Pre-Employment Transition Services Sequencing Guide: Job Exploration Counseling

January 24, 2022

1st Edition

Pre-ETS Overview

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

1. Job Exploration Counseling
2. Counseling on Postsecondary Education Opportunities
3. Instruction in Self-Advocacy
4. Workplace Readiness Training
5. Work-Based Learning Experiences

Purpose of the Sequencing Guide

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

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

The goals of this guide are to assist with:
- Adding structure and consistency to service delivery
- Using a person-driven planning approach to ensure instruction leads to individualized skill development
- Targeting instruction around a student's current needs, rather than age or grade level
- Using instructional scaffolding to build on existing knowledge to advance skills and increase independence
- Tracking a student's progress and proficiency of skills

- Collaborating with a student's support system (i.e., teachers, caregivers, family, counselors) to make decisions about transition planning that will increase student participation and engagement
- Eliminating duplication of services between schools, vocational rehabilitation, WIOA Youth, community rehabilitation programs, and other service providers

How to Use the Sequencing Guide

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

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

Organization

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

Pre-Employment Transition Service

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Competency Categories

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Skill Topics

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Skill Building Activities
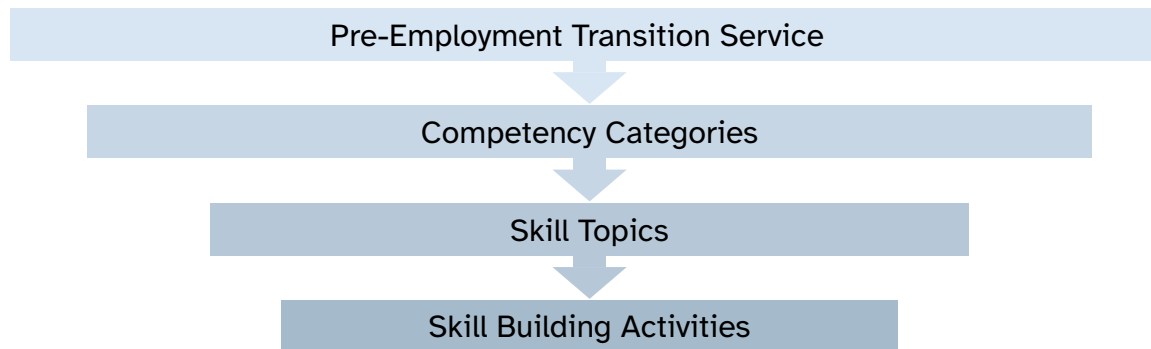
Planning Service Delivery

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.

Job Exploration Counseling

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

- **Career Awareness**
  - Working knowledge of reasons why having a job and career is important
  - General knowledge of career fields, career clusters, career pathways, and employment options
  - Utilizing various resources to support job exploration
  - Developing knowledge of the types of employment and how they fit into the labor market
  - Working knowledge of work-specific information needed to enter employment
- **Career Exploration**
  - Developing an understanding of vocational interests, preferences, and strengths through student assessment
  - Working knowledge of specific skills and qualifications needed to be successful in a career
  - Understanding of how to identify jobs and careers that connect interests, skills, values, motivation, and preferences
- **Individualized Career Planning and Preparation**
  - Developing self-awareness and making connections to job and career options
  - Building confidence in abilities, skills, and strengths
  - Making informed decisions to set achievable employment goals
- **Experience-Based Job Exploration**
  - Attending presentations by career speakers
  - Completing student-led interviews to gather information about jobs or careers
  - Observing various jobs and careers
  - Participating in a Career and Technical Student Organization (CTSO)
  - Attending a local career fair

Category: Career Awareness
Skill Topic: Working knowledge of reasons why having a job and career is important

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

1. Identify the benefits gained by being employed:
   a. Becoming more independent
   b. Earning income
   c. Increasing involvement in the community
   d. Making friends and personal connections
   e. Achieving goals
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Explain the difference between a job and a career: a. Short term vs. long term	☐ Minimal ☐ Developing ☐ Satisfactory
3. Explain how having a variety of job experiences can lead to a career that aligns with their skills and interests	☐ Minimal ☐ Developing ☐ Satisfactory
4. Describe their own motivation for wanting to become employed	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Career Awareness
Skill Topic: General knowledge of career fields, career clusters, career pathways, and employment options

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Identify and describe the six career fields: a. Agriculture, Food, and Natural Resources b. Arts, Communication, and Information Systems c. Business, Management, and Administration d. Engineering, Manufacturing, and Technology e. Health Science Technology f. Human Services	☐ Minimal ☐ Developing ☐ Satisfactory
2. Explain how the 16 Career Clusters are organized into the six career fields and how each contains multiple career pathways and types of jobs	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify career fields, clusters, and pathways that they would be interested in learning more about	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Career Awareness
Skill Topic: Utilizing various resources to support job exploration

