

# STUDENT TRANSITION SURVEY

This survey is designed to help develop a plan for transition services and will be discussed at your next IEP meeting.

Student Name:	Today's Date:	Graduation Year:
<div></div>	<div></div>	<div></div>
IEP Teacher:	My Disability:	I have ____ credits.
<div></div>	<div></div>	<div></div>

1. List some careers you are interested in:

\*If you need help deciding which careers you are interested in, ask your teacher to complete the RIASEC or Career Cruising MatchMaker.

2. Have you ever had a job? ☐ Yes ☐ No

If yes,

Where do/did you work?

What are/were your responsibilities?

3. Have you ever filled out a job application? ☐ Yes ☐ No
4. Have you ever created a resume? ☐ Yes ☐ No
5. Have you ever had a job interview? ☐ Yes ☐ No

6. Which type of education/training would you like to get after you graduate from high school?

- ☐ Enroll in and attend a 2 or 4 year college (community college or university).
- ☐ Enroll in and attend a vocational training program (occupational center or trade school).
- ☐ Enroll in and attend the military (Army, Marine Corps, Navy, Air Force, or Coast Guard).
- ☐ Participate in an apprenticeship (on the job training).
- ☐ Not interested in getting additional education/training after high school.
- ☐ Other: \_\_\_\_\_

7. Which of the following activities would be helpful to you in reaching your education/training goals?

- ☐ Visit post-secondary programs (colleges, occupational centers, trade schools, military recruiters, apprenticeships).
- ☐ Request/complete a college, occupational center, trade school, military, or apprenticeship application.
- ☐ Fill out FAFSA (financial aid) application.
- ☐ Sign up for the PSAT/SAT test and prep course.
- ☐ Develop a personal career/education plan.
- ☐ Research a post-secondary program, their location, and the cost of the program.
- ☐ Visit Disabled Student Programs at a school of interest and write a summary of services provided.
- ☐ Develop a list of high school courses needed for college entrance and develop a schedule for completing them.
- ☐ List colleges/vocational schools that have programs in career interest.
- ☐ Recite personal information including name, home address, and phone number.
- ☐ Develop work-based vocabulary to be used in an area of vocational interest.
- ☐ Other: \_\_\_\_\_

8. Which type of employment you would like to get after high school graduation?

- ☐ Be competitively employed.
- ☐ Participate in supported employment (working together with a job coach).
- ☐ Be self-employed (start your own business).
- ☐ Participate in a work/activity program (working with other individuals with disabilities and job coaches).
- ☐ Participate in an apprenticeship (on the job training).

- ☐ Participate in volunteer work.
- ☐ Enroll in and attend the military.
- ☐ Other: \_\_\_\_\_

9. Which of the following activities would be helpful to you in reaching your employment goals?

- ☐ Identify skills needed in various careers of interest.
- ☐ Identify training requirements needed for various careers of interest.
- ☐ Visit a job of interest in the community.
- ☐ Research career interests and write about likes/dislikes and requirements of the job.
- ☐ Research potential jobs and write a summary of job prerequisites, pay, and/or availability.
- ☐ Attend a career fair and list jobs of interest.
- ☐ Research supported employment options available through outside agencies.
- ☐ Develop a work portfolio including a job application, resume, letters of recommendation, etc.
- ☐ Develop a career plan and identify career goals.
- ☐ Job shadow a job of interest and write a summary of the experience.
- ☐ Participate in a field trip to learn more about a specific job or career area and write a summary of the experience.
- ☐ Access community resources to identify and apply for available jobs.
- ☐ Participate in community volunteer activities.
- ☐ Participate in an exploratory work-based learning experience.
- ☐ Other: \_\_\_\_\_

10. Where would you like to live as an adult?

- ☐ Live on my own.
- ☐ Live with family.
- ☐ Live in a supported living arrangement.
- ☐ Other: \_\_\_\_\_

11. Do you have a bank account? ☐ Yes ☐ No

12. Do you have a California ID Card? ☐ Yes ☐ No

13. Do you have a Drivers License? ☐ Yes ☐ No

14. Do you take the public bus? ☐ Yes ☐ No

15. If 18, have you registered to vote? ☐ Yes ☐ No

16. If male, have you registered with Selective Service? ☐ Yes ☐ No

17. Which of the following activities would be helpful to you in becoming more independent after high school?

- ☐ Research community resources to assist in locating a place to live.
- ☐ Keep and maintain a personal planner/calendar for scheduling appointments or events.
- ☐ Develop emergency procedures for use at home.
- ☐ Sort, wash, dry, fold, and put away laundry.
- ☐ Prepare a personal budget.
- ☐ Open a checking/savings account.
- ☐ Monitor local weather forecasts to plan outings and appropriate attire.
- ☐ Develop a personal fitness routine.
- ☐ Communicate personal information including name, home address, and phone number.
- ☐ Identify recreation and leisure activities of choice.
- ☐ Locate needed items in a grocery store.
- ☐ Select and order your food from a menu.
- ☐ Prepare and serve simple foods which require cooking.
- ☐ Appropriately respond to emergency situations in the community (missing the bus, getting lost, etc).
- ☐ Recognize when specific things need cleaning (sinks, floors, clothing, etc).
- ☐ Perform light household maintenance/chores (repairs, changing light bulbs, vacuum, sweep, mop, etc.).
- ☐ Develop a shopping list based on recognized household and personal needs.
- ☐ Plan a public transit route to a place of interest.
- ☐ Plan a week's worth of healthy meals.
- ☐ Practice self management skills (accepting feedback, making changes, prioritizing tasks, managing time, etc.)
- ☐ Apply for a California ID Card or Drivers License.
- ☐ Other: \_\_\_\_\_

Today's Date: \_\_\_\_\_

# Ready Set Go:

## A Transition Inventory



This inventory belongs to: \_\_\_\_\_  
(Student Name)

School: \_\_\_\_\_ Room: \_\_\_\_\_

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Results: Date of Birth: \_\_\_\_\_

Top three interests: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Top three strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Top three career interests at this time: 1. \_\_\_\_\_

2. \_\_\_\_\_ 3. \_\_\_\_\_

# Instructions

Ready Set Go: *A Transition Inventory* will provide you with information that will contribute to the creation of Individual Transition Plans for students at age 14 years old or for other planning profiles that may help students gain awareness of potential areas for educational planning, career interests, and independent living needs.

