



# Pre-Employment Transition Services Sequencing Guide

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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

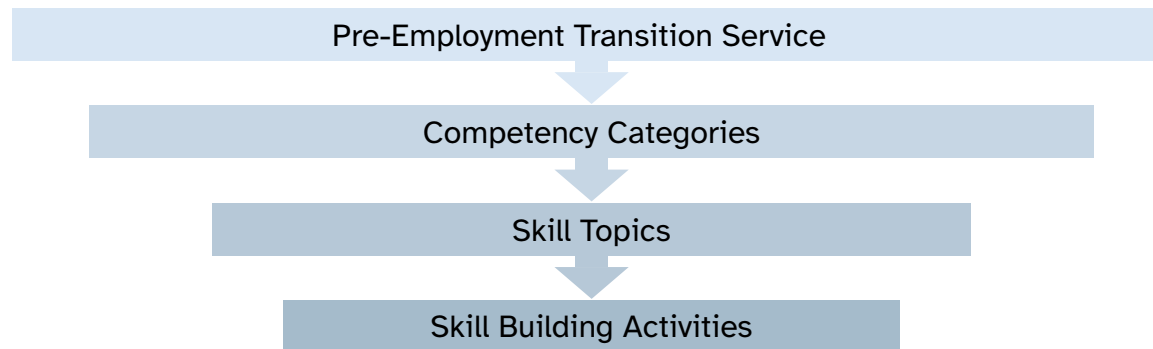
## **How to Use the Sequencing Guide**

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.



## 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.

# 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



## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

**Category:** Self-Awareness

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Discuss and explain their personal motivation to continue their education after high school	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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)	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Explore the types of academic and occupational training needed to succeed in the workplace	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>5. Discuss how their career interests align with postsecondary education options</p> <p>a. Create a list of jobs or career clusters that they are interested in exploring</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>6. Identify the postsecondary education options that align with their current high school diploma track:</p> <p>a. Special Education Diploma</p> <p>b. Alternate Academic Diploma</p> <p>c. Occupational Diploma</p> <p>d. Regular High School Diploma</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>7. Gain awareness of the wide range of career pathway options and labor market projections</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>8. Discuss and explain the skills necessary to successfully transition to a postsecondary education or training program:</p> <p>a. Academic skills</p> <p>b. Advocacy skills</p> <p>c. Soft skills</p> <p>d. Independent living skills</p> <p>e. Social skills</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>9. Explore available degrees and credentials offered through various programs at inclusive higher education or other postsecondary education programs</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>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</p> <p>Examples of WBLE:</p> <ol style="list-style-type: none"> <li>a. Job shadowing</li> <li>b. Interviewing with a person in a field of interest</li> <li>c. Volunteering</li> <li>d. Career mentoring</li> <li>e. Paid and non-paid work experiences</li> </ol>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>11. Discuss, share, and provide career and postsecondary education information to parent/guardian or support network</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>12. Identify services that vocational rehabilitation can provide to students seeking postsecondary education:</p> <ol style="list-style-type: none"> <li>a. Explore if they might be eligible for services and if they should apply</li> </ol>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p><b>Notes</b></p>	<p><b>The student demonstrates proficiency:</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

**Category:** Self-Awareness

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

<p><b>Priority for Student or Group:</b></p> <p><input type="checkbox"/> High</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> Low</p>	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
<p>1. Demonstrate an understanding of the vocabulary and how it relates to goal setting:</p> <ul style="list-style-type: none"> <li>a. Person-centered planning</li> <li>b. Long and short-term goals</li> <li>c. Specific</li> <li>d. Measurable</li> <li>e. Achievable</li> <li>f. Realistic</li> <li>g. Timely</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>2. Participate in person-centered planning to actively take part in making plans for their postsecondary education options:</p> <ul style="list-style-type: none"> <li>a. Use person-centered planning to gather information and resources that will help them track current goals, skills, strengths, and needed supports</li> <li>b. Advocate for modifications to their person-centered plans as they make decisions related to continuing their education</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

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

**Category:** Self-Awareness

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>1. Evaluate and discuss their strengths and weaknesses in the following postsecondary education and career training skills:</p> <ul style="list-style-type: none"> <li>a. Time management</li> <li>b. Organization</li> <li>c. Task initiation</li> <li>d. Planning and prioritizing</li> <li>e. Sustained attention</li> <li>f. Working memory</li> <li>g. Goal-directed assistance</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>2. Evaluate and discuss current and future high school course enrollment options and how they support PSE plans:</p> <ul style="list-style-type: none"> <li>a. Participate in postsecondary education preparation classes</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>3. Understand and communicate how their learning style and preferences can impact their accommodations</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>4. Document current academic accommodations, supports, and learning style preferences needed for academic support</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Identify accommodations needed for college entrance exams and understand the process for submitting this documentation. College entrance exams can include:</p> <ul style="list-style-type: none"> <li>a. PSAT, SAT, and ACT test</li> <li>b. Basic skills assessment</li> <li>c. ASVAB – Armed Services Vocational Aptitude Battery</li> <li>d. Other admission required tests</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>6. Identify the types of technology needed for academic success in various settings:</p> <ul style="list-style-type: none"> <li>a. Current setting</li> <li>b. Postsecondary education setting</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

