Pre-Employment Transition Services Sequencing Guide

January 24, 2022

1st Edition

Pre-ETS Overview

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

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

Purpose of the Sequencing Guide

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

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

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

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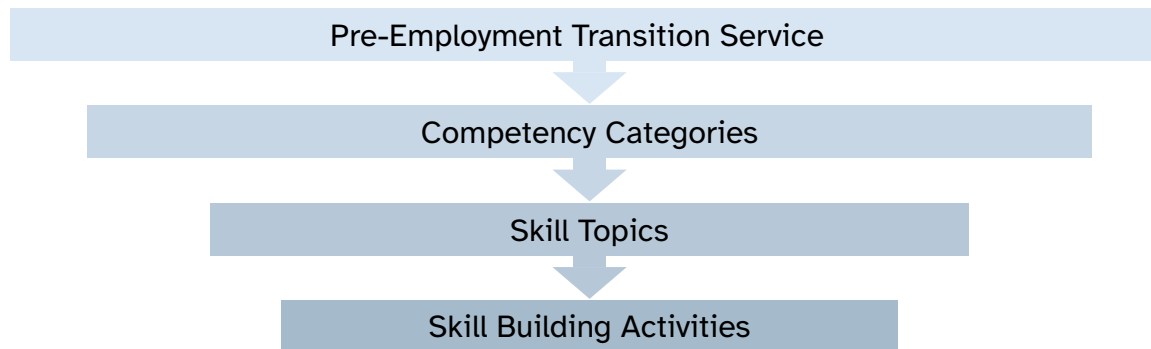
How to Use the Sequencing Guide

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

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

Organization

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

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        │          Competency Categories        │
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              │  Skill Building Activities │
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Planning Service Delivery

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

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

Suggested Process for Using the Sequencing Guide

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

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

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

2. **COLLABORATE**

   Collaborate with the student's support system and gather information from them to help accurately evaluate the student's progress and proficiency with each *Skill Topic*.

3. **PRIORITIZE**

   Determining the priority of all the listed *Skill Topics* based on the student's needs and postsecondary goals will help identify where to begin instruction.
   a. High—This skill is required for the student to achieve their postsecondary goals.
   b. Medium—This skill is needed, but other skills will have a more direct impact on helping students reach their postsecondary goals.
   c. Low—This skill is not essential for this student to meet their postsecondary goals, or the student is already proficient in this skill.

4. **EVALUATE PROGRESS**

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

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

6. **PERSONALIZE INSTRUCTION**
   Use this information and person-driven planning strategies to develop an individualized starting point for service delivery. Begin with the *Competency Categories* that have been ranked as a high priority for the student. The *Skill-Building Activities* are listed in an order to assist with planning service delivery for each student.

   After rating the student's progress for each *Skill-Building Activities*, identify the activities where the student is currently ranked as having **minimal progress**. This is the starting point for service delivery. If the student does not have a **minimal progress** status on any of the activities, begin with the first activity marked as **developing**.

Reflect on Instruction

- When updating the Sequencing Guide, celebrate student growth and success. Be sure to point out opportunities for self-reflection regarding new skills they have learned and explain how they will achieve their goals.
- Use the *Notes* section under each *Skill Topic* to record helpful information regarding the student's learning. This may include:
  - Completed student activities
  - Useful resources
  - Student support needs
  - Future ideas or plans for instruction
- Consider the level of assistance that students need with completing a *Skill Building Activity* and be sure to make notes of any supports or helpful accommodations.
- Consider the "I Do, We Do, You Do" method of content delivery and task completion for students with more complex support needs. This is a teaching strategy that starts with a demonstration (I Do), then leads to the provider and student completing the task together (We Do), and fades into having the student complete the task independently (You Do).
- Reviewing skills regularly with students ensures that they have maintained the knowledge and continue to demonstrate proficiency. Skill maintenance requires frequent practice.
- Generalization is when a skill or task can be demonstrated or completed in a variety of settings and situations. It is important to provide students with multiple opportunities to practice skills outside of the typical instructional setting.

Doing this shows them how to apply their skills in real-world situations.
- Think about ways to improve instruction in the future:
  - Materials/Curriculum
  - More effectively grouping students
  - Improve collaboration with the student support system

Tips for Successful Implementation of the Sequencing Guide
- Plan instruction according to a student's current knowledge and experience rather than their age or grade level.
- Remember that skills or topics may overlap between the five required Pre-ETS. For example, a student may primarily learn about decision-making strategies through Instruction in Self-Advocacy. This skill is also relevant to multiple Pre-ETS and may need to be revisited through the lens of that service.
- Provide students with the accommodations and supports they need to demonstrate mastery of these skills.
- Fill out a Sequencing Guide for each student receiving Pre-ETS. While this may be time-consuming at the beginning, it should assist with grouping students more efficiently.
- After using the Sequencing Guide to identify a starting point for service delivery, gather additional resources and activities to teach the student the new content or skill.
- It is important to teach skills with the goal of mastery, not just experience. Be sure to consistently monitor for student understanding. Students may have received instruction, but that does not always mean they have mastered the skill.
- Consider revisiting and updating each student's Sequencing Guide every quarter. This aligns with the timing of report cards and progress reports, which may be a good time for teachers and providers to collaborate and discuss the students' progress and needs.

Navigating the Sequencing Guide

See below for a list of the Pre-ETS and categories included for each service. If you are using an electronic version of the guide, navigate to each individual Pre-ETS section by clicking the section titles below. To easily navigate back to the beginning of each Pre-ETS section, click the section title located in the top left corner of each page.

Job Exploration Counseling

Career Awareness
Career Exploration
Individualized Career Planning and Preparation
Experience-Based Job Exploration

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
Advocacy and Accessibility
Job Seeking

Work-Based Learning Experiences

Self-Awareness
Career Awareness – Workplace Tours
Career Exploration – Job Shadowing
Career Exploration – Informational Interviews
Work Experience – Work-Based Learning
Job Skills
Additional Work-Based Learning Experiences

Job Exploration Counseling

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

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

JOB EXPLORATION COUNSELING

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

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

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

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

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

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

1. Identify and describe the six career fields:
   a. Agriculture, Food, and Natural Resources
   b. Arts, Communication, and Information Systems
   c. Business, Management, and Administration
   d. Engineering, Manufacturing, and Technology
   e. Health Science Technology
   f. Human Services
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Explain how the 16 Career Clusters are organized into the six career fields and how each contains multiple career pathways and types of jobs	❑ Minimal ❑ Developing ❑ Satisfactory
3. Identify career fields, clusters, and pathways that they would be interested in learning more about	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

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

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

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Explain how national, state, and community-specific resources can be used to explore job and career options	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify and navigate general career exploration websites:
   a. O*Net
   b. Career One Stop
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Navigate JOBS4TN.gov to find state and local information about job and career information at the state and local level	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify personal network connections that can help support potential job and career opportunities	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

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

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

4. Identify and define the types of employment that are available:
   a. Part-Time
   b. Full-Time
   c. Seasonal
   d. Non-Traditional
	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

Category: Career Awareness

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

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

JOB EXPLORATION COUNSELING

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

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

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

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

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

Category: Career Exploration

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

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

JOB EXPLORATION COUNSELING

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

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

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

Notes	The student demonstrates proficiency:
	☐ Yes ☐ No

Category: Career Exploration

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

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

1. Use websites to research jobs that align with interests and complement the results from inventories, surveys, or self-assessments:
   a. O*Net
   b. Career One Stop
   c. Jobs4TN.gov
   d. BLS.gov
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Create a list of potential jobs or careers that align with the results from inventories, surveys, or self-assessments	☐ Minimal ☐ Developing ☐ Satisfactory

3. Describe the demand and level of competitiveness for job or career interests in the community where they want to live	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify career choices as they relate to personal interests, values, personality traits	☐ Minimal ☐ Developing ☐ Satisfactory
5. Compare and contrast specific job and career details and determine which options may be the best fit according to interests, skills, values, motivations, and preferences: a. Job requirements/qualifications b. Work environment/culture c. Duties/responsibilities d. Soft skills e. Technical skills f. Pay/Salary g. Benefits h. Company values i. Growth opportunities	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

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

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)

