



Pre-ETS Sequencing Guide

Full Guide

Short Form

October 1, 2023

2nd 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. The purpose of the Pre-ETS Sequencing Guide is to provide a recommended framework and sequence to deliver 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
- 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

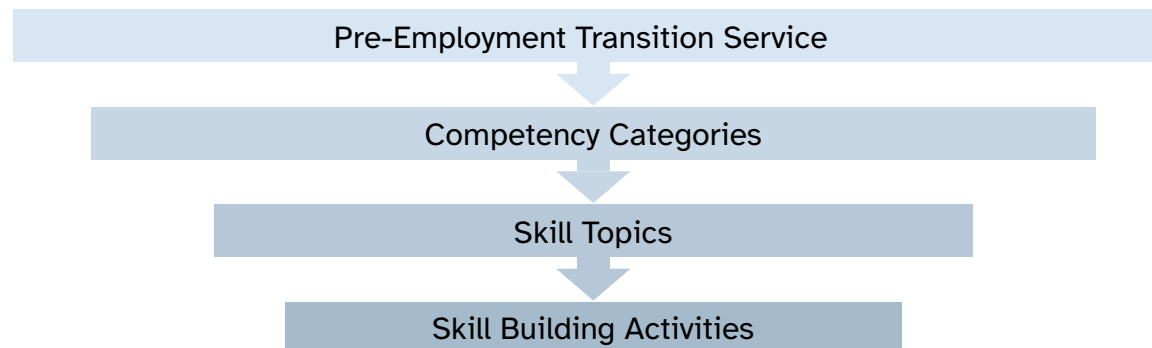
How to Use the Sequencing Guide

A student's postsecondary goals should drive transition planning. 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. .

Organization

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



Planning Service Delivery

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

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

Suggested Process for Using the Sequencing Guide

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

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

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

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*.

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.
- Consider the level of assistance that students need with completing a *Skill Building Activity*
- 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.
- It is important to teach skills with the goal of mastery, not just experience. Be sure to consistently monitor for student understanding. Students may have received instruction, but that does not always mean they have mastered the skill.
- Consider revisiting and updating each student's Sequencing Guide every quarter. This aligns with the timing of report cards and progress reports, which may be a good time for teachers and providers to collaborate and discuss the students' progress and needs.

Navigating the Sequencing Guide

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

[Job Exploration Counseling](#)

- Career Awareness
- Career Exploration
- Individualized Career Planning and Preparation

[Counseling on Postsecondary Education Opportunities](#)

- Self-Awareness
- Individualized Planning
- Advocacy and Accessibility
- Financial Literacy
- Logistics

[Instruction in Self-Advocacy](#)

- Self-Advocacy and Self-Determination
- Self-Awareness
- Knowledge of Rights and Responsibilities
- Communication of Needs and Preferences
- Leadership
- Expanding Self-Advocacy

[Workplace Readiness Training](#)

- Communication
- Financial Literacy
- Work Maturity
- Job Seeking Skills
- Independent Living Skills Related to Employment

[Work-Based Learning Experiences](#)

- Career Awareness
- Career Exploration
- Work Experience
- Job Skills

Job Exploration Counseling – Short Form

Additional Sequencing Guide Information: Long Form

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
- Career Exploration
- Individualized Career Planning and Preparation

Category: Career Awareness

Skill Topic: Knowledge of reasons why having a job and career is important

1. Explain the difference between a job and a career:
 - a. Short term vs. long term
2. Explain how having a variety of job experiences can lead to a career that aligns with their skills and interests

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

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
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
3. Identify career fields, clusters, and pathways that they would be interested in learning more about

Skill Topic: Utilizing various resources to support job exploration

1. Explain how national, state, and community-specific resources can be used to explore job and career options
2. Identify and navigate general career exploration websites:
 - a. O*Net
 - b. Career One Stop
 - c. U.S. Bureau of Labor Statistics
3. Navigate JOBS4TN.gov to find state and local information about job and career information at the state and local level

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

1. Define labor market and explain how labor market information can influence the jobs or careers they are interested in exploring
2. Explain the difference between high-demand and low-demand industries and occupations and how this information can inform career goals
3. Navigate the bls.gov (U.S. Bureau of Labor Statistics) and JOBS4tn.gov to compare and contrast national vs. local labor market information
4. Identify and define the types of employment that are available:
 - a. Part-Time
 - b. Full-Time
 - c. Seasonal
 - d. Non-Traditional
5. Define and identify examples of non-traditional employment options:
 - a. Remote/Teleworking
 - b. Self-Employment
 - c. Supported Employment
 - d. Customized Employment
 - e. Job Sharing
6. Identify at least two in-demand jobs that they are interested in exploring

Skill Topic: Developing self-awareness and making connections to job and career options

1. 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

Skill Topic: Knowledge of work-specific information needed to enter employment

1. Identify common soft skills that are required for most types of employment
2. Make connections between strengths, interests and aspects of jobs or careers that are important to them
3. Identify at least one potential job or career option that relates to their preferences, interests, strengths, needs, values
4. Identify technical skills that are required for jobs and careers in various careers of interest
5. Gather details for at least two jobs or careers:
 - a. Job requirements/qualifications
 - b. Duties/responsibilities
 - c. Soft skills
 - d. Technical skills

Category: Career Exploration

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

1. Complete inventories, surveys, or self-assessments to gain awareness of their skills, preferences, interests, needs, and strengths as they pertain to the workplace
2. Identify their interests based on their assessment results and explain what skills they currently have that align with those interests
3. Complete inventories, surveys, or self-assessments to learn more about vocational interests
4. Identify types of jobs and careers that would align with their vocational interests

