulation | Minimal Developing Satisfactory |
| 1. Define self-advocacy as any time a person speaks or acts on their own behalf to improve their quality of life | Minimal Developing Satisfactory |
| 1. Identify the components of self-advocacy: 2. Standing up for themselves or others 3. Understanding and communicating strengths, weaknesses, needs, and wants 4. Making decisions based on interests 5. Setting goals for personal success 6. Recognizing the individuals who can support them 7. Communicating strengths, needs, and wants 8. Understanding rights and responsibilities 9. Taking responsibility for themselves 10. Asking for and accepting support | Minimal Developing Satisfactory |
| 1. Develop self-confidence and a strong self-image by using positive self-talk to describe themselves | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding a person-driven approach to advocating and planning for the future | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define person-driven planning as an approach that allows individuals with disabilities to take ownership and make decisions about their future | Minimal Developing Satisfactory |
| 1. Understand that being involved with the planning of their future can help them live a successful and happy life | Minimal Developing Satisfactory |
| 1. Understand that their role in person-driven planning includes: 2. Developing and reviewing a personal profile 3. Sharing visions for the future 4. Identifying opportunities for their future 5. Identifying obstacles 6. Developing action steps and strategies | Minimal Developing Satisfactory |
| 1. Prepare to participate in a person-driven planning meeting by answering questions such as: 2. What do you like about yourself? 3. What is important to you? 4. What does a good day look like? 5. What parts of your life are working for you, and what parts do you want to change? | Minimal Developing Satisfactory |
| 1. Understand how participating in integrated community experiences can help them build self-advocacy skills: 2. Growing network of resources and supports 3. Enhancing community connections 4. Determining likes and dislikes | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Self-Awareness** | |
| Skill Topic: Developing knowledge of themselves through reflection and self-assessments | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define self-awareness as the ability to recognize and understand their feelings, thoughts, actions, strengths, and challenges, as well as the needs, feelings, and perspectives of others | Minimal Developing Satisfactory |
| 1. Understand the two types of self-awareness: 2. Public awareness is how others see them 3. Private awareness is understanding something about themselves that others might not see | Minimal Developing Satisfactory |
| 1. Describe themselves by outlining their strengths, challenges, interests, likes, dislikes, support needs, and goals as it relates to their community involvement, employment, or postsecondary education opportunities | Minimal Developing Satisfactory |
| 1. Determine the areas they feel they need to further explore: 2. Strengths, interests, and preferences 3. Learning styles 4. Support needs 5. Goals and aspirations | Minimal Developing Satisfactory |
| 1. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness | Minimal Developing Satisfactory |
| 1. Review and discuss results of self-assessments and identify the various ways they can use this information | Minimal Developing Satisfactory |
| 1. Discuss how others may perceive their behaviors, strengths, and weaknesses and the impact that can have on future goals such as employment, postsecondary education, and community involvement | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing awareness of their disability and its impact on education, employment, and/or independent living | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Name and briefly explain their disability | Minimal Developing Satisfactory |
| 1. Recognize their current strengths and abilities | Minimal Developing Satisfactory |
| 1. Identify and explain to what extent their disability impacts: 2. Participation in academic classes in high school 3. Employment in a variety of work settings 4. Postsecondary education or training opportunities 5. Their ability to live independently | Minimal Developing Satisfactory |
| 1. Identify and explain supports and accommodations that help them to be successful and overcome barriers | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding their role in making decisions and setting goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that informed decision-making means gathering information and examining possible outcomes and how each option aligns with their unique interests and strengths | Minimal Developing Satisfactory |
| 1. Create a plan with their parent, guardian, or service providers identifying the options for the level of support they need when making decisions and planning for their future: 2. I can decide with no extra support. 3. I need support with my decision. 4. I need someone to decide for me. | Minimal Developing Satisfactory |
| 1. Identify the process for setting goals that align with their preferences, interests, strengths, and needs | Minimal Developing Satisfactory |
| 1. Identify strategies for creating an action plan for achieving their goals | Minimal Developing Satisfactory |
| 1. Identify strategies for monitoring their progress towards achieving the goal | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Knowledge of Rights and Responsibilities** | |
| Skill Topic: Working knowledge of disability-related laws | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Demonstrate an understanding of law-related vocabulary: 2. Disability 3. Discrimination 4. Eligibility 5. Entitlement 6. Law 7. Reasonable accommodations 8. Responsibilities 9. Rights | Minimal Developing Satisfactory |
| 1. Understand that anti-discrimination and civil rights laws protect all individuals and that some laws are specifically disability-related | Minimal Developing Satisfactory |
| 1. Define and identify the protections and rights defined by the following laws: 2. The Americans with Disabilities Act (ADA) (Title I, II, III, IV, V) 3. Section 504 of the Rehabilitation Act 4. Individuals with Disabilities Education Act (IDEA) 5. Workforce Innovation Opportunity Act (WIOA) | Minimal Developing Satisfactory |
| 1. Identify the settings and situations in which these laws apply and protect individuals with disabilities: 2. High school 3. Employment 4. Postsecondary education 5. Community | Minimal Developing Satisfactory |
| 1. Understand the shift from entitlement to eligibility as it relates to accessing supports, services, and accommodations when they leave high school and enter adulthood: 2. Entitlement    1. As high school students, they are entitled to receive services in order to have access to a Free and Appropriate Public Education (FAPE).    2. The school is responsible for identifying and providing the accommodations and services they need. 3. Eligibility    1. After high school, services are not guaranteed. They must be determined eligible to receive services and supports.    2. After high school, the only way they will receive accommodations is if they request them. | Minimal Developing Satisfactory |
| 1. Compare and contrast their rights and responsibilities in high school with their rights and responsibilities in the workplace, postsecondary education, and community | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding of disability disclosure in various settings | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define *disability disclosure* as intentionally releasing personal information about their disability for a specific purpose, such as requesting support or accommodations | Minimal Developing Satisfactory |
| 1. Understand that after high school, it is their right and responsibility to decide if they want to disclose their disability | Minimal Developing Satisfactory |
| 1. Identify potential reasons, advantages, and disadvantages for disclosing their disability | Minimal Developing Satisfactory |
| 1. Identify the steps and processes for disclosing their disability and requesting accommodations in settings applicable to their future plans: 2. Workplace 3. Postsecondary Education Institution 4. Community | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of rights and responsibilities in the workplace | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand the protections of each law and how they pertain to the workplace: 2. The ADA 3. Section 504 of the Rehabilitation Act | Minimal Developing Satisfactory |
| 1. Identify the rights that are protected under these laws | Minimal Developing Satisfactory |
| 1. Identify the requirements of the employer under these laws: 2. Provide reasonable accommodations as long as they do not alter the function of the business 3. Not required to alter or remove job requirements for a position | Minimal Developing Satisfactory |
| 1. Understand the difference between needing specific skills to meet the job requirements and needing reasonable accommodations to be able to perform a task | Minimal Developing Satisfactory |
| 1. Understand that if they decide they want to request support and accommodations, they are responsible for: 2. Following the process and procedures for the workplace 3. Disclosing their disability to their supervisor 4. Providing any required documentation 5. Identifying reasonable accommodations needed in the workplace | Minimal Developing Satisfactory |
| 1. Practice effective and professional strategies for communicating with supervisors and coworkers about supports and advocating for accommodations in the workplace | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of rights and responsibilities in postsecondary education | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand the protections of each law and how they pertain to postsecondary education: 2. The ADA 3. Section 504 of the Rehabilitation Act | Minimal Developing Satisfactory |
| 1. Identify their rights that are protected under these laws | Minimal Developing Satisfactory |
| 1. Identify the requirements of postsecondary education (PSE) institutions under these laws 2. Provide reasonable accommodations for those students who disclose their disability and provide evidence of the need for accommodations | Minimal Developing Satisfactory |
| 1. Understand what is not required of PSE institutions: 2. Not required to provide related services, personal devices, or interventions 3. Not required to alter or remove admission requirements or standards for passing courses | Minimal Developing Satisfactory |
| 1. Understand that they must meet the admission requirements for the type of PSE program they want to attend | Minimal Developing Satisfactory |
| 1. Understand that if they decide they want to request support and accommodations, they are responsible for: 2. Following the process and procedures for the PSE program they are attending 3. Disclosing their disability to the disability services office 4. Providing required documentation to prove eligibility 5. Identifying and showing evidence of the need for accommodations | Minimal Developing Satisfactory |
| 1. Practice effective strategies for communicating with professors/teachers or trainers about supports and accommodations in PSE | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of rights and responsibilities in the community and social settings | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand the protections of each law and how they pertain to accessing community resources such as health care, recreation, and social opportunities: 2. The ADA 3. Section 504 of the Rehabilitation Act | Minimal Developing Satisfactory |
| 1. Identify the rights that are protected under these laws | Minimal Developing Satisfactory |