7. Identify and register for college entrance exams required for PSE programs (if applicable)	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
8. Complete college entrance exams (if applicable)	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

**Category:** Individualized Planning

**Skill Topic:** Gathering information on postsecondary education and training options

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
<b>Skill Building Activities</b> (The student can...)	<b>Student Progress</b> (The student's progress is _____)
1. Understand the difference between high school and college: <ol style="list-style-type: none"> <li>a. Class schedule, homework, attendance, and grading</li> <li>b. Qualifying for accommodations</li> <li>c. Communication with teachers/professors</li> <li>d. Student responsibility</li> <li>e. Cost</li> <li>f. Social opportunities</li> <li>g. Accommodations vs. special education services</li> </ol>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>2. Create a list of postsecondary education options and determine if they support their chosen career path</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>3. Understand that there are more postsecondary education and training options available other than just college:</p> <ul style="list-style-type: none"> <li>a. Career pathways related to workshop and training programs</li> <li>b. Trade and technical schools (TCAT)</li> <li>c. Military</li> <li>d. Postsecondary programs at community colleges and universities for students with intellectual and developmental disabilities. (Inclusive Higher Education Programs)</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>4. Identify which postsecondary education/training programs align with their career aspirations:</p> <ul style="list-style-type: none"> <li>a. Degrees and certifications offered in various postsecondary settings</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>5. Decide which school factors are important to include in the search, such as:</p> <ul style="list-style-type: none"> <li>a. Admission criteria</li> <li>b. Size of school</li> <li>c. Location of school</li> <li>d. Campus life</li> <li>e. Field of study</li> <li>f. Housing options</li> <li>g. Credentials offered</li> <li>h. Disability support services</li> <li>i. Cost</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>



## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>6. Attend college fairs to connect with schools of interest to continue exploring postsecondary education options:</p> <ul style="list-style-type: none"> <li>a. Create a list of questions to ask at the fair</li> <li>b. Develop a list of schools they want to ensure they connect with at the fair</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>7. Explore a list of postsecondary education options through website searches:</p> <ul style="list-style-type: none"> <li>a. Create a method to document and track important factors related to postsecondary education searches</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>8. Review the program’s website and take a virtual tour (if available) of the school</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>9. Review admissions requirements to determine if they will meet the requirement for admission:</p> <ul style="list-style-type: none"> <li>a. Narrow down the postsecondary education programs they are interested in attending and would like to visit</li> <li>b. Record information on a tracking document</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>10. Review tuition cost and record information on tracking document</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p><b>Notes</b></p>	<p><b>The student demonstrates proficiency:</b></p> <input type="checkbox"/> Yes <input type="checkbox"/> No

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

**Category:** Individualized Planning

**Skill Topic:** Narrowing postsecondary education options

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Consider and compare college cost, programs offered, financial aid options, and other areas of interests	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>5. Create and follow a realistic timeline for completing the admissions process for schools of interest:</p> <ul style="list-style-type: none"> <li>a. Create online logins</li> <li>b. Complete applications</li> <li>c. Pay fees</li> <li>d. Check the status of the application</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>6. Understand how to move forward to plan and prepare for a smooth transition from high school to postsecondary education/training</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p><b>Notes</b></p>	<p><b>The student demonstrates proficiency:</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

**Category:** Advocacy and Accessibility

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

<p><b>Priority for Student or Group:</b></p> <p><input type="checkbox"/> High</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> Low</p>	
<p>Skill Building Activities (The student can...)</p>	<p>Student Progress (The student's progress is _____)</p>

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>1. Identify their disability and have a basic understanding of how it can impact them in a postsecondary education setting:</p> <ul style="list-style-type: none"> <li>a. Housing</li> <li>b. Daily living</li> <li>c. Academic</li> <li>d. Social</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>2. Understand the importance of finding, requesting, and securing supports and accommodations in postsecondary education settings and how this is different from high school</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>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:</p> <ul style="list-style-type: none"> <li>a. Large font textbooks</li> <li>b. Read aloud software</li> <li>c. Text to speech computer software</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>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:</p> <ul style="list-style-type: none"> <li>a. Disability support services</li> <li>b. Tutoring services</li> <li>c. Student health center</li> <li>d. Counseling services</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>5. Identify and request the accommodations or assistance they will need to be successful in a postsecondary education setting</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
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**Category:** Advocacy and Accessibility