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

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

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

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

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

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

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

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

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

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

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

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

Notes	The student demonstrates proficiency:
	☐ Yes
	☐ No

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

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

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

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

2. Research general information about the job of the career speaker: a. Career field, cluster, and pathway b. Labor market information c. Location d. Schedule	☐ Minimal ☐ Developing ☐ Satisfactory
3. Develop questions about topics that will help them to learn more about the speaker's career journey and current position	☐ Minimal ☐ Developing ☐ Satisfactory
4. Participate during the career speaker's presentation by listening, recording information, and asking questions	☐ Minimal ☐ Developing ☐ Satisfactory
5. Identify new information about the job or career of the speaker that they learned during the presentation	☐ Minimal ☐ Developing ☐ Satisfactory
6. Reflect on the presentation and determine if they would like to research and explore the career or job as an option for themselves	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Identify specific jobs or careers they would like to learn more about	☐ Minimal ☐ Developing ☐ Satisfactory
2. Research general information about the job or career such as: 　a.　Career field, cluster, and pathway 　b.　Labor market information 　c.　Location 　d.　Schedule	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify businesses in the community that have employees in jobs that are included in the career field, cluster, and pathway of interest	☐ Minimal ☐ Developing ☐ Satisfactory
4. Develop questions for the interviewee that will provide information and help them determine if the job would be a good fit	☐ Minimal ☐ Developing ☐ Satisfactory
5. Complete the interview in-person, virtually, over the phone, or through email and document answers to the interview questions	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

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

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

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

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

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

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

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

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

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

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that the purpose of a career fair is to network and gather information about current or future job openings at local businesses	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify specific jobs or careers they would like to learn more about	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

Counseling on Postsecondary Education (PSE) Opportunities

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**
  - Knowledge of jobs within career pathways that require postsecondary education or training
  - Developing planning and goal setting skills as it relates to postsecondary education counseling
  - Understanding how skill development and knowledge relate to future opportunities in postsecondary education and/or training settings
- **Individualized Planning**
  - Gathering information on postsecondary education and training options
  - Narrowing postsecondary education options
- **Advocacy and Accessibility**
  - Understanding the difference between supports and accommodations in postsecondary education and high school
  - Understanding rights and responsibilities in a postsecondary education setting as a student with a disability
- **Financial Literacy**
  - Knowledge of the cost of attending postsecondary education or training options
  - Understanding the process of applying for financial aid (Free Application for Federal Student Aid – FAFSA), grants, scholarships, and loans
- **Logistics**
  - Understanding of admissions requirements
  - Developing skills to complete a college application for admission

Category: Self-Awareness
Skill Topic: Knowledge of jobs within career pathways that require postsecondary education or training

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify and discuss the reasons a person might choose to continue their education after high school	☐ Minimal ☐ Developing ☐ Satisfactory
2. Discuss and explain their personal motivation to continue their education after high school	☐ Minimal ☐ Developing ☐ Satisfactory

3. 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)
   f. Job Corps
   g. Trade/Technical schools (occupational licenses or certifications)
   h. Universities (Public and Private)
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Explore the types of academic and occupational training needed to succeed in the workplace	☐ Minimal ☐ Developing ☐ Satisfactory

5. Discuss how their career interests align with postsecondary education options a. Create a list of jobs or career clusters that they are interested in exploring	☐ Minimal ☐ Developing ☐ Satisfactory

6. Identify the postsecondary education options that align with their current high school diploma track:
   a. Special Education Diploma
   b. Alternate Academic Diploma
   c. Occupational Diploma
   d. Regular High School Diploma
	☐ Minimal ☐ Developing ☐ Satisfactory

7. Gain awareness of the wide range of career pathway options and labor market projections	☐ Minimal ☐ Developing ☐ Satisfactory

8. 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
	☐ Minimal ☐ Developing ☐ Satisfactory

9. Explore available degrees and credentials offered through various programs at inclusive higher education or other postsecondary education programs	☐ Minimal ☐ Developing ☐ Satisfactory

10. Discuss and share information learned from previous or current work-based learning experiences that help narrow the focus of their career and postsecondary education interest Examples of WBLE: a. Job shadowing b. Interviewing with a person in a field of interest c. Volunteering d. Career mentoring e. Paid and non-paid work experiences	❑ Minimal ❑ Developing ❑ Satisfactory
11. Discuss, share, and provide career and postsecondary education information to parent/guardian or support network	❑ Minimal ❑ Developing ❑ Satisfactory
12. Identify services that vocational rehabilitation can provide to students seeking postsecondary education: a. Explore if they might be eligible for services and if they should apply	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Self-Awareness

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

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

1. Demonstrate an understanding of the vocabulary and how it relates to goal setting:
   a. Person-centered planning
   b. Long and short-term goals
   c. Specific
   d. Measurable
   e. Achievable
   f. Realistic
   g. Timely
	☐ Minimal ☐ Developing ☐ Satisfactory	

2. Participate in person-centered 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
   b. Advocate for modifications to their person-centered plans as they make decisions related to continuing their education
	☐ Minimal ☐ Developing ☐ Satisfactory	

3. Plan for postsecondary education by developing and monitoring long and short-term goals	❑ Minimal ❑ Developing ❑ Satisfactory
4. Determine supports or accommodations that will be needed at a college or training program	❑ Minimal ❑ Developing ❑ Satisfactory
5. Update and set new goals as necessary	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Self-Awareness

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

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

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)

COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

1. Evaluate and discuss their strengths and weaknesses in the following postsecondary education and career training skills:
  a. Time management
  b. Organization
  c. Task initiation
  d. Planning and prioritizing
  e. Sustained attention
  f. Working memory
  g. Goal-directed assistance
	❒ Minimal ❒ Developing ❒ Satisfactory

2. Evaluate and discuss current and future high school course enrollment options and how they support PSE plans: a. Participate in postsecondary education preparation classes	❒ Minimal ❒ Developing ❒ Satisfactory
3. Understand and communicate how their learning style and preferences can impact their accommodations	❒ Minimal ❒ Developing ❒ Satisfactory
4. Document current academic accommodations, supports, and learning style preferences needed for academic support	❒ Minimal ❒ Developing ❒ Satisfactory

5. 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
	❒ Minimal ❒ Developing ❒ Satisfactory

6. Identify the types of technology needed for academic success in various settings:
  a. Current setting
  b. Postsecondary education setting
	❒ Minimal ❒ Developing ❒ Satisfactory

7. Identify and register for college entrance exams required for PSE programs (if applicable)	☐ Minimal ☐ Developing ☐ Satisfactory
8. Complete college entrance exams (if applicable)	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Individualized Planning

Skill Topic: Gathering information on postsecondary education and training options

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

1. Understand the difference between high school and college:
  a. Class schedule, homework, attendance, and grading
  b. Qualifying for accommodations
  c. Communication with teachers/professors
  d. Student responsibility
  e. Cost
  f. Social opportunities
  g. Accommodations vs. special education services
	☐ Minimal ☐ Developing ☐ Satisfactory

COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

2. Create a list of postsecondary education options and determine if they support their chosen career path	☐ Minimal ☐ Developing ☐ Satisfactory

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
  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)
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify which postsecondary education/training programs align with their career aspirations: a. Degrees and certifications offered in various postsecondary settings	☐ Minimal ☐ Developing ☐ Satisfactory

5. Decide which school factors are important to include in the search, such as:
  a. Admission criteria
  b. Size of school
  c. Location of school
  d. Campus life
  e. Field of study
  f. Housing options
  g. Credentials offered
  h. Disability support services
  i. Cost
	☐ Minimal ☐ Developing ☐ Satisfactory

6. 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
	❐ Minimal ❐ Developing ❐ Satisfactory

7. 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	❐ Minimal ❐ Developing ❐ Satisfactory
8. Review the program's website and take a virtual tour (if available) of the school	❐ Minimal ❐ Developing ❐ Satisfactory

9. Review admissions requirements to determine if they will meet the requirement for admission:
   a. Narrow down the postsecondary education programs they are interested in attending and would like to visit
   b. Record information on a tracking document
	❐ Minimal ❐ Developing ❐ Satisfactory

10. Review tuition cost and record information on tracking document	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Individualized Planning
Skill Topic: Narrowing postsecondary education options

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

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Discuss with parent/guardian or support network the PSE information and schools they want to tour	❐ Minimal ❐ Developing ❐ Satisfactory

2. Set up campus tours and discuss each visit:
   a. Set up opportunities for students to talk with other students attending the schools of interest
   b. Meet with student disability services to determine types of accommodations available
   c. Reflect on what they observed and learned during the tour
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Consider and compare college cost, programs offered, financial aid options, and other areas of interests	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify the major/area of concentration/certification or credential program they want to apply and enroll in: a. Determine which schools they will submit an admissions application for	❐ Minimal ❐ Developing ❐ Satisfactory

5. Create and follow a realistic timeline for completing the admissions process for schools of interest:
   a. Create online logins
   b. Complete applications
   c. Pay fees
   d. Check the status of the application
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Understand how to move forward to plan and prepare for a smooth transition from high school to postsecondary education/training	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