| 1. Understand that they are responsible for obtaining the information, supports, and accommodations they need to be successful. These responsibilities include: 2. Understanding their disability and the impact it has on accessing community activities 3. Exploring and choosing resources that can help them to access the community 4. Communicating their support needs with enough time for the supports to be put into place | Minimal Developing Satisfactory |
| 1. Practice effective strategies for communicating with friends, family, or other community members about receiving supports and accommodations in the community | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Communication of Needs and Preferences** | |
| Skill Topic: Recognizing effective communication strategies in employment, postsecondary education, and the community | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define *effective communication* and understand that it ensures their opinions are heard, information is shared, and they receive needed supports | Minimal Developing Satisfactory |
| 1. Identify the different methods of communication and discuss which methods they feel the most and least comfortable with: 2. Verbal 3. Nonverbal 4. Written 5. Active listening 6. Visual | Minimal Developing Satisfactory |
| 1. Define and give examples of effective verbal and nonverbal communication as it relates to: 2. Body language and personal space 3. Facial expressions 4. Social cues 5. Speech rate 6. Tone of voice | Minimal Developing Satisfactory |
| 1. Identify and provide examples of effective ways to communicate with various individuals: 2. Family 3. Peers/Friends 4. Authority figures 5. Community members 6. Service providers | Minimal Developing Satisfactory |
| 1. Compare and contrast communication in casual environments versus professional or formal environments | Minimal Developing Satisfactory |
| 1. Determine supports that can help them communicate effectively: 2. Assistive technology 3. Visuals 4. Written communication 5. Removing environmental distractions | Minimal Developing Satisfactory |
| 1. Demonstrate the ability to effectively share information about their preferences, interests, and strengths in a clear and concise manner | Minimal Developing Satisfactory |
| 1. Demonstrate the ability to communicate their needs effectively, request help, support, and accommodations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of assertive communication | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define assertiveness as a method of communication that allows individuals to:    1. Communicate in a confident and respectful way    2. Acknowledge and express both positive and challenging feelings    3. Share opinions and information confidently    4. Express needs and wants to others    5. Advocate for personal rights    6. Stand up for their point of view while also respecting the rights and beliefs of others | Minimal Developing Satisfactory |
| 1. Compare and contrast the use of passive, aggressive, and assertive communication in various situations    1. Verbal    2. Nonverbal | Minimal Developing Satisfactory |
| 1. Determine how they can improve their communication by reflecting on their past experiences with communicating their needs and wants | Minimal Developing Satisfactory |
| 1. Identify and demonstrate the steps to engaging in assertive communication:    1. Know what they want prior to a conversation or meeting    2. Develop and ask questions before reacting    3. Consider the perspectives of others    4. Assume there is a solution to disagreements    5. Listen to ideas and opinions of others    6. Understand that “no” is an acceptable response | Minimal Developing Satisfactory |
| 1. Participate in role-play scenarios to practice assertively sharing information and responding to others | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Utilizing tools that aid in effective communication | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify specific accommodations, supports, or assistive technology that are needed to allow for effective communication in their: 2. Workplace 3. Postsecondary Education Program 4. Community | Minimal Developing Satisfactory |
| 1. Identify self-advocacy tools that can be used to communicate about strengths, interests, and needs 2. One-Page Profile 3. Transition Portfolio 4. Presentation program (PowerPoint, Keynote, Prezi) 5. Video or Audio Recording 6. Other: \_\_\_\_\_\_\_\_\_\_ | Minimal Developing Satisfactory |
| 1. Understand the purpose of using tools to communicate: 2. Help communicate the best ways to support them 3. Assists in successfully participating in a person-driven planning 4. Help others learn more about their personal values, unique needs, interests, and preferences | Minimal Developing Satisfactory |
| 1. Select what format or type of communication tool will work best for them | Minimal Developing Satisfactory |
| 1. Identify when these tools could be helpful for them to use when communicating with others in various settings 2. In a classroom 3. Job training setting 4. In the workplace 5. In a postsecondary education setting 6. During recreational or community activities | Minimal Developing Satisfactory |
| 1. Create a communication tool including the information under at least three categories 2. Appreciation- includes what other people admire about them, including their strengths and positive character traits 3. Importance- includes what values and interests are most important to them 4. Support- includes descriptions of accommodations and supports that help them to be successful | Minimal Developing Satisfactory |
| 1. Practice communicating with the created tool, identified accommodations, supports, or assistive technology in a variety of settings | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Leadership Skills** | |
| Skill Topic: Understanding opportunities for the development of leadership skills | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and define the skills that good leaders have or develop: 2. Organization 3. Empathy 4. Problem-solving 5. Decision-making 6. Communication 7. Collaboration 8. Independence 9. Interpersonal skills | Minimal Developing Satisfactory |
| 1. Identify opportunities for taking on a leadership role 2. Leadership of future plans and decisions for themselves by participating in support plan meetings 3. Leadership of others by getting involved in extracurricular or community activities | Minimal Developing Satisfactory |
| 1. Identify the ways leadership skills can positively impact their self-advocacy skills | Minimal Developing Satisfactory |
| 1. Express motivation to lead and take ownership of setting their own goals and making their own informed decisions | Minimal Developing Satisfactory |
| 1. Express a desire to take action to seek out leadership through involvement in community or extracurricular activities | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Feeling empowered to be actively involved in support planning meetings and planning for the future | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that they are an equal partner in making decisions and planning for services, supports, and future goals | Minimal Developing Satisfactory |
| 1. Identify the purpose of the support plan being updated or developed   *Support plan examples:*   1. Individualized Education Program (IEP) 2. IEP Summary of Performance 3. 504 Plan 4. Person-Driven Planning Meeting 5. Individualized Plan for Employment 6. Other: \_\_\_\_\_\_\_\_\_\_ | Minimal Developing Satisfactory |
| 1. Prepare for the meeting by pinpointing their interests, goals, aspirations, opinions, and strengths | Minimal Developing Satisfactory |
| 1. Review the support plan before the meeting so that they can: 2. Develop questions 3. Identify what aspects need further explanation 4. Determine what additional information they need | Minimal Developing Satisfactory |
| 1. Determine their desired level of participation in the meeting 2. How much of the meeting do they plan to lead? 3. What information do they want to share? 4. How or in what format do they plan to share the information? 5. What do they need support with? | Minimal Developing Satisfactory |
| 1. Create materials or develop their talking points that they want to be addressed at the meeting | Minimal Developing Satisfactory |
| 1. Attend and participate in the meeting | Minimal Developing Satisfactory |
| 1. Reflect on their level of participation in the meeting and set goals for participating in upcoming meetings | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Expanding Self-Advocacy** | |
| Skill Topic: Gaining confidence and self-advocacy skills through mentorships | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define mentorship as a formal or informal relationship where a more experienced person (mentor) in certain areas supports a person with less experience within a shared interest | Minimal Developing Satisfactory |
| 1. Understand the potential benefits of being involved in a mentorship: 2. Gain career awareness and options for future goals 3. Increase knowledge of disability rights 4. Increase community involvement and extracurricular participation 5. Understand how to advocate for themselves 6. Improve outlook on their future | Minimal Developing Satisfactory |
| 1. Define the different options for increasing self-advocacy skills through mentorships: 2. Peer mentoring 3. Disability mentoring 4. Group mentoring 5. E-mentoring | Minimal Developing Satisfactory |
| 1. Express interest in increasing self-advocacy skills through participation in a mentorship and identify the type of mentorship they are interested in participating in | Minimal Developing Satisfactory |
| 1. Identify topics or areas of interest they would like to learn more about through a mentorship | Minimal Developing Satisfactory |
| 1. Effectively engage in a mentorship through ongoing communication with their mentor | Minimal Developing Satisfactory |
| 1. Discuss how their participation in the mentorship is helping them build their self-advocacy skills | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Gaining knowledge of individualized supports by creating a community resource map | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define *community resource mapping* as an activity that will help to identify, access, and make decisions about what community supports and activities support them with their future goals | Minimal Developing Satisfactory |
| 1. Understand that resources are places, items, information, services, or agencies that can support them | Minimal Developing Satisfactory |
| 1. Compare and contrast local, state, and national resources | Minimal Developing Satisfactory |
| 1. Identify the potential features of a community resource map 2. Resource-based 3. Community-specific 4. Disability-specific resources | Minimal Developing Satisfactory |
| 1. Complete the preparation steps for building a community resource map: 2. Look at examples of community resource maps 3. Define the geographic area that will be included 4. Determine how they will access their resources 5. Identify the types of resources that meet their interests or needs 6. Collect information about community resources and ask them for information about what they provide | Minimal Developing Satisfactory |
| 1. Define the resource categories: 2. Advocacy and Disability Rights 3. Employment 4. Family Support 5. Independent Living 6. Postsecondary Education 7. Recreation 8. Other:\_\_\_\_\_\_\_ | Minimal Developing Satisfactory |
| 1. Determine the format they will be using for their community resource map: 2. Google My Maps 3. Spreadsheet 4. Visual Representation 5. Audio or Video 6. Other:\_\_\_\_\_\_\_ | Minimal Developing Satisfactory |
| 1. Collaborate with peers and adults from their school or community to locate and gather information on needed resources | Minimal Developing Satisfactory |
| 1. Build a community resource map in their preferred format and maintain it by updating information and resources regularly | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

