Pre-Employment Transition Services

Sequencing Guide

Workplace Readiness Training

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.

**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

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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 |

|  |  |  |
| --- | --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| 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 |

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| 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 |