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

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

COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

1. Identify their disability and have a basic understanding of how it can impact them in a postsecondary education setting:
  a. Housing
  b. Daily living
  c. Academic
  d. Social
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Understand the importance of finding, requesting, and securing supports and accommodations in postsecondary education settings and how this is different from high school	❑ Minimal ❑ Developing ❑ Satisfactory

3. Gather information regarding assistive technology used by students with disabilities at college/other postsecondary training programs, such as where and how to get alternative formats and textbooks:
  a. Large font textbooks
  b. Read aloud software
  c. Text to speech computer software
	❑ Minimal ❑ Developing ❑ Satisfactory

4. 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
	❑ Minimal ❑ Developing ❑ Satisfactory

5. Identify and request the accommodations or assistance they will need to be successful in a postsecondary education setting	❑ Minimal ❑ Developing ❑ Satisfactory

Notes	The student demonstrates proficiency:
	☐ Yes
	☐ No

Category: Advocacy and Accessibility

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

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

1. Define and explain their rights and responsibilities as a student with a disability:
   a. Identify the similarities and differences between disability services in high school and postsecondary education programs
   b. Review how to advocate and request accommodations
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify barriers to accessing postsecondary education programs based on diagnosis or disability:
   a. Review each school of interest for school-specific barriers
   b. Develop a plan for addressing and overcoming identified barriers
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Participate in activities practicing advocating for accommodations and support services in a postsecondary education setting	❒ Minimal ❒ Developing ❒ Satisfactory
4. Explain their rights and responsibilities related to disability disclosure in a postsecondary education setting	❒ Minimal ❒ Developing ❒ Satisfactory
5. Understand the advantages and disadvantages of disclosing their disability to a postsecondary education program	❒ Minimal ❒ Developing ❒ Satisfactory
6. Determine when there is a need for updated documentation of their disability: a. Consider the need for an updated psycho-educational evaluation to have current documentation for PSE enrollment	❒ Minimal ❒ Developing ❒ Satisfactory
7. Identify the contact information for the student support services department for the schools of interest	❒ Minimal ❒ Developing ❒ Satisfactory
8. Develop a plan to contact student support services and discuss accommodations available at schools of interest	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

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

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

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)

1. Demonstrate an understanding of the vocabulary related to the cost for postsecondary education programs:
   a. Financial aid
   b. Loans
   c. Grants
   d. Scholarships
   e. Savings
   f. Resident/nonresident
   g. Housing
   h. Meal plan
   i. Books and class supplies
   j. Fees
	☐ Minimal ☐ Developing ☐ Satisfactory

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

4. 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
	❒ Minimal ❒ Developing ❒ Satisfactory

5. Discuss the cost of postsecondary education options with parent/guardian/support network and identify the options that fit into the student/family budget	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Identify any instructors, resources, or agencies that can provide assistance with completing the FAFSA application	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify the submission date deadline for completing the FAFSA application	☐ Minimal ☐ Developing ☐ Satisfactory
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	☐ Minimal ☐ Developing ☐ Satisfactory
4. Complete and submit the FAFSA application: a. Identify and store login information for future use	☐ Minimal ☐ Developing ☐ Satisfactory

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	☐ Minimal ☐ Developing ☐ Satisfactory
6. Identify and apply for scholarships, grants, and loan opportunities: a. Check local, state, school-specific, and national databases	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Logistics
Skill Topic: Understanding of admissions requirements

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Understand accommodations for college entrance testing and SAT and ACT testing	☐ Minimal ☐ Developing ☐ Satisfactory

2. Demonstrate an understanding of the vocabulary related to the admission process for a postsecondary education program:
   a. Application
   b. Essay
   c. Personal statement
   d. Standardized test scores
   e. References
   f. Transcripts
   g. Application fee
	❒ Minimal ❒ Developing ❒ Satisfactory

3. Identify where to find the admissions requirements on a school's website: a. If applicable, create a unique login for each school and keep the information for future use	❒ Minimal ❒ Developing ❒ Satisfactory

4. Compare admission requirements to their academic and personal status:
   a. Grade point average requirement
   b. Class rank
   c. Standardized test scores
   d. Work experience
   e. Extra-curricular activities
	❒ Minimal ❒ Developing ❒ Satisfactory

5. Determine if they have any admission requirement deficiencies and develop a corrective action plan or identify alternative postsecondary education options	❒ Minimal ❒ Developing ❒ Satisfactory
6. Review information gathered and then rank the postsecondary education options according to their interest	❒ Minimal ❒ Developing ❒ Satisfactory

Notes	The student demonstrates proficiency:
	☐ Yes ☐ No

Category: Logistics
Skill Topic: Developing skills to complete a college application for admission

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

1. Gather the information needed to complete the online application (include application due date):
   a. Personal information
   b. High school information
   c. Work history
   d. Extra-curricular activities
   e. Honors
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify the application items that they (the student) will be responsible for submitting:
   a. Application
   b. Personal information
   c. Essays
   d. Application fee
   e. Entrance exam test scores
	☐ Minimal ☐ Developing ☐ Satisfactory

3. Identify the items to be submitted by the high school counselor:
   a. High school transcripts
   b. Final grade report
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify the items to be submitted by high school teachers	☐ Minimal ☐ Developing ☐ Satisfactory

5. Identify topics for each required essay or personal statement:
   a. Create outline
   b. Complete the first draft
   c. Edit and revise the essay or personal statement with the counselor or teacher
   d. Create final draft
   e. Complete final review
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Create a timeline to complete and submit all applications	☐ Minimal ☐ Developing ☐ Satisfactory
7. Create a follow-up timeline to ensure items to be submitted by student, guidance counselors, and teachers are completed by the due date	☐ Minimal ☐ Developing ☐ Satisfactory
8. Review application status on the website for updates and any information that may need to be corrected or changed	☐ Minimal ☐ Developing ☐ Satisfactory
9. Discuss acceptances and non-acceptance with counselor and caretaker	☐ Minimal ☐ Developing ☐ Satisfactory

10. Celebrate and share with classmates, teachers, caretakers, and counselors the postsecondary education program the student has chosen to attend	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Instruction in Self-Advocacy

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**
  - Working knowledge of self-advocacy skills and how they support self-determination
  - Understanding a person-driven approach to advocating and planning for the future
- **Self-Awareness**
  - Developing knowledge of themselves through reflection and self-assessments
  - Developing awareness of their disability and its impact on education, employment, and/or independent living
  - Understanding their role in making decisions and setting goals
- **Knowledge of Rights and Responsibilities**
  - Working knowledge of disability-related laws
  - Understanding of disability disclosure in various settings
  - Working knowledge of rights and responsibilities in the workplace
  - Working knowledge of rights and responsibilities in postsecondary education
  - Working knowledge of rights and responsibilities in the community and social settings
- **Communication of Needs and Preferences**
  - Recognizing effective communication strategies in employment, postsecondary education, and the community
  - Working knowledge of assertive communication
  - Utilizing tools that aid in effective communication
- **Leadership**
  - Understanding opportunities for the development of leadership skills
  - Feeling empowered to be actively involved in support planning meetings and planning for the future
- **Expanding Self-Advocacy**
  - Gaining confidence and self-advocacy skills through mentorships
  - Gaining knowledge of individualized supports by creating a community resource map

Category: Self-Advocacy and Self-Determination
Skill Topic: Working knowledge of self-advocacy skills and how they support self-determination

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Express their motivation for wanting to be actively involved and taking ownership in making decisions about their own lives	☐ Minimal ☐ Developing ☐ Satisfactory
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	☐ Minimal ☐ Developing ☐ Satisfactory
3. Define self-advocacy as any time a person speaks or acts on their own behalf to improve their quality of life	☐ Minimal ☐ Developing ☐ Satisfactory

4. 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
	❐ Minimal ❐ Developing ❐ Satisfactory

5. Develop self-confidence and a strong self-image by using positive self-talk to describe themselves	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Self-Advocacy and Self-Determination
Skill Topic: Understanding a person-driven approach to advocating and planning for the future

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define person-driven planning as an approach that allows individuals with disabilities to take ownership and make decisions about their future	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand that being involved with the planning of their future can help them live a successful and happy life	☐ Minimal ☐ Developing ☐ Satisfactory

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
	☐ Minimal ☐ Developing ☐ Satisfactory

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?
	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

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

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

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

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
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	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand the two types of self-awareness: a. Public awareness is how others see them b. Private awareness is understanding something about themselves that others might not see	☐ Minimal ☐ Developing ☐ Satisfactory
3. 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	☐ Minimal ☐ Developing ☐ Satisfactory
4. 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	☐ Minimal ☐ Developing ☐ Satisfactory
5. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness	☐ Minimal ☐ Developing ☐ Satisfactory
6. Review and discuss results of self-assessments and identify the various ways they can use this information	☐ Minimal ☐ Developing ☐ Satisfactory
7. 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	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	The student demonstrates proficiency: ☐ Yes ☐ No