**Counseling on Postsecondary Education (PSE) Opportunities**

Counseling on PSE opportunities ensures that students can explore the many opportunities available to them after high school. Counseling helps students match their personal needs with a PSE option that offers the supports, academic setting, and social experiences they desire. Additionally, counseling can ensure that students clearly understand that they have choices and options, just like their peers without disabilities. Some of the most common competency categories under the Counseling on PSE category are:

**Self-Awareness**

* Knowledge of jobs within career pathways that require postsecondary education or training
* Developing planning and goal setting skills as it relates to postsecondary education counseling
* Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings

**Individualized Planning**

* Gathering information on postsecondary education and training options
* Narrowing postsecondary education options

**Advocacy and Accessibility**

* Understanding the difference between supports and accommodations in postsecondary education and high school
* Understanding rights and responsibilities in a postsecondary education setting as a student with a disability

**Financial Literacy**

* + Knowledge of the cost of attending postsecondary education or training options
  + Understanding the process of applying for financial aid (Free Application for Federal Student Aid – FAFSA), grants, scholarships, and loans

**Logistics**

* + Understanding of admissions requirements
  + Developing skills to complete a college application for admission

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| **Self-Awareness** | |
| Skill topic: Knowledge of jobs within career pathways that require postsecondary education or training | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and discuss the reasons a person might choose to continue their education after high school | Minimal Developing Satisfactory |
| 1. Discuss and explain their personal motivation to continue their education after high school | Minimal Developing Satisfactory |
| 1. Identify and explore the wide variety of postsecondary education options:    1. Apprenticeships    2. Career pathways related workshops/training programs    3. Military    4. Community colleges (Associate degrees, certificate programs)    5. Comprehensive Transition Programs (CTP)    6. Job Corps    7. Trade/Technical schools (occupational licenses or certifications)    8. Universities (Public and Private) | Minimal Developing Satisfactory |
| 1. Explore the types of academic and occupational training needed to succeed in the workplace | Minimal Developing Satisfactory |
| 1. Discuss how their career interests align with postsecondary education options    1. Create a list of jobs or career clusters that they are interested in exploring | Minimal Developing Satisfactory |
| 1. Identify the postsecondary education options that align with their current high school diploma track:    1. Special Education Diploma    2. Alternate Academic Diploma    3. Occupational Diploma    4. Regular High School Diploma | Minimal Developing Satisfactory |
| 1. Gain awareness of the wide range of career pathway options and labor market projections | Minimal Developing Satisfactory |
| 1. Discuss and explain the skills necessary to successfully transition to a postsecondary education or training program:    1. Academic skills    2. Advocacy skills    3. Soft skills    4. Independent living skills    5. Social skills | Minimal Developing Satisfactory |
| 1. Explore available degrees and credentials offered through various programs at inclusive higher education or other postsecondary education programs | Minimal Developing Satisfactory |
| 1. Discuss and share information learned from previous or current work-based learning experiences that help narrow the focus of their career and postsecondary education interest   Examples of WBLE:   * 1. Job shadowing   2. Interviewing with a person in a field of interest   3. Volunteering   4. Career mentoring   5. Paid and non-paid work experiences | Minimal Developing Satisfactory |
| 1. Discuss, share, and provide career and postsecondary education information to parent/guardian or support network | Minimal Developing Satisfactory |
| 1. Identify services that vocational rehabilitation can provide to students seeking postsecondary education:    1. Explore if they might be eligible for services and if they should apply | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill topic: Developing planning and goal setting skillsas it relates to postsecondary education counseling | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Demonstrate an understanding of the vocabulary related to PSE and how it relates goal setting:    1. Person-centered planning    2. Long and short-term goals    3. Specific    4. Measurable    5. Achievable    6. Realistic    7. Timely | Minimal Developing Satisfactory |
| 1. Participate in person-centered planning to actively take part in making plans for their postsecondary education options:    1. Use person-centered planning to gather information and resources that will help them track current goals, skills, strengths, and needed supports    2. Advocate for modifications to their person-centered plans as they make decisions related to continuing their education | Minimal Developing Satisfactory |
| 1. Plan for postsecondary education by developing and monitoring long and short-term goals | Minimal Developing Satisfactory |
| 1. Determine supports or accommodations that will be needed at a college or training program | Minimal Developing Satisfactory |
| 1. Update and set new goals as necessary | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill topic: Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Evaluate and discuss their strengths and weaknesses in the following postsecondary education and career training skills:    1. Time management    2. Organization    3. Task initiation    4. Planning and prioritizing    5. Sustained attention    6. Working memory    7. Goal-directed assistance | Minimal Developing Satisfactory |
| 1. Evaluate and discuss current and future high school course enrollment options and how they support PSE plans:    1. Participate in postsecondary education preparation classes | Minimal Developing Satisfactory |
| 1. Understand and communicate how their learning style and preferences can impact their accommodations | Minimal Developing Satisfactory |
| 1. Document current academic accommodations, supports, and learning style preferences needed for academic support | Minimal Developing Satisfactory |
| 1. Identify accommodations needed for college entrance exams and understand the process for submitting this documentation   College entrance exams can include:   * 1. PSAT, SAT, and ACT test   2. Basic skills assessment   3. ASVAB – Armed Services Vocational Aptitude Battery   4. Other admission required tests | Minimal Developing Satisfactory |
| 1. Identify the types of technology needed for academic success in various settings:    1. Current setting    2. Postsecondary education setting | Minimal Developing Satisfactory |
| 1. Identify and register for college entrance exams required for PSE programs (if applicable) | Minimal Developing Satisfactory |
| 1. Complete college entrance exams (if applicable) | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Individualized Planning** | |
| Skill Topic: Gathering information on postsecondary education and training options | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand the difference between high school and college: 2. Class schedule, homework, attendance, and grading 3. Qualifying for accommodations 4. Communication with teachers/professors 5. Student responsibility 6. Cost 7. Social opportunities 8. Accommodations vs. special education services | Minimal Developing Satisfactory |
| 1. Create a list of postsecondary education options and determine if they support their chosen career path | Minimal Developing Satisfactory |
| 1. Understand that there are more postsecondary education and training options available other than just college:    1. Career pathways related to workshop and training programs    2. Trade and technical schools (TCAT)    3. Military    4. Postsecondary programs at community colleges and universities for students with intellectual and developmental disabilities. (Inclusive Higher Education Programs) | Minimal Developing Satisfactory |
| 1. Identify which postsecondary education/training programs align with their career aspirations:    1. Degrees and certifications offered in various postsecondary settings | Minimal Developing Satisfactory |
| 1. Decide which school factors are important to include in the search, such as:    1. Admission criteria    2. Size of school    3. Location of school    4. Campus life    5. Field of study    6. Housing options    7. Credentials offered    8. Disability support services    9. Cost | Minimal Developing Satisfactory |
| 1. Attend college fairs to connect with schools of interest to continue exploring postsecondary education options:    1. Create a list of questions to ask at the fair    2. Develop a list of schools they want to ensure they connect with at the fair | Minimal Developing Satisfactory |
| 1. Explore a list of postsecondary education options through website searches:    1. Create a method to document and track important factors related to postsecondary education searches | Minimal Developing Satisfactory |
| 1. Review the program’s website and take a virtual tour (if available) of the school | Minimal Developing Satisfactory |
| 1. Review admissions requirements to determine if they will meet the requirement for admission:    1. Narrow down the postsecondary education programs they are interested in attending and would like to visit    2. Record information on a tracking document | Minimal Developing Satisfactory |
| 1. Review tuition cost and record information on tracking document | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Narrowing postsecondary education options | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Discuss with parent/guardian or support network the PSE information and schools they want to tour | Minimal Developing Satisfactory |
| 1. Set up campus tours and discuss each visit:    1. Set up opportunities for students to talk with other students attending the schools of interest    2. Meet with student disability services to determine types of accommodations available    3. Reflect on what they observed and learned during the tour | Minimal Developing Satisfactory |
| 1. Consider and compare college cost, programs offered, financial aid options, and other areas of interests | Minimal Developing Satisfactory |
| 1. Identify the major/area of concentration/certification or credential program they want to apply and enroll in:    1. Determine which schools they will submit an admissions application for | Minimal Developing Satisfactory |
| 1. Create and follow a realistic timeline for completing the admissions process for schools of interest: 2. Create online logins 3. Complete applications 4. Pay fees    1. Check the status of the application | Minimal Developing Satisfactory |
| 1. Understand how to move forward to plan and prepare for a smooth transition from high school to postsecondary education/training | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Advocacy and Accessibility** | |
| Skill Topic: Understanding the difference between supports and accommodations in postsecondary education and high school | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify their disability and have a basic understanding of how it can impact them in a postsecondary education setting:    1. Housing    2. Daily living    3. Academic    4. Social | Minimal Developing Satisfactory |
| 1. Understand the importance of finding, requesting, and securing supports and accommodations in postsecondary education settings and how this is different from high school | Minimal Developing Satisfactory |
| 1. Gather information regarding assistive technology used by students with disabilities at college/other postsecondary training programs, such as where and how to get alternative formats and textbooks:    1. Large font textbooks    2. Read aloud software    3. Text to speech computer software | Minimal Developing Satisfactory |
| 1. Explore and identify the support systems available and not available in various training programs, colleges/universities, and who to contact once they are on-campus or enrolled in a program if additional supports/services are needed:    1. Disability support services    2. Tutoring services    3. Student health center    4. Counseling services | Minimal Developing Satisfactory |
| 1. Identify and request the accommodations or assistance they will need to be successful in a postsecondary education setting | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding rights and responsibilities in a postsecondary education setting as a student with a disability | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| 1. Define and explain their rights and responsibilities as a student with a disability: 2. Identify the similarities and differences between disability services in high school and postsecondary education programs 3. Review how to advocate and request accommodations | Minimal Developing Satisfactory | |
| 1. Identify barriers to accessing postsecondary education programs based on diagnosis or disability: 2. Review each school of interest for school-specific barriers 3. Develop a plan for addressing and overcoming identified barriers | Minimal Developing Satisfactory | |
| 1. Participate in activities practicing advocating for accommodations and support services in a postsecondary education setting | Minimal Developing Satisfactory | |
| 1. Explain their rights and responsibilities related to disability disclosure in a postsecondary education setting | Minimal Developing Satisfactory | |
| 1. Understand the advantages and disadvantages of disclosing their disability to a postsecondary education program | Minimal Developing Satisfactory | |
| 1. Determine when there is a need for updated documentation of their disability:    1. Consider the need for an updated psycho-educational evaluation to have current documentation for PSE enrollment | Minimal Developing Satisfactory | |
| 1. Identify the contact information for the student support services department for the schools of interest | Minimal Developing Satisfactory | |
| 1. Develop a plan to contact student support services and discuss accommodations available at schools of interest | Minimal Developing Satisfactory | |
| **Notes** | | **The student demonstrates proficiency:**   * Yes * No |