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Explain how national, state, and community-specific resources can be used to explore job and career options	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify and navigate general career exploration websites: a. O*Net b. Career One Stop	☐ Minimal ☐ Developing ☐ Satisfactory
3. Navigate JOBS4TN.gov to find state and local information about job and career information at the state and local level	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify personal network connections that can help support potential job and career opportunities	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Career Awareness
Skill Topic: Developing knowledge of the types of employment and how they fit into the labor market

Priority for Student or Group: ❐ High ❐ Medium ❐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Define labor market and explain how labor market information can influence the jobs or careers they are interested in exploring	❐ Minimal ❐ Developing ❐ Satisfactory
2. Explain the difference between high-demand and low-demand industries and occupations and how this information can inform career goals	❐ Minimal ❐ Developing ❐ Satisfactory
3. Navigate the bls.gov (U.S. Bureau of Labor Statistics) and JOBS4tn.gov to compare and contrast national vs. local labor market information	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify and define the types of employment that are available: a. Part-Time b. Full-Time c. Seasonal d. Non-Traditional	❐ Minimal ❐ Developing ❐ Satisfactory

5. Define and identify examples of non-traditional employment options:
   a. Remote/Teleworking
   b. Self-Employment
   c. Customized Employment
   d. Job Sharing
	❐ Minimal ❐ Developing ❐ Satisfactory

6. Identify at least two in-demand jobs that they are interested in exploring	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Career Awareness
Skill Topic: Working knowledge of work-specific information needed to enter employment

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

1. Define common career-related terms:
   a. Job requirements/qualifications
   b. Work environment/culture
   c. Duties/responsibilities
   d. Soft skills
   e. Technical skills
   f. Pay/Salary
   g. Growth opportunities
   h. Demand of job
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Compare and contrast various types of work environments and atmospheres:
   a. Collaborative vs. Individual work
   b. Slow-paced vs. Fast-paced
   c. Physically demanding vs. Office-based
   d. Inside vs. Outside
   e. Quiet vs. Loud
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Identify common soft skills that are required for most types of employment	❐ Minimal ❐ Developing ❐ Satisfactory
4. Compare and contrast technical skills that are required for jobs and careers in various career clusters	❐ Minimal ❐ Developing ❐ Satisfactory
5. Identify opportunities for advancement or growth for at least two job or career options	❐ Minimal ❐ Developing ❐ Satisfactory

6. Gather details for at least two jobs or careers:
  a. Job requirements/qualifications
  b. Work environment/culture
  c. Duties/responsibilities
  d. Soft skills
  e. Technical skills
  f. Pay/Salary
  g. Growth opportunities
  h. Demand of job
	❒ Minimal ❒ Developing ❒ Satisfactory

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

Category: Career Exploration

Skill Topic: Developing an understanding of vocational interests, preferences, and strengths through student assessment

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

JOB EXPLORATION COUNSELING

1. Complete inventories, surveys, or self-assessments to gain awareness of their skills, preferences, interests, needs, and strengths as they pertain to the workplace	❐ Minimal ❐ Developing ❐ Satisfactory
2. Identify their interests based on their assessment results and explain what skills they currently have that align with those interests	❐ Minimal ❐ Developing ❐ Satisfactory
3. Complete inventories, surveys, or self-assessments to learn more about vocational interests	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify types of jobs and careers that would align with their vocational interests	❐ Minimal ❐ Developing ❐ Satisfactory
5. Highlight the results from the inventories, surveys, or self-assessment results into a portfolio, one-page profile, or other storage methods of choice	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Career Exploration

Skill Topic: Working knowledge of specific skills and qualifications needed to be successful in a career

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Identify a variety of employment options based on the results from inventories, surveys, and self-assessments	☐ Minimal ☐ Developing ☐ Satisfactory
2. Develop a list of soft skills and technical skills required for careers or jobs of interest	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify skills that connect to core academic content areas learned while in high school	☐ Minimal ☐ Developing ☐ Satisfactory
4. Create a list of required skills or trainings that may be needed to be eligible for the job or career of interest	☐ Minimal ☐ Developing ☐ Satisfactory
5. Determine the soft and technical skills they currently possess and compare them to the skills that are required to be eligible for the job or career of interest	☐ Minimal ☐ Developing ☐ Satisfactory
6. Determine the skills they do not possess and need to further develop according to requirements for their job or career interest	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	The student demonstrates proficiency:
	❏ Yes
	❏ No

Category: Career Exploration

Skill Topic: Understanding of how to identify jobs and careers that connect interests, skills, values, motivation, and preferences