Category: Self-Awareness

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Name and briefly explain their disability	☐ Minimal ☐ Developing ☐ Satisfactory
2. Recognize their current strengths and abilities	☐ Minimal ☐ Developing ☐ Satisfactory

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
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify and explain supports and accommodations that help them to be successful and overcome barriers	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Self-Awareness

Skill Topic: Understanding their role in making decisions and setting goals

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that informed decision-making means gathering information and examining possible outcomes and how each option aligns with their unique interests and strengths	☐ Minimal ☐ Developing ☐ Satisfactory

2. Create a plan with their parent, guardian, or service providers identifying the options for the level of support they need when making decisions and planning for their future:
   a. I can decide with no extra support.
   b. I need support with my decision.
   c. I need someone to decide for me.
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Identify the process for setting goals that align with their preferences, interests, strengths, and needs	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify strategies for creating an action plan for achieving their goals	❐ Minimal ❐ Developing ❐ Satisfactory
5. Identify strategies for monitoring their progress towards achieving the goal	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Knowledge of Rights and Responsibilities
Skill Topic: Working knowledge of disability-related laws

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

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)

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
	❏ Minimal ❏ Developing ❏ Satisfactory

2. Understand that anti-discrimination and civil rights laws protect all individuals and that some laws are specifically disability-related	❏ Minimal ❏ Developing ❏ Satisfactory

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)
	❏ Minimal ❏ Developing ❏ Satisfactory

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
	❏ Minimal ❏ Developing ❏ Satisfactory

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
    i. As high school students, they are entitled to receive services in order to have access to a Free and Appropriate Public Education (FAPE).
    ii. The school is responsible for identifying and providing the accommodations and services they need.
  b. Eligibility
    i. After high school, services are not guaranteed. They must be determined eligible to receive services and supports.
    ii. After high school, the only way they will receive accommodations is if they request them.
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Compare and contrast their rights and responsibilities in high school with their rights and responsibilities in the workplace, postsecondary education, and community	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Knowledge of Rights and Responsibilities
Skill Topic: Understanding of disability disclosure in various settings

<table>
<tr><td colspan="2">Priority for Student or Group:
❐ High
❐ Medium
❐ Low</td></tr>
<tr><td>Skill Building Activities
(The student can…)</td><td>Student Progress
(The student's progress is _____)</td></tr>
<tr><td>1. Define <i>disability disclosure</i> as intentionally releasing personal information about their disability for a specific purpose, such as requesting support or accommodations</td><td>❐ Minimal ❐ Developing ❐ Satisfactory</td></tr>
<tr><td>2. Understand that after high school, it is their right and responsibility to decide if they want to disclose their disability</td><td>❐ Minimal ❐ Developing ❐ Satisfactory</td></tr>
<tr><td>3. Identify potential reasons, advantages, and disadvantages for disclosing their disability</td><td>❐ Minimal ❐ Developing ❐ Satisfactory</td></tr>
<tr><td>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</td><td>❐ Minimal ❐ Developing ❐ Satisfactory</td></tr>
</table>

Notes	The student demonstrates proficiency: ❑ Yes ❑ No

Category: Knowledge of Rights and Responsibilities
Skill Topic: Working knowledge of rights and responsibilities in the workplace

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

1. Understand the protections of each law and how they pertain to the workplace:
   a. The ADA
   b. Section 504 of the Rehabilitation Act
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Identify the rights that are protected under these laws	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

4. Understand the difference between needing specific skills to meet the job requirements and needing reasonable accommodations to be able to perform a task	❐ Minimal ❐ Developing ❐ Satisfactory

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
	❐ Minimal ❐ Developing ❐ Satisfactory

6. Practice effective and professional strategies for communicating with supervisors and coworkers about supports and advocating for accommodations in the workplace	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Knowledge of Rights and Responsibilities
Skill Topic: Working knowledge of rights and responsibilities in postsecondary education

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

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)

1. Understand the protections of each law and how they pertain to postsecondary education:
  a. The ADA
  b. Section 504 of the Rehabilitation Act
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify their rights that are protected under these laws	☐ Minimal ☐ Developing ☐ Satisfactory
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	☐ Minimal ☐ Developing ☐ Satisfactory

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
	☐ Minimal ☐ Developing ☐ Satisfactory

5. Understand that they must meet the admission requirements for the type of PSE program they want to attend	☐ Minimal ☐ Developing ☐ Satisfactory

6. 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
	☐ Minimal ☐ Developing ☐ Satisfactory

7. Practice effective strategies for communicating with professors/teachers or trainers about supports and accommodations in PSE	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Knowledge of Rights and Responsibilities
Skill Topic: Working knowledge of rights and responsibilities in the community and social settings

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

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
	☐ Minimal ☐ Developing ☐ Satisfactory

2. Identify the rights that are protected under these laws	☐ Minimal ☐ Developing ☐ Satisfactory

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
	❐ Minimal ❐ Developing ❐ Satisfactory

4. Practice effective strategies for communicating with friends, family, or other community members about receiving supports and accommodations in the community	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Communication of Needs and Preferences

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

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

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Define *effective communication* and understand that it ensures their opinions are heard, information is shared, and they receive needed supports	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify the different methods of communication and discuss which methods they feel the most and least comfortable with: a. Verbal b. Non-verbal c. Written d. Active listening e. Visual	☐ Minimal ☐ Developing ☐ Satisfactory
3. Define and give examples of effective verbal and nonverbal communication as it relates to: a. Body language and personal space b. Facial expressions c. Social cues d. Speech rate e. Tone of voice	☐ Minimal ☐ Developing ☐ Satisfactory
4. 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	☐ Minimal ☐ Developing ☐ Satisfactory

5. Compare and contrast communication in casual environments versus professional or formal environments	❐ Minimal ❐ Developing ❐ Satisfactory

6. Determine supports that can help them communicate effectively:
  a. Assistive technology
  b. Visuals
  c. Written communication
  d. Removing environmental distractions
	❐ Minimal ❐ Developing ❐ Satisfactory

7. Demonstrate the ability to effectively share information about their preferences, interests, and strengths in a clear and concise manner	❐ Minimal ❐ Developing ❐ Satisfactory
8. Demonstrate the ability to communicate their needs effectively, request help, support, and accommodations	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Communication of Needs and Preferences
Skill Topic: Working knowledge of assertive communication

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

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
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	❐ Minimal ❐ Developing ❐ Satisfactory
2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations a. Verbal b. Nonverbal	❐ Minimal ❐ Developing ❐ Satisfactory
3. Determine how they can improve their communication by reflecting on their past experiences with communicating their needs and wants	❐ Minimal ❐ Developing ❐ Satisfactory
4. 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	❐ Minimal ❐ Developing ❐ Satisfactory

5. Participate in role-play scenarios to practice assertively sharing information and responding to others	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Communication of Needs and Preferences
Skill Topic: Utilizing tools that aid in effective communication

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

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
	☐ Minimal ☐ Developing ☐ Satisfactory

INSTRUCTION IN SELF-ADVOCACY

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: _____
	❐ Minimal ❐ Developing ❐ Satisfactory

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
	❐ Minimal ❐ Developing ❐ Satisfactory

4. Select what format or type of communication tool will work best for them	❐ Minimal ❐ Developing ❐ Satisfactory

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
	❐ Minimal ❐ Developing ❐ Satisfactory

6. 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
	❐ Minimal ❐ Developing ❐ Satisfactory

7. Practice communicating with the created tool, identified accommodations, supports, or assistive technology in a variety of settings	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Leadership Skills
Skill Topic: Understanding opportunities for the development of leadership skills

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

INSTRUCTION IN SELF-ADVOCACY

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
	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

3. Identify the ways leadership skills can positively impact their self-advocacy skills	❑ Minimal ❑ Developing ❑ Satisfactory
4. Express motivation to lead and take ownership of setting their own goals and making their own informed decisions	❑ Minimal ❑ Developing ❑ Satisfactory
5. Express a desire to take action to seek out leadership through involvement in community or extracurricular activities	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Leadership Skills

Skill Topic: Feeling empowered to be actively involved in support planning meetings and planning for the future

Priority for Student or Group: ❑ High ❑ Medium ❑ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that they are an equal partner in making decisions and planning for services, supports, and future goals	❑ Minimal ❑ Developing ❑ Satisfactory
2. Identify the purpose of the support plan being updated or developed Support plan examples: 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: _____	❑ Minimal ❑ Developing ❑ Satisfactory
3. Prepare for the meeting by pinpointing their interests, goals, aspirations, opinions, and strengths	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