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| **Financial Literacy** | | |
| Skill Topic: Knowledge of the cost of attending postsecondary education or training options | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| 1. Demonstrate an understanding of the vocabulary related to the cost for postsecondary education programs: 2. Financial aid 3. Loans 4. Grants 5. Scholarships 6. Savings 7. Resident/nonresident 8. Housing 9. Meal plan 10. Books and class supplies 11. Fees | Minimal Developing Satisfactory | |
| 1. Attend school-sponsored opportunities on financial planning and budgeting in college | Minimal Developing Satisfactory | |
| 1. Compare and contrast the cost associated with each postsecondary education option that interests them using a spreadsheet or document of their choice | Minimal Developing Satisfactory | |
| 1. Determine which expense will be associated with each school they are interested in attending and enter them in the document/spreadsheet: 2. Tuition (resident or nonresident fee) 3. Housing 4. Meal Plan 5. Transportation 6. Extra-curricular activities 7. Social Events | Minimal Developing Satisfactory | |
| 1. Discuss the cost of postsecondary education options with parent/guardian/support network and identify the options that fit into the student/family budget | Minimal Developing Satisfactory | |
| **Notes** | | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding the process of applying for financial aid (Free Application for Federal Student Aid – FAFSA), grants, scholarships, and loans | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| 1. Identify any instructors, resources, or agencies that can provide assistance with completing the FAFSA application | Minimal Developing Satisfactory | |
| 1. Identify the submission date deadline for completing the FAFSA application | Minimal Developing Satisfactory | |
| 1. Gather the information needed to complete the FAFSA application: 2. Social security number 3. Federal income tax returns 4. W-2s 5. Records of money earned 6. Bank statement 7. Records of investments | Minimal Developing Satisfactory | |
| 1. Complete and submit the FAFSA application:    1. Identify and store login information for future use | Minimal Developing Satisfactory | |
| 1. Develop an understanding of the similarities and differences between grants, loans, and scholarships and how they can affect the overall financial aid they may be eligible for or receive | Minimal Developing Satisfactory | |
| 1. Identify and apply for scholarships, grants, and loan opportunities:    1. Check local, state, school-specific, and national databases | Minimal Developing Satisfactory | |
| **Notes** | | **The student demonstrates proficiency:**   * Yes * No |

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| **Logistics** | | |
| Skill Topic: Understanding of admissions requirements | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| * + - 1. Understand accommodations for college entrance testing and SAT and ACT testing | Minimal Developing Satisfactory | |
| * + - 1. Demonstrate an understanding of the vocabulary related to the admission process for a postsecondary education program:  1. Application 2. Essay 3. Personal statement 4. Standardized test scores 5. References 6. Transcripts 7. Application fee | Minimal Developing Satisfactory | |
| * + - 1. Identify where to find the admissions requirements on a school’s website:          1. If applicable, create a unique login for each school and keep the information for future use | Minimal Developing Satisfactory | |
| * + - 1. Compare admission requirements to their academic and personal status:   1. Grade point average requirement   2. Class rank   3. Standardized test scores   4. Work experience   5. Extra-curricular activities | Minimal Developing Satisfactory | |
| * + - 1. Determine if they have any admission requirement deficiencies and develop a corrective action plan or identify alternative postsecondary education options | Minimal Developing Satisfactory | |
| * + - 1. Review information gathered and then rank the postsecondary education options according to their interest | Minimal Developing Satisfactory | |
| **Notes** | | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing skills to complete a college application for admission | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Gather the information needed to complete the online application (include application due date): 2. Personal information 3. High school information 4. Work history 5. Extra-curricular activities 6. Honors | Minimal Developing Satisfactory |
| 1. Identify the application items that they (the student) will be responsible for submitting: 2. Application 3. Personal information 4. Essays 5. Application fee 6. Entrance exam test scores | Minimal Developing Satisfactory |
| 1. Identify the items to be submitted by the high school counselor: 2. High school transcripts 3. Final grade report | Minimal Developing Satisfactory |
| 1. Identify the items to be submitted by high school teachers | Minimal Developing Satisfactory |
| 1. Identify topics for each required essay or personal statement: 2. Create outline 3. Complete the first draft 4. Edit and revise the essay or personal statement with the counselor or teacher 5. Create final draft 6. Complete final review | Minimal Developing Satisfactory |
| 1. Create a timeline to complete and submit all applications | Minimal Developing Satisfactory |
| 1. Create a follow-up timeline to ensure items to be submitted by student, guidance counselors, and teachers are completed by the due date | Minimal Developing Satisfactory |
| 1. Review application status on the website for updates and any information that may need to be corrected or changed | Minimal Developing Satisfactory |
| 1. Discuss acceptances and non-acceptance with counselor and caretaker | Minimal Developing Satisfactory |
| 1. Celebrate and share with classmates, teachers, caretakers, and counselors the postsecondary education program the student has chosen to attend | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

**Workplace Readiness Training**

Workplace Readiness Training provides students with opportunities to learn about and practice transferable vocational skills needed for any type of job. These skills include social skills, professionalism, effective communication, resume writing, interview skills, and independence skills. Workplace Readiness Training equips students with the skills needed to be successful employees in any work setting. Some of the most common competency categories under the Workplace Readiness Training category are:

**Communication**

* Using informed decision making to identify and communicate employment goals
* Working knowledge of networking and how it can lead to employment
* Developing effective communication skills
* Working knowledge of teamwork, problem-solving skills, and conflict resolution

**Financial Literacy**

* Working knowledge of how to earn an income and how it fosters independence
* Developing skills needed to create a balanced and individualized budget
* Understanding of the different purposes and services involved in banking
* Understanding of the purpose and available options for enrolling in insurance and benefits programs
* If applicable to student: Understanding of how getting a job may impact Supplemental Security Income or Social Security Disability Insurance

**Work Maturity**

* Understanding of employer expectations and a strong work ethic
* Developing independent living skills that can help lead to a successful work experience

**Advocacy and Accessibility**

* Working knowledge of rights in the workplace and how to access needed supports
* If applicable to student: Developing orientation and mobility skills

**Job Seeking**

* Working knowledge of the significance of building a resume
* Developing skills to complete a job search and apply for a job
* Understanding the process of interviewing for a job