The scoring procedures for this instrument are listed below. This instrument may be used as a basis for transition planning and/or as a unit of activities and lessons.

## **All About Me**

Interests: "Things I Like"

This section provides students with an opportunity to select activities or careers that represent their interests:

### **Procedures**

- Have the students place a checkmark next to activities or careers they like to do or may like to do.
- Students will then circle and number their top three choices of the items selected.

Strengths: "Things I am Good At"

This section allows students to identify their strengths.

### **Procedures**

- Have the students place a checkmark next to items that describe some of their strengths.
- Students will then circle the strength that describes them best.

## **Education/Training**

This section will assist in identifying the educational/training post-secondary goal(s) of the student. It answers several questions that include identifying college aspirations and employment interests. The student selects the option that is most closely aligned to their education/training preference.

## **Employment**

This section will assist in identifying employment goal(s) for the student.

### **Procedures**

- Have the students check all answers that apply to their work-related interests.
- Have the students indicate their top career interest.

## **Independent Living**

This section will assist in identifying the Independent Living post-secondary goal(s) of the student. This section covers various areas:

- Future living arrangement
- Finances
- Community safety

## **My Plan for Improvement**

This section provides the student with an opportunity to self assess academic skills, and identify employment and independent living needs.

# All About Me

## Interests: "Things I Like"

Directions: 1) Check all the activities that you like to do;  
2) Next, circle your top three interests and number them 1,2,3;  
3) On the next page list any other things that interest you that are not already on this list.

### Physical Activity/Sports/Outdoors

\_\_\_\_\_ Playing Sports

\_\_\_\_\_ Camping, hiking

\_\_\_\_\_ Swimming

\_\_\_\_\_ Bicycling

\_\_\_\_\_ Exercising/working out

\_\_\_\_\_ Running & Walking

\_\_\_\_\_ Dancing

\_\_\_\_\_ Gardening/planting

\_\_\_\_\_ Skateboarding

\_\_\_\_\_ Carpentry

### Medical/Health Field

\_\_\_\_\_ Caring for elderly people

\_\_\_\_\_ Nurse or health care aide

\_\_\_\_\_ Working in a Doctor's Office

\_\_\_\_\_ Working in a hospital

\_\_\_\_\_ Working as a family counselor

\_\_\_\_\_ Dentist/dental assistant

\_\_\_\_\_ Do laboratory tests

\_\_\_\_\_ Working in a pharmacy

\_\_\_\_\_ Sports medicine

### Mechanical/Repairing/Construction

\_\_\_\_\_ Auto mechanic

\_\_\_\_\_ Auto body repair and paint

\_\_\_\_\_ Building Houses

\_\_\_\_\_ Fixing leaky sinks and pipes

\_\_\_\_\_ Driving dump trucks/bulldozers

\_\_\_\_\_ Fixing electrical things

\_\_\_\_\_ Building furniture or cabinets

\_\_\_\_\_ Laying floors (tile, wood, carpet)

\_\_\_\_\_ Designing homes or buildings

### Computers/Clerical/Office

\_\_\_\_\_ Word processing/typing

\_\_\_\_\_ Computer graphics

\_\_\_\_\_ Computer programming

\_\_\_\_\_ Computer repair

\_\_\_\_\_ Working in a Bank

\_\_\_\_\_ Answering telephones

\_\_\_\_\_ Working in an office

\_\_\_\_\_ Working in a Post Office

\_\_\_\_\_ Video game design/testing

### Arts, Media, Fashion

\_\_\_\_\_ Acting

\_\_\_\_\_ Working in movies/television

\_\_\_\_\_ Designing & painting signs

\_\_\_\_\_ Music (playing, singing)

\_\_\_\_\_ Dance in a theater or play

\_\_\_\_\_ Artist (painting, drawing,  
pottery, jewelry)

\_\_\_\_\_ Cartoon animation

\_\_\_\_\_ Hair, make-up, nails

\_\_\_\_\_ Fashion/Clothing design

### Other Interesting Careers

\_\_\_\_\_ Selling in a store

\_\_\_\_\_ Cooking & baking

\_\_\_\_\_ Working in a restaurant

\_\_\_\_\_ Go into the Military

\_\_\_\_\_ Police officer or firefighter

\_\_\_\_\_ Working in a law office

\_\_\_\_\_ Driving delivery van, bus, taxi

\_\_\_\_\_ Education (teacher or aide)

\_\_\_\_\_ Work with animals

## Strengths: "Things I am Good At"

Directions: Check the things you do well. Next, circle your top three strengths and number them 1,2,3.

