STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NJ Division of
Vocational Rehabilitation
Services

Transition Toolkit: Skills and Competencies Checklist

The Skills and Competencies Checklist is divided into sections that align with the five Pre-Employment Transition Services (Pre-ETS), and two additional categories pertaining to students who are Deaf or Hard of Hearing.

The five Pre-Employment Transition Services include:

1. Counseling on enrollment opportunities in comprehensive transition or postsecondary educational programs at institutions of higher education;
2. Work-based learning experiences;
3. Workplace readiness training to develop social skills and independent living skills;
4. Job exploration counseling;
5. Instruction in self-advocacy, which may include peer mentoring (with the addition of self-determination);

The two additional categories pertaining to students who are Deaf or Hard of Hearing include:

6. Community engagement; and
7. Communication support access.

Directions

In the second column, record the student's current mastery level ("P" for Proficient, "E" for Emerging, "N" for Need, or "NA" for Not Applicable) for each of the skills/competencies listed in the first column. See the glossary for definitions of *italicized* and asterisked (*) terms.

This document should be updated as the student improves on or acquires new skills and shared with the educational staff and case manager in the student's home district and current educational setting if in an out-of-district program, including Career and Technical Education.

* See the glossary for definitions of italicized terms

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NJ Division of
Vocational Rehabilitation
Services

Student's Name: Age:

Administered by: Date:

1. Counseling on enrollment opportunities in comprehensive transition or postsecondary educational programs at institutions of higher education

Skill/Competency	**Mastery Level** (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Articulates the purpose of postsecondary education and the benefit of further education	
b) Identifies postsecondary educational programs that offer the student's desired course of study/programming	
c) Explains the process for applying for admission to postsecondary educational programs, for scholarships, and completing the *FAFSA** application (including importance of timelines)	
d) Expresses when and how to register for *ACT/SAT** and how to request needed accommodations	
e) Demonstrates how to register for the college placement exam, if applicable	
f) Demonstrates an understanding of Section 504 of the Rehabilitation Act	
g) Describes the services available through the *Office of Disability Services** at colleges, and the importance of applying to become eligible for Section 504 accommodations	
h) Explains how to apply for Section 504 accommodations and register with the Office of Disability Services at college	
i) Expresses the importance of requesting Section 504 accommodations well in advance of the first day of classes	
j) Describes how to file a *grievance** and/or use an appeal process if Section 504 accommodations are refused or denied	

* See the glossary for definitions of italicized terms

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
k) Describes steps to take after being accepted into a postsecondary educational program, including the registration process (note deadlines)	
l) Explains differences between high school and postsecondary educational settings (level of independence and personal responsibility)	

* See the glossary for definitions of italicized terms

2. Work-based learning experiences

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Matches job descriptions and expectations to personal *skill set**	
b) Uses knowledge of personal strengths and interests to select appropriate work environments	
c) Explains how to respond to a request for a job interview, and how to request interview accommodations if needed	
d) Prepares for interview by researching the company and reviewing common interview questions	
e) Explains what to do after participating in a job interview	
f) Completes pre-employment paperwork (e.g. health forms, drug tests, fingerprinting, tax forms)	
g) Explains the difference between appropriate and inappropriate workplace communication	
h) Articulates how career interests and academic skills can be transferred to employment in the community	
i) Demonstrates a positive attitude towards work	
j) Explains the responsibilities of workers in a work environment, including the use of *interpersonal skills**	
k) Articulates the meaning of unwritten rules in the workplace	
l) Explains how to effectively communicate with co-workers and supervisors and how to manage communication breakdowns	

* See the glossary for definitions of italicized terms

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NJ Division of
Vocational Rehabilitation
Services

3. Workplace readiness training to develop social skills and independent living skills

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Describes the appropriate dress for a job interview based on a setting	
b) Describes appropriate interpersonal skills when interacting with interviewers (e.g. eye contact, pointing [cultural difference], firm handshake)	
c) Describes the role of a human resources office or department within a company or agency	
d) Explains the difference between a salaried employee and an hourly employee	
e) Explains how employees can be compensated for their work by receiving payment and company benefits, including the process to request paid time off and sick days	
f) Explains the importance of safe and healthy practices on the job	
g) Describes how a chain of command/management hierarchy operates in a company or agency	
h) Demonstrates knowledge of onboarding activities within companies or agencies	
i) Describes the importance of open communication at the workplace	
j) Identifies the appropriate and polite manner to express concerns and problems at work with an employer	
k) Demonstrates appropriate behavior in, and meets the behavior expectations of, a specific workplace (e.g. cell phone use, volume of voice, use of street language, eating and drinking at the desk, socializing)	
l) Demonstrates appropriate dress and hygiene for the workplace	
m) Demonstrates time management skills	

* See the glossary for definitions of italicized terms

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NJ Division of
Vocational Rehabilitation
Services

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
n) Demonstrates teamwork and the ability to work cooperatively with others	
o) Explains the need to appropriately prepare for and engage in training sessions and meetings	
p) Shares appropriate information in the workplace and avoids sharing inappropriate information (e.g. what you are thinking does not have to be communicated, or personal details need not be shared with everyone)	
q) Follows rules and laws in the workplace and the community	
r) Demonstrates knowledge of transportation options to get to and from a job in the community	
s) Articulates what SSI* is (Supplemental Security Income) and who can qualify for SSI	
t) Demonstrates appropriate reciprocal communication skills to interact with an employer	
u) Explains the role of interpreters* as an adult after graduating from high school and in postsecondary settings	
v) Describes the personal communication differences within the Deaf and Hard of Hearing communities	
w) Shares appropriate information in the workplace. For example, what you are thinking does not have to be communicated or personal details need not be shared with everyone (e.g. I have a medical problem as opposed to describing specifics).	
x) States the rules of and respectful communication (e.g. one at a time)	
y) Identifies the perspectives relating two different languages and cultures	
z) Explains the tone variations between cultures/languages (e.g. body language vs. hearing/voice tone when frustrated)	

