



Transition/Pre-ETS Inventory

YOUTH NAME:

SCHOOL YEAR:

SUPPORT TEAM MEMBERS PRESENT:

YOUTH

INSTRUCTIONS: Use this inventory with a youth, their family, and support team members to indicate which learning stage or stages a youth is at within each transition/ Pre-Employment Transition Services (Pre-ETS) topic. The learning stages are defined as:

- **Awareness:** Understands the topic
- **Exploration:** Discovers strengths, preferences, interests, and needs related to the topic
- **Preparation:** Practices skills, makes decisions, and gets ready for success within the topic
- **Implementation:** Utilizes skills within the topic

From there, decide which topics will be prioritized this school year. The notes section can be used to give other detail on strengths and needs and who from the team will take the lead on implementing services related to the topics that will be prioritized this year.

PRE-ETS KEY:

For each learning concept below the corresponding VRS/SSB Pre-Employment Transition Service (Pre-ETS) is indicated.	ISA	Instruction in Self-Advocacy
	WRT	Workplace Readiness Training
	JEC	Job Exploration Counseling
	WBLE	Work-Based Learning Experiences
	PEC	Postsecondary Education Counseling

1 My Best Life

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>SELF-AWARENESS (Pre-ETS: ISA)</p> <p><i>Does the youth understand their traits, feelings, motivations and actions, as well as recognize how they're perceived by others?</i> Self-awareness is about understanding how individuality and life circumstances impact daily living. Individuality covers factors such as disability, culture, language, race, sexual preference, gender identity and religion. Circumstances may include issues such as foster care, homelessness, immigrant or refugee status, young parenting, poverty, or trauma.</p>							

1 My Best Life (continued)

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>DEVELOPING A VISION (Pre-ETS: ISA)</p> <p><i>Has the youth developed a vision for their best life?</i> Developing a vision sets the stage for a youth’s success. Still, it can be challenging or even overwhelming for youth to build a vision of their best life. It might seem too complex or far into the future to embrace today. As a professional, you can help youth consider what they want as they develop their vision for the future.</p>							
<p>ADVOCATING FOR A BEST LIFE (Pre-ETS: ISA)</p> <p>To advocate for their best life, youth must develop self-advocacy skills and an understanding of disability awareness and disability rights.</p> <p>Subtopics include: <u>Core advocacy concepts</u>, <u>disability awareness</u>, <u>disability rights</u>, <u>mentoring experiences</u> and <u>leadership experiences</u></p>							
<p>PLANNING FOR A BEST LIFE (Pre-ETS: ISA)</p> <p>Planning allows youth to establish goals and identify steps to reach those goals. Youth may use various planning documents from different services and programs, especially while they’re in school. The key is to ensure that planning is driven by what’s important to (and for) the youth. It’s also helpful to coordinate the plans and save them in a central location.</p>							

2 In(ter)dependent Living

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>DAILY LIFE (Pre-ETS: WRT) Daily life includes thinking about the various things people do each day, such as managing a home, meals, clothing and appointments, as well as telephone use, digital literacy, recreation and leisure. Subtopics include: <u>Managing your home</u>, <u>nutrition and meal preparation</u>, <u>clothing care</u>, <u>managing appointments</u>, <u>managing mail and deliveries</u>, <u>telephone use and etiquette</u>, and <u>digital literacy</u></p>							
<p>COMMUNITY LIVING (Pre-ETS: WRT) Community living includes thinking about where a person will live and how they will get to places where they need and want to go. Subtopics include: <u>Home</u> and <u>transportation</u></p>							
<p>MONEY (Pre-ETS: WRT) Money includes thinking about where a person’s income comes from—both earned income from work and unearned income from things like Social Security or other benefits—and how the money is managed. Subtopics include: <u>Income sources</u> and <u>money management</u></p>							
<p>HEALTHY LIVING (Pre-ETS: WRT) Healthy living means maintaining a healthy lifestyle and introducing habits that improve health and happiness. Subtopics include: <u>Well-being</u>, <u>health care benefits</u>, <u>relationships and sexuality</u>, and <u>parenting skills</u></p>							