- |                             |                           |                                |
|-----------------------------|---------------------------|--------------------------------|
| _____ Get along with others | _____ Follow directions   | _____ Drawing or Painting      |
| _____ Good listener/friend  | _____ Complete my work    | _____ Take care of others      |
| _____ Computers/Video games | _____ Be on time          | _____ Build or fix things      |
| _____ Play an instrument    | _____ Organized and neat  | _____ Using my imagination     |
| _____ Sing                  | _____ Do things on my own | _____ Reading or Math          |
| _____ Ask for help          | _____ Enjoy learning      | _____ Write stories, poems etc |
| _____ Polite                | _____ Good leader         | _____ Sports/Athletic          |
| _____ Good Student          | _____ Honest              | _____ Good sense of humor      |

**List other interests here (other things I like to do):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**List other strengths (other things I am good at):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Education/Training

People who only complete high school don't earn as much as people who continue their education. People who get job training or go to college earn more than people who only complete high school. The more education or training you get, the more money you are going to earn. How far do you plan to go? Check any of the following statements that apply to your plan:

## Examples of careers:

HIGH SCHOOL GRADUATE	OCCUPATIONAL TRAINING	COLLEGE OR UNIVERSITY
◇ Food service worker	◇ Chef	◇ Teacher
◇ Gardener	◇ Plumber	◇ Registered nurse
◇ Meter reader	◇ Auto Mechanic	◇ Computer systems analyst
◇ Grocery checker	◇ Cosmetologist/barber	◇ Accountant
◇ Cashier	◇ Dental hygienist	◇ Scientist
◇ Animal care assistant	◇ Licensed vocational nurse	◇ Physical Therapist
◇ Travel agent	◇ Massage therapist	◇ Emergency medical technician
◇ Seamstress	◇ Computer operator	◇ Stock broker
◇ Construction worker	◇ Actor	◇ Lawyer

☐ My plan is to graduate from high school.

## After high school, I plan to:

- ☐ Go to work right after high school
- ☐ Get on-the-job training or attend an occupational center
- ☐ Go to community college
- ☐ Go to a four-year college or university
- ☐ Get an advanced degree, such as a master's or doctorate
- ☐ I want to join the military

## Other options I am considering:

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# Employment

Complete this sentence.

**“I would like to work...”**

Check ✓ all that apply.

- |                              |                             |                          |
|------------------------------|-----------------------------|--------------------------|
| ◇ With People                | ◇ Learning to do new things | ◇ With kids              |
| ◇ Outside                    | ◇ At a park                 | ◇ At the movies          |
| ◇ Inside                     | ◇ At a market               | ◇ At an amusement park   |
| ◇ At a store                 | ◇ In a hospital or clinic   | ◇ Near my home           |
| ◇ 2 or 3 days a week         | ◇ With old people           | ◇ At a mall              |
| ◇ Every day                  | ◇ With animals              | ◇ Building things        |
| ◇ By myself                  | ◇ At a shoe store           | ◇ At a hotel             |
| ◇ In an office               | ◇ As a lifeguard            | ◇ At an ice cream parlor |
| ◇ Selling things             | ◇ At a department store     | ◇ With cars              |
| ◇ Fixing or repairing things | ◇ Installing things         | ◇ With computers         |
| ◇ With numbers               | ◇ With food                 | ◇ With tools             |
| ◇ With clothes               | ◇ At a school               | ◇ With music             |

## My Career Interest:

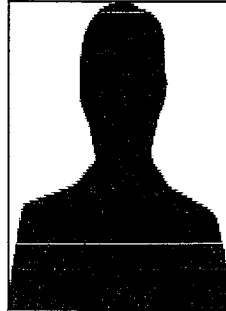
Top Career Interest is : \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| I have watched someone perform this job.                | Yes | No |
| I know someone who does this job.                       | Yes | No |
| I would like to visit a place where people do this job. | Yes | No |
| I know how much training I need to do this job.         | Yes | No |



# Independent Living

When I grow up, who will I be?



There are no wrong answers! Check "✓" all answers that apply to the things you know and do.

## Where will I live?

- ◇ I will live by myself.
- ◇ I will live with my parents or family.
- ◇ I will live with friends.
- ◇ I will live with someone who will help me.

## I know how to stay safe!

- ◇ I check for traffic before I cross a street, alley or driveway.
- ◇ In the car I lock the doors and fasten my seatbelt.
- ◇ I know who and where to call in an emergency.
- ◇ I ride my bike with the traffic.
- ◇ I follow the traffic rules when I ride a bike.

## I know how to get around!

- ◇ I know how to catch the bus to the mall.
- ◇ I can use the MTA to get almost anywhere.
- ◇ I can walk to school if I had to.
- ◇ I know how to use a map or navigation unit.

## I am an involved young person in my community!

- ◇ I help others whenever possible.
- ◇ I take items I find to the lost and found department.
- ◇ I know how to make an appointment with my counselor.
- ◇ I can order a pizza or other item on the telephone

## I know my finances!

- ◇ I can pay for things I buy without others counting my money for me.
- ◇ I save a little money in my bank.
- ◇ I try on clothes before I buy them.
- ◇ I can easily count my money and make change
- ◇ I know how to budget my money.

## I have kitchen/cooking skills!

- ◇ I know how to wash dishes.
- ◇ I can chop vegetables.
- ◇ I can make a sandwich.
- ◇ I always wash my hands when I am in the kitchen.
- ◇ I can shop for groceries
- ◇ I know how to follow a recipe
- ◇ Sometimes I cook for myself and others

## This is how I have fun.

- ◇ I go to the park or movies.
- ◇ I play sports like basketball or soccer.
- ◇ I enjoy reading for pleasure.
- ◇ I enjoy playing or singing music.
- ◇ I attend sporting events.
- ◇ I stay after school for club meetings.
- ◇ I spend time with my pets.

# My Plan for Improvement

## Academic Skills:

◇ In reading, I need to improve in (reading comprehension, sounding out words etc.)

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◇ In writing, I need to improve in (spelling, completing sentence etc.)

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◇ In math, I need to improve in (fractions, word problems, algebra etc.)

