Pre-Employment Transition Services Sequencing Guide: Work-Based Learning Experiences

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.

Pre-Employment Transition Service

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Competency Categories

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Skill Topics

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Skill Building Activities
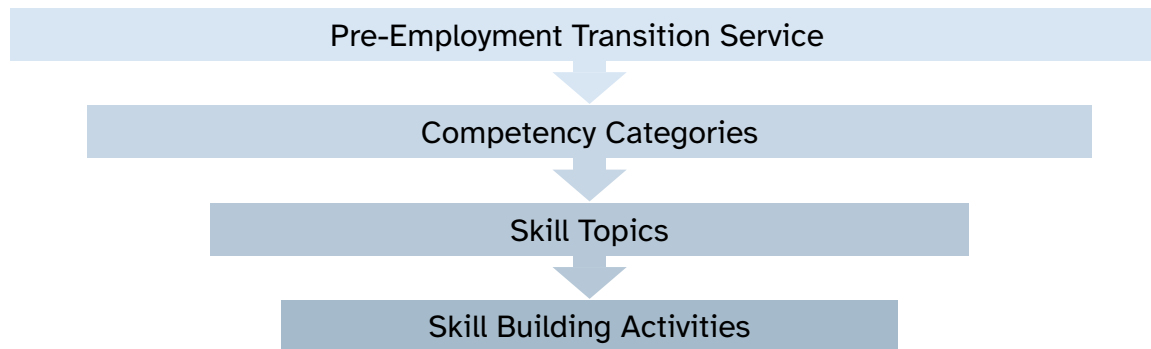
Planning Service Delivery

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).

2. **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*.

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

4. **EVALUATE PROGRESS**

   Use *Minimal, Developing, or Satisfactory* to rate the student's progress with each *Skill-Based Activity* related to supporting their postsecondary goals.
   a. Minimal—The student demonstrates little or no knowledge or understanding and needs explicit and direct instruction, practice, and/or one-on-one support.
   b. Developing—The student demonstrates some knowledge or understanding but continues to need some direct instruction and practice.
   c. Satisfactory—Given any needed accommodations, the student demonstrates enough knowledge or understanding of the skill and can move forward.

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

6. **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.

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

Category: Self-Awareness
Skill Topic: Completing career exploration activities to gain knowledge about career options

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
Priority for Student or Group: ❒ High ❒ Medium ❒ Low	

1. Review career assessments/inventories to assess and rank career opportunities. Identify interests, skills, abilities, values, and preferences:
  a. Identify and research jobs that complement what they discovered about themselves
  b. 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

2. Compare the differences and similarities between a job and a career:
  a. Jobs are associated with going to work and earning money to pay the bills
  b. Jobs can help start a career and can even turn into a career
  c. Careers are usually long-term professional journeys driven by passions, interests, and abilities
  d. Careers are typically obtained by setting and reaching goals
	❒ Minimal ❒ Developing ❒ Satisfactory

3. Identify career fields, clusters, and pathways they want to further explore through WBL experiences	❒ Minimal ❒ Developing ❒ Satisfactory

4. 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

Category: 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
2. Navigate information from their career assessments and career inventories to identify different businesses they would like to tour	☐ Minimal ☐ Developing ☐ Satisfactory

3. Explain how workplace tours can provide opportunities to explore careers:
    a. Provide exposure to potential careers and jobs
    b. Learn about the business
    c. Learn about the professional and educational experiences of employees
    d. Observe work tasks
    e. Interact with employees and ask questions
    f. Build knowledge about the education and training needed for entry into the industry
	❒ Minimal ❒ Developing ❒ Satisfactory

4. 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

Category: Career Awareness – Workplace Tours
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 _____)

WORK-BASED LEARNING EXPERIENCES

1. Turn in all documentation required to participate in a workplace tour	☐ Minimal ☐ Developing ☐ Satisfactory

2. Research and identify key facts of the host company:
   a. Services or products provided
   b. Job and career opportunities available
   c. Role in the community
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Determine what they want to learn from the tour and prepare at least three questions they will ask during the tour
Example Questions:
   a. What level of education do you have and what did you study?
   b. What does a typical workday look like?
   c. What are your responsibilities?
   d. What do you like most about working here?
   e. What is your office culture?
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Understand the logistics and expectations for professionalism during the workplace tour:
   a. Dress code
   b. Safety regulations to follow for the site (if any)
   c. Length of the tour
   d. Transportation to and from the host company
   e. Schedule for the tour
	☐ Minimal ☐ Developing ☐ Satisfactory