5. Highlight the results from the inventories, surveys, or self-assessment results into a portfolio, one-page profile, or other storage methods of choice

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

1. Identify a variety of employment options based on the results from inventories, surveys, and self-assessments
2. Develop a list of soft skills and technical skills required for careers or jobs of interest
3. Identify skills that connect to core academic content areas learned while in high school
4. Create a list of required skills or trainings that may be needed to be eligible for the job or career of interest
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
6. Determine the skills they do not possess and need to further develop according to requirements for their job or career interest

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

1. Use websites to research jobs that align with interests and complement the results from inventories, surveys, or self-assessments:
 - a. O*Net Career
 - b. One Stop
 - c. Jobs4TN.gov
 - d. BLS.gov
2. Create a list of potential jobs or careers that align with the results from inventories, surveys, or self-assessments
3. Describe the demand and level of competitiveness for job or career interests in the community where they want to live
4. Identify career choices as they relate to personal interests, values
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

Category: Individualized Career Planning and Preparation

Skill Topic: Making informed decisions to set achievable employment goals

1. Demonstrate self-awareness by identifying job or career options that align with personal attributes, interests, skills and abilities
2. Identify at least one job or career that they are interested in applying for
3. Determine the level of training or education that would be needed to obtain the job or career of interest

Activities: Job Exploration

Skill Topic: Attending presentations by career speakers

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
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
3. Develop questions about topics that will help them to learn more about the speaker's career journey and current position
4. Participate during the career speaker's presentation by listening, recording information, and asking questions
5. Identify new information about the job or career of the speaker that they learned during the presentation

6. Reflect on the presentation and determine if they would like to research and explore the career or job as an option for themselves

Skill Topic: Participating in a Career and Technical Student Organization (CTSO)

1. Express motivation to explore careers and develop skills outside of the classroom setting
2. Complete the [Career Cluster Interest Survey](#) and identify career clusters they are interested in
3. Identify CTSO options that are available to them through their school or other community organizations
4. Choose a CTSO that is available and aligns with their career clusters of interest
5. Join a CTSO that provides skill development and exposure to careers of interest-based on the results of the Career Clusters Interest Survey
6. Reflect on their participation in the CTSO and determine if they would like to research and explore careers or jobs with similar characteristics

Skill Topic: Attending a local career fair

1. Understand that the purpose of a career fair is to network and gather information about current or future job openings at local businesses
2. Identify specific jobs or careers they would like to learn more about
3. Prepare to attend a local career fair by researching what specific companies and types of businesses will be at the fair
4. Develop a list of businesses they want to connect with while at the fair
5. Reflect on the conversations they had with business representatives at the fair and identify which opportunities they would like to explore further

Counseling on Postsecondary Education (PSE) Opportunities – Short Form

[Additional Sequencing Guide Information: Long Form](#)

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

- Self-Awareness
- Individualized Planning
- Advocacy and Accessibility
- Financial Literacy
- Logistics

Category: Self-Awareness

Skill Topic: Knowledge of jobs within career pathways that require postsecondary education or training

1. Identify and explore the wide variety of postsecondary education options:

- a. Apprenticeships
- b. Career pathways related workshops/training programs
- c. Military
- d. Community colleges (associate degrees, certificate programs)
- e. Comprehensive Transition Programs (CTP) – Inclusive Higher Education Programs
- f. Job Corps
- g. Trade/Technical schools (occupational licenses or certifications)
- h. Universities (Public and Private)

2. Explore the types of academic and occupational training needed to succeed in the workplace.
3. Discuss and explain the skills necessary to successfully transition to a postsecondary education or training program:
 - a. Academic skills
 - b. Advocacy skills
 - c. Soft skills
 - d. Independent living skills
 - e. Social skills
4. Discuss, share, and provide career and postsecondary education information to parent/guardian or support network
5. Identify services that vocational rehabilitation can provide to students seeking postsecondary education: Explore if they might be eligible for services and if they should apply

Skill Topic: Developing planning and goal setting skills as it relates to postsecondary education counseling

1. Participate in person-driven planning to actively take part in making plans for their postsecondary education options:
 - a. Use person-centered planning to gather information and resources that will help them track current goals, skills, strengths, and needed supports
2. Determine supports or accommodations that will be needed at a college or training program

Skill Topic: Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings

1. Understand and communicate how their learning style and preferences can impact their accommodations
 2. Document current academic accommodations, supports, and learning style preferences needed for academic support
 3. Identify accommodations needed for college entrance exams and understand the process for submitting this documentation
- College entrance exams can include:
- a. PSAT, SAT, and ACT test
 - b. Basic skills assessment
 - c. ASVAB – Armed Services Vocational Aptitude Battery
 - d. Other admission required tests

4. Identify departments, supports, and technology needed for academic success in various settings:
 - a. Knowing who or where to go if you need assistance
 - b. Postsecondary education setting

Skill Topic: Developing planning and goal setting skills as it relates to postsecondary education counseling

1. Participate in person-driven planning to actively take part in making plans for their postsecondary education options:
 - a. Use person-centered planning to gather information and resources that will help them track current goals, skills, strengths, and needed supports
2. Determine supports or accommodations that will be needed at a college or training program

Skill Topic: Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings

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4. Identify departments, supports, and technology needed for academic success in various settings:
 - a. Knowing who or where to go if you need assistance
 - b. Postsecondary education setting

Category: Individualized Planning

Skill Topic: Identifying strategies for smooth transition-high school to postsecondary education