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## Employment:

To get ready for my chosen occupation, I need to (✓ those that apply):

Follow directions better ☐

Work better with other people ☐

Improve in following rules ☐

Interview someone who does the job ☐

Attend a career fair ☐

Other

## Independent Living:

To get ready to live on my own, I need to (✓ those that apply):

Practice keeping a bank account ☐

Practice cooking ☐

Improve in housekeeping ☐

Practice shopping for groceries ☐

Other

Notes:

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Special Education  
District Office of Transition Services  
333 S. Beaudry Avenue, 17th Floor  
Los Angeles, CA 90017

(213) 241-8050 phone (213) 241-4185 fax

## Transition Interview

Student \_\_\_\_\_  
 School \_\_\_\_\_ DOB \_\_\_\_\_  
 Grade \_\_\_\_\_ Phone # \_\_\_\_\_  
 SSID# \_\_\_\_\_

Date of Evaluation \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Title \_\_\_\_\_  
 Teacher \_\_\_\_\_

This transition interview reviews the transition goals the student is considering annually.

**Stated Career Goals: Are you considering what careers might be of interest to you?**

What careers you are considering?	Why are you interested in this career?	Describe your related experience.

Have you taken any interest surveys? Name \_\_\_\_\_

What did you learn about yourself? \_\_\_\_\_

### Stated Education / Training Goals

<input type="radio"/> Finish High School and get a job.	<input type="radio"/> Complete 2 years of college	<input type="radio"/> AA Degree	<input type="radio"/> Complete Specialized Training
<input type="radio"/> Occupational Certificate	<input type="radio"/> Complete 4 or more years of College	<input type="radio"/> Military	

Have you researched or explored careers through job shadowing, web search \_\_\_\_\_

### Interests/Experiences

Describe your hobbies \_\_\_\_\_

Describe any community activities or extracurricular activities you enjoy: \_\_\_\_\_

What are your favorite classes?	<input type="checkbox"/> English	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Social Science	<input type="checkbox"/> PE
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**What elective classes or career pathway have you taken? Have you taken any dual enrollment classes?**

Year	Class	Teacher	Degree of Interest	Performance	Skills

### Describe your work history?

Odd Jobs:	<input type="checkbox"/> Baby-sitting	<input type="checkbox"/> Lawn Care	Other: _____
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Year	Employer	Job title

### School Information

When do you plan to graduate?

What is your special education placement?

Credit Status: \_\_\_\_ Satisfactory

Need to make up credit: \_\_\_\_\_

How is your attendance? \_\_\_\_\_

Describe any challenges you face in the classroom or the workplace (physical/health limitations, learning style, disability, other) \_\_\_\_\_

Student \_\_\_\_\_

### Transition Issues Interview

Issue	Student Goal	Needs	Recommendations
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<p><b>Education/Training</b> High School</p> <p>Are you in school now?</p> <p><input type="checkbox"/> Yes, I am attending _____</p> <p><input type="checkbox"/> No</p> <p>Do you plan to graduate</p> <p><input type="checkbox"/> With a diploma</p> <p><input type="checkbox"/> With a certificate</p>	<p>Where do you see yourself in terms of education and training within three years after you leave high school?</p>	<p>Do you have any concerns about how to achieve those goals?</p> <p>No</p> <p>Current graduation status</p> <p>Study skills</p> <p>Academic skills</p> <p>Ability to advocate for yourself</p> <p>Locating a college/training option</p> <p>The application process</p> <p>Testing</p> <p>Finances</p> <p>Other</p>	
<p><b>Employment</b></p> <p>Do you have a job?</p> <p>Have your researched any careers?</p> <p>Have you taken classes that relate to your career goals?</p>	<p>Where do you see yourself working in three years after you leave high school?</p>	<p>Do you have any concerns about how to achieve your goals?</p> <p>No</p> <p>Finding a job opening</p> <p>Submitting an application</p> <p>Interviewing</p> <p>Submitting a resume</p> <p>Lack of work experience</p> <p>Training requirements</p> <p>Impact of work on my benefits.</p> <p>Other concerns:</p>	
<p><b>Independent Living</b></p> <p>Where do you live now?</p> <p><input type="checkbox"/> With my family</p> <p><input type="checkbox"/> On my own</p> <p><input type="checkbox"/> In foster care</p> <p><input type="checkbox"/> In a group home</p> <p><input type="checkbox"/> Other _____</p>	<p>Where do you see yourself living in three years after you leave high school?</p>	<p>Do you have any concerns about how to achieve those goals?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Managing my money</p> <p><input type="checkbox"/> Living independently</p> <p><input type="checkbox"/> Life skills</p> <p><input type="checkbox"/> Knowledge of the community</p> <p><input type="checkbox"/> Recreational activities</p> <p><input type="checkbox"/> How to buy things, budget</p> <p><input type="checkbox"/> Transportation</p> <p><input type="checkbox"/> Using public transportation</p> <p><input type="checkbox"/> Getting a car</p> <p><input type="checkbox"/> Getting a driver's license</p> <p><input type="checkbox"/> Knowing bus routes</p> <p><input type="checkbox"/> Personal care</p>	

Student \_\_\_\_\_

### Summary of Assessment Information

This summary is based on the student interview, a review of school records, the transition portfolio and formal and informal assessments. As students progress through high school, it is important that they acquire the skills to plan their

career by understanding and using career information. It is also important they develop an awareness of the relationship between work and learning. These recommendations are based on the Transition Mandates in IDEA and Career Guidance and Counseling Standards.

