



Pre-ETS Sequencing Guide

Workplace Readiness Training -

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

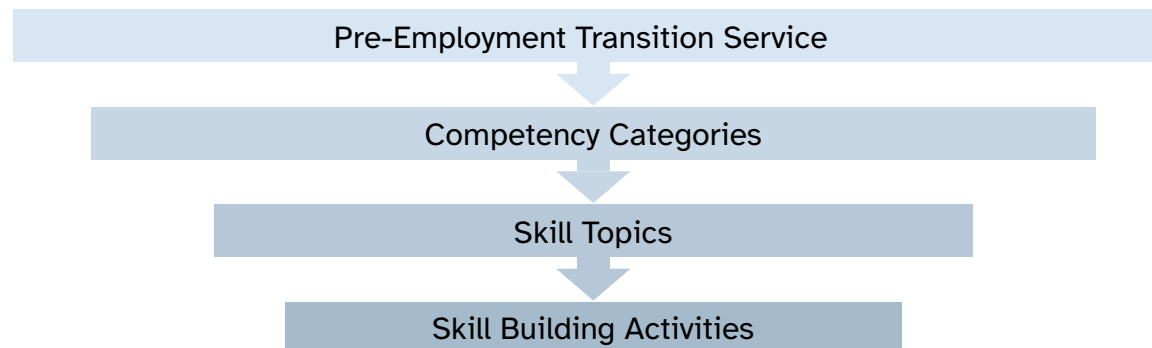
How to Use the Sequencing Guide

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.

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

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

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

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

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

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)

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

- 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

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)