5. Introduce and provide relevant details about themselves to new people:
   a. Name
   b. Grade
   c. Job(s) they are interested in learning about
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Participate in the workplace tour by being attentive, professional, and engaged:
   a. Take notes of important information
   b. Interact with professionals of the host company by asking prepared questions
	❒ Minimal ❒ Developing ❒ Satisfactory

7. Write a professional thank-you note or email for the host company:
   a. Review the importance of writing a thank you note or email
   b. Mail or email the thank you within three days of the tour
	❒ Minimal ❒ Developing ❒ Satisfactory

Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Career Awareness – Workplace Tours
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	❒ Minimal ❒ Developing ❒ Satisfactory

2. Review any notes taken during the tour and answer the following questions about their career aspirations:
   a. Does this career align with their interests, skills, and preferences?
   b. Are they considering a career in this field?
   c. Does this career field relate to their career goals?
   d. Do they need to modify their career goals?
   e. What additional information do they need to decide if careers in this industry are a good fit?
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Identify the high school diploma option, education, training, or certification they will need to get a job in this field	❐ Minimal ❐ Developing ❐ Satisfactory
4. Explore growth opportunities in the industry and salary ranges for the industry or career area	❐ Minimal ❐ Developing ❐ Satisfactory
5. 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

Category: Career Awareness – Workplace Tours
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:
   a. Problem-solving skills
   b. Communication skills
   c. Teamwork
   d. Initiative
   e. Self-management
   f. Organizational skills
   g. Technology skills
   h. Interpersonal skills
   i. Informed choice making
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Identify the knowledge and skills they have acquired through participating in a workplace tour	❑ Minimal ❑ Developing ❑ Satisfactory
3. 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

Category: Career Exploration – Job Shadow
Skill Topic: Working knowledge of job shadowing

<table>
<tr><td colspan="2">Priority for Student or Group:
☐ High
☐ Medium
☐ Low</td></tr>
<tr><td>Skill Building Activities
(The student can…)</td><td>Student Progress
(The student's progress is _____)</td></tr>
<tr><td>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</td><td>☐ Minimal ☐ Developing ☐ Satisfactory</td></tr>
<tr><td>2. Navigate information from their career assessments and career inventories to identify jobs they would like to shadow</td><td>☐ Minimal ☐ Developing ☐ Satisfactory</td></tr>
<tr><td>3. Explain how job shadowing experiences can provide opportunities to explore careers:
   a. Identify high-interest and low-interest work tasks
   b. Network with employees in a particular career field
   c. Practice and demonstrate key work-readiness skills such as communication and professional behavior
   d. Exposure to new careers of interest</td><td>☐ Minimal ☐ Developing ☐ Satisfactory</td></tr>
</table>

4. Express their preference for the length of the job shadow experience:
  a. Half-day
  b. Full-day
  c. Several workdays
  d. Extended experience – more than several days
	☐ Minimal ☐ Developing ☐ Satisfactory

5. 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

Category: Career Exploration – Job Shadowing

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

2. Research and identify key facts of the host company:
   a. Job and career opportunities available
   b. Role in the community
   c. Services or products provided
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Determine what they want to learn from the job shadowing experience and create a list of open-ended questions to ask
Example Questions:
   a. How did you get started at this job?
   b. What skills and additional education did you need to be successful at your job?
   c. What work tasks do you enjoy the most?
   d. What job tasks do you find the most challenging?
   e. What is something that most people don't know about this job?
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify possible barriers and accommodations needed to be successful during the job shadow	☐ Minimal ☐ Developing ☐ Satisfactory

5. Understand the logistics and expectations for professionalism during the job shadow:
   a. Name and address of the business
   b. Contact information of the person they will be job shadowing
   c. Primary tasks of the job
   d. Date of shadow and start and end time
   e. Materials needed for the experience (computer, snack, water bottle, lunch)
   f. Dress code
   g. Transportation options
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Actively participate in the job shadow experience by being attentive, professional, and engaged:
   a. Take notes of important information
   b. Interact with professional adults at the worksite by asking questions
	❐ Minimal ❐ Developing ❐ Satisfactory

7. Write a professional thank-you note or email to the person they shadowed: a. 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

Category: Career Exploration – Job Shadow
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