1. Become familiar with the differences between high school and college:
 - a. Advocate for needed accommodations and services
 - b. Communication with teachers/professors
 - c. Promote use of self-advocacy skills
 - d. Identify financial aid options
 - e. Access services and supports from disability services
2. Create a list of postsecondary education options and determine if they support their chosen career path
3. Understand that there are more postsecondary education and training options available other than just college:
 - a. Career pathways related to workshop and training programs (TRC and Job Corps)
 - b. Trade and technical schools (TCAT)
 - c. Military
 - d. Postsecondary programs at community colleges and universities for students with intellectual and developmental disabilities. (Inclusive Higher Education Programs - Comprehensive Transition Programs (CTP))
4. Explore a list of postsecondary education options through website searches:
 - a. Create a method to document and track important factors related to postsecondary education searches

Skill Topic: Narrowing postsecondary education options

1. Set-up opportunities for students to learn more about their PSE options:
 - a. tours
 - b. class shadows
 - c. talk with current students
 - d. meet with disability services
2. Identify and compare
 - a. college cost
 - b. programs offered
 - c. financial aid options
 - d. other areas of interests

Category: Advocacy and Accessibility

Skill Topic: Understanding the difference between supports and accommodations in postsecondary education and high school

1. Understand the importance of finding, requesting, and securing supports and accommodations in postsecondary education settings and how this is different from high school
2. Gather information regarding assistive technology used by students with disabilities at college/other postsecondary training programs
3. Explore and identify the support systems available and not available in various training programs, colleges/universities, and who to contact once they are on-campus or enrolled in a program if additional supports/services are needed:
 - a. Disability support services
 - b. Tutoring services
 - c. Student health center
 - d. Counseling services
4. Identify and request the accommodations or assistance they will need to be successful in a postsecondary education setting

Skill Topic: Understanding rights and responsibilities in a postsecondary education setting as a student with a disability

1. Participate in activities practicing advocating for accommodations and support services in a postsecondary education setting
2. Understand the advantages and disadvantages of disclosing their disability to a postsecondary education program
3. Identify the contact information for the student support services department for the schools of interest
4. Develop a plan to contact student support services and discuss accommodations available at schools of interest

Category: Financial Literacy

Skill Topic: Knowledge of the cost of attending postsecondary education or training options

1. Attend school-sponsored opportunities on financial planning and budgeting in college
2. Compare and contrast the cost associated with each postsecondary education option that interests them using a spreadsheet or document of their choice

3. Determine which expense will be associated with each school they are interested in attending and enter them in the document/spreadsheet:
 - a. Tuition (resident or nonresident fee)
 - b. Housing
 - c. Meal Plan
 - d. Transportation
 - e. Extra-curricular activities
 - f. Social Events
4. Discuss the cost of postsecondary education options with parent/guardian/support network and identify the options that fit into the student/family budget

Skill Topic: Understanding the process of applying for financial aid (Free Application for Federal Student Aid – FAFSA), grants, scholarships, and loans

1. Identify any instructors, resources, or agencies that can provide assistance with completing the FAFSA application
2. Identify the submission date deadline for completing the FAFSA application
3. Gather the information needed to complete the FAFSA application:
 - a. Social security number
 - b. Federal income tax returns
 - c. W-2s
 - d. Records of money earned
 - e. Bank statement
 - f. Records of investments
4. Complete and submit the FAFSA application:
 - a. Identify and store login information for future use
5. Develop an understanding of the similarities and differences between grants, loans, and scholarships and how they can affect the overall financial aid they may be eligible for or receive
6. Identify and apply for scholarships, grants and loan opportunities:
 - a. Check local, state, school-specific, and national databases

Category: Logistics

Skill Topic: Understanding the process of applying for college

1. Admissions requirements
2. Financial aid options

Activities: Counseling on Postsecondary Education Opportunities

Skill Topic: Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings

1. Summary of Performance and how it can help students with obtaining accommodations

Skill Topic: Identifying strategies for smooth transition-high school to postsecondary education

1. Attend college fairs to connect with schools of interest to continue exploring postsecondary education options:
 - a. Create a list of questions to ask at the fair
 - b. Develop a list of schools they want to ensure they connect with at the fair
2. Review the program's website and take a virtual tour (if available) of the school
3. Review tuition cost and record information on tracking document

Skill Topic: Set up campus tours and discuss each visit

1. Set up opportunities for students to talk with other students attending the schools of interest
2. Meet with student disability services to determine types of accommodations available
3. Participate in class shadow

Instruction in Self-Advocacy – Short Form

[Additional Sequencing Guide Information: Long Form](#)

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

- Self-Advocacy and Self-Determination
- Self-Awareness
- Knowledge of Rights and Responsibilities
- Communication of Needs and Preferences
- Leadership

Category: Self-Advocacy and Self-Determination

Skill Topic: Working knowledge of self-advocacy skills and how they support self-determination

1. Express their motivation for wanting to be actively involved and taking ownership in making decisions about their own lives
2. Define self-determination as a combination of skills, knowledge, and beliefs that allow a person to make choices and manage their own lives:
 - a. Choice-making
 - b. Decision-making
 - c. Goal setting
 - d. Problem-solving
 - e. Self-awareness
 - f. Self-efficacy
 - g. Self-advocacy
 - h. Self-regulation

3. Define self-advocacy as any time a person speaks or acts on their own behalf to improve their quality of life

Identify the components of self-advocacy:

- a. Standing up for themselves or others
- b. Understanding and communicating strengths, weaknesses, needs, and wants
- c. Making decisions based on interests
- d. Setting goals for personal success
- e. Recognizing the individuals who can support them
- f. Communicating strengths, needs, and wants
- g. Understanding rights and responsibilities
- h. Taking responsibility for themselves
- i. Asking for and accepting support