* See the glossary for definitions of italicized terms

4. Job exploration counseling

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Articulates what may be needed to prepare for, obtain, and succeed in a career/job (examples include training, college, certificate, apprenticeship, on-the-job training, job search assistance, *job coaching**)	
b) Articulates the differences between having a career versus having a job	
c) Describes a good job fit	
d) Completes *career interest inventories* *	
e) Explains the results of vocational assessments and interest inventories that determine strengths, capabilities and interests	
f) Evaluates own personal career choice in relation to the *labor market** and earnings potential	
g) Uses knowledge of personal career interests and skills to develop feasible career goals	
h) Explains the process of searching for a job	
i) Explores local job opportunities, including summer employment	
j) Demonstrates how to appropriately complete job applications (electronic/internet and paper and pencil)	
k) Identifies and uses social media job search engines (e.g. Indeed, LinkedIn, Zip Recruiter, NJ School Jobs)	
l) Uses resources for resume writing and demonstrates how to customize a resume for specific jobs	
m) Expresses the pros and cons of posting a resume online	

* See the glossary for definitions of italicized terms

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
n) Posts a resume online	
o) Demonstrates how to maintain an updated resume	
p) Writes and uses appropriate cover letters when applying for jobs	

* See the glossary for definitions of italicized terms

5. Instruction in self-advocacy, which may include peer mentoring (with the addition of self-determination)

Skill/Competency	**Mastery Level** (P) Proficient (E) Emerging (N) Needed (NA) Not Applicable
a) Demonstrates an understanding of self-advocacy and self-determination	
b) Explains the need to self-advocate	
c) Appropriately advocates educational needs to case manager, instructor, disability services staff, school staff, etc.	
d) Defines *discrimination**	
e) Demonstrates how to appropriately report that an individual is being discriminated against	
f) Explains that *disclosure** is required for accommodations to be provided at work and in postsecondary education	
g) Expresses how to advocate when communication breakdowns occur	
h) Demonstrates understanding of rights under IDEA, section 504, and the *ADA**	
i) Identifies when and how to advocate for *legal rights** under IDEA, section 504, and the *ADA**	
j) Describes how to advocate for the provision of needed accommodations	
k) Explains what a *"reasonable" accommodation** is and how to ask for it	
l) Demonstrates an understanding that *reasonable accommodations** can vary from job to job based on employer (e.g. number of employees, religious organization, by state)	
m) Demonstrates knowledge of rights to communication access	
n) Expresses personal communication needs and other needed accommodations (e.g. iPad, reword written material)	

* See the glossary for definitions of italicized terms

Skill/Competency	Mastery Level (P) Proficient (E) Emerging (N) Needed (NA) Not Applicable
o) Identifies and advocates for accessible communication in varied situations (e.g. peer to peer group work, training, lectures, staff meetings, department meetings, in classroom)	
p) Identifies resources available for communication needs (*interpreters, CART, C-Print, RCC, ALDs, text**)	
q) Shows employer inexpensive options to make the environment more visual	
r) Explains a procedure to be informed of when a meeting is upcoming in order to arrange for an interpreter and/or ALD *	
s) Ensures that safety equipment is in place (alert systems-lighted and/or vibratory, such as fire alarm and carbon monoxide detector)	
t) Explains that English and ASL are not equivalent (components)	
u) Explains how clear speech does not equal hearing and that it is important to not make assumptions	
v) Advocates educational needs to instructor, disability services, staff member	

* See the glossary for definitions of italicized terms

6. Community engagement

Skill/Competency	Mastery Level (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Identifies public services (transportation, housing, social services, etc.) available in the community	
b) Demonstrates knowledge of organizations, activities and resources in the Deaf/Hard of Hearing community (see resource list)	
c) Identifies potential volunteering opportunities in the community	
d) Demonstrates the ability to work effectively in and with diverse communities (including hearing and other cultures)	
e) Explains social media boundaries	
f) Describes how to request communication access for any community situation (places of public accommodations) such as *interpreters, CART, RCC, ALDs, VP/VRS, Captioned phones**	
g) Follows rules and laws in the community	
h) Demonstrates respect for authority (e.g. police, fire fighters) in community settings	
i) Articulates what *DVRS** is, how it can help with preparing for, getting, and succeeding in employment, and the process for applying for services	

* See the glossary for definitions of italicized terms

7. Communication support access

Skill/Competency	**Mastery Level** (P) Proficient (E) Emerging, (N) Need (NA) Not Applicable
a) Manages personal listening technology (hearing aids/*cochlear implants**)	
b) Understands and appropriately conveys information about the individual's hearing loss	
c) Understands and explains an individual communication access plan	
d) Identifies resources available for communication needs (*interpreters*, CART*, C-Print*, RCC*, ALDs**, etc.)	
e) Describes how to request accommodations for communication needs (*Interpreters*/CART*/*C-Print*/RCC*/ ALDs*/ VP*/VRS*/Captioned Phones**)	
f) Identifies agencies and resources that provide financial supports for communication needs	
g) Explains *RID/NIC** code of ethics regarding interpreting	

* See the glossary for definitions of italicized terms