2. Review any notes taken during the job shadow and answer the following questions about their career aspirations:
   a. Does this career align with their interests, skills, and preferences?
   b. Are they considering a career in this field?
   c. Does this career field relate to their career goals?
   d. Do they need to modify their career goals?
   e. What additional information do they need to decide if careers in this industry are a good fit?
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Identify the high school diploma option, education, training, or certification they will need to get a job in this field	☐ Minimal ☐ Developing ☐ Satisfactory
4. Explore growth opportunities in the industry and salary ranges for specific industries or career areas	☐ Minimal ☐ Developing ☐ Satisfactory

5. Demonstrate growth of skills and knowledge through the development of artifacts and portfolios:
   a. Work products
   b. Evaluations
   c. Research
   d. Reflections
   e. Presentations
	☐ Minimal ☐ Developing ☐ Satisfactory

6. 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

Category: Career Exploration – Job Shadow
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:
   a. Problem-solving
   b. Communication skills
   c. Teamwork
   d. Initiative
   e. Self-management
   f. Organizational skills
   g. Technology skills
   h. Interpersonal skills
   i. Informed choice making
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Identify the knowledge and skills they have acquired through participating in a job shadow experience	❐ Minimal ❐ Developing ❐ Satisfactory
3. 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

Category: 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
2. Understand the difference between an informational interview and a job interview	☐ Minimal ☐ Developing ☐ Satisfactory
3. Navigate information from their career assessments and career inventories to identify individuals they would like to interview	☐ Minimal ☐ Developing ☐ Satisfactory

4. Explain how informational interviews can provide opportunities to interview someone about their industry, education, and career path:
   a. Learn from someone currently practicing in the field
   b. Discuss the work tasks connected to the career field
   c. Learn about the education and training needed for entry into certain positions and industries
   d. Learn about the culture of the workplace
	❒ Minimal ❒ Developing ❒ Satisfactory

5. 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

Category: Career Exploration – Informational Interviews
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 _____)

WORK-BASED LEARNING EXPERIENCES

1. Turn in all documentation required to participate in an informational interview: a. Interviews can be in person or virtual	☐ Minimal ☐ Developing ☐ Satisfactory

2. Research and identify key facts of the individual and their host company:
   a. Services or products provided
   b. Job and career opportunities available
   c. Role in the community
	☐ Minimal ☐ Developing ☐ Satisfactory

3. 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:
   a. What does a typical workday look like?
   b. What is most enjoyable about your work?
   c. What job tasks do you like the least?
   d. What education or training do you need for this job?
   e. What subject areas from high school do you use most in the daily tasks of your job?
   f. What is the salary range for this job? For this industry?
   g. How does technology affect your job?
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Discuss any concerns or possible accommodations they think they might need to be successful at the interview	☐ Minimal ☐ Developing ☐ Satisfactory

5. Develop a list of how to prepare for the informational interview:
   a. List of questions
   b. Any materials needed to take notes or document the interview
   c. Brief overview of themselves to share
   d. Dress neatly and appropriately
   e. Transportation options
   f. Personal contact information to share at the end of the meeting
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Demonstrate leadership skills during the informational interview:
   a. Deliver a brief overview of themselves (education, work background, and reason they are interested in the job or career)
   b. Use the list of prepared questions to facilitate the interview
   c. Limit the meeting to the agreed-upon time
   d. Ask the person if they mind being contacted in the future with any additional questions
   e. Ask if they have other individuals that they would recommend you interview or meet with
   f. Thank the person for their time
   g. Share their contact information with them
	❒ Minimal ❒ Developing ❒ Satisfactory

Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Career Exploration – Informational Interviews
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 _____)

WORK-BASED LEARNING EXPERIENCES

1. Identify what they learned during the interview and participate in a discussion	☐ Minimal ☐ Developing ☐ Satisfactory
2. Write a professional follow-up thank-you note or email: a. Send thank-you follow-up within 2-3 days to express appreciation for the time and information shared	☐ Minimal ☐ Developing ☐ Satisfactory
3. Review any notes taken during the interview and answer the following questions about their career aspirations: a. Are they still interested in a career in this field? b. Does this career field relate to their career goals? c. Do they want to modify their career goals? d. What skills do they think they would use in a job in this career field? e. What additional information do they need to decide if careers in this industry are a good fit?	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify the high school diploma option, education, training, or certification they will need to get a job in this field	☐ Minimal ☐ Developing ☐ Satisfactory
5. Explore growth opportunities in the industry and salary ranges for different occupations within this profession or job	☐ Minimal ☐ Developing ☐ Satisfactory
6. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: a. Work products b. Evaluations c. Research d. Reflections e. Presentations	☐ Minimal ☐ Developing ☐ Satisfactory
7. 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