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

3. Participate in activities practicing advocating for accommodations and support services in a postsecondary education setting	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Explain their rights and responsibilities related to disability disclosure in a postsecondary education setting	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Understand the advantages and disadvantages of disclosing their disability to a postsecondary education program	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Identify the contact information for the student support services department for the schools of interest	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
8. Develop a plan to contact student support services and discuss accommodations available at schools of interest	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

**Category:** Financial Literacy

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>a. Financial aid</li> <li>b. Loans</li> <li>c. Grants</li> <li>d. Scholarships</li> <li>e. Savings</li> <li>f. Resident/nonresident</li> <li>g. Housing</li> <li>h. Meal plan</li> <li>i. Books and class supplies</li> <li>j. Fees</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Attend school-sponsored opportunities on financial planning and budgeting in college	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Compare and contrast the cost associated with each postsecondary education option that interests them using a spreadsheet or document of their choice	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>4. Determine which expense will be associated with each school they are interested in attending and enter them in the document/spreadsheet:</p> <ul style="list-style-type: none"> <li>a. Tuition (resident or nonresident fee)</li> <li>b. Housing</li> <li>c. Meal Plan</li> <li>d. Transportation</li> <li>e. Extra-curricular activities</li> <li>f. Social Events</li> </ul>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>5. Discuss the cost of postsecondary education options with parent/guardian/support network and identify the options that fit into the student/family budget</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p><b>Notes</b></p>	<p><b>The student demonstrates proficiency:</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>



## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

**Category:** Financial Literacy

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify the submission date deadline for completing the FAFSA application	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> 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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Complete and submit the FAFSA application: a. Identify and store login information for future use	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Identify and apply for scholarships, grants, and loan opportunities: a. Check local, state, school-specific, and national databases	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

**Category:** Logistics

**Skill Topic:** Understanding of admissions requirements

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
<b>Skill Building Activities</b> (The student can...)	<b>Student Progress</b> (The student's progress is _____)
1. Understand accommodations for college entrance testing and SAT and ACT testing	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>2. Demonstrate an understanding of the vocabulary related to the admission process for a postsecondary education program:</p> <ul style="list-style-type: none"> <li>a. Application</li> <li>b. Essay</li> <li>c. Personal statement</li> <li>d. Standardized test scores</li> <li>e. References</li> <li>f. Transcripts</li> <li>g. Application fee</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>3. Identify where to find the admissions requirements on a school's website:</p> <ul style="list-style-type: none"> <li>a. If applicable, create a unique login for each school and keep the information for future use</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>4. Compare admission requirements to their academic and personal status:</p> <ul style="list-style-type: none"> <li>a. Grade point average requirement</li> <li>b. Class rank</li> <li>c. Standardized test scores</li> <li>d. Work experience</li> <li>e. Extra-curricular activities</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Determine if they have any admission requirement deficiencies and develop a corrective action plan or identify alternative postsecondary education options</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>6. Review information gathered and then rank the postsecondary education options according to their interest</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
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**Category:** Logistics

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

<b>Priority for Student or Group:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
<b>Skill Building Activities</b> (The student can...)	<b>Student Progress</b> (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	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

<p>2. Identify the application items that they (the student) will be responsible for submitting:</p> <ul style="list-style-type: none"> <li>a. Application</li> <li>b. Personal information</li> <li>c. Essays</li> <li>d. Application fee</li> <li>e. Entrance exam test scores</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>3. Identify the items to be submitted by the high school counselor:</p> <ul style="list-style-type: none"> <li>a. High school transcripts</li> <li>b. Final grade report</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>4. Identify the items to be submitted by high school teachers</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Identify topics for each required essay or personal statement:</p> <ul style="list-style-type: none"> <li>a. Create outline</li> <li>b. Complete the first draft</li> <li>c. Edit and revise the essay or personal statement with the counselor or teacher</li> <li>d. Create final draft</li> <li>e. Complete final review</li> </ul>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>6. Create a timeline to complete and submit all applications</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>7. Create a follow-up timeline to ensure items to be submitted by student, guidance counselors, and teachers are completed by the due date</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>8. Review application status on the website for updates and any information that may need to be corrected or changed</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>9. Discuss acceptances and non-acceptance with counselor and caretaker</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

## COUNSELING ON POSTSECONDARY EDUCATION OPPORTUNITIES

10. Celebrate and share with classmates, teachers, caretakers, and counselors the postsecondary education program the student has chosen to attend	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<b>Notes</b>	<b>The student demonstrates proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No