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| **Communication** | |
| Skill Topic: Using informed decision making to identify and communicate employment goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Explain their motivation to develop skills needed to enter the workplace | Minimal Developing Satisfactory |
| 1. Make informed decisions about possible career or job options based on interests, skills, and abilities | Minimal Developing Satisfactory |
| 1. Identify skills needed to meet independent living goals | Minimal Developing Satisfactory |
| 1. Identify skills needed to meet career or job goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of networking and how it can lead to employment | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define networking and determine the benefits that networking brings to the process of searching for a job | Minimal Developing Satisfactory |
| 1. Identify personal connections in their community that make up their current network | Minimal Developing Satisfactory |
| 1. Build and maintain networking relationships by connecting with new professionals and seeking out new professional relationships: 2. Networking websites and apps 3. Follow up with guest speakers 4. Career fairs | Minimal Developing Satisfactory |
| 1. Ensure they have connections that align with their career interests | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing effective communication skills | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand the difference between communication in professional and casual situations | Minimal Developing Satisfactory |
| 1. Identify ways to demonstrate effective communication skills: 2. Active listening 3. Body language 4. Asking questions for clarification 5. Timely response 6. Communication with visuals 7. Technology-assisted communication | Minimal Developing Satisfactory |
| 1. Demonstrate enthusiasm and motivation when taking on new work tasks | Minimal Developing Satisfactory |
| 1. Explain how both personal hygiene and professional dress communicate professionalism | Minimal Developing Satisfactory |
| 1. Demonstrate business-appropriate written and/or verbal communication:    1. Writing emails    2. Leaving voicemails    3. Virtual meetings    4. Using visual aids    5. Social media    6. Cell phone etiquette | Minimal Developing Satisfactory |
| 1. Identify appropriate cell phone use in the workplace | Minimal Developing Satisfactory |
| 1. Explain the impact social media can have on employment | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Working knowledge of teamwork, problem-solving skills, and conflict resolution | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify the many different positions, roles, and responsibilities in a workplace:    1. Manager    2. Supervisor    3. Team lead    4. Team member | Minimal Developing Satisfactory |
| 1. Determine when working as a team or collaborating with others is more effective than working independently | Minimal Developing Satisfactory |
| 1. Identify personal strategies for accepting feedback and constructive criticism | Minimal Developing Satisfactory |
| 1. Identify potential problems that may occur in the workplace and practice coming up with solutions for the problems | Minimal Developing Satisfactory |
| 1. Identify positive strategies for conflict resolution with coworkers through role-play or practice scenarios | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Financial Literacy** | |
| Skill Topic: Working knowledge of how to earn an income and how it fosters independence | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and explain employment options available to earn money:    1. Part-time job    2. Full-time job    3. Own a business    4. Temporary work    5. Summer employment | Minimal Developing Satisfactory |
| 1. Understand options available to purchase items:    1. Checks    2. Debit card    3. Credit card    4. Cash    5. Electronic transfers (Examples: Venmo, Apple Pay) | Minimal Developing Satisfactory |
| 1. Identify the types of payroll schedules and explain how they can impact spending:    1. Weekly    2. Bi-weekly    3. Monthly | Minimal Developing Satisfactory |
| 1. Identify wage earning options and explain how they can impact spending:    1. Hourly    2. Salary    3. Overtime hours | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing skills needed to create a balanced and individualized budget | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define *budget* as a plan for how much money they will spend versus what they will save | Minimal Developing Satisfactory |
| 1. Identify and categorize all expenses by labeling them as "Needs" or "Wants." | Minimal Developing Satisfactory |
| 1. Choose a method or tool that can help them keep track of their spending | Minimal Developing Satisfactory |
| 1. Identify the expense categories that can be included in a budget:    1. Groceries    2. Transportation    3. Rent    4. Entertainment    5. Medical    6. Savings | Minimal Developing Satisfactory |
| 1. Create a personalized budget using their income and expense categories or a sample income and expense categories:    1. Groceries    2. Transportation    3. Rent    4. Entertainment    5. Medical    6. Savings | Minimal Developing Satisfactory |
| 1. Explain the purpose of an Achieving a Better Life Experience (ABLE) account | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding of the different purposes and services involved in banking | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Define and identify the different services a bank can provide:    1. Checking accounts    2. Savings accounts    3. Loans and investments    4. Foreign currency exchange    5. Secure lockboxes    6. Credit Cards | Minimal Developing Satisfactory |
| 1. Explain and demonstrate the steps and requirements to opening checking and savings accounts | Minimal Developing Satisfactory |
| 1. Demonstrate how to deposit and withdraw money from their account | Minimal Developing Satisfactory |
| 1. Compare and contrast banking options in their local community | Minimal Developing Satisfactory |
| 1. Identify resources that can provide assistance with opening an ABLE account | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding of the purpose and available options for enrolling in insurance and benefits programs | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| 1. Define and explain the purpose of benefits and insurance and list the different types of benefits and insurance:    1. Health    2. Home or Renters    3. Car | Minimal Developing Satisfactory | |
| 1. Demonstrate understanding of the vocabulary related to insurance:    1. Deductible    2. Co-pay    3. Premium    4. Individual    5. Family | Minimal Developing Satisfactory | |
| 1. Compare and contrast the options for accessing benefits and insurance:    1. Employer-provided benefits    2. Government provided benefits    3. Private insurance companies    4. Benefit options for full-time vs. part-time jobs | Minimal Developing Satisfactory | |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: If applicable to student: Understanding of how getting a job may impact Supplemental Security Income or Social Security Disability Insurance | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify a resource or agency that can provide individualized benefits counseling:    1. Ticket to Work    2. Benefits to Work    3. Social Security Administration | Minimal Developing Satisfactory |
| 1. Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Work Maturity** | |
| Skill Topic: Understanding of employer expectations and a strong work ethic | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Develop skills to promote independence at work:    1. Time management    2. Task completion    3. Moving from task to task    4. Self-monitoring performance and production | Minimal Developing Satisfactory |
| 1. Demonstrate flexibility and strategies for coping with changes in the workplace:    1. Schedule changes    2. Responsibility changes    3. Team members | Minimal Developing Satisfactory |
| 1. Identify the different options for work schedules and choose the best option for them:    1. Full-time    2. Part-time    3. Night shift    4. Weekend shifts    5. Normal business hours    6. Remote positions    7. Flex schedules | Minimal Developing Satisfactory |
| 1. Compare and contrast appropriate workplace behaviors during work shifts and breaks during work shifts | Minimal Developing Satisfactory |
| 1. Define the different options for taking time off work and determine when it is appropriate to use the time off:    1. Sick time    2. Vacation time    3. Bereavement    4. Paid-time-off | Minimal Developing Satisfactory |
| 1. Understand basic safety rules needed to maintain a safe work environment | Minimal Developing Satisfactory |
| 1. Identify potential health and safety protocols or training as they relate to specific work environments:    1. Handwashing    2. Safety equipment    3. Safety training    4. Social distancing | Minimal Developing Satisfactory |
| 1. Self-monitor performance on work tasks and reflect on how to improve or develop professionally | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill topic: Developing independent living skills that can help lead to a successful work experience | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and demonstrate the steps of maintaining good health, nutrition, and hygiene | Minimal Developing Satisfactory |
| 1. Create a schedule that helps them to organize their daily life | Minimal Developing Satisfactory |
| 1. Complete daily living tasks and take care and keep track of personal items:    1. Dishes    2. Laundry    3. Hygiene    4. Nutrition    5. Wallet/purse/backpack    6. Technology (phone, computer, tablet) | Minimal Developing Satisfactory |
| 1. Demonstrate an understanding of how to use technology to assist in their daily life:    1. Computer/tablet    2. Smartphone (calls and texting)    3. Calendar apps    4. Work scheduling/tracking tools | Minimal Developing Satisfactory |
| 1. Identify places in the community that they frequently visit (examples: home, work, school, grocery store, gym) | Minimal Developing Satisfactory |
| 1. Identify available methods of transportation to get to and from work or other places in the community | Minimal Developing Satisfactory |
| 1. Understand transportation needs and options that are available | Minimal Developing Satisfactory |
| 1. Participate in travel training in order to increase available transportation options | Minimal Developing Satisfactory |
| 1. Identify resources, agencies, or local places in the community that provide supports for employment | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Advocacy and Accessibility** | | |
| Skill Topic: Working knowledge of rights in the workplace and how to access needed supports | | |
| **Priority for Student or Group**:   * High * Medium * Low | | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) | |
| 1. Explain the rights and protections they have in the workplace under the Americans with Disabilities Act (ADA) | Minimal Developing Satisfactory | |
| 1. Identify access barriers in the workplace based on diagnosis or disability | Minimal Developing Satisfactory | |
| 1. Demonstrate how to ask supervisors or coworkers questions | Minimal Developing Satisfactory | |
| 1. Determine and request supports and/or accommodations needed to be successful in a workplace environment | Minimal Developing Satisfactory | |
| 1. Navigate the workplace independently or with identified supports | Minimal Developing Satisfactory | |
| 1. Recognize the assistive technology that is available to them and how it can help them be successful at work (examples: screen reader, headphones, accessibility tools) | Minimal Developing Satisfactory | |
| **Notes** | | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: If applicable to student: Developing orientation and mobility skills | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Determine clear and safe routes or paths to locate items and navigate the workplace | Minimal Developing Satisfactory |
| 1. Independently navigate to a destination and maneuver through familiar environments | Minimal Developing Satisfactory |
| 1. Explain how to problem-solve a situation where they may be lost or disoriented | Minimal Developing Satisfactory |
| 1. Ask for assistance when needed and decline assistance when it is offered but not needed | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Job Seeking** | |
| Skill Topic: Working knowledge of the significance of building a resume | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Explain the purpose of a resume (examples: traditional resume, video resume, or one-page profile) and the role it has in the employment process | Minimal Developing Satisfactory |
| 1. Define and identify the different parts of a resume:    1. Education    2. Experience    3. Skills    4. References | Minimal Developing Satisfactory |
| 1. Practice developing a resume based on specific job interests | Minimal Developing Satisfactory |
| 1. Identify how to edit a resume based on a job description and requirements | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing skills to complete a job search and apply for a job | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify multiple careers or jobs that interest them | Minimal Developing Satisfactory |
| 1. Explore options for finding job openings: 2. Online job boards 3. Personal connections in the community 4. Previous volunteer or work experiences 5. Social media | Minimal Developing Satisfactory |
| 1. Identify and practice using the required information and documentation needed to apply for a job: 2. State ID or Driver’s License 3. Social Security Card 4. Position 5. Education and certification information 6. Previous work experience 7. References 8. Availability 9. Background checks 10. Cover letter | Minimal Developing Satisfactory |
| 1. Practice the process of submitting a job application and understand that applications can be paper or electronic | Minimal Developing Satisfactory |
| 1. Organize a job search by keeping track of job postings, jobs applied for, and a contact log for responding or reaching out to places of employment | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding the process of interviewing for a job | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Review a job description and be prepared to discuss how they meet the job requirements | Minimal Developing Satisfactory |
| 1. Understand that preparing for an interview involves researching the employer and developing questions to ask during the interview | Minimal Developing Satisfactory |
| 1. Determine what documentation needs to be prepared to bring and share during an interview | Minimal Developing Satisfactory |
| 1. Identify professional clothing options and appearance needed for an interview | Minimal Developing Satisfactory |
| 1. Understand that accommodations can be given during job interviews and identify the process for requesting the needed accommodations | Minimal Developing Satisfactory |
| 1. Complete a mock interview and use feedback to improve interviewing skills | Minimal Developing Satisfactory |
| 1. Identify steps to take after an interview:    1. Send a thank-you note    2. Reflect on performance    3. Follow-up | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