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?
	❑ Minimal ❑ Developing ❑ Satisfactory

6. Create materials or develop their talking points that they want to be addressed at the meeting	❑ Minimal ❑ Developing ❑ Satisfactory
7. Attend and participate in the meeting	❑ Minimal ❑ Developing ❑ Satisfactory
8. Reflect on their level of participation in the meeting and set goals for participating in upcoming meetings	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Expanding Self-Advocacy
Skill Topic: Gaining confidence and self-advocacy skills through mentorships

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Define mentorship as a formal or informal relationship where a more experienced person (mentor) in certain areas supports a person with less experience within a shared interest	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand the potential benefits of being involved in a mentorship: a. Gain career awareness and options for future goals b. Increase knowledge of disability rights c. Increase community involvement and extracurricular participation d. Understand how to advocate for themselves e. Improve outlook on their future	☐ Minimal ☐ Developing ☐ Satisfactory
3. Define the different options for increasing self-advocacy skills through mentorships: a. Peer mentoring b. Disability mentoring c. Group mentoring d. E-mentoring	☐ Minimal ☐ Developing ☐ Satisfactory

INSTRUCTION IN SELF-ADVOCACY

4. Express interest in increasing self-advocacy skills through participation in a mentorship and identify the type of mentorship they are interested in participating in	❐ Minimal ❐ Developing ❐ Satisfactory
5. Identify topics or areas of interest they would like to learn more about through a mentorship	❐ Minimal ❐ Developing ❐ Satisfactory
6. Effectively engage in a mentorship through ongoing communication with their mentor	❐ Minimal ❐ Developing ❐ Satisfactory
7. Discuss how their participation in the mentorship is helping them build their self-advocacy skills	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Expanding Self-Advocacy
Skill Topic: Gaining knowledge of individualized supports by creating a community resource map

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
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	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand that resources are places, items, information, services, or agencies that can support them	☐ Minimal ☐ Developing ☐ Satisfactory
3. Compare and contrast local, state, and national resources	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify the potential features of a community resource map
  a. Resource-based
  b. Community-specific
  c. Disability-specific resources
	☐ Minimal ☐ Developing ☐ Satisfactory

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
  d. Identify the types of resources that meet their interests or needs
  e. Collect information about community resources and ask them for information about what they provide
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Define the resource categories:
   a. Advocacy and Disability Rights
   b. Employment
   c. Family Support
   d. Independent Living
   e. Postsecondary Education
   f. Recreation
   g. Other: _____
	☐ Minimal ☐ Developing ☐ Satisfactory

7. 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
   e. Other: _____
	☐ Minimal ☐ Developing ☐ Satisfactory

8. Collaborate with peers and adults from their school or community to locate and gather information on needed resources	☐ Minimal ☐ Developing ☐ Satisfactory
9. Build a community resource map in their preferred format and maintain it by updating information and resources regularly	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Workplace Readiness Training

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**
  - Using informed decision making to identify and communicate employment goals
  - Working knowledge of networking and how it can lead to employment
  - Developing effective communication skills
  - Working knowledge of teamwork, problem-solving skills, and conflict resolution
- **Financial Literacy**
  - Working knowledge of how to earn an income and how it fosters independence
  - Developing skills needed to create a balanced and individualized budget
  - Understanding of the different purposes and services involved in banking
  - Understanding of the purpose and available options for enrolling in insurance and benefits programs
  - If applicable to student: Understanding of how getting a job may impact Supplemental Security Income or Social Security Disability Insurance
- **Work Maturity**
  - Understanding of employer expectations and a strong work ethic
  - Developing independent living skills that can help lead to a successful work experience
- **Advocacy and Accessibility**
  - Working knowledge of rights in the workplace and how to access needed supports
  - If applicable to student: Developing orientation and mobility skills
- **Job Seeking**
  - Working knowledge of the significance of building a resume
  - Developing skills to complete a job search and apply for a job
  - Understanding the process of interviewing for a job

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

Priority for Student or Group:	
❒ High ❒ Medium ❒ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Explain their motivation to develop skills needed to enter the workplace	❒ Minimal ❒ Developing ❒ Satisfactory
2. Make informed decisions about possible career or job options based on interests, skills, and abilities	❒ Minimal ❒ Developing ❒ Satisfactory
3. Identify skills needed to meet independent living goals	❒ Minimal ❒ Developing ❒ Satisfactory
4. Identify skills needed to meet career or job goals	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

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

Priority for Student or Group: ❑ High ❑ Medium ❑ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Define networking and determine the benefits that networking brings to the process of searching for a job	❑ Minimal ❑ Developing ❑ Satisfactory
2. Identify personal connections in their community that make up their current network	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

4. Ensure they have connections that align with their career interests	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Communication
Skill Topic: Developing effective communication skills

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Understand the difference between communication in professional and casual situations	☐ Minimal ☐ Developing ☐ Satisfactory
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	☐ Minimal ☐ Developing ☐ Satisfactory
3. Demonstrate enthusiasm and motivation when taking on new work tasks	☐ Minimal ☐ Developing ☐ Satisfactory
4. Explain how both personal hygiene and professional dress communicate professionalism	☐ Minimal ☐ Developing ☐ Satisfactory

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
	❒ Minimal ❒ Developing ❒ Satisfactory

6. Identify appropriate cell phone use in the workplace	❒ Minimal ❒ Developing ❒ Satisfactory
7. Explain the impact social media can have on employment	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

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

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

1. Identify the many different positions, roles, and responsibilities in a workplace:
   a. Manager
   b. Supervisor
   c. Team lead
   d. Team member
	❒ Minimal ❒ Developing ❒ Satisfactory

2. Determine when working as a team or collaborating with others is more effective than working independently	❒ Minimal ❒ Developing ❒ Satisfactory
3. Identify personal strategies for accepting feedback and constructive criticism	❒ Minimal ❒ Developing ❒ Satisfactory
4. Identify potential problems that may occur in the workplace and practice coming up with solutions for the problems	❒ Minimal ❒ Developing ❒ Satisfactory
5. Identify positive strategies for conflict resolution with coworkers through role-play or practice scenarios	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

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

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)

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
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Understand options available to purchase items:
   a. Checks
   b. Debit card
   c. Credit card
   d. Cash
   e. Electronic transfers (Examples: Venmo, Apple Pay)
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Identify the types of payroll schedules and explain how they can impact spending:
   a. Weekly
   b. Bi-weekly
   c. Monthly
	❐ Minimal ❐ Developing ❐ Satisfactory

4. Identify wage earning options and explain how they can impact spending:
  a. Hourly
  b. Salary
  c. Overtime hours
	☐ Minimal ☐ Developing ☐ Satisfactory

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

Category: Financial Literacy

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define budget as a plan for how much money they will spend versus what they will save	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify and categorize all expenses by labeling them as "Needs" or "Wants"	☐ Minimal ☐ Developing ☐ Satisfactory
3. Choose a method or tool that can help them keep track of their spending	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify the expense categories that can be included in a budget:
   a. Groceries
   b. Transportation
   c. Rent
   d. Entertainment
   e. Medical
   f. Savings
	☐ Minimal ☐ Developing ☐ Satisfactory

5. Create a personalized budget using their income and expense categories or a sample income and expense categories:
   a. Groceries
   b. Transportation
   c. Rent
   d. Entertainment
   e. Medical
   f. Savings
	☐ Minimal ☐ Developing ☐ Satisfactory

6. Explain the purpose of an Achieving a Better Life Experience (ABLE) account	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

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

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

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
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Explain and demonstrate the steps and requirements to opening checking and savings accounts	❐ Minimal ❐ Developing ❐ Satisfactory
3. Demonstrate how to deposit and withdraw money from their account	❐ Minimal ❐ Developing ❐ Satisfactory
4. Compare and contrast banking options in their local community	❐ Minimal ❐ Developing ❐ Satisfactory
5. Identify resources that can provide assistance with opening an ABLE account	❐ Minimal ❐ Developing ❐ Satisfactory

Notes	The student demonstrates proficiency:
	☐ Yes
	☐ No

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

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

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
	☐ Minimal ☐ Developing ☐ Satisfactory	

2. Demonstrate understanding of the vocabulary related to insurance:
   a. Deductible
   b. Co-pay
   c. Premium
   d. Individual
   e. Family
	❑ Minimal ❑ Developing ❑ Satisfactory

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
	❑ Minimal ❑ Developing ❑ Satisfactory

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

Category: Financial Literacy

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

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)

1. Identify a resource or agency that can provide individualized benefits counseling:
   a. Ticket to Work
   b. Benefits to Work
   c. Social Security Administration
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

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

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

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
	❐ Minimal ❐ Developing ❐ Satisfactory