5. Develop self-confidence and a strong self-image by using positive self-talk to describe themselves

Category: Self-Awareness

Skill Topic: Developing knowledge of themselves through reflection and self-assessments

1. Define self-awareness as the ability to recognize and understand their feelings, thoughts, actions, strengths, and challenges, as well as the needs, feelings, and perspectives of others
2. Describe themselves by outlining their strengths, challenges, interests, likes, dislikes, support needs, and goals as it relates to their community involvement, employment, or postsecondary education opportunities
3. Determine the areas they feel they need to further explore:
 - a. Strengths, interests and preferences
 - b. Learning styles
 - c. Support needs
 - d. Goals and aspirations
4. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness
5. Discuss how others may perceive their behaviors, strengths, and weaknesses and the impact that can have on future goals such as employment, postsecondary education, and community involvement

Skill Topic: Developing awareness of their disability and its impact on education, employment, and/or independent living

1. Name and briefly explain their disability
 2. Recognize their current strengths and abilities
 3. Identify and explain to what extent their disability impacts:
 - a. Participation in academic classes in high school
 - b. Employment in a variety of work settings
 - c. Postsecondary education or training opportunities
 - d. Their ability to live independently
 4. Identify and explain supports and accommodations that help them to be successful and overcome barriers
- Identify the settings and situations in which these laws apply and protect individuals with disabilities:

Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of disability-related laws

1. Demonstrate an understanding of law-related vocabulary:
 - a. Disability
 - b. Discrimination
 - c. Eligibility
 - d. Entitlement
 - e. Law
 - f. Reasonable accommodations
 - g. Responsibilities
 - h. Rights
2. Understand that anti-discrimination and civil rights laws protect all individuals and that some laws are specifically disability-related
3. Define and identify the protections and rights defined by the following laws:
 - a. The Americans with Disabilities Act (ADA) (Title I, II, III, IV, V)
 - b. Section 504 of the Rehabilitation Act
 - c. Individuals with Disabilities Education Act (IDEA)
 - d. Workforce Innovation Opportunity Act (WIOA)

4. Identify the settings and situations in which these laws apply and protect individuals with disabilities:
 - a. High school
 - b. Employment
 - c. Postsecondary education
 - d. Community
5. Understand the shift from entitlement to eligibility as it relates to accessing supports, services, and accommodations when they leave high school and enter adulthood:
 - a. Entitlement: As high school students, they are entitled to receive services in order to have access to a Free and Appropriate Public Education (FAPE). The school is responsible for identifying and providing the accommodations and services they need.
 - b. Eligibility: After high school, services are not guaranteed. They must be determined eligible to receive services and supports. After high school, the only way they will receive accommodations is if they request them.
6. Compare and contrast their rights and responsibilities in high school with their rights and responsibilities in the workplace, postsecondary education, and community

Skill Topic: Understanding of disability disclosure in various settings

1. Define disability disclosure as intentionally releasing personal information about their disability for a specific purpose, such as requesting support or accommodations
2. Understand that after high school, it is their right and responsibility to decide if they want to disclose their disability
3. Identify potential reasons, advantages, and disadvantages for disclosing their disability
4. Identify the steps and processes for disclosing their disability and requesting accommodations in settings applicable to their future plans:
 - a. Workplace
 - b. Postsecondary Education Institution
 - c. Community

Skill Topic: Working knowledge of rights and responsibilities in the workplace

1. Understand the protections of each law and how they pertain to the workplace:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify the rights that are protected under these laws
3. Identify the requirements of the employer under these laws:
 - a. Provide reasonable accommodations as long as they do not alter the function of the business
 - b. Not required to alter or remove job requirements for a position
4. Understand the difference between needing specific skills to meet the job requirements and needing reasonable accommodations to be able to perform a task
5. Understand that if they decide they want to request support and accommodations, they are responsible for:
 - a. Following the process and procedures for the workplace
 - b. Disclosing their disability to their supervisor
 - c. Providing any required documentation
 - d. Identifying reasonable accommodations needed in the workplace
6. Practice effective and professional strategies for communicating with supervisors and coworkers about supports and advocating for accommodations in the workplace

Skill Topic: Working knowledge of rights and responsibilities in postsecondary education

1. Understand the protections of each law and how they pertain to postsecondary education:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify their rights that are protected under these laws
3. Identify the requirements of postsecondary education (PSE) institutions under these laws
 - a. Provide reasonable accommodations for those students who disclose their disability and provide evidence of the need for accommodations
4. Understand what is not required of PSE institutions:
 - a. Not required to provide related services, personal devices, or interventions
 - b. Not required to alter or remove admission requirements or standards for passing courses

5. Understand that if they decide they want to request support and accommodations, they are responsible for:
 - a. Following the process and procedures for the PSE program they are attending
 - b. Disclosing their disability to the disability services office
 - c. Providing required documentation to prove eligibility
 - d. Identifying and showing evidence of the need for accommodations
6. Practice effective strategies for communicating with professors/teachers or trainers about supports and accommodations in PSE

Skill Topic: Working knowledge of rights and responsibilities in the community and social settings

1. Understand the protections of each law and how they pertain to accessing community resources such as health care, recreation, and social opportunities:
 - a. The ADA
 - b. Section 504 of the Rehabilitation Act
2. Identify the rights that are protected under these laws
3. Understand that they are responsible for obtaining the information, supports, and accommodations they need to be successful. These responsibilities include:
 - a. Understanding their disability and the impact it has on accessing community activities
 - b. Exploring and choosing resources that can help them to access the community
 - c. Communicating their support needs with enough time for the supports to be put into place
4. Practice effective strategies for communicating with friends, family, or other community members about receiving supports and accommodations in the community

