



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

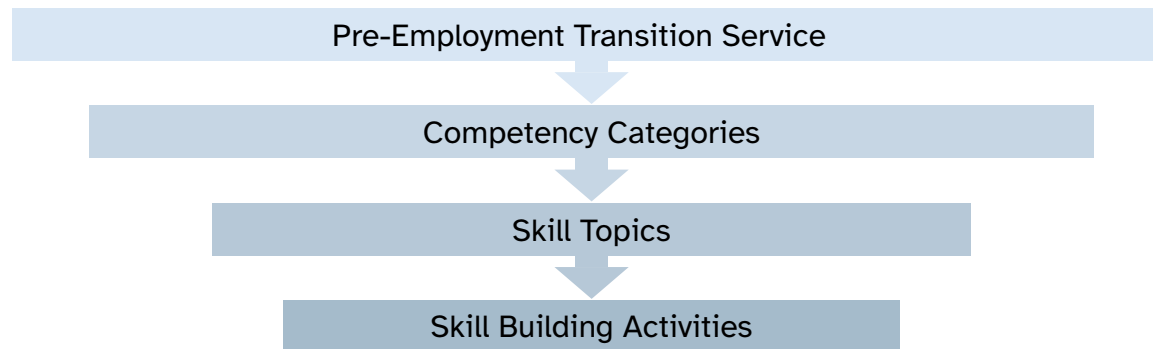
How to Use the Sequencing Guide

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.



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

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

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

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

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