#### Career and Education Planning Skills

- ☐ This student has identified specific career interests in the area of \_\_\_\_\_.  
These interests meet the criteria of being an informed choice-based on experience, knowledge of personal skills, interests and abilities and research.
- ☐ This student is challenged to set goals for their future:
  - ☐ Stated choices are not consistent with assessed interests and preferences.
  - ☐ Choices are not consistent with educational plans.
  - ☐ Responses indicate a limited range of experience.
  - ☐ Interests are influenced by others.
  - ☐ Responses indicate lack of confidence to hold a job.
  - ☐ Responses indicate a lack of motivation to work.
  - ☐ Concerned about setting goals and making choices.

#### Aptitude Evaluation

- ☐ A review of records indicates that this student's skills and abilities are consistent with interests and goals.
- ☐ Areas that need to improve in order to achieve goals \_\_\_\_\_.
- ☐ This student needs to complete a vocational evaluation.
- ☐ This student would benefit from a situational assessment.

#### Self Advocacy Skills

- ☐ Communication skills during interview validate strong self advocacy skills.
- ☐ Active participation in the IEP validates self advocacy skills.
- ☐ There is a need to improve self advocacy skills.
- ☐ There is a need to understand accommodations, awareness of disability and rights.

**Recommendations Based on this evaluation , these student would benefit from the following instruction and services:**

13A	Postsecondary Education and Training Transition Goals <ul style="list-style-type: none"> <li><input type="checkbox"/> Course of study includes classes that specifically relate to postsecondary career goals.</li> <li><input type="checkbox"/> Developing study skills.</li> <li><input type="checkbox"/> Taking responsibility for attendance and behavior.</li> <li><input type="checkbox"/> Self advocacy training</li> <li><input type="checkbox"/> Exploration and research of postsecondary programs and options.</li> <li><input type="checkbox"/> Connection to Disability Student Programs and Services at the community college.</li> <li><input type="checkbox"/> Visiting Shasta College.</li> <li><input type="checkbox"/> Research connection between career interests and education/training requirements.</li> </ul>
13B	Independent Living <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking a life skills class.</li> <li><input type="checkbox"/> Developing a personal budget</li> <li><input type="checkbox"/> Developing an awareness of community resources.</li> <li><input type="checkbox"/> Consumer training</li> <li><input type="checkbox"/> Personal Management training</li> <li><input type="checkbox"/> Independent living skills training</li> </ul>
13C	Employment <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment and Guidance</li> <li><input type="checkbox"/> Career Technical training</li> <li><input type="checkbox"/> Job Search Training</li> <li><input type="checkbox"/> Training in the area of job readiness</li> <li><input type="checkbox"/> Job development</li> </ul>

## WORK PREFERENCES INVENTORY

Read each pair of work factors and check the one that best describes your work preference.

### ✓ Work Environment

1. ☐ indoor
2. ☐ one work site
3. ☐ open space
4. ☐ private work space
5. ☐ physical/active tasks
6. ☐ wear uniform

- ☐ outdoor
- ☐ changing work sites
- ☐ closed space
- ☐ shared work space
- ☐ desk work
- ☐ wear own clothes

7. ☐ loud and busy
8. ☐ work with others
9. ☐ work with people
10. ☐ work with customers
11. ☐ close supervision
12. ☐ large company

- ☐ quiet and slow
- ☐ work alone
- ☐ work with things
- ☐ no contact with customers
- ☐ little supervision
- ☐ small company

### ✓ Employment Conditions

13. ☐ day shift
14. ☐ set job duties
15. ☐ set schedule
16. ☐ paid for piece work

- ☐ night or swing shift
- ☐ changing job duties
- ☐ changing schedule
- ☐ paid by hour

17. ☐ many responsibilities
18. ☐ work with tools
19. ☐ supervise others
20. ☐ make quick decisions

- ☐ few responsibilities
- ☐ work with ideas
- ☐ supervised by others
- ☐ make few decisions

### ✓ Personal Feelings

21. ☐ high-status job
22. ☐ common job
23. ☐ dangerous job
24. ☐ leader of co-workers
25. ☐ work for enjoyment

- ☐ non-status job
- ☐ glamorous job
- ☐ safe job
- ☐ supporter of co-workers
- ☐ work for paycheck

## Ready for Life After High School

Name \_\_\_\_\_ Date \_\_\_\_\_ Circle your grade: 9 10 11 12 Adult

Directions: There is no right or wrong answer. Pick the answer that describes you the best

- ☐ I want to work after high school. I want a job as a \_\_\_\_\_
- ☐ I do not plan to work right after I finish high school

	Yes, True	No, False	I am learning
I know what kind of work I want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have interests and hobbies that help me decide what kind I am good at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have explored careers by reading about them and watching videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have learned about jobs by visiting businesses and watching /talking to workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have talked with people about the kind of work they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I volunteer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to find a job using the newspaper and the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to apply for a job filling out an application and writing a resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have submitted applications on line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to interview for a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been through a job interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know I can get help to get a job after I graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have taken classes that will help me get a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worked in WorkAbility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to use a computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure I am groomed and dressed for work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to keep a job by being on time, doing my job, and work as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I plan to continue my education/training at \_\_\_\_\_ after high school.

- ☐ I do not plan to continue my education after high school.

	Yes	No	No yet, but I will
I have visited the college or training program I want to attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what accommodations I need to be successful in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to ask for accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain why I need accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of Disability Student Services at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have applied to enroll in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have taken tests to enroll in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have applied for financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have taken a college class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have applied to the disabilities office at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ☐ I know how to advocate for myself at work and at school.

	Yes	No	I am learning
I have visited the college or training program I want to attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what accommodations I need to be successful in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in my IEP and share my plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to ask for accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain why I need accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know it is a legal right to ask for accommodations in school and at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to avoid being bullied or bullying people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Transition Survey

Page Two

Name \_\_\_\_\_

☐ I plan to live \_\_\_ at home \_\_\_ in an apartment \_\_\_ with roommates after I finish high school.