Category: Communication of Needs and Preferences

Skill Topic: Recognizing effective communication strategies in employment, postsecondary education, and the community

1. Define effective communication and understand that it ensures their opinions are heard, information is shared, and they receive needed supports

2. Identify and provide examples of effective ways to communicate with various individuals:
 - a. Family
 - b. Peers/Friends
 - c. Authority figures
 - d. Community members
 - e. Service providers
3. Explain how to appropriately use social media in professional and personal environments
4. Compare and contrast communication in casual environments versus professional or formal environments
5. Determine supports that can help them communicate effectively:
 - a. Assistive technology
 - b. Visuals
 - c. Written communication
 - d. Removing environmental distractions
6. Demonstrate the ability to effectively share personal information in the community, at work, or when continuing education
7. Demonstrate the ability to communicate their needs effectively, request help, support, and accommodations

Skill Topic: Utilizing tools that aid in effective communication

1. Identify specific accommodations, supports, or assistive technology that are needed to allow for effective communication in their:
 - a. Workplace
 - b. Postsecondary Education Program
 - c. Community
2. Identify self-advocacy tools that can be used to communicate about strengths, interests, and needs
 - a. One-Page Profile
 - b. Transition Portfolio
 - c. Presentation program (PowerPoint, Keynote, Prezi)
 - d. Video or Audio Recording
 - e. Other: _____

3. Understand the purpose of using tools to communicate:
 - a. Help communicate the best ways to support them
 - b. Assists in successfully participating in a person-driven planning
 - c. Help others learn more about their personal values, unique needs, interests, and preferences
4. Select what format or type of communication tool will work best for them
5. Identify when these tools could be helpful for them to use when communicating with others in various settings
 - a. In a classroom
 - b. Job training setting
 - c. In the workplace
 - d. In a postsecondary education setting
 - e. During recreational or community activities

Category: Leadership

Skill Topic: Understanding opportunities for the development of leadership skills

1. Identify and define the skills that good leaders have or develop:
 - a. Organization
 - b. Empathy
 - c. Problem-solving
 - d. Decision-making
 - e. Communication
 - f. Collaboration
 - g. Independence
 - h. Interpersonal skills
2. Identify opportunities for taking on a leadership role
 - a. Leadership of future plans and decisions for themselves by participating in support plan meetings
 - b. Leadership of others by getting involved in extracurricular or community activities
3. Identify the ways leadership skills can positively impact their self-advocacy skills

Category: Expanding Self-Advocacy

Skill Topic: Gaining confidence and self-advocacy skills through mentorships

1. Discuss how their participation in the mentorship is helping them build their self-advocacy skills

Activities: Instruction in Self-Advocacy

Skill Topic: Plan for the Future Using Person Driven Planning Strategies

1. Define person-driven planning as an approach that allows individuals with disabilities to take ownership and make decisions about their future
2. Understand that being involved with the planning of their future can help them live a successful and happy life
3. Understand that their role in person-driven planning includes:
 - a. Developing and reviewing a personal profile
 - b. Sharing visions for the future
 - c. Identifying opportunities for their future
 - d. Identifying obstacles
 - e. Developing action steps and strategies
4. Prepare to participate in a person-driven planning meeting by answering questions such as:
 - a. What do you like about yourself?
 - b. What is important to you?
 - c. What does a good day look like?
 - d. What parts of your life are working for you, and what parts do you want to change?
5. Understand how participating in integrated community experiences can help them build self-advocacy skills:
 - a. Growing network of resources and supports
 - b. Enhancing community connections
 - c. Determining likes and dislikes

Skill Topic: Prepare to be actively involved in support planning meetings

1. Understand that they are an equal partner in making decisions and planning for services, supports, and future goals

2. Identify the purpose of their support plan:
 - a. Individualized Education Program (IEP)
 - b. IEP Summary of Performance
 - c. 504 Plan
 - d. Person-Driven Planning Meeting
 - e. Individualized Plan for Employment
 - f. Other: _____
3. Prepare for the meeting by pinpointing their interests, goals, aspirations, opinions, and strengths
4. Review the support plan before the meeting so that they can:
 - a. Develop questions
 - b. Identify what aspects need further explanation
 - c. Determine what additional information they need
5. Determine their desired level of participation in the meeting
 - a. How much of the meeting do they plan to lead?
 - b. What information do they want to share?
 - c. How or in what format do they plan to share the information?
 - d. What do they need support with?
6. Create materials or develop their talking points that they want to be addressed at the meeting
7. Attend and participate in the meeting
8. Reflect on their level of participation in the meeting and set goals for participating in upcoming meetings

Skill Topic: Practicing assertive communication

1. Define assertiveness as a method of communication that allows individuals to:
 - a. Communicate in a confident and respectful way
 - b. Acknowledge and express both positive and challenging feelings
 - c. Share opinions and information confidently
 - d. Express needs and wants to others
 - e. Advocate for personal rights
 - f. Stand up for their point of view while also respecting the rights and beliefs of others

2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations
 - a. Verbal
 - b. Nonverbal
3. Identify and demonstrate the steps to engaging in assertive communication:
 - a. Know what they want prior to a conversation or meeting
 - b. Develop and ask questions before reacting
 - c. Consider the perspectives of others
 - d. Assume there is a solution to disagreements
 - e. Listen to ideas and opinions of others
 - f. Understand that “no” is an acceptable response
4. Participate in role-play scenarios to practice assertively sharing information and responding to others