Category: Career Exploration – Informational Interviews

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:
   a. Problem-solving skills
   b. Communication skills
   c. Teamwork
   d. Initiative
   e. Self-Management
   f. Organizational skills
   g. Technology skills
   h. Interpersonal skills
   i. Informed choice making
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify the knowledge and skills they have acquired through participation in the informational interview	❏ Minimal ❏ Developing ❏ Satisfactory
3. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes	❏ Minimal ❏ Developing ❏ Satisfactory
4. 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

Category: Work Experiences – Work-Based Learning

Skill Topic: Demonstrating self-awareness and work skill needed to participate in an integrated setting

Priority for Student or Group: ❏ High ❏ Medium ❏ Low

WORK-BASED LEARNING EXPERIENCES

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: a. Exhibit work readiness attitude and skills	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify technical and soft skills they want to acquire during the WBL experience	☐ Minimal ☐ Developing ☐ Satisfactory
3. Evaluate work skills and how these skills can lead to success in careers of interest	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify skills that need to be improved to prepare for successful employment	☐ Minimal ☐ Developing ☐ Satisfactory
5. Identify the WBL opportunities available at their school that align with their interests and career goals	☐ Minimal ☐ Developing ☐ Satisfactory

6. Complete and turn in all WBL required documentation:
  a. Work-based learning contract
  b. Work-based learning permission form
  c. Work-based learning plan and evaluation tool
	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning
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 _____)
1. 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
2. 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
3. Explain their motivation to participate in a paid or non-paid internship and how it supports their educational and career goals	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify internship opportunities available through their school that align with their interests and career goals through the school and indicate preferences	☐ Minimal ☐ Developing ☐ Satisfactory
5. 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

Category: Work Experiences – Work-Based Learning

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
2. 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

3. Identify the differences between a paid or non-paid work experience:
   a. Paid work experiences focus on general workplace skills or career preparation activities within a specific industry or career area
   b. 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

4. Explain their motivation to participate in paid or non-paid work and how it supports their educational and career goals	❐ Minimal ❐ Developing ❐ Satisfactory
5. Identify paid or non-paid work experiences available through their school that align with their interests and career goals	❐ Minimal ❐ Developing ❐ Satisfactory
6. 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

Category: Work Experiences – Work-Based Learning
Skill Topic: Increasing background knowledge of the purpose and basic components of a resume[1]

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

2. Define and identify the different parts of a resume:
   a. Education
   b. Experience
   c. Skills
   d. References
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Create a personal data sheet of basic information included in a resume:
   a. Personal information
   b. Education and Training
   c. Employment History
   d. Community Service and Volunteer Work
   e. Awards
   f. Special skills and additional certifications
   g. References
	☐ Minimal ☐ Developing ☐ Satisfactory

1 The intent of service delivery for this topic is general instruction in resume building.

4. Create a sample resume and/or one-page profile	☐ Minimal ☐ Developing ☐ Satisfactory
5. Create a sample cover letter	☐ Minimal ☐ Developing ☐ Satisfactory
6. Understand how to update and edit a resume when new experiences are gained	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning
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 _____)

WORK-BASED LEARNING EXPERIENCES

1. Identify and produce the required information and documentation needed to apply for a job:
    a. State ID or Driver's License
    b. Social Security Card
    c. Position
    d. Education and certification information
    e. Previous work experience
    f.   References
    g. Availability
    h. Background checks
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Complete a job application(s) for WBL experiences of interest	☐ Minimal ☐ Developing ☐ Satisfactory

3. Submit a job application
   Applications can include:
    a. Paper
    b. Electronic
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Create a tracking system to track application submissions:
    a. Business contact information
    b. Date of first contact
    c. Date of application submission
    d. Follow up contact
    e. Tracking references
    f.   Additional information to track
	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning
Skill Topic: 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
2. Identify questions to ask potential employers during an interview	☐ Minimal ☐ Developing ☐ Satisfactory
3. Determine what documents they need to be prepared to bring and share during an interview	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify and understand the importance of interview logistics: a. Date b. Time c. Name of the hiring manager, head of the department, head employer d. Location of the interview e. Transportation options f. Professional clothing options g. Other important information	☐ Minimal ☐ Developing ☐ Satisfactory
5. Determine potential accommodations that may be needed for job interviews	☐ Minimal ☐ Developing ☐ Satisfactory