	Yes	No	I am learning
I know how to make friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have hobbies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to ask for help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends and family that I enjoy being with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to introduce myself to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am neat and clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to cook basic meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to do my laundry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to clean house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to use a bus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rely on my family for transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to buy things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to budget so I have enough money for the whole month.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a bank account and can pay for things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a driver's license.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a DMV ID card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have medical insurance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can fill out forms independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to use the internet to find information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am excited about....

I am concerned about....



## My Plan for Life after High School.

Name: \_\_\_\_\_ Date \_\_\_\_\_

Please check every **true** statement: There is no right or wrong answer.

### After I leave high school, I plan to

#### ☐ Go to Work

- ☐ I know what kind of work I want to do. I want to work as a \_\_\_\_\_.
- ☐ I know where I want to work. I want to work at \_\_\_\_\_.
- ☐ I want to have my own business.
- ☐ I have learned about jobs by visiting businesses and watching workers.
- ☐ I have learned about careers by reading about them and watching videos.
- ☐ I have a job.
- ☐ I have volunteered or worked on community projects.
- ☐ I know how to apply for a job.
- ☐ I know I can get help to get a job after I graduate from high school.
- ☐ I have taken classes in high school that will help me get a job.
- ☐ I have participated in training in the community.
- ☐ I know how to use a computer.
- ☐ I need to learn more about jobs I think are interesting.
- ☐ I need work experience.
- ☐ I need to take classes that will help me get the job I want.

#### ☐ Go to School and complete education and training.

- ☐ I know what college or program I want to attend. I plan to enroll at \_\_\_\_\_.
- ☐ I plan to earn a certificate so I can \_\_\_\_\_.
- ☐ I have taken a college class.
- ☐ I have applied to enroll in the program.
- ☐ I have taken the placement tests.
- ☐ I have applied for financial aid.
- ☐ I know how to study.
- ☐ I need to find out more about education and training programs.

#### ☐ I plan to advocate for my self at work, at school and in the community.

- ☐ I know what accommodations I need to be successful at work and in the classroom.
- ☐ I know how to ask for accommodations.
- ☐ I know what my disability is and I can describe it to teachers and counselors.
- ☐ I participate in my IEP and share my plans.
- ☐ I can explain why I need accommodations.

I plan to Live:    ☐ On my own    ☐ With roommates    ☐ With my family.

- ☐ I know how to make friends.
- ☐ I know how to avoid being bullied or bullying other people.
- ☐ I can introduce myself.
- ☐ I have hobbies.
- ☐ I know how to cook basic meals.
- ☐ I know how to purchase items.
- ☐ I have a bank account and can pay for things.
- ☐ I know how to budget so I have enough money for the whole month.
- ☐ I have a driver's license.
- ☐ I have a DMV ID card
- ☐ I have medical insurance.
- ☐ I can fill out forms independently.
- ☐ I know how to use the internet to find information.
- ☐ I know how to dress neatly.
- ☐ I have basic good grooming habits.
- ☐ I know how to manage my behavior.
- ☐ I know how to find my way around the community.
- ☐ I know how to ask for help.

These are other things I need help with as I get ready to leave high school:

1.

2.

3.

4.

# Career Interest Inventory

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

**Step 1:** Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic		Total -- R	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Practical	<input type="checkbox"/> Solve mechanical problems	<input type="checkbox"/>	Build things
<input type="checkbox"/> Athletic	<input type="checkbox"/> Read a blueprint	<input type="checkbox"/>	Work outdoors
<input type="checkbox"/> A nature lover	<input type="checkbox"/> Play a sport	<input type="checkbox"/>	Tinker with mechanics
<input type="checkbox"/> Mechanically inclined	<input type="checkbox"/> Pitch a tent	<input type="checkbox"/>	Use your hands

Investigative		Total -- I	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Inquisitive	<input type="checkbox"/> Analyze data	<input type="checkbox"/>	Explore ideas
<input type="checkbox"/> Analytical	<input type="checkbox"/> Think abstractly	<input type="checkbox"/>	Use computers
<input type="checkbox"/> Observant	<input type="checkbox"/> Solve math problems	<input type="checkbox"/>	Work independently
<input type="checkbox"/> Scientific	<input type="checkbox"/> Use a microscope	<input type="checkbox"/>	Read technical magazines

Artistic		Total -- A	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Creative	<input type="checkbox"/> Sketch, draw, paint	<input type="checkbox"/>	Attend concerts, art exhibits
<input type="checkbox"/> Imaginative	<input type="checkbox"/> Play a musical instrument	<input type="checkbox"/>	Read fiction, plays, poetry
<input type="checkbox"/> Innovative	<input type="checkbox"/> Write stories, sing, act, dance	<input type="checkbox"/>	Work on crafts
<input type="checkbox"/> An individualist	<input type="checkbox"/> Design fashions or interiors	<input type="checkbox"/>	Take photographs

Social		Total -- S	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Friendly	<input type="checkbox"/> Teach/Train others	<input type="checkbox"/>	Work in groups
<input type="checkbox"/> Helpful	<input type="checkbox"/> Express yourself clearly	<input type="checkbox"/>	Help people with problems
<input type="checkbox"/> Outgoing	<input type="checkbox"/> Cooperate well with others	<input type="checkbox"/>	Play team sports
<input type="checkbox"/> Understanding	<input type="checkbox"/> Plan and supervise an activity	<input type="checkbox"/>	Participate in meetings