Skill Topic: Using tools that aid in effective communication

1. Create a communication tool including the information under at least three categories
 - a. Appreciation- includes what other people admire about them, including their strengths and positive character traits
 - b. Importance- includes what values and interests are most important to them
 - c. Support- includes descriptions of accommodations and supports that help them to be successful
2. Practice communicating with the created tool, identified accommodations, supports, or assistive technology in a variety of settings

Skill Topic: Creating a community resource map

1. Define community resource mapping as an activity that will help to identify, access, and make decisions about what community supports and activities support them with their future goals
2. Understand that resources are places, items, information, services, or agencies that can support them
3. Compare and contrast local, state, and national resources
4. Identify the potential features of a community resource map
 - a. Resource-based
 - b. Community-specific
 - c. Disability-specific resources

5. Complete the preparation steps for building a community resource map:
 - a. Look at examples of community resource maps
 - b. Define the geographic area that will be included
 - c. Determine how they will access their resources
6. Identify the types of resources that meet their interests or needs
7. Collect information about community resources and ask them for information about what they provide
8. Define the resource categories:
 - a. Advocacy and Disability Rights
 - b. Employment
 - c. Family Support
 - d. Independent Living
 - e. Postsecondary Education
 - f. Recreation
9. Determine the format they will be using for their community resource map:
 - a. Google My Maps
 - b. Spreadsheet
 - c. Visual Representation
 - d. Audio or Video
10. Collaborate with peers and adults from their school or community to locate and gather information on needed resources
11. Build a community resource map in their preferred format and maintain it by updating information and resources regularly

Skill Topic: Gaining confidence and self-advocacy skills through mentorships

1. Express interest in increasing self-advocacy skills through participation in a mentorship and identify the type of mentorship they are interested in participating in
2. Effectively engage in a mentorship through ongoing communication with their mentor

Workplace Readiness Training – Short Form **[Additional Sequencing Guide Information: Long Form](#)**

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

- Communication
- Financial Literacy
- Work Maturity
- Job Seeking Skills
- Independent Living Skills Related to Employment

Category: Communication

Skill Topic: Using informed decision-making to identify and communicate employment goals

1. Make informed decisions about possible career or job options based on interests, skills, and abilities
2. Identify skills needed to meet independent living goals
3. Identify skills needed to meet career or job goals

Skill Topic: Working knowledge of networking and how it can lead to employment

1. Define networking and determine the benefits that networking brings to the process of searching for a job
2. Identify personal connections in their community that make up their current network
3. Build and maintain networking relationships by connecting with new professionals and seeking out new professional relationships:
 - a. Networking websites and apps
 - b. Follow up with guest speakers
 - c. Career fairs
4. Ensure they have connections that align with their career interests

WORKPLACE READINESS TRAINING

Skill Topic: Developing effective communication skills

1. Understand the difference between communication in professional and casual situations
2. Identify ways to demonstrate effective communication skills:
 - a. Active listening
 - b. Body language
 - c. Asking questions for clarification
 - d. Timely response
 - e. Communication with visuals
 - f. Technology-assisted communication
3. Demonstrate enthusiasm and motivation when taking on new work tasks
4. Explain how both personal hygiene and professional dress communicate professionalism
5. Demonstrate business-appropriate written and/or verbal communication:
 - a. Writing emails
 - b. Leaving voicemails
 - c. Virtual meetings
 - d. Using visual aids
 - e. Social media
 - f. Cell phone etiquette
6. Identify appropriate cell phone use in the workplace

Skill Topic: Working knowledge of teamwork, problem-solving skills, and conflict resolution

1. Identify strategies that promote effective teamwork such as active listening, determining shared goals, flexibility, and compromise
2. Determine when working as a team or collaborating with others is more effective than working independently
3. Identify personal strategies for accepting feedback and constructive criticism
4. Identify potential problems that may occur in the workplace and practice coming up with solutions for the problems
5. Identify positive strategies for conflict resolution with coworkers through role-play or practice scenarios

WORKPLACE READINESS TRAINING

Category: Financial Literacy

Skill Topic: Working knowledge of how to earn an income and how it fosters independence

1. Identify and explain employment options available to earn money:
 - a. Part-time job
 - b. Full-time job
 - c. Own a business
 - d. Temporary work
 - e. Summer employment
2. Understand options available to purchase items:
 - a. Checks
 - b. Debit card
 - c. Credit card
 - d. Cash
 - e. Electronic transfers (Examples: Venmo, Apple Pay)
3. Identify the types of payroll schedules and explain how they can impact spending:
 - a. Weekly
 - b. Bi-weekly
 - c. Monthly
4. Identify wage earning options and explain how they can impact spending:
 - a. Hourly
 - b. Salary
 - c. Overtime hours

Skill Topic: Developing skills needed to create a balanced and individualized budget

1. Define budget as a plan for how much money they will spend versus what they will save
2. Identify and categorize all expenses by labeling them as "Needs" or "Wants."
3. Choose a method or tool that can help them keep track of their spending
4. Identify the expense categories that can be included in their personal budget:
5. Create a personalized budget using their income and expense categories

WORKPLACE READINESS TRAINING

Skill Topic: Understanding of the different purposes and services involved in banking

1. Define and identify the different services a bank can provide:
 - a. Checking accounts
 - b. Savings accounts
 - c. Loans and investments
 - d. Foreign currency exchange
 - e. Secure lockboxes
 - f. Credit cards and debit cards
2. Explain and demonstrate the steps and requirements to opening checking and savings accounts
3. Demonstrate how to deposit and withdraw money from their account
4. Compare and contrast banking options in their local community