6. Understanding how to answer and ask job-related questions:
   a. Job-related experience
   b. Training or certifications
   c. Interest level
	☐ Minimal ☐ Developing ☐ Satisfactory

7. Practice professional behavior by participating in mock interviews:
   a. Use appropriate body language
   b. Use appropriate grammar
   c. Keep information relevant and positive
   d. Be calm and composed
   e. Pace answers
	☐ Minimal ☐ Developing ☐ Satisfactory

8. Complete a mock interview and use feedback to improve interviewing skills	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Job Skills

Skill Topic: Practicing technical, transferable skills in the workplace

Priority for Student or Group: ☐ High ☐ Medium ☐ Low

WORK-BASED LEARNING EXPERIENCES

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
2. Discuss the advantages of participating in a WBL experience at an integrated work setting in the community: a. Identify if their WBL experience is at an integrated work setting	☐ Minimal ☐ Developing ☐ Satisfactory
3. Develop career goals for the WBL experience: a. Participate in regular assessments and progress checks	☐ Minimal ☐ Developing ☐ Satisfactory

4. Participate in required orientation or training:
   a. Human Resources
   b. Safety
   c. Job-specific training
   d. Daily process for logging/reporting work hours
	☐ Minimal ☐ Developing ☐ Satisfactory

5. Identify job duties and work expectations:
   a. Work schedule
   b. Review of work hours, breaks, and lunch policies
   c. Attendance requirements, including procedures for calling in when absent
   d. Cell phone usage policy
   e. Dress code
   f. Timeliness
   g. Workplace conduct
	☐ Minimal ☐ Developing ☐ Satisfactory

6. 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

7. 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

Category: Job Skills

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
2. Understand that positive work habits are valued traits by employers	☐ Minimal ☐ Developing ☐ Satisfactory

3. Develop and demonstrate positive work habits in instructional situations and at the WBL site:
 	
  a. Punctuality – arrive to work on time every day
  b. Attendance – report to work unless you are genuinely ill or there is an emergency
  c. Productivity – ensure that quantity and quality measures are met
  d. Initiative – start work independently
  e. Cooperation – get along with the boss, coworkers, and customers
  f. Attention to detail – follow the rules and directions
  g. Adaptability – can do more than one job task
  h. Diligence – strive to improve job performance consistently
  i. Appearance – always dresses appropriately
  j. Open-minded – accept constructive criticism
  k. Honest and trustworthy – can be depended upon to make the right decision
	❒ Minimal ❒ Developing ❒ Satisfactory

Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Job Skills
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:
   a. Accept feedback from others
   b. Use feedback to guide toward becoming a successful employee at any future job
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Participate in self-evaluation activities:
   a. What did they accomplish?
   b. What did they learn?
   c. What new skills did they acquire?
   d. What skills do they see as weaknesses that they would like to improve?
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Participate in an exit interview with supervisor and assess their workplace skills:
   a. Dependability
   b. Personal appearance
   c. Relationship with supervisor
   d. Quality of work
   e. Quantity of work
   f. Initiative
   g. Time management
   h. Advocacy skills
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Send a thank-you note or email to the worksite supervisor: a. Note should be sent within 2–3 days	☐ Minimal ☐ Developing ☐ Satisfactory

5. Update their resume:
   a. Add new skills
   b. Add work site information
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:
   a. Work products
   b. Evaluations
   c. Research
   d. Reflections
   e. Presentations
	☐ Minimal ☐ Developing ☐ Satisfactory

7. Discuss next steps and determine if their future should include postsecondary education at a college or through career training:
   a. Identify potential options to gain postsecondary education or career training
   b. Review learning goals and progress toward meeting these goals
	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	The student demonstrates proficiency: ❑ Yes ❑ No

Category: Additional Work-Based Learning Experiences[2]
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
2. Present the interviewer with their resume or one-page profile at the start of the interview	❑ Minimal ❑ Developing ❑ Satisfactory

_____

2 The Skill-Based Activities in this category 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.

3. Maintain good eye contact and an appropriate voice volume during the interview	☐ Minimal ☐ Developing ☐ Satisfactory
4. Ask 2-3 questions at the end of the interview about the job or company	☐ Minimal ☐ Developing ☐ Satisfactory
5. Ask the interviewer for their contact information to follow up with the interviewer	☐ Minimal ☐ Developing ☐ Satisfactory
6. Discuss the importance of sending a thank-you note or email after an actual job interview	☐ Minimal ☐ Developing ☐ Satisfactory
7. Reflect on interview performance	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Additional Work-Based Learning Experiences[3]
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
2. Identify specific jobs or careers they would like to learn more about	❑ Minimal ❑ Developing ❑ Satisfactory
3. Research general information about the job or career such as: a. Career field, cluster, and pathway b. Labor market information c. Location	❑ Minimal ❑ Developing ❑ Satisfactory
4. Work with the provider to identify a potential mentor: a. Mentorship can be virtual, in person, or a hybrid of the two	❑ Minimal ❑ Developing ❑ Satisfactory

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3 The Skill-Based Activities in this category 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.