**Work-Based Learning Experiences**

Work-Based Learning involves students building on classroom-based instruction to develop employability skills. These skills prepare students for success in postsecondary education and future careers. These learning experiences must include direct involvement with industry or community professionals. It can occur in the community or at school and should be provided in an integrated environment to the maximum extent possible. Experiences may occur during the school day, outside the school day, or even when school is not in session. Some of the most common competency categories under the Work-Based Learning Experiences category are:

**Self-Awareness**

* Completing career exploration activities to gain knowledge about career options

**Career Awareness – Workplace Tours**

* Working knowledge of workplace tours
* Developing the skills necessary to participate in workplace tours
* Reflecting on experiences as they relate to future work-based learning goals
* Connecting skills learned while in high school to skills needed in the workplace

**Career Exploration – Job Shadowing**

* Working knowledge of job shadowing
* Developing the skills necessary to participate in a job shadowing experience
* Reflecting on experiences as they relate to future work-based learning goals
* Connecting skills learned while in high school to skills needed in the workplace

**Career Exploration – Informational Interviews**

* Working knowledge of informational interviews
* Developing skills necessary to participate in an informational interview
* Reflecting on experiences as they relate to future career goals
* Connecting skills learned while in high school to skills needed in the workplace

**Work Experience – Work-Based Learning**

* Demonstrating self-awareness and work skills needed to participate in an integrated setting
* Understanding the skills needed to participate in a paid or non-paid internship
* Understanding the skills needed to participate in a paid or non-paid work experience
* Increasing background knowledge of the purpose and basic components of a resume
* Developing skills to complete a job application
* Understanding and developing skills needed to participate in future job interviews

**Job Skills**

* Practicing technical, transferable skills in the workplace
* Developing employment and work maturity skills
* Reflecting on WBL experiences and identifying how they impact their future career goals

**Additional Work-Based Learning Experiences**

* Gaining skills through participating in mock interviews to gain the skills needed for future career goals
* Gaining skills through participating in a career mentorship experience
* Gaining skills through participating in career-related competitions
* Gaining skills through participating in service-learning opportunities
* Gaining skills through participating in student-led enterprises
* Gaining skills through participating in simulated work experiences