2. Demonstrate flexibility and strategies for coping with changes in the workplace:
   a. Schedule changes
   b. Responsibility changes
   c. Team members
	❐ Minimal ❐ Developing ❐ Satisfactory

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
	❐ Minimal ❐ Developing ❐ Satisfactory

4. Compare and contrast appropriate workplace behaviors during work shifts and breaks during work shifts	❐ Minimal ❐ Developing ❐ Satisfactory

5. Define the different options for taking time off work and determine when it is appropriate to use the time off:
   a. Sick time
   b. Vacation time
   c. Bereavement
   d. Paid-time-off
	❐ Minimal ❐ Developing ❐ Satisfactory

6. Understand basic safety rules needed to maintain a safe work environment	❑ Minimal ❑ Developing ❑ Satisfactory

7. Identify potential health and safety protocols or training as they relate to specific work environments:
   a. Handwashing
   b. Safety equipment
   c. Safety training
   d. Social distancing
	❑ Minimal ❑ Developing ❑ Satisfactory

8. Self-monitor performance on work tasks and reflect on how to improve or develop professionally	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

Category: Work Maturity

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

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

1. Identify and demonstrate the steps of maintaining good health, nutrition, and hygiene	❑ Minimal ❑ Developing ❑ Satisfactory
2. Create a schedule that helps them to organize their daily life	❑ Minimal ❑ Developing ❑ Satisfactory
3. Complete daily living tasks and take care and keep track of personal items: a. Dishes b. Laundry c. Hygiene d. Nutrition e. Wallet/purse/backpack f. Technology (phone, computer, tablet)	❑ Minimal ❑ Developing ❑ Satisfactory
4. 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	❑ Minimal ❑ Developing ❑ Satisfactory
5. Identify places in the community that they frequently visit (examples: home, work, school, grocery store, gym)	❑ Minimal ❑ Developing ❑ Satisfactory
6. Identify available methods of transportation to get to and from work or other places in the community	❑ Minimal ❑ Developing ❑ Satisfactory
7. Understand transportation needs and options that are available	❑ Minimal ❑ Developing ❑ Satisfactory
8. Participate in travel training in order to increase available transportation options	❑ Minimal ❑ Developing ❑ Satisfactory

9. Identify resources, agencies, or local places in the community that provide supports for employment	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Advocacy and Accessibility
Skill Topic: Working knowledge of rights in the workplace and how to access needed supports

Priority for Student or Group: ❐ High ❐ Medium ❐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Explain the rights and protections they have in the workplace under the Americans with Disabilities Act (ADA)	❐ Minimal ❐ Developing ❐ Satisfactory
2. Identify access barriers in the workplace based on diagnosis or disability	❐ Minimal ❐ Developing ❐ Satisfactory
3. Demonstrate how to ask supervisors or coworkers questions	❐ Minimal ❐ Developing ❐ Satisfactory

4. Determine and request supports and/or accommodations needed to be successful in a workplace environment	☐ Minimal ☐ Developing ☐ Satisfactory
5. Navigate the workplace independently or with identified supports	☐ Minimal ☐ Developing ☐ Satisfactory
6. 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)	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Advocacy and Accessibility

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Determine clear and safe routes or paths to locate items and navigate the workplace	☐ Minimal ☐ Developing ☐ Satisfactory

2. Independently navigate to a destination and maneuver through familiar environments	☐ Minimal ☐ Developing ☐ Satisfactory
3. Explain how to problem-solve a situation where they may be lost or disoriented	☐ Minimal ☐ Developing ☐ Satisfactory
4. Ask for assistance when needed and decline assistance when it is offered but not needed	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Job Seeking

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Explain the purpose of a resume (examples: traditional resume, video resume, or one-page profile) and the role it has in the employment process	☐ Minimal ☐ Developing ☐ Satisfactory

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

3. Practice developing a resume based on specific job interests	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify how to edit a resume based on a job description and requirements	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Job Seeking

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

Priority for Student or Group: ❐ High ❐ Medium ❐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Identify multiple careers or jobs that interest them	❐ Minimal ❐ Developing ❐ Satisfactory

2. 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
	❐ Minimal ❐ Developing ❐ Satisfactory

3. Identify and practice using 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
	❐ Minimal ❐ Developing ❐ Satisfactory

4. Practice the process of submitting a job application and understand that applications can be paper or electronic	❐ Minimal ❐ Developing ❐ Satisfactory
5. 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	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Job Seeking
Skill Topic: Understanding the process of interviewing for a job

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

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Review a job description and be prepared to discuss how they meet the job requirements	❐ Minimal ❐ Developing ❐ Satisfactory
2. Understand that preparing for an interview involves researching the employer and developing questions to ask during the interview	❐ Minimal ❐ Developing ❐ Satisfactory
3. Determine what documentation needs to be prepared to bring and share during an interview	❐ Minimal ❐ Developing ❐ Satisfactory
4. Identify professional clothing options and appearance needed for an interview	❐ Minimal ❐ Developing ❐ Satisfactory
5. Understand that accommodations can be given during job interviews and identify the process for requesting the needed accommodations	❐ Minimal ❐ Developing ❐ Satisfactory
6. Complete a mock interview and use feedback to improve interviewing skills	❐ Minimal ❐ Developing ❐ Satisfactory

7. Identify steps to take after an interview:
   a. Send a thank-you note
   b. Reflect on performance
   c. Follow-up
	☐ Minimal ☐ Developing ☐ Satisfactory

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

Work-Based Learning Experiences

Work-Based Learning involves students building on classroom-based instruction to develop employability skills. These skills prepare students for success in postsecondary education and future careers. These learning experiences must include direct involvement with industry or community professionals. It can occur in the community or at school and should be provided in an integrated environment to the maximum extent possible. Experiences may occur during the school day, outside the school day, or even when school is not in session. Some of the most common competency categories under the Work-Based Learning Experiences category are:

- **Self-Awareness**
  - Completing career exploration activities to gain knowledge about career options
- **Career Awareness – Workplace Tours**
  - Working knowledge of workplace tours
  - Developing the skills necessary to participate in workplace tours
  - Reflecting on experiences as they relate to future work-based learning goals
  - Connecting skills learned while in high school to skills needed in the workplace
- **Career Exploration – Job Shadowing**
  - Working knowledge of job shadowing
  - Developing the skills necessary to participate in a job shadowing experience
  - Reflecting on experiences as they relate to future work-based learning goals
  - Connecting skills learned while in high school to skills needed in the workplace
- **Career Exploration – Informational Interviews**
  - Working knowledge of informational interviews
  - Developing skills necessary to participate in an informational interview
  - Reflecting on experiences as they relate to future career goals
  - Connecting skills learned while in high school to skills needed in the workplace

- **Work Experience – Work-Based Learning**
  - Demonstrating self-awareness and work skills needed to participate in an integrated setting
  - Understanding the skills needed to participate in a paid or non-paid internship
  - Understanding the skills needed to participate in a paid or non-paid work experience
  - Increasing background knowledge of the purpose and basic components of a resume
  - Developing skills to complete a job application
  - Understanding and developing skills needed to participate in future job interviews
- **Job Skills**
  - Practicing technical, transferable skills in the workplace
  - Developing employment and work maturity skills
  - Reflecting on WBL experiences and identifying how they impact their future career goals
- **Additional Work-Based Learning Experiences**
  - Gaining skills through participating in mock interviews to gain the skills needed for future career goals
  - Gaining skills through participating in a career mentorship experience
  - Gaining skills through participating in career-related competitions
  - Gaining skills through participating in service-learning opportunities
  - Gaining skills through participating in student-led enterprises
  - Gaining skills through participating in simulated work experiences

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Review career assessments/inventories to assess and rank career opportunities. Identify interests, skills, abilities, values, and preferences: a. Identify and research jobs that complement what they discovered about themselves b. Express a desire to learn about experiences that are not traditional for their gender, race, or ethnicity to expand their awareness of future work options	☐ Minimal ☐ Developing ☐ Satisfactory
2. Compare the differences and similarities between a job and a career: a. Jobs are associated with going to work and earning money to pay the bills b. Jobs can help start a career and can even turn into a career c. Careers are usually long-term professional journeys driven by passions, interests, and abilities d. Careers are typically obtained by setting and reaching goals	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify career fields, clusters, and pathways they want to further explore through WBL experiences	☐ Minimal ☐ Developing ☐ Satisfactory

4. Learn what postsecondary education is necessary for success in the chosen industries or career pathways	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Career Awareness – Workplace Tours
Skill Topic: Working knowledge of workplace tours

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand that workplace tours can highlight specific industries or career areas and build awareness of future career opportunities	☐ Minimal ☐ Developing ☐ Satisfactory
2. Navigate information from their career assessments and career inventories to identify different businesses they would like to tour	☐ Minimal ☐ Developing ☐ Satisfactory