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Use websites to research jobs that align with interests and complement the results from inventories, surveys, or self-assessments: a. O*Net b. Career One Stop c. Jobs4TN.gov d. BLS.gov	❏ Minimal ❏ Developing ❏ Satisfactory
2. Create a list of potential jobs or careers that align with the results from inventories, surveys, or self-assessments	❏ Minimal ❏ Developing ❏ Satisfactory

JOB EXPLORATION COUNSELING

3. Describe the demand and level of competitiveness for job or career interests in the community where they want to live	❒ Minimal ❒ Developing ❒ Satisfactory
4. Identify career choices as they relate to personal interests, values, personality traits	❒ Minimal ❒ Developing ❒ Satisfactory

5. Compare and contrast specific job and career details and determine which options may be the best fit according to interests, skills, values, motivations, and preferences:
  a. Job requirements/qualifications
  b. Work environment/culture
  c. Duties/responsibilities
  d. Soft skills
  e. Technical skills
  f. Pay/Salary
  g. Benefits
  h. Company values
  i. Growth opportunities
	❒ Minimal ❒ Developing ❒ Satisfactory

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

Category: Individualized Career Planning and Preparation
Skill Topic: Developing self-awareness and making connections to job and career options

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

1. Describe themselves by providing personal information about:
    a. Preferences
    b. Interests
    c. Strengths
    d. Needs
    e. Values
    f. Personality traits
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Describe the aspects of a job or career that are important to them:
    a. Work environment/culture
    b. Duties/responsibilities
    c. Pay/Salary
    d. Benefits
    e. Growth opportunities
    f. Company values
    g. Social opportunities
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Make connections between personal information and aspects of jobs or careers that are important to them	❐ Minimal ❐ Developing ❐ Satisfactory

4. Identify at least one potential job or career option that relates to their preferences, interests, strengths, needs, values, and personality traits	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Individualized Career Planning and Preparation
Skill Topic: Building confidence in abilities, skills, and strengths

Priority for Student or Group: ❑ High ❑ Medium ❑ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Describe personal strengths as they relate to technical skills needed for a desired job or career	❑ Minimal ❑ Developing ❑ Satisfactory
2. Describe personal strengths as they relate to soft skills needed for a desired job or career	❑ Minimal ❑ Developing ❑ Satisfactory
3. Identify skills or work tasks that align with their natural aptitudes or abilities	❑ Minimal ❑ Developing ❑ Satisfactory

4. List skills or work tasks that they are confident performing independently	☐ Minimal ☐ Developing ☐ Satisfactory
5. Accept feedback about strengths and weaknesses when given constructive criticism	☐ Minimal ☐ Developing ☐ Satisfactory
6. Reflect on previous work experiences and identify strengths and skill areas where they need more support, practice, or development to be successful in a job or career of interest	☐ Minimal ☐ Developing ☐ Satisfactory

7. Show ownership, confidence, and control of behaviors in the work environment through self-efficacy:
  a. Speak up for the career or job they want
  b. Demonstrate that they have the skills to do the job
  c. Take action for developing skills they don't currently have
	☐ Minimal ☐ Developing ☐ Satisfactory

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

Category: Individualized Career Planning and Preparation
Skill Topic: Making informed decisions to set achievable employment goals

Priority for Student or Group: ❑ High ❑ Medium ❑ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Demonstrate self-awareness by identifying job or career options that align with personal attributes, interests, skills, and abilities	❑ Minimal ❑ Developing ❑ Satisfactory
2. Identify at least one job or career that they are interested in applying for	❑ Minimal ❑ Developing ❑ Satisfactory
3. Determine the level of training or education that would be needed to obtain the job or career of interest	❑ Minimal ❑ Developing ❑ Satisfactory
4. Set realistic career goals that are supported by interest inventories, surveys, interviews, and any past working or community experiences	❑ Minimal ❑ Developing ❑ Satisfactory
5. Develop an action plan of the steps that need to be taken to achieve their career goals	❑ Minimal ❑ Developing ❑ Satisfactory
6. Identify alternative career goals or interests related to strengths, skills, and abilities	❑ Minimal ❑ Developing ❑ Satisfactory

Notes	The student demonstrates proficiency:
	☐ Yes ☐ No

Category: Experience-Based Job Exploration[1]
Skill Topic: Attending presentations by career speakers

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

1. Prepare for the presentation by identifying any information they already know about the career speaker and their job responsibilities:
   a. Company or business they work for
   b. Job title
   c. Job responsibilities
   d. Job requirements
	☐ Minimal ☐ Developing ☐ Satisfactory

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1 The *Skill-Based Activities* in this category are meant to be immersive learning opportunities that can enhance career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

2. Research general information about the job of the career speaker:
   a. Career field, cluster, and pathway
   b. Labor market information
   c. Location
   d. Schedule
	❑ Minimal ❑ Developing ❑ Satisfactory