5. Attend all scheduled meetings with mentor and track information about the industry or career area	❏ Minimal ❏ Developing ❏ Satisfactory
6. Reflect on the mentorship and determine if they would like to pursue a WBL experience in the industry or career area	❏ Minimal ❏ Developing ❏ Satisfactory

7. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:
  a. Work products
  b. Evaluations
  c. Research
  d. Reflections
  e. Presentations
	❏ Minimal ❏ Developing ❏ Satisfactory

Notes	**The student demonstrates proficiency:** ❏ Yes ❏ No

Category: Additional Work-Based Learning Experiences[4]
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
2. Express motivation to explore careers and develop skills outside of high school	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify career-related competition options that are available through their school or other community organizations	☐ Minimal ☐ Developing ☐ Satisfactory
4. Compare and contrast the types of experiences that each career-related competition will provide	☐ Minimal ☐ Developing ☐ Satisfactory
5. Join a career-related competition that provides skill development and exposure to careers of interest	☐ Minimal ☐ Developing ☐ Satisfactory

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4 The Skill-Based Activities in this category 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.

6. 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: a. Add experience to resume	❐ Minimal ❐ Developing ❐ Satisfactory

7. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:
   a. Work products
   b. Evaluations
   c. Research
   d. Reflections
   e. Presentations
	❐ Minimal ❐ Developing ❐ Satisfactory

Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Additional Work-Based Learning Experiences[5]
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:
   a. Enriches the learning experience
   b. Teaches civic responsibility
   c. Strengthens communities
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Express motivation to participate in service-learning projects	☐ Minimal ☐ Developing ☐ Satisfactory
3. Work with the provider to identify service-learning options that are available through their school or other community organizations	☐ Minimal ☐ Developing ☐ Satisfactory
4. Reflect on their participation in the service-learning project: a. Add experience to resume	☐ Minimal ☐ Developing ☐ Satisfactory

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5 The Skill-Based Activities in this category 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.

5. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:
   a. Work products
   b. Evaluations
   c. Research
   d. Reflections
   e. Presentations
	❒ Minimal ❒ Developing ❒ Satisfactory

Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Additional Work-Based Learning Experiences[6]
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 _____)

_____

6 The Skill-Based Activities in this category 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.

1. Understand that student-led enterprises are school-based businesses that produce goods or provide services	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify the benefits of participating in school-based enterprises:
   a. Provides realistic and practical learning experiences
   b. Provides opportunities to practice transferable or soft work skills
   c. Develops businesslike procedures and attitudes
   d. Develops leadership and management skills
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Express motivation to participate in student-led enterprise work experiences	☐ Minimal ☐ Developing ☐ Satisfactory
4. Work with the provider to identify student-led enterprise options that are available through their school or other community organizations	☐ Minimal ☐ Developing ☐ Satisfactory
5. Reflect on their participation in the student-led enterprise experience: a. Add experience to resume	☐ Minimal ☐ Developing ☐ Satisfactory

6. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios:
   a. Work products
   b. Evaluations
   c. Research
   d. Reflections
   e. Presentations
	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Additional Work-Based Learning Experiences[7]
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:
  a. Allows students to develop, learn, and apply skills in the authentic work environment
  b. Workers are held to the same work standards and expectations as the industry in the community
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Express motivation to participate in simulated work experiences	☐ Minimal ☐ Developing ☐ Satisfactory
3. Work with the provider to identify simulated work experiences that are available through their school or other community organizations	☐ Minimal ☐ Developing ☐ Satisfactory
4. Reflect on their participation in the simulated work experience: a. Add experience to resume	☐ Minimal ☐ Developing ☐ Satisfactory

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7 The Skill-Based Activities in this category 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.

5. Demonstrate the growth of skills and knowledge through the development of artifacts and portfolios: 　a. Work products 　b. Evaluations 　c. Research 　d. Reflections 　e. Presentations	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No