Enterprising		Total -- E	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Self-confident	<input type="checkbox"/> Sell things or promote ideas	<input type="checkbox"/>	Make decisions affecting others
<input type="checkbox"/> Assertive	<input type="checkbox"/> Give talks or speeches	<input type="checkbox"/>	Start your own political campaign
<input type="checkbox"/> Energetic	<input type="checkbox"/> Organize activities and events	<input type="checkbox"/>	Meet important people
<input type="checkbox"/> Persuasive	<input type="checkbox"/> Initiate projects	<input type="checkbox"/>	Win a leadership or sales award

Conventional		Total -- C	
Are You:	Can You:	Like To:	
<input type="checkbox"/> Well groomed	<input type="checkbox"/> Work well within a system	<input type="checkbox"/>	Use data processing equipment
<input type="checkbox"/> Accurate	<input type="checkbox"/> Keep accurate records	<input type="checkbox"/>	Work with numbers
<input type="checkbox"/> Methodical	<input type="checkbox"/> Write effective business letters	<input type="checkbox"/>	Be responsible for details
<input type="checkbox"/> Conscientious	<input type="checkbox"/> Use a computer	<input type="checkbox"/>	Follow defined procedures



# Career Interest Inventory

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

**Step 1:** Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Are You:		Can You:		Like To:	
<input type="checkbox"/>	Handy	<input type="checkbox"/>	Fix things	<input type="checkbox"/>	Build things
<input type="checkbox"/>	Active, enjoy sports	<input type="checkbox"/>	Read a drawing	<input type="checkbox"/>	Work outdoors
<input type="checkbox"/>	Good with Animals	<input type="checkbox"/>	Play a sport	<input type="checkbox"/>	Work with Tools
<input type="checkbox"/>	Good with Tools	<input type="checkbox"/>	Put up a Tent	<input type="checkbox"/>	Use your hands

Investigative				Total -- I	
Are You:		Can You:		Like To:	
<input type="checkbox"/>	Interested in Learning	<input type="checkbox"/>	Use facts to answer questions	<input type="checkbox"/>	Find things
<input type="checkbox"/>	One who asks questions	<input type="checkbox"/>	Think	<input type="checkbox"/>	Use computers
<input type="checkbox"/>	Alert	<input type="checkbox"/>	Solve math problems	<input type="checkbox"/>	Work alone
<input type="checkbox"/>	One who likes Science	<input type="checkbox"/>	Use a microscope	<input type="checkbox"/>	Read magazines about computers

Artistic				Total -- A	
Are You:		Can You:		Like To:	
<input type="checkbox"/>	Artistic	<input type="checkbox"/>	Sketch, draw, paint	<input type="checkbox"/>	Attend concerts, art exhibits
<input type="checkbox"/>	Able to Imagine new things	<input type="checkbox"/>	Play a musical instrument	<input type="checkbox"/>	Read
<input type="checkbox"/>	Able to Think of new ideas	<input type="checkbox"/>	Write stories, sing, act, dance	<input type="checkbox"/>	Work on crafts, make things
<input type="checkbox"/>	Yourself	<input type="checkbox"/>	Decorate your room	<input type="checkbox"/>	Take pictures

Social				Total -- S	
Are You:		Can You:		Like To:	
<input type="checkbox"/>	Friendly	<input type="checkbox"/>	Teach a Child	<input type="checkbox"/>	Work with other people
<input type="checkbox"/>	Helpful	<input type="checkbox"/>	Tell people what you need	<input type="checkbox"/>	Help people
<input type="checkbox"/>	A people person	<input type="checkbox"/>	Cooperate with others	<input type="checkbox"/>	Play team sports
<input type="checkbox"/>	Kind	<input type="checkbox"/>	Plan an Activity	<input type="checkbox"/>	Participate in meetings

Enterprising				Total -- E	
Are You:		Can You:		Like To:	
<input type="checkbox"/>	Confident	<input type="checkbox"/>	Sell things	<input type="checkbox"/>	Make decisions
<input type="checkbox"/>	Able to be firm	<input type="checkbox"/>	Talk to people	<input type="checkbox"/>	Plan get-togethers with friends
<input type="checkbox"/>	Active	<input type="checkbox"/>	Organize Activities	<input type="checkbox"/>	Meet important people
<input type="checkbox"/>	Able to Argue	<input type="checkbox"/>	Start Projects	<input type="checkbox"/>	Win an Award

Conventional				Total -- C	
Are You:		Can You:		Like To:	
<input type="checkbox"/>	Neat and Clean	<input type="checkbox"/>	Follow school rules	<input type="checkbox"/>	Use computers
<input type="checkbox"/>	Accurate	<input type="checkbox"/>	Keep records	<input type="checkbox"/>	Work with numbers
<input type="checkbox"/>	Careful to be neat	<input type="checkbox"/>	Write letters	<input type="checkbox"/>	Be exact with words, numbers
<input type="checkbox"/>	Careful to do things right	<input type="checkbox"/>	Use a computer	<input type="checkbox"/>	Follow directions









## Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

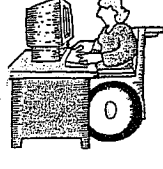





**Step 1:** Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

### Realistic: The Doer

					
<input type="checkbox"/> Play Sports	<input type="checkbox"/> Care for pets	<input type="checkbox"/> Build Things	<input type="checkbox"/> Lawn /garden	<input type="checkbox"/> Work outdoors	<input type="checkbox"/> Read plans






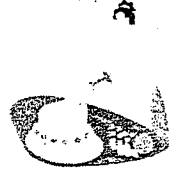
Total Checked \_\_\_\_\_

### Investigative: The Thinker

					
<input type="checkbox"/> Use computers	<input type="checkbox"/> Read	<input type="checkbox"/> Do math	<input type="checkbox"/> Work alone	<input type="checkbox"/> Research	<input type="checkbox"/> Ask questions