Skill Topic: Understanding of the purpose and available options for enrolling in insurance and benefits programs

1. Define and explain the purpose of benefits and insurance and list the different types of benefits and insurance:
 - a. Health
 - b. Home or Renters
 - c. Car
2. Demonstrate understanding of the vocabulary related to insurance:
 - a. Deductible
 - b. Co-pay
 - c. Premium
 - d. Individual
 - e. Family
3. Compare and contrast the options for accessing benefits and insurance:
 - a. Employer-provided benefits
 - b. Government provided benefits
 - c. Private insurance companies
 - d. Benefit options for full-time vs. part-time jobs

WORKPLACE READINESS TRAINING

Skill Topic: If applicable to student: Understanding of how getting a job may impact Supplemental Security Income or Social Security Disability Insurance

1. Identify a resource or agency that can provide individualized benefits counseling:
 - a. Ticket to Work
 - b. Workforce Incentives Planning Assistance (WIPA)
 - c. Social Security Administration
2. Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone

Category: Work Maturity

Skill Topic: Understanding of employer expectations and a strong work ethic

1. Develop skills to promote independence at work:
 - a. Time management
 - b. Task completion
 - c. Moving from task to task
 - d. Self-monitoring performance and production
 - e. Setting goals
2. Demonstrate flexibility and strategies for coping with changes in the workplace:
 - a. Schedule or task changes
 - b. Responsibility changes
 - c. Team members
3. Identify the different options for work schedules and choose the best option for them:
 - a. Full-time
 - b. Part-time
 - c. Night shift
 - d. Weekend shifts
 - e. Normal business hours
 - f. Remote positions
 - g. Flex schedules

WORKPLACE READINESS TRAINING

4. Identify and define appropriate workplace behaviors:
 - a. Health and safety procedures
 - b. Appropriate use of breaks
 - c. Taking time off
5. Self-monitor performance on work tasks and reflect on how to improve or develop professionally

Skill Topic: Developing independent living skills that can help lead to a successful work experience

1. Identify strategies for maintaining a healthy lifestyle and describe how these strategies support being a good employee:
 - a. Creating a daily schedule
 2. Nutrition and meal preparation
 3. Hygiene
 4. Laundry
 5. Using technology
2. Demonstrate an understanding of how to use technology to assist in their daily life:
 - a. Computer/tablet
 - b. Smartphone (calls and texting)
 - c. Calendar apps
 - d. Work scheduling/tracking tools
3. Identify places in the community that they frequently visit (examples: home, work, school, grocery store, gym)
4. Identify available methods and resources for transportation to get to and from work or other places in the community
5. Participate in travel training
6. Identify resources, agencies, or local places in the community that provide employment supports

Category: Independent Living Skills Related to Employment

Skill Topic: Working knowledge of how to access needed supports in the workplace

1. Demonstrate how to ask supervisors or coworkers questions
2. Determine and request supports and/or accommodations needed to be successful in a workplace environment
3. Navigate the workplace independently or with identified supports
4. Recognize the assistive technology that is available to them and how it can help them be successful at work (examples: screen reader, headphones, accessibility tools)

WORKPLACE READINESS TRAINING

Skill Topic: If applicable to student: Developing orientation and mobility skills

1. Determine clear and safe routes or paths to locate items and navigate the workplace
2. Independently navigate to a destination and maneuver through familiar environments
3. Explain how to problem-solve a situation where they may be lost or disoriented
4. Ask for assistance when needed and decline assistance when it is offered but not needed

Category: Job Seeking

Skill Topic: Working knowledge of the significance of building a resume

1. Explain the purpose of a resume (examples: traditional resume, video resume, or one-page profile) and the role it has in the employment process
2. Define and identify the different parts of a resume:
 - a. Education
 - b. Experience
 - c. Skills
 - d. References
3. Practice developing a resume based on specific job interests
4. Identify how to edit a resume based on a job description and requirements

Skill Topic: Developing skills to complete a job search and apply for a job

1. Explore options for finding job openings:
 - a. Online job boards
 - b. Personal connections in the community
 - c. Previous volunteer or work experiences
 - d. Social media
2. Identify 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

WORKPLACE READINESS TRAINING

- e. Previous work experience
 - f. References
 - g. Availability
 - h. Background checks
 - i. Cover letter
3. Understanding how to submit a job application
 4. Organize a job search by keeping track of job postings, jobs applied for, and a contact log for responding or reaching out to places of employment

Skill Topic: Understanding the process of interviewing for a job

1. Review a job description and be prepared to discuss how they meet the job requirements
2. Understand that preparing for an interview involves researching the employer and developing questions to ask during the interview
3. Determine what documentation needs to be prepared to bring and share during an interview
4. Identify professional clothing options and appearance needed for an interview
5. Understand that accommodations can be given during job interviews and identify the process for requesting the needed accommodations

Activities: Workplace Readiness Training

Skill Topic: Exploring ABLE Accounts

1. Identify resources that can help with navigating ABLE accounts: <https://able.treasury.tn.gov/> Determine if they meet the qualifications to be eligible to open an ABLE account <https://able.treasury.tn.gov/AbleAssist/index.html>
2. Decide if they would like to pursue opening an ABLE account

WORKPLACE READINESS TRAINING

Skill Topic: Participating in Mock Interviews

1. Introduce themselves to the mock interviewer
2. Present the interviewer with their resume or one-page profile at the start of the interview
3. Maintain good eye contact and an appropriate voice volume during the interview
4. Answer interview questions with accurate information
5. Ask 2-3 questions at the end of the interview about the job or company
6. Ask the interviewer for their contact information to follow up with the interviewer
7. Discuss the importance of sending a thank-you note or email after an actual job interview
8. Reflect on interview performance

