



Pre-ETS Sequencing Guide

Work-based Learning Experiences - 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

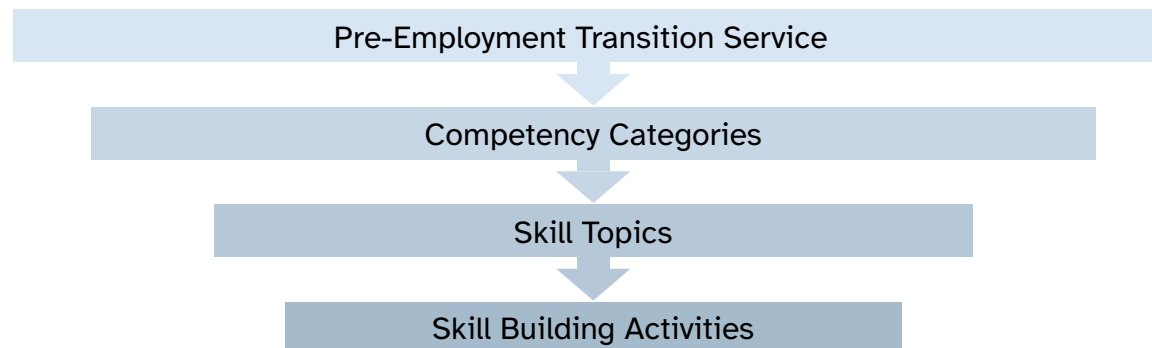
How to Use the Sequencing Guide

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.

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