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

4. Explain their motivation to attend a specific workplace tour and how it might support their work-based learning goals	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Career Awareness – Workplace Tours
Skill Topic: Developing the skills necessary to participate in workplace tours

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

WORK-BASED LEARNING EXPERIENCES

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

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

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

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

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

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

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

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

Category: Career Awareness – Workplace Tours
Skill Topic: Reflecting on experiences as they relate to future work-based learning goals

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify what they learned during the workplace tour and participate in a discussion	☐ Minimal ☐ Developing ☐ Satisfactory

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

3. Identify the high school diploma option, education, training, or certification they will need to get a job in this field	❒ Minimal ❒ Developing ❒ Satisfactory
4. Explore growth opportunities in the industry and salary ranges for the industry or career area	❒ Minimal ❒ Developing ❒ Satisfactory
5. Identify the next steps that need to be taken to build on their work-based learning goals	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Career Awareness – Workplace Tours
Skill Topic: Connecting skills learned while in high school to skills needed in the workplace

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

1. Identify the connection between skills they are learning in their classes and the skills required for employment:
    a. Problem-solving skills
    b. Communication skills
    c. Teamwork
    d. Initiative
    e. Self-management
    f. Organizational skills
    g. Technology skills
    h. Interpersonal skills
    i. Informed choice making
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Identify the knowledge and skills they have acquired through participating in a workplace tour	❑ Minimal ❑ Developing ❑ Satisfactory
3. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes	❑ Minimal ❑ Developing ❑ Satisfactory

Notes	The student demonstrates proficiency: ☐ Yes ☐ No

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand that job shadow experiences can provide an up-close look at a job, career, company, or industry and build awareness of future careers	☐ Minimal ☐ Developing ☐ Satisfactory
2. Navigate information from their career assessments and career inventories to identify jobs they would like to shadow	☐ Minimal ☐ Developing ☐ Satisfactory

3. Explain how job shadowing experiences can provide opportunities to explore careers:
  a. Identify high-interest and low-interest work tasks
  b. Network with employees in a particular career field
  c. Practice and demonstrate key work-readiness skills such as communication and professional behavior
  d. Exposure to new careers of interest
	☐ Minimal ☐ Developing ☐ Satisfactory

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

5. Explain their motivation to participate in a specific job shadow experience and how it supports their work-based learning goals	❐ Minimal ❐ Developing ❐ Satisfactory
Notes	**The student demonstrates proficiency:** ❐ Yes ❐ No

Category: Career Exploration – Job Shadowing
Skill Topic: Developing the skills necessary to participate in a job shadowing experience

Priority for Student or Group: ❐ High ❐ Medium ❐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Turn in all documentation required to participate in a job shadowing experience	❐ Minimal ❐ Developing ❐ Satisfactory

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

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

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

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

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

7. Write a professional thank-you note or email to the person they shadowed: a. Send thank-you follow-up within 2-3 days to express their appreciation for the time and information shared	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Career Exploration – Job Shadow
Skill Topic: Reflecting on experiences as they relate to future work-based learning goals

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify what they learned during the job shadow and participate in a discussion	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

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

6. Identify the next steps they would like to take to build on their work-based learning goals	❏ Minimal ❏ Developing ❏ Satisfactory
Notes	**The student demonstrates proficiency:** ❏ Yes ❏ No

Category: Career Exploration – Job Shadow
Skill Topic: Connecting skills learned while in high school to skills needed in the workplace

Priority for Student or Group: □ High □ Medium □ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify the connection between skills they are learning in their classes and the skills required for employment: a. Problem-solving b. Communication skills c. Teamwork d. Initiative e. Self-management f. Organizational skills g. Technology skills h. Interpersonal skills i. Informed choice making	□ Minimal □ Developing □ Satisfactory
2. Identify the knowledge and skills they have acquired through participating in a job shadow experience	□ Minimal □ Developing □ Satisfactory
3. Understand what knowledge or skills they need to develop or strengthen to be successful in the industry or career area	□ Minimal □ Developing □ Satisfactory

Notes	The student demonstrates proficiency:
	☐ Yes
	☐ No

Category: Career Exploration – Informational Interviews
Skill Topic: Working knowledge of informational interviews

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that informational interviews are designed to provide an opportunity to practice and demonstrate professional skills, including communication, critical thinking, workplace appearance, and timeliness	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand the difference between an informational interview and a job interview	☐ Minimal ☐ Developing ☐ Satisfactory
3. Navigate information from their career assessments and career inventories to identify individuals they would like to interview	☐ Minimal ☐ Developing ☐ Satisfactory

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

5. Explain their motivation to participate in an informational interview and how it supports their work-based learning goals	❒ Minimal ❒ Developing ❒ Satisfactory
Notes	**The student demonstrates proficiency:** ❒ Yes ❒ No

Category: Career Exploration – Informational Interviews
Skill Topic: Developing skills necessary to participate in an informational interview

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

WORK-BASED LEARNING EXPERIENCES

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

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

3. Determine what they want to learn from the informational interview and create a list of open-ended questions to ask during the interview
Example Questions:
   a. What does a typical workday look like?
   b. What is most enjoyable about your work?
   c. What job tasks do you like the least?
   d. What education or training do you need for this job?
   e. What subject areas from high school do you use most in the daily tasks of your job?
   f. What is the salary range for this job? For this industry?
   g. How does technology affect your job?
	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

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

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

Category: Career Exploration – Informational Interviews
Skill Topic: Reflecting on experiences as they relate to future career goals

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

WORK-BASED LEARNING EXPERIENCES

1. Identify what they learned during the interview and participate in a discussion	☐ Minimal ☐ Developing ☐ Satisfactory
2. Write a professional follow-up thank-you note or email: a. Send thank-you follow-up within 2-3 days to express appreciation for the time and information shared	☐ Minimal ☐ Developing ☐ Satisfactory

3. Review any notes taken during the interview and answer the following questions about their career aspirations:
   a. Are they still interested in a career in this field?
   b. Does this career field relate to their career goals?
   c. Do they want to modify their career goals?
   d. What skills do they think they would use in a job in this career field?
   e. What additional information do they need to decide if careers in this industry are a good fit?
	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify the high school diploma option, education, training, or certification they will need to get a job in this field	☐ Minimal ☐ Developing ☐ Satisfactory
5. Explore growth opportunities in the industry and salary ranges for different occupations within this profession or job	☐ Minimal ☐ Developing ☐ Satisfactory

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

7. Identify the next steps they need to take to further their work-based learning goals	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	The student demonstrates proficiency: ❑ Yes ❑ No

Category: Career Exploration – Informational Interviews

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

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

1. Identify the connection between skills they are learning in their classes and the skills required for employment:
  a. Problem-solving skills
  b. Communication skills
  c. Teamwork
  d. Initiative
  e. Self-Management
  f. Organizational skills
  g. Technology skills
  h. Interpersonal skills
  i. Informed choice making
	❑ Minimal ❑ Developing ❑ Satisfactory

2. Identify the knowledge and skills they have acquired through participation in the informational interview	☐ Minimal ☐ Developing ☐ Satisfactory
3. Identify the career-specific skills that are learned through core academic classes, electives, or CTE classes	☐ Minimal ☐ Developing ☐ Satisfactory
4. Discuss the educational and career goals they may need to develop to move toward their potential career choice	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning

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

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

WORK-BASED LEARNING EXPERIENCES

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Express an interest in participating in WBL experiences to learn additional information about careers and jobs: 　a. Exhibit work readiness attitude and skills	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify technical and soft skills they want to acquire during the WBL experience	☐ Minimal ☐ Developing ☐ Satisfactory
3. Evaluate work skills and how these skills can lead to success in careers of interest	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify skills that need to be improved to prepare for successful employment	☐ Minimal ☐ Developing ☐ Satisfactory
5. Identify the WBL opportunities available at their school that align with their interests and career goals	☐ Minimal ☐ Developing ☐ Satisfactory
6. Complete and turn in all WBL required documentation: 　a. Work-based learning contract 　b. Work-based learning permission form 　c. Work-based learning plan and evaluation tool	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning
Skill Topic: Understanding the skills needed to participate in a paid or non-paid internship

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that the purpose of a paid or non-paid internship is to provide on-the-job training and an opportunity to develop specific, job-related skills before qualifying for the job	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand that the Fair Labor Standards Act and the Department of Labor have rules and regulations that help determine if the internship is paid or non-paid	☐ Minimal ☐ Developing ☐ Satisfactory
3. Explain their motivation to participate in a paid or non-paid internship and how it supports their educational and career goals	☐ Minimal ☐ Developing ☐ Satisfactory
4. Identify internship opportunities available through their school that align with their interests and career goals through the school and indicate preferences	☐ Minimal ☐ Developing ☐ Satisfactory
5. Develop an action plan of the steps to be taken to achieve their work-based learning goals	☐ Minimal ☐ Developing ☐ Satisfactory

