



Pre-ETS Sequencing Guide

Counseling on Postsecondary Education Opportunities - Short Form

October 1, 2023

2nd Edition



Pre-ETS Overview

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

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

Purpose of the Sequencing Guide

This guide is an instructional tool intended to be used by Pre-ETS providers after a student has been determined eligible to receive Pre-ETS. The purpose of the Pre-ETS Sequencing Guide is to provide a recommended framework and sequence to deliver Pre-ETS. The guide's layout demonstrates how skills build on each other and can be delivered in a sequential manner. Using this guide will help to ensure that students are developing the skills and knowledge that are relevant and necessary to help them explore careers, prepare for, and achieve postsecondary goals to include competitive, integrated employment outcomes.

The goals of this guide are to assist with:

- Adding structure and consistency to service delivery
- Using a person-driven planning approach to ensure instruction leads to individualized skill development
- Targeting instruction around a student's current needs, rather than age or grade level
- Using instructional scaffolding to build on existing knowledge to advance skills and increase independence
- Collaborating with a student's support system (i.e., teachers, caregivers, family, counselors) to make decisions about transition planning that will increase student participation and engagement
- Eliminating duplication of services between schools, vocational rehabilitation, WIOA Youth, community rehabilitation programs, and other service providers

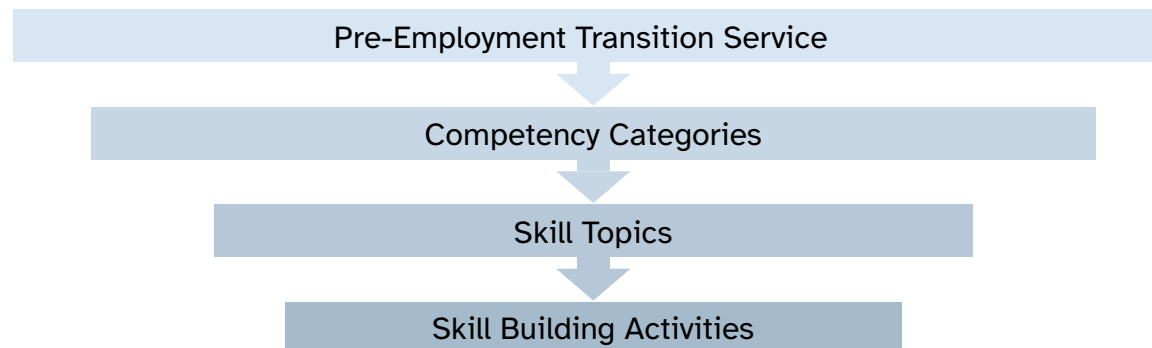
How to Use the Sequencing Guide

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

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

Organization

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



Planning Service Delivery

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

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

Suggested Process for Using the Sequencing Guide

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

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

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

2. COLLABORATE

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

Reflect on Instruction

- When updating the Sequencing Guide, celebrate student growth and success. Be sure to point out opportunities for self-reflection regarding new skills they have learned and explain how they will achieve their goals.
- Consider the level of assistance that students need with completing a *Skill Building Activity*
- Consider the "I Do, We Do, You Do" method of content delivery and task completion for students with more complex support needs. This is a teaching strategy that starts with a demonstration (I Do), then leads to the provider and student completing the task together (We Do), and fades into having the student complete the task independently (You Do).
- Reviewing skills regularly with students ensures that they have maintained the knowledge and continue to demonstrate proficiency. Skill maintenance requires frequent practice.
- Generalization is when a skill or task can be demonstrated or completed in a variety of settings and situations. It is important to provide students with multiple opportunities to practice skills outside of the typical instructional setting. Doing this shows them how to apply their skills in real-world situations.
- Think about ways to improve instruction in the future:
 - Materials/Curriculum
 - More effectively grouping students
 - Improve collaboration with the student support system

Tips for Successful Implementation of the Sequencing Guide

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

Counseling on Postsecondary Education (PSE) Opportunities – Short Form

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

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

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

Category: Self-Awareness

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

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

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

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

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

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

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

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

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

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Category: Individualized Planning

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

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

Skill Topic: Narrowing postsecondary education options

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

Category: Advocacy and Accessibility

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

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

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

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

Category: Financial Literacy

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

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

3. Determine which expense will be associated with each school they are interested in attending and enter them in the document/spreadsheet:

- a. Tuition (resident or nonresident fee)
- b. Housing
- c. Meal Plan
- d. Transportation
- e. Extra-curricular activities
- f. Social Events

4. Discuss the cost of postsecondary education options with parent/guardian/support network and identify the options that fit into the student/family budget

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

1. Identify any instructors, resources, or agencies that can provide assistance with completing the FAFSA application

2. Identify the submission date deadline for completing the FAFSA application

3. Gather the information needed to complete the FAFSA application:

- a. Social security number
- b. Federal income tax returns
- c. W-2s
- d. Records of money earned
- e. Bank statement
- f. Records of investments

4. Complete and submit the FAFSA application:

- a. Identify and store login information for future use

5. Develop an understanding of the similarities and differences between grants, loans, and scholarships and how they can affect the overall financial aid they may be eligible for or receive

6. Identify and apply for scholarships, grants and loan opportunities:

- a. Check local, state, school-specific, and national databases

Category: Logistics

Skill Topic: Understanding the process of applying for college

1. Admissions requirements
2. Financial aid options

Activities: Counseling on Postsecondary Education Opportunities

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

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

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

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

Skill Topic: Set up campus tours and discuss each visit

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