3. Develop questions about topics that will help them to learn more about the speaker's career journey and current position	❑ Minimal ❑ Developing ❑ Satisfactory
4. Participate during the career speaker's presentation by listening, recording information, and asking questions	❑ Minimal ❑ Developing ❑ Satisfactory
5. Identify new information about the job or career of the speaker that they learned during the presentation	❑ Minimal ❑ Developing ❑ Satisfactory
6. Reflect on the presentation and determine if they would like to research and explore the career or job as an option for themselves	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Experience-Based Job Exploration[2]
Skill Topic: Completing student-led interviews to gather information about jobs or careers

Priority for Student or Group: ☐ High ☐ Medium ☐ Low			
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)		
1. Identify specific jobs or careers they would like to learn more about	☐ Minimal	☐ Developing	☐ Satisfactory

2. Research general information about the job or career such as:
  a. Career field, cluster, and pathway
  b. Labor market information
  c. Location
  d. Schedule
	☐ Minimal	☐ Developing	☐ Satisfactory

3. Identify businesses in the community that have employees in jobs that are included in the career field, cluster, and pathway of interest	☐ Minimal	☐ Developing	☐ Satisfactory
4. Develop questions for the interviewee that will provide information and help them determine if the job would be a good fit	☐ Minimal	☐ Developing	☐ Satisfactory
5. Complete the interview in-person, virtually, over the phone, or through email and document answers to the interview questions	☐ Minimal	☐ Developing	☐ Satisfactory

2 The *Skill-Based Activities* in this category are meant to be immersive learning opportunities that can enhance career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

6. Reflect on the interview and determine if they would like to research and explore the career or job as an option for themselves	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Experience-Based Job Exploration[3]
Skill Topic: Observing various jobs and careers

Priority for Student or Group: ❒ High ❒ Medium ❒ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify specific jobs or careers they would like to learn more about	❒ Minimal ❒ Developing ❒ Satisfactory

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3 The *Skill-Based Activities* in this category are meant to be immersive learning opportunities that can enhance career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

2. Research general information about the job or career such as:
   a. Career field, cluster, and pathway
   b. Labor market information
   c. Location
   d. Schedule
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Identify businesses in the community that have employees in jobs that are included in the career field, cluster, and pathway of interest	☐ Minimal ☐ Developing ☐ Satisfactory
4. Visit the business to observe a specific employee with the job or career they are interested in	☐ Minimal ☐ Developing ☐ Satisfactory
5. Document their observations and what they learned from watching the employee complete their work tasks	☐ Minimal ☐ Developing ☐ Satisfactory
6. Reflect on the observation and determine if they would like to research and explore the career or job as an option for themselves	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Experience-Based Job Exploration[4]
Skill Topic: Participating in a Career and Technical Student Organization (CTSO)

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Priority for Student or Group:
❒ High
❒ Medium
❒ Low
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Skill Building Activities
(The student can...)
</td>
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Student Progress
(The student's progress is _____)
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<td>1. Express motivation to explore careers and develop skills outside of the classroom setting</td>
<td>❒ Minimal ❒ Developing ❒ Satisfactory</td>
</tr>
<tr>
<td>2. Complete the Career Cluster Interest Survey and identify career clusters they are interested in</td>
<td>❒ Minimal ❒ Developing ❒ Satisfactory</td>
</tr>
<tr>
<td>3. Identify CTSO options that are available to them through their school or other community organizations</td>
<td>❒ Minimal ❒ Developing ❒ Satisfactory</td>
</tr>
<tr>
<td>4. Choose a CTSO that is available and aligns with their career clusters of interest</td>
<td>❒ Minimal ❒ Developing ❒ Satisfactory</td>
</tr>
<tr>
<td>5. Join a CTSO that provides skill development and exposure to careers of interest-based on the results of the Career Clusters Interest Survey</td>
<td>❒ Minimal ❒ Developing ❒ Satisfactory</td>
</tr>
</table>

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4 The *Skill-Based Activities* in this category are meant to be immersive learning opportunities that can enhance career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

6. Reflect on their participation in the CTSO and determine if they would like to research and explore careers or jobs with similar characteristics	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Experience-Based Job Exploration[5]
Skill Topic: Attending a local career fair

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand that the purpose of a career fair is to network and gather information about current or future job openings at local businesses	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify specific jobs or careers they would like to learn more about	☐ 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 career awareness and exploration. Please note that these activities can be embedded into Job Exploration Counseling service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

3. Prepare to attend a local career fair by researching what specific companies and types of businesses will be at the fair	❐ Minimal ❐ Developing ❐ Satisfactory
4. Develop a list of businesses they want to connect with while at the fair	❐ Minimal ❐ Developing ❐ Satisfactory
5. Reflect on the conversations they had with business representatives at the fair and identify which opportunities they would like to explore further	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No