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| **Self-Awareness** | |
| Skill Topic: Completing career exploration activities to gain knowledge about career options | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Review career assessments/inventories to assess and rank career opportunities. Identify interests, skills, abilities, values, and preferences: 2. Identify and research jobs that complement what they discovered about themselves 3. Express a desire to learn about experiences that are not traditional for their gender, race, or ethnicity to expand their awareness of future work options | Minimal Developing Satisfactory |
| 1. Compare the differences and similarities between a job and a career: 2. Jobs are associated with going to work and earning money to pay the bills 3. Jobs can help start a career and can even turn into a career 4. Careers are usually long-term professional journeys driven by passions, interests, and abilities 5. Careers are typically obtained by setting and reaching goals | Minimal Developing Satisfactory |
| 1. Identify career fields, clusters, and pathways they want to further explore through WBL experiences | Minimal Developing Satisfactory |
| 1. Learn what postsecondary education is necessary for success in the chosen industries or career pathways | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Career Awareness** – Workplace Tours | |
| Skill Topic: Working knowledge of workplace tours | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that workplace tours can highlight specific industries or career areas and build awareness of future career opportunities | Minimal Developing Satisfactory |
| 1. Navigate information from their career assessments and career inventories to identify different businesses they would like to tour | Minimal Developing Satisfactory |
| 1. Explain how workplace tours can provide opportunities to explore careers: 2. Provide exposure to potential careers and jobs 3. Learn about the business 4. Learn about the professional and educational experiences of employees 5. Observe work tasks 6. Interact with employees and ask questions 7. Build knowledge about the education and training needed for entry into the industry | Minimal Developing Satisfactory |
| 1. Explain their motivation to attend a specific workplace tour and how it might support their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing the skills necessary to participate in workplace tours | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Turn in all documentation required to participate in a workplace tour | Minimal Developing Satisfactory |
| 1. Research and identify key facts of the host company: 2. Services or products provided 3. Job and career opportunities available 4. Role in the community | Minimal Developing Satisfactory |
| 1. Determine what they want to learn from the tour and prepare at least three questions they will ask during the tour   Example Questions:   1. What level of education do you have and what did you study? 2. What does a typical workday look like? 3. What are your responsibilities? 4. What do you like most about working here? 5. What is your office culture? | Minimal Developing Satisfactory |
| 1. Understand the logistics and expectations for professionalism during the workplace tour: 2. Dress code 3. Safety regulations to follow for the site (if any) 4. Length of the tour 5. Transportation to and from the host company 6. Schedule for the tour | Minimal Developing Satisfactory |
| 1. Introduce and provide relevant details about themselves to new people: 2. Name 3. Grade 4. Job(s) they are interested in learning about | Minimal Developing Satisfactory |
| 1. Participate in the workplace tour by being attentive, professional, and engaged: 2. Take notes of important information 3. Interact with professionals of the host company by asking prepared questions | Minimal Developing Satisfactory |
| 1. Write a professional thank-you note or email for the host company: 2. Review the importance of writing a thank you note or email 3. Mail or email the thank you within three days of the tour | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Reflecting on experiences as they relate to future work-based learning goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify what they learned during the workplace tour and participate in a discussion about their experience | Minimal Developing Satisfactory |
| 1. Review any notes taken during the tour and answer the following questions about their career aspirations: 2. Does this career align with their interests, skills, and preferences? 3. Are they considering a career in this field? 4. Does this career field relate to their career goals? 5. Do they need to modify their career goals? 6. What additional information do they need to decide if careers in this industry are a good fit? | Minimal Developing Satisfactory |
| 1. Identify the high school diploma option, education, training, or certification they will need to get a job in this field | Minimal Developing Satisfactory |
| 1. Explore growth opportunities in the industry and salary ranges for the industry or career area | Minimal Developing Satisfactory |
| 1. Identify the next steps that need to be taken to build on their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Connecting skills learned while in high school to skills needed in the workplace | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify the connection between skills they are learning in their classes and the skills required for employment: 2. Problem-solving skills 3. Communication skills 4. Teamwork 5. Initiative 6. Self-management 7. Organizational skills 8. Technology skills 9. Interpersonal skills 10. Informed choice making | Minimal Developing Satisfactory |
| 1. Identify the knowledge and skills they have acquired through participating in a workplace tour | Minimal Developing Satisfactory |
| 1. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Career Exploration – Job Shadowing** | |
| Skill Topic: Working knowledge of job shadowing | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that job shadow experiences can provide an up-close look at a job, career, company, or industry and build awareness of future careers | Minimal Developing Satisfactory |
| 1. Navigate information from their career assessments and career inventories to identify jobs they would like to shadow | Minimal Developing Satisfactory |
| 1. Explain how job shadowing experiences can provide opportunities to explore careers: 2. Identify high-interest and low-interest work tasks 3. Network with employees in a particular career field 4. Practice and demonstrate key work-readiness skills such as communication and professional behavior 5. Exposure to new careers of interest | Minimal Developing Satisfactory |
| 1. Express their preference for the length of the job shadow experience: 2. Half-day 3. Full day 4. Several workdays 5. Extended experience – more than several days | Minimal Developing Satisfactory |
| 1. Explain their motivation to participate in a specific job shadow experience and how it supports their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing the skills necessary to participate in a job shadowing experience | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Turn in all documentation required to participate in a job shadowing experience | Minimal Developing Satisfactory |
| 1. Research and identify key facts of the host company: 2. Job and career opportunities available 3. Role in the community 4. Services or products provided | Minimal Developing Satisfactory |
| 1. Determine what they want to learn from the job shadowing experience and create a list of open-ended questions to ask   Example Questions:   1. How did you get started at this job? 2. What skills and additional education did you need to be successful at your job? 3. What work tasks do you enjoy the most? 4. What job tasks do you find the most challenging? 5. What is something that most people don’t know about this job? | Minimal Developing Satisfactory |
| 1. Identify possible barriers and accommodations needed to be successful during the job shadow | Minimal Developing Satisfactory |
| 1. Understand the logistics and expectations for professionalism during the job shadow: 2. Name and address of the business 3. Contact information of the person they will be job shadowing 4. Primary tasks of the job 5. Date of shadow and start and end time 6. Materials needed for the experience (computer, snack, water bottle, lunch) 7. Dress code 8. Transportation options | Minimal Developing Satisfactory |
| 1. Actively participate in the job shadow experience by being attentive, professional, and engaged: 2. Take notes of important information 3. Interact with professional adults at the worksite by asking questions | Minimal Developing Satisfactory |
| 1. Write a professional thank-you note or email to the person they shadowed: 2. Send thank-you follow-up within 2-3 days to express their appreciation for the time and information shared | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Reflecting on experiences as they relate to future work-based learning goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify what they learned during the job shadow and participate in a discussion | Minimal Developing Satisfactory |
| 1. Review any notes taken during the job shadow and answer the following questions about their career aspirations: 2. Does this career align with their interests, skills, and preferences? 3. Are they considering a career in this field? 4. Does this career field relate to their career goals? 5. Do they need to modify their career goals? 6. What additional information do they need to decide if careers in this industry are a good fit? | Minimal Developing Satisfactory |
| 1. Identify the high school diploma option, education, training, or certification they will need to get a job in this field | Minimal Developing Satisfactory |
| 1. Explore growth opportunities in the industry and salary ranges for specific industries or career areas | Minimal Developing Satisfactory |
| 1. Demonstrate growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| 1. Identify the next steps they would like to take to build on their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Connecting skills learned while in high school to skills needed in the workplace | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify the connection between skills they are learning in their classes and the skills required for employment: 2. Problem-solving 3. Communication skills 4. Teamwork 5. Initiative 6. Self-management 7. Organizational skills 8. Technology skills 9. Interpersonal skills 10. Informed choice making | Minimal Developing Satisfactory |
| 1. Identify the knowledge and skills they have acquired through participating in a job shadow experience | Minimal Developing Satisfactory |
| 1. Understand what knowledge or skills they need to develop or strengthen to be successful in the industry or career area | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Career Exploration – Informational Interviews** | |
| Skill Topic: Working knowledge of informational interviews | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that informational interviews are designed to provide an opportunity to practice and demonstrate professional skills, including communication, critical thinking, workplace appearance, and timeliness | Minimal Developing Satisfactory |
| 1. Understand the difference between an informational interview and a job interview | Minimal Developing Satisfactory |
| 1. Navigate information from their career assessments and career inventories to identify individuals they would like to interview | Minimal Developing Satisfactory |
| 1. Explain how informational interviews can provide opportunities to interview someone about their industry, education, and career path: 2. Learn from someone currently practicing in the field 3. Discuss the work tasks connected to the career field 4. Learn about the education and training needed for entry into certain positions and industries 5. Learn about the culture of the workplace | Minimal Developing Satisfactory |
| 1. Explain their motivation to participate in an informational interview and how it supports their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing skills necessary to participate in an informational interview | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Turn in all documentation required to participate in an informational interview: 2. Interviews can be in person or virtual | Minimal Developing Satisfactory |
| 1. Research and identify key facts of the individual and their host company: 2. Services or products provided 3. Job and career opportunities available 4. Role in the community | Minimal Developing Satisfactory |
| 1. Determine what they want to learn from the informational interview and create a list of open-ended questions to ask during the interview   Example Questions:   1. What does a typical workday look like? 2. What is most enjoyable about your work? 3. What job tasks do you like the least? 4. What education or training do you need for this job? 5. What subject areas from high school do you use most in the daily tasks of your job? 6. What is the salary range for this job? For this industry? 7. How does technology affect your job? | Minimal Developing Satisfactory |
| 1. Discuss any concerns or possible accommodations they think they might need to be successful at the interview | Minimal Developing Satisfactory |
| 1. Develop a list of how to prepare for the informational interview: 2. List of questions 3. Any materials needed to take notes or document the interview 4. Brief overview of themselves to share 5. Dress neatly and appropriately 6. Transportation options 7. Personal contact information to share at the end of the meeting | Minimal Developing Satisfactory |
| 1. Demonstrate leadership skills during the informational interview: 2. Deliver a brief overview of themselves (education, work background, and reason they are interested in the job or career) 3. Use the list of prepared questions to facilitate the interview 4. Limit the meeting to the agreed-upon time 5. Ask the person if they mind being contacted in the future with any additional questions 6. Ask if they have other individuals that they would recommend you interview or meet with 7. Thank the person for their time 8. Share their contact information with them | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Reflecting on experiences as they relate to future career goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify what they learned during the interview and participate in a discussion | Minimal Developing Satisfactory |
| 1. Write a professional follow-up thank-you note or email: 2. Send thank-you follow-up within 2-3 days to express appreciation for the time and information shared | Minimal Developing Satisfactory |
| 1. Review any notes taken during the interview and answer the following questions about their career aspirations: 2. Are they still interested in a career in this field? 3. Does this career field relate to their career goals? 4. Do they want to modify their career goals? 5. What skills do they think they would use in a job in this career field? 6. What additional information do they need to decide if careers in this industry are a good fit? | Minimal Developing Satisfactory |
| 1. Identify the high school diploma option, education, training, or certification they will need to get a job in this field | Minimal Developing Satisfactory |
| 1. Explore growth opportunities in the industry and salary ranges for different occupations within this profession or job | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| 1. Identify the next steps they need to take to further their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Connecting skills learned while in high school to skills needed in the workplace | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify the connection between skills they are learning in their classes and the skills required for employment: 2. Problem-solving skills 3. Communication skills 4. Teamwork 5. Initiative 6. Self-Management 7. Organizational skills 8. Technology skills 9. Interpersonal skills 10. Informed choice making | Minimal Developing Satisfactory |
| 1. Identify the knowledge and skills they have acquired through participation in the informational interview | Minimal Developing Satisfactory |
| 1. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes | Minimal Developing Satisfactory |
| 1. Discuss the educational and career goals they may need to develop to move toward their potential career choice | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Work Experiences – Work-Based Learning** | |
| Skill Topic: Demonstrating self-awareness and work skills needed to participate in an integrated setting | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Express an interest in participating in WBL experiences to learn additional information about careers and jobs: 2. Exhibit work readiness attitude and skills | Minimal Developing Satisfactory |
| 1. Identify technical and soft skills they want to acquire during the WBL experience | Minimal Developing Satisfactory |
| 1. Evaluate work skills and how these skills can lead to success in careers of interest | Minimal Developing Satisfactory |