2 In(ter)dependent Living *(continued)*

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p><u>SAFETY</u> <i>(Pre-ETS: WRT)</i></p> <p>Safety includes developing skills that allow a person to be safe at home and in the community. Safety skills can help youth assess, minimize and make informed decisions about risks so they can balance safety with the freedom to try new things and the experiences they want.</p>							
<p><u>RECREATION</u> <i>(Pre-ETS: WRT)</i></p> <p>Help youth to be able to engage in their personal interests and spend their free time as they choose.</p>							
<p><u>ADVOCACY AND SUPPORTS FOR IN(TER)DEPENDENT LIVING</u> <i>(Pre-ETS: ISA)</i></p> <p>In(ter)dependent living requires self-advocacy, engagement and appropriate use of informal and formal supports. Assistive technology, decision making and civic responsibility are also critical.</p> <p>Subtopics include: <u>Self-advocacy for in(ter)dependent living, assistive technology, decision making, civic responsibility, and services and supports for in(ter)dependent living</u></p>							

3 Employment							
Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>CAREER EXPLORATION (Pre-ETS: JEC)</p> <p>Help youth explore their interests and skills and match them to career opportunities.</p> <p>Subtopics include: <u>Gain self-awareness</u> and <u>explore occupations and career possibilities</u></p>							
<p>WORK-BASED LEARNING EXPERIENCES (Pre-ETS: WBLE)</p> <p><i>How can the youth see and try out work?</i> Work-based learning is an educational approach that uses the workplace to provide youth with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.</p>							
<p>BENEFITS PLANNING (Pre-ETS: WRT)</p> <p>Help youth learn how benefits and work can go together so they work to their full potential. Even if youth are not on benefits now, they may be in the future. This topic covers benefits planning tools and resources, benefits basics, benefits and work, work incentives, and managing benefits while working.</p>							
<p>THE JOB PROCESS (Pre-ETS: WRT)</p> <p>Guide youth in understanding how to manage the job process.</p> <p>Subtopics include: <u>Find available jobs</u>, <u>develop interview skills</u>, <u>understand the application process</u>, <u>how to advance in a job</u>, and <u>how to leave a job</u></p>							

3 Employment (continued)

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>SKILLS FOR SUCCESS (Pre-ETS: WRT)</p> <p>To prepare youth for work, guide them in developing foundational skills—the personal attributes that allow for positive interactions at work, problem solving and fitting into a work environment.</p> <p>Subtopics include: <u>Understand work ethics, demonstrate an understanding of appropriate hygiene, grooming, and workplace dress, build interpersonal skills, build communication skills, and build job readiness skills</u></p>							
<p>ADVOCACY AND SUPPORTS FOR EMPLOYMENT (Pre-ETS: ISA)</p> <p>Help youth identify and develop the supports they need to reach employment goals.</p> <p>Subtopics include: <u>Self-advocacy in the workplace, disclosing a disability, accommodations and assistive technology, and employment services and supports</u></p>							

4 Postsecondary education and training

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>POSTSECONDARY OPTIONS (Pre-ETS: PEC)</p> <p>Help youth explore available postsecondary education and training options related to their career goal.</p>							

4 Postsecondary education and training <i>(continued)</i>							
Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p>CAMPUS VISITS <i>(Pre-ETS: PEC)</i></p> <p>Help youth visit postsecondary education and training options related to their career goal.</p>							
<p>ENROLLMENT <i>(Pre-ETS: PEC)</i></p> <p>Help youth understand enrollment requirements for specific postsecondary education or training options. These might include entrance exams, applications, essays and resumes.</p> <p>Subtopics include: <u>Enrollment requirements</u>, <u>entrance exams</u>, <u>applications</u>, and <u>essays and resumes</u></p>							
<p>FINANCIAL AID <i>(Pre-ETS: PEC)</i></p> <p>Help youth explore financial aid options to pay for postsecondary education or training. Options include grants, loans, work-study, scholarships, and educational benefits.</p>							
<p>SKILLS FOR SUCCESS <i>(Pre-ETS: PEC)</i></p> <p>Success in postsecondary education or training requires fundamental skills.</p> <p>Subtopics include: <u>Differences between high school and postsecondary education and training</u>, and <u>practical learning strategies</u></p>							

4 Postsecondary education and training *(continued)*

Learning topics and expectations:	Not started	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
<p><u>ADVOCACY AND SUPPORTS FOR POSTSECONDARY EDUCATION AND TRAINING</u> <i>(Pre-ETS: ISA)</i></p> <p>Youth who are strong self-advocates know what they want, what they do well and where they face challenges.</p> <p>Subtopics include: <u>Self-advocacy in postsecondary education and training, accommodations and assistive technology, on-campus supports, rights and responsibilities, and other postsecondary education and training services and supports</u></p>							