Notes	The student demonstrates proficiency: ☐ Yes ☐ No

Category: Work Experiences – Work-Based Learning
Skill Topic: Understanding the skills needed to participate in a paid or non-paid work experience

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Understand that the purpose of a paid or non-paid work experience is to provide opportunities to explore careers and experience the nature of work through first-hand exposure in the workplace	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand that the Fair Labor Standards Act and the Department of Labor have rules and regulations that help determine if the internship is paid or non-paid	☐ Minimal ☐ Developing ☐ Satisfactory

3. Identify the differences between a paid or non-paid work experience:
   a. Paid work experiences focus on general workplace skills or career preparation activities within a specific industry or career area
   b. Non-paid work experiences are more exploratory and are designed to expose the individual to a variety of occupations for the purpose of building basic workplace skills
	❑ Minimal ❑ Developing ❑ Satisfactory

4. Explain their motivation to participate in paid or non-paid work and how it supports their educational and career goals	❑ Minimal ❑ Developing ❑ Satisfactory
5. Identify paid or non-paid work experiences available through their school that align with their interests and career goals	❑ Minimal ❑ Developing ❑ Satisfactory
6. Develop an action plan of the steps that need to be taken to achieve their work-based learning goals	❑ Minimal ❑ Developing ❑ Satisfactory
Notes	**The student demonstrates proficiency:** ❑ Yes ❑ No

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

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Explain the purpose of a resume (examples: traditional resume, video resume, or one-page profile) and how having one can lead to employment	☐ Minimal ☐ Developing ☐ Satisfactory
2. Define and identify the different parts of a resume: a. Education b. Experience c. Skills d. References	☐ Minimal ☐ Developing ☐ Satisfactory
3. Create a personal data sheet of basic information included in a resume: a. Personal information b. Education and Training c. Employment History d. Community Service and Volunteer Work e. Awards f. Special skills and additional certifications g. References	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

Category: Work Experiences – Work-Based Learning
Skill Topic: Developing skills to complete a job application

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

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)

WORK-BASED LEARNING EXPERIENCES

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

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

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

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

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

Category: Work Experiences – Work-Based Learning
Skill Topic: Understanding and developing skills needed to participate in future job interviews

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Practice reviewing job descriptions and be prepared to discuss the job requirements	☐ Minimal ☐ Developing ☐ Satisfactory
2. Identify questions to ask potential employers during an interview	☐ Minimal ☐ Developing ☐ Satisfactory
3. Determine what documents they need to be prepared to bring and share during an interview	☐ Minimal ☐ Developing ☐ Satisfactory

4. Identify and understand the importance of interview logistics:
  a. Date
  b. Time
  c. Name of the hiring manager, head of the department, head employer
  d. Location of the interview
  e. Transportation options
  f. Professional clothing options
  g. Other important information
	☐ Minimal ☐ Developing ☐ Satisfactory

5. Determine potential accommodations that may be needed for job interviews	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

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

Category: Job Skills

Skill Topic: Practicing technical, transferable skills in the workplace

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

WORK-BASED LEARNING EXPERIENCES

Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Identify their WBL experience as a paid or non-paid experience	☐ Minimal ☐ Developing ☐ Satisfactory
2. Discuss the advantages of participating in a WBL experience at an integrated work setting in the community: a. Identify if their WBL experience is at an integrated work setting	☐ Minimal ☐ Developing ☐ Satisfactory
3. Develop career goals for the WBL experience: a. Participate in regular assessments and progress checks	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

6. Understand how the Fair Labor Standards Act and The Child Labor Laws impact the type of job, hours, and days they can work	☐ Minimal ☐ Developing ☐ Satisfactory

7. Understand the impact of deciding to disclose or not disclose their disability at the worksite	☐ Minimal ☐ Developing ☐ Satisfactory
Notes	**The student demonstrates proficiency:** ☐ Yes ☐ No

Category: Job Skills
Skill Topic: Developing employment and work maturity skills

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Determine how to professionally communicate on the job with employers and coworkers	☐ Minimal ☐ Developing ☐ Satisfactory
2. Understand that positive work habits are valued traits by employers	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

Category: Job Skills

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

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

1. Engage in insightful reflection of job performance:
   a. Accept feedback from others
   b. Use feedback to guide toward becoming a successful employee at any future job
	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

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

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

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

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

Notes	The student demonstrates proficiency:
	☐ Yes ☐ No

Category: Additional Work-Based Learning Experiences[2]
Skill Topic: Gaining skills through participating in mock interviews to gain the skills needed for future career goals

Priority for Student or Group: ☐ High ☐ Medium ☐ Low	
Skill Building Activities (The student can…)	Student Progress (The student's progress is _____)
1. Introduce themselves to the mock interviewer	☐ Minimal ☐ Developing ☐ Satisfactory
2. Present the interviewer with their resume or one-page profile at the start of the interview	☐ Minimal ☐ Developing ☐ Satisfactory

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

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

Category: Additional Work-Based Learning Experiences[3]
Skill Topic: Gaining skills through participating in a career mentorship experience

Priority for Student or Group: ❑ High ❑ Medium ❑ Low	
Skill Building Activities (The student can…)	**Student Progress** (The student's progress is _____)
1. Understand that a career mentor can provide guidance and advice on specific industries or career fields	❑ Minimal ❑ Developing ❑ Satisfactory
2. Identify specific jobs or careers they would like to learn more about	❑ Minimal ❑ Developing ❑ Satisfactory

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

4. Work with the provider to identify a potential mentor: a. Mentorship can be virtual, in person, or a hybrid of the two	❑ Minimal ❑ Developing ❑ Satisfactory

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

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

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

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

Category: Additional Work-Based Learning Experiences[4]
Skill Topic: Gaining skills through participating in career-related competitions

Priority for Student or Group: ❐ High ❐ Medium ❐ Low	
Skill Building Activities (The student can...)	**Student Progress** (The student's progress is _____)
1. Understand that career-related competitions provide opportunities for students to demonstrate mastery of career-related skills through presentations or competitions judged by professionals	❐ Minimal ❐ Developing ❐ Satisfactory
2. Express motivation to explore careers and develop skills outside of high school	❐ Minimal ❐ Developing ❐ Satisfactory
3. Identify career-related competition options that are available through their school or other community organizations	❐ Minimal ❐ Developing ❐ Satisfactory
4. Compare and contrast the types of experiences that each career-related competition will provide	❐ Minimal ❐ Developing ❐ Satisfactory
5. Join a career-related competition that provides skill development and exposure to careers of interest	❐ Minimal ❐ Developing ❐ Satisfactory

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

6. Reflect on their participation in the career-related competition and determine if they would like to research and explore careers or jobs with similar characteristics: a. Add experience to resume	❑ Minimal ❑ Developing ❑ Satisfactory

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

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

Category: Additional Work-Based Learning Experiences[5]
Skill Topic: Gaining skills through participating in service-learning opportunities

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

1. Understand that service-learning activities are designed to integrate meaningful service with classroom instruction and reflection:
   a. Enriches the learning experience
   b. Teaches civic responsibility
   c. Strengthens communities
	☐ Minimal ☐ Developing ☐ Satisfactory

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

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5 The Skill-Based Activities in this category are meant to be immersive learning opportunities that can enhance work-based learning. Please note that these activities can be embedded into Work-based Learning service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

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

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

Category: Additional Work-Based Learning Experiences[6]
Skill Topic: Gaining skills through participating in student-led enterprises

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

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6 The Skill-Based Activities in this category are meant to be immersive learning opportunities that can enhance work-based learning. Please note that these activities can be embedded into Work-based Learning service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

WORK-BASED LEARNING EXPERIENCES

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

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

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

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

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

Category: Additional Work-Based Learning Experiences[7]
Skill Topic: Gaining skills through participating in simulated work experiences

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

1. Understand that simulated work experiences are work-based learning experiences that replicate work environment in any field:
   a. Allows students to develop, learn, and apply skills in the authentic work environment
   b. Workers are held to the same work standards and expectations as the industry in the community
	❒ Minimal ❒ Developing ❒ Satisfactory

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

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7 The Skill-Based Activities in this category are meant to be immersive learning opportunities that can enhance work-based learning. Please note that these activities can be embedded into Work-based Learning service delivery at any point where it is appropriate for the student. Before involving students in these experiences, be sure that students are prepared and have the background knowledge to participate in these activities.

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