Skill Topic: Practicing Independent Living Skills

1. Identify and demonstrate the steps of maintaining good health, nutrition, and hygiene
2. Create a schedule that helps them to organize their daily life
3. Identify how completing daily living tasks can lead to successful employment
 - a. Dishes
 - b. Laundry
 - c. Hygiene
 - d. Nutrition
 - d. Wallet/purse/backpack
 - e. Technology (phone, computer, tablet)

Work-Based Learning Experiences – Short Form

[Additional Sequencing Guide Information: Long Form](#)

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:

- Career Awareness
- Career Exploration
- Work Experience
- Job Skills

Category: Career Awareness – Workplace Tours

Skill Topic: Working knowledge of workplace tours

1. 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

Skill Topic: Developing the skills necessary to participate in workplace tours

1. Introduce and provide relevant details about themselves to new people
 - a. Name
 - b. Grade
 - c. Job(s) they are interested in learning about

Skill Topic: Reflecting on experiences as they relate to future work-based learning goals

1. Identify what they learned during the workplace tour and participate in a discussion about their experience

Skill Topic: Connecting skills learned while in high school to skills needed in the workplace

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

Category: Career Exploration – Job Shadowing

Skill Topic: Working knowledge of job shadowing

1. 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

Skill Topic: Developing the skills necessary to participate in a job shadowing experience

1. Determine what they want to learn from the job shadowing experience and create a list of 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?
2. Understand the logistics and expectations for professionalism during the job shadow
 3. Actively participate in the job shadow experience by being attentive, professional, and engaged

Skill Topic: Reflecting on experiences as they relate to future work-based learning goals

1. Identify what they learned during the job shadow and participate in a discussion

Skill Topic: Connecting skills learned while in high school to skills needed in the workplace

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

Category: Career Exploration – Informational Interviews

Skill Topic: Working knowledge of informational interviews

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
2. 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

Skill Topic: Developing skills necessary to participate in an informational interview

1. Determine what they want to learn from the informational interview and create a list of open-ended questions to ask during the interview

Example Questions:

- 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?
2. 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

Skill Topic: Reflecting on experiences as they relate to future career goals

1. Identify what they learned during the interview and participate in a discussion

Skill Topic: Connecting skills learned while in high school to skills needed in the workplace

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

2. Identify the knowledge and skills they have acquired through participation in the informational interview

3. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes

Category: Work Experience – Work-Based Learning

Skill Topic: Understanding the skills needed to participate in an integrated paid or non-paid experience

1. Understand that the purpose of paid or non-paid experiences is to provide opportunities to explore careers and experience the nature of work through first-hand exposure in the workplace

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

3. Identify the differences between a paid or non-paid experience:

- a. Paid experiences focus on general workplace skills or career preparation activities within a specific industry or career area
- b. Non-paid experiences are more exploratory and are designed to expose the individual to a variety of occupations for the purpose of building basic workplace skills

4. Identify paid or non-paid experiences available through their school that align with their interests and career goals

5. Understand how to prepare for a specific paid or non-paid work experiences
 - a. Preparing job applications
 - b. Preparing for an interview through mock interviews
 - c. Use feedback to improve interviewing skills

Category: Job Skills

Skill Topic: Practicing technical, transferable skills in the workplace

1. Participate in required orientation or training:
 - a. Human Resources
 - b. Safety
 - c. Job-specific training
 - d. Daily process for logging/reporting work hours
2. 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

Skill Topic: Developing employment and work maturity skills

1. Determine how to professionally communicate on the job with employers and coworkers
2. Develop and demonstrate positive work habits in instructional situation 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

Skill Topic: Reflecting on WBL experiences and identifying how they impact their future career goals

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

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?

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

Activities: Work-Based Learning

Skill Topic: Gaining skills through participating in a career mentorship experience

- 1. Understand that a career mentor can provide guidance and advice on specific industries or career fields
- 2. Identify specific jobs or careers they would like to learn more about

3. Research general information about the job or career such as:
 - a. Career field, cluster, and pathway
 - b. Labor market information
 - c. Location
4. Work with the provider to identify a potential mentor:
 - a. Mentorship can be virtual, in person, or a hybrid of the two
 - b. Attend all scheduled meetings with mentor and track information about the industry or career area
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
6. Reflect on the mentorship and determine if they would like to pursue a WBL experience in the industry or career area

Skill Topic: Gaining skills through participating in career-related competitions

1. Understand that career-related competitions provide opportunities for students to demonstrate mastery of career-related skills through presentations or competitions judged by professionals
2. Express motivation to explore careers and develop skills outside of high school
3. Identify career-related competition options that are available through their school or other community options
4. Compare and contrast the types of experiences that each career-related competition will provide
5. Join a career-related competition that provides skill development and exposure to careers of interest
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
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

Skill Topic: Gaining skills through participating in service-learning opportunities

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

Skill Topic: Gaining skills through participating in student-led enterprises

1. Understand that student-led enterprises are school-based businesses that produce goods or provide services
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
3. Express motivation to participate in student-led enterprise work experiences
4. Work with the provider to identify student-led enterprise options that are available through their school or other community organizations
5. Reflect on their participation in the student-led enterprise experience:
 - a. Add experience to resume

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

Skill Topic: Gaining skills through participating in simulated work experiences

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

2. Express motivation to participate in simulated work experiences

3. Work with the provider to identify simulated work experiences that are available through their school or other community organizations

4. Reflect on their participation in the simulated work experience:

- a. Add experience to resume

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