| 1. Identify skills that need to be improved to prepare for successful employment | Minimal Developing Satisfactory |
| 1. Identify the WBL opportunities available at their school that align with their interests and career goals | Minimal Developing Satisfactory |
| 1. Complete and turn in all WBL required documentation:   a. Work-based learning contract   1. Work-based learning permission form 2. Work-based learning plan and evaluation tool | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding the skills needed to participate in a paid or non-paid internship | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| Understand that the purpose of a paid or non-paid internship is to provide on-the-job training and an opportunity to develop specific, job-related skills before qualifying for the job | Minimal Developing Satisfactory |
| 1. Understand that the Fair Labor Standards Act and the Department of Labor have rules and regulations that help determine if the internship is paid or non-paid | Minimal Developing Satisfactory |
| 1. Explain their motivation to participate in a paid or non-paid internship and how it supports their educational and career goals | Minimal Developing Satisfactory |
| 1. Identify internship opportunities available through their school that align with their interests and career goals through the school and indicate preferences | Minimal Developing Satisfactory |
| 1. Develop an action plan of the steps to be taken to achieve their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Understanding the skills needed to participate in a paid or non-paid work experience | |
| **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 paid or non-paid work experience is to provide opportunities to explore careers and experience the nature of work through first-hand exposure in the workplace | Minimal Developing Satisfactory |
| 1. Understand that the Fair Labor Standards Act and the Department of Labor have rules and regulations that help determine if the internship is paid or non-paid | Minimal Developing Satisfactory |
| 1. Identify the differences between a paid or non-paid work experience: 2. Paid work experiences focus on general workplace skills or career preparation activities within a specific industry or career area 3. Non-paid work experiences are more exploratory and are designed to expose the individual to a variety of occupations for the purpose of building basic workplace skills | Minimal Developing Satisfactory |
| 1. Explain their motivation to participate in paid or non-paid work and how it supports their educational and career goals | Minimal Developing Satisfactory |
| 1. Identify paid or non-paid work experiences available through their school that align with their interests and career goals | Minimal Developing Satisfactory |
| 1. Develop an action plan of the steps that need to be taken to achieve their work-based learning goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Increasing background knowledge of the purpose and basic components of a resume  \*The intent of service delivery in this area is for the purpose of general instruction in resume building. | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Explain the purpose of a resume (examples: traditional resume, video resume, or one-page profile) and how having one can lead to employment | Minimal Developing Satisfactory |
| 1. Define and identify the different parts of a resume:    1. Education    2. Experience    3. Skills    4. References | Minimal Developing Satisfactory |
| 1. Create a personal data sheet of basic information included in a resume:    1. Personal information    2. Education and Training    3. Employment History    4. Community Service and Volunteer Work    5. Awards    6. Special skills and additional certifications    7. References | Minimal Developing Satisfactory |
| 1. Create a sample resume and/or one-page profile | Minimal Developing Satisfactory |
| 1. Create a sample cover letter | Minimal Developing Satisfactory |
| 1. Understand how to update and edit a resume when new experiences are gained | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing skills to complete a job application | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify and produce the required information and documentation needed to apply for a job: 2. State ID or Driver’s License 3. Social Security Card 4. Position 5. Education and certification information 6. Previous work experience 7. References 8. Availability 9. Background checks | Minimal Developing Satisfactory |
| 1. Complete a job application(s) for WBL experiences of interest | Minimal Developing Satisfactory |
| 1. Submit a job application   Applications can include:   1. Paper 2. Electronic | Minimal Developing Satisfactory |
| 1. Create a tracking system to track application submissions:    1. Business contact information    2. Date of first contact    3. Date of application submission    4. Follow up contact    5. Tracking references    6. Additional information to track | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topics: Understanding and developing skills needed to participate in future job interviews | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Practice reviewing job descriptions and be prepared to discuss the job requirements | Minimal Developing Satisfactory |
| 1. Identify questions to ask potential employers during an interview | Minimal Developing Satisfactory |
| 1. Determine what documents they need to be prepared to bring and share during an interview | Minimal Developing Satisfactory |
| 1. Identify and understand the importance of interview logistics:    1. Date    2. Time    3. Name of the hiring manager, head of the department, head employer    4. Location of the interview    5. Transportation options    6. Professional clothing options    7. Other important information | Minimal Developing Satisfactory |
| 1. Determine potential accommodations that may be needed for job interviews | Minimal Developing Satisfactory |
| 1. Understanding how to answer and ask job-related questions:    1. Job-related experience    2. Training or certifications    3. Interest level | Minimal Developing Satisfactory |
| 1. Practice professional behavior by participating in mock interviews:    1. Use appropriate body language    2. Use appropriate grammar    3. Keep information relevant and positive    4. Be calm and composed    5. Pace answers | Minimal Developing Satisfactory |
| 1. Complete a mock interview and use feedback to improve interviewing skills | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Job Skills** | |
| Skill Topic: Practicing technical, transferable skills in the workplace | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Identify their WBL experience as a paid or non-paid experience | Minimal Developing Satisfactory |
| 1. Discuss the advantages of participating in a WBL experience at an integrated work setting in the community:    1. Identify if their WBL experience is at an integrated work setting | Minimal Developing Satisfactory |
| 1. Develop career goals for the WBL experience: 2. Participate in regular assessments and progress checks | Minimal Developing Satisfactory |
| 1. Participate in required orientation or training: 2. Human Resources 3. Safety 4. Job-specific training 5. Daily process for logging/reporting work hours | Minimal Developing Satisfactory |
| 1. Identify job duties and work expectations: 2. Work schedule 3. Review of work hours, breaks, and lunch policies 4. Attendance requirements, including procedures for calling in when absent 5. Cell phone usage policy 6. Dress code 7. Timeliness 8. Workplace conduct | Minimal Developing Satisfactory |
| 1. Understand how the Fair Labor Standards Act and The Child Labor Laws impact the type of job, hours, and days they can work | Minimal Developing Satisfactory |
| 1. Understand the impact of deciding to disclose or not disclose their disability at the worksite | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Developing employment and work maturity skills | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Determine how to professionally communicate on the job with employers and coworkers | Minimal Developing Satisfactory |
| 1. Understand that positive work habits are valued traits by employers | Minimal Developing Satisfactory |
| 1. Develop and demonstrate positive work habits in instructional situations and at the WBL site: 2. Punctuality – arrive to work on time every day 3. Attendance – report to work unless you are genuinely ill or there is an emergency 4. Productivity – ensure that quantity and quality measures are met 5. Initiative – start work independently 6. Cooperation – get along with the boss, coworkers, and customers 7. Attention to detail – follow the rules and directions 8. Adaptability – can do more than one job task 9. Diligence – strive to improve job performance consistently 10. Appearance – always dresses appropriately 11. Open-minded – accept constructive criticism 12. Honest and trustworthy – can be depended upon to make the right decision | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Reflecting on WBL experiences and identifying how they impact their future career goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Engage in insightful reflection of job performance: 2. Accept feedback from others 3. Use feedback to guide toward becoming a successful employee at any future job | Minimal Developing Satisfactory |
| 1. Participate in self-evaluation activities: 2. What did they accomplish? 3. What did they learn? 4. What new skills did they acquire? 5. What skills do they see as weaknesses that they would like to improve? | Minimal Developing Satisfactory |
| 1. Participate in an exit interview with supervisor and assess their workplace skills: 2. Dependability 3. Personal appearance 4. Relationship with supervisor 5. Quality of work 6. Quantity of work 7. Initiative 8. Time management 9. Advocacy skills | Minimal Developing Satisfactory |
| 1. Send a thank-you note or email to the worksite supervisor: 2. Note should be sent within 2–3 days | Minimal Developing Satisfactory |
| 1. Update their resume: 2. Add new skills 3. Add work site information | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| 1. Discuss next steps and determine if their future should include postsecondary education at a college or through career training: 2. Identify potential options to gain postsecondary education or career training 3. Review learning goals and progress toward meeting these goals | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| **Additional Work-Based Learning Experiences**  The Skill-Based Activities in this section are meant to be immersive learning opportunities that can enhance work-based learning. Please note that these activities can be embedded into Work-based Learning 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: Gaining skills through participating in mock interviews to gain the skills needed for future career goals | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| * + - 1. Introduce themselves to the mock interviewer | Minimal Developing Satisfactory |
| 1. Present the interviewer with their resume or one-page profile at the start of the interview | Minimal Developing Satisfactory |
| 1. Maintain good eye contact and an appropriate voice volume during the interview | Minimal Developing Satisfactory |
| 1. Ask 2-3 questions at the end of the interview about the job or company | Minimal Developing Satisfactory |
| 1. Ask the interviewer for their contact information to follow up with the interviewer | Minimal Developing Satisfactory |
| 1. Discuss the importance of sending a thank-you note or email after an actual job interview | Minimal Developing Satisfactory |
| 1. Reflect on interview performance | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Gaining skills through participating in a career mentorship experience | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that a career mentor can provide guidance and advice on specific industries or career fields | Minimal Developing Satisfactory |
| 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 | Minimal Developing Satisfactory |
| 1. Work with the provider to identify a potential mentor: 2. Mentorship can be virtual, in person, or a hybrid of the two | Minimal Developing Satisfactory |
| 1. Attend all scheduled meetings with mentor and track information about the industry or career area | Minimal Developing Satisfactory |
| 1. Reflect on the mentorship and determine if they would like to pursue a WBL experience in the industry or career area | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill topic: Gaining skills through participating in career-related competitions | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that career-related competitions provide opportunities for students to demonstrate mastery of career-related skills through presentations or competitions judged by professionals | Minimal Developing Satisfactory |
| 1. Express motivation to explore careers and develop skills outside of high school | Minimal Developing Satisfactory |
| 1. Identify career-related competition options that are available through their school or other community organizations | Minimal Developing Satisfactory |
| 1. Compare and contrast the types of experiences that each career-related competition will provide | Minimal Developing Satisfactory |
| 1. Join a career-related competition that provides skill development and exposure to careers of interest | Minimal Developing Satisfactory |
| 1. Reflect on their participation in the career-related competition and determine if they would like to research and explore careers or jobs with similar characteristics:    1. Add experience to resume | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:    1. Work products    2. Evaluations    3. Research    4. Reflections    5. Presentations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| --- | --- |
| Skill Topic: Gaining skills through participating in service-learning opportunities | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that service-learning activities are designed to integrate meaningful service with classroom instruction and reflection: 2. Enriches the learning experience 3. Teaches civic responsibility 4. Strengthens communities | Minimal Developing Satisfactory |
| 1. Express motivation to participate in service-learning projects | Minimal Developing Satisfactory |
| 1. Work with the provider to identify service-learning options that are available through their school or other community organizations | Minimal Developing Satisfactory |
| 1. Reflect on their participation in the service-learning project: 2. Add experience to resume | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Gaining skills through participating in student-led enterprises | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that student-led enterprises are school-based businesses that produce goods or provide services | Minimal Developing Satisfactory |
| 1. Identify the benefits of participating in school-based enterprises: 2. Provides realistic and practical learning experiences 3. Provides opportunities to practice transferable or soft work skills 4. Develops businesslike procedures and attitudes 5. Develops leadership and management skills | Minimal Developing Satisfactory |
| 1. Express motivation to participate in student-led enterprise work experiences | Minimal Developing Satisfactory |
| 1. Work with the provider to identify student-led enterprise options that are available through their school or other community organizations | Minimal Developing Satisfactory |
| 1. Reflect on their participation in the student-led enterprise experience: 2. Add experience to resume | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 2. Work products 3. Evaluations 4. Research 5. Reflections 6. Presentations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |

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| Skill Topic: Gaining skills through participating in simulated work experiences | |
| **Priority for Student or Group**:   * High * Medium * Low | |
| Skill Building Activities  (The student can…) | Student Progress  (The student’s progress is \_\_\_\_\_\_\_\_\_) |
| 1. Understand that simulated work experiences are work-based learning experiences that replicate work environment in any field: 2. Allows students to develop, learn, and apply skills in the authentic work environment 3. Workers are held to the same work standards and expectations as the industry in the community | Minimal Developing Satisfactory |
| 1. Express motivation to participate in simulated work experiences | Minimal Developing Satisfactory |
| 1. Work with the provider to identify simulated work experiences that are available through their school or other community organizations | Minimal Developing Satisfactory |
| 1. Reflect on their participation in the simulated work experience:    1. Add experience to resume | Minimal Developing Satisfactory |
| 1. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:    1. Work products    2. Evaluations    3. Research    4. Reflections    5. Presentations | Minimal Developing Satisfactory |
| **Notes** | **The student demonstrates proficiency:**   * Yes * No |