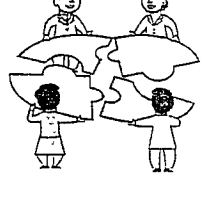
Total Checked \_\_\_\_\_

### Artistic: The Creator

					
<input type="checkbox"/> Paint, draw	<input type="checkbox"/> Take pictures	<input type="checkbox"/> Sing, Play music	<input type="checkbox"/> Arrange flowers	<input type="checkbox"/> Make things	<input type="checkbox"/> Decorate


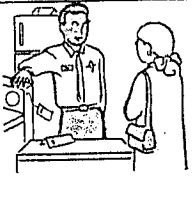




Total Checked \_\_\_\_\_

## Social: The Helper

					
<input type="checkbox"/> Serve people food	<input type="checkbox"/> Work with children	<input type="checkbox"/> Friendly	<input type="checkbox"/> Work with Older people	<input type="checkbox"/> Help people	<input type="checkbox"/> Work on a team


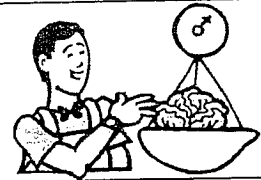



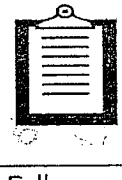
Total Checked \_\_\_\_\_

## Enterprising: The Persuader

					
<input type="checkbox"/> Talk with people	<input type="checkbox"/> Sell things	<input type="checkbox"/> Plan parties	<input type="checkbox"/> Persuade people	<input type="checkbox"/> Lead a group	<input type="checkbox"/> Run a business

Total Checked \_\_\_\_\_

## Conventional: The Organizer

					
<input type="checkbox"/> File	<input type="checkbox"/> Sort	<input type="checkbox"/> Cashier	<input type="checkbox"/> Data Entry	<input type="checkbox"/> Keep records	<input type="checkbox"/> Follow a plan

Total Checked \_\_\_\_\_

Which set of pictures do you enjoy the most?

<input type="checkbox"/> Realistic - the Doer	<input type="checkbox"/> Social - The Helper
<input type="checkbox"/> Investigative - the Thinker	<input type="checkbox"/> Enterprising - the Persuader
<input type="checkbox"/> Artistic - the Creator	<input type="checkbox"/> Conventional - the Organizer

# Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	<b>School subjects that I like:</b> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	<b>Total number circled in Box 1</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	<b>School subjects that I like:</b> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	<b>Total number circled in Box 2</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 3</b>	<b>Activities that describe what I like to do:</b> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	<b>Personal qualities that describe me:</b> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	<b>School subjects that I like:</b> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	<b>Total number circled in Box 3</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

*Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding career and technology education.*

<b>BOX 4</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 4
	1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	<input type="text"/>

<b>BOX 5</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 5
	1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	<input type="text"/>

<b>BOX 6</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 6
	1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	<input type="text"/>

<b>BOX 7</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 7
	1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	<input type="text"/>



<b>BOX 8</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 8</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 9</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<b>Total number circled in Box 9</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 10</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Uses intuition and logic</li> <li>5. Non-judgmental</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 10</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 11</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Logic/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<b>Total number circled in Box 11</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 12</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<b>Total number circled in Box 12</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

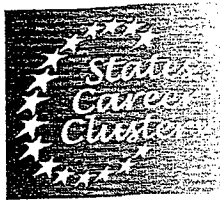
<b>BOX 13</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 13
	1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	<input type="text"/>

<b>BOX 14</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 14
	1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	<input type="text"/>




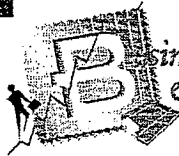
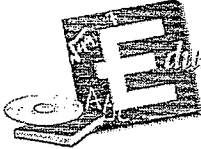


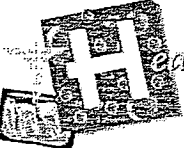

<b>BOX 15</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 15
	1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	<input type="text"/>

<b>BOX 16</b>	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 16
	1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	1. Realistic 2. Mechanical 3. Coordinated 4. Obervant 5. Planner	1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	<input type="text"/>

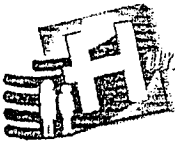


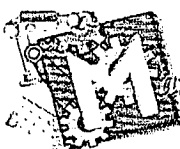


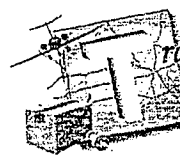
*Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*



## The Sixteen Career Clusters

<b>1</b>  <b>Agriculture, Food &amp; Natural Resources</b>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<b>2</b>  <b>Architecture &amp; Construction</b>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<b>3</b>  <b>Arts, A/V Technology &amp; Communications</b>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<b>4</b>  <b>Business, Management &amp; Administration</b>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<b>5</b>  <b>Education &amp; Training</b>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<b>6</b>  <b>Finance</b>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<b>7</b>  <b>Government &amp; Public Administration</b>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<b>8</b>  <b>Health Science</b>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<b>9</b>  <b>Hospitality &amp; Tourism</b>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.</p>

## Career Clusters cont.

<b>10</b>  <b>Human Services</b>	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>11</b>  <b>Information Technology</b>	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
<b>12</b>  <b>Law, Public Safety, Corrections &amp; Security</b>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>13</b>  <b>Manufacturing</b>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
<b>14</b>  <b>Marketing, Sales &amp; Service</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>15</b>  <b>Science, Technology, Engineering &amp; Mathematics</b>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
<b>16</b>  <b>Transportation, Distribution &amp; Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

My top three Career Clusters of interest are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.