



# THE ULTIMATE TRAVEL JOURNAL

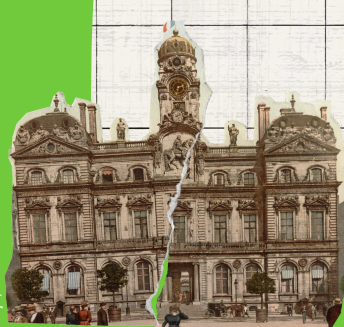
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THIS JOURNAL BELONGS TO:

**TRANSITION FAIR**  
JOURNEY TO SUCCESS



20  
25





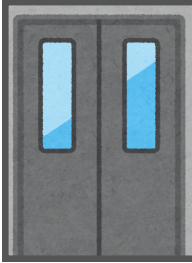
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Colors and Countries reflect sections  
in the main event room



# ELEVATOR SPEECH



Picture this: you're in an elevator with someone you admire, a professional in the field you're passionate about. As the elevator doors close and the button for your floor is pressed, what would you say about yourself during that brief moment? What can you share that might have the power to change your life before you reach your destination?



An elevator speech is a short and clear way to explain who you are and what you do. It's called an "elevator speech" because it should be quick enough to say during a short elevator ride—about 30 seconds. This speech is useful when you meet new people and want to share your ideas or goals.

- **Introduce Yourself:** Start with your name and what you do. For example, "Hi, I'm Sarah, and I'm a student who loves science."
- **Explain What You Do:** Share what you're passionate about or what you are learning. "I enjoy doing experiments and learning how things work."
- **Share Your Value:** Talk about what makes you special or how you can help others. "I am good at solving problems and working in teams."
- **State Your Goal:** End with what you hope to achieve from the conversation. "I would love to connect with others who like science too!"

Feel free to change this to fit your style. Practice it until you feel comfortable sharing it with others!

## YOUR ELEVATOR SPEECH

*Describe your skills and abilities in the spaces provided in this template to help you come up with yours.*

My name is \_\_\_\_\_, I am looking for work as a \_\_\_\_\_.

I have \_\_\_ years of experience in \_\_\_\_\_ and am also familiar with \_\_\_\_\_ and \_\_\_\_\_. Here is my information. I'd love to hear back from you if you have any openings or opportunities.

After you give your elevator speech, ask yourself:  
**DOES THE LISTENER REMEMBER...**

- Who you are?
- What you do?
- What you want to do?
- What your goal is?

## Tips for Networking Face-to-Face



OPEN THE  
CONVERSATION



INITIATE THE  
HANDSHAKE



USE YOUR  
ELEVATOR  
SPEECH



ACT AS IF  
YOU ALREADY  
KNOW THEM



SPEAK WITH  
CONFIDENCE  
AND A POSITIVE  
ATTITUDE



ASK QUESTIONS  
THAT ARE  
MEMORABLE

# Elevator Evaluator

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Please rate the interviewee on a scale of 1 (lowest) to 10 (highest) in the following areas.

## Nonverbal Behaviors

Initiated Handshake	1	2	3	4	5	6	7	8	9	10
Maintained Eye Contact	1	2	3	4	5	6	7	8	9	10
Showed Confidence and Enthusiasm	1	2	3	4	5	6	7	8	9	10
Smiled	1	2	3	4	5	6	7	8	9	10

## Verbal Behaviors

Introduced Themselves	1	2	3	4	5	6	7	8	9	10
Expressed Passion for What They Want to do	1	2	3	4	5	6	7	8	9	10
Expressed Their Skills/Abilities	1	2	3	4	5	6	7	8	9	10
Emphasized Qualifications and/or Experience	1	2	3	4	5	6	7	8	9	10
Spoke Clearly and Audibly	1	2	3	4	5	6	7	8	9	10
Asked to Follow up	1	2	3	4	5	6	7	8	9	10

Please add the things that went well and areas on which to improve on: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# RESUME BUILDING



To plan and develop your resume, it should properly display who you are and what your career goal is. Think of how you want to promote the services you can offer.

## Your resume should include:

- Your Full Name
- Phone Number
- Email Address
- Your City and State
- Education Courses
- Activities & Awards
- Work Experience
- Volunteer Activities & Extracurriculars
- 3 References That Have Seen Your Work Ethic

Grades and test scores are important, but colleges also want to see the person you are becoming and the skills you've learned outside of the classroom. These activities will demonstrate leadership, teamwork, communication skills, and community involvement.

Extracurricular activities are things that aren't required for high school credit. They show colleges who you are and your characteristics that will help them form a positive impression that you are willing to learn new skills, work with others as a team, exploring interests, and achievements. **This will help you to stand out.**

## EXTRACURRICULAR ACTIVITIES

### LEADERSHIP ACTIVITIES

such as being a club officer or sports team captain.

### INTERNSHIPS

are a training period with a company.

### ATHLETIC PARTICIPATION

such as football, soccer, baseball, basketball.

### WORK EXPERIENCE

that aligns closely with your career goal to become a power addition to your resume.

### ACADEMIC TEAMS & CLUBS

such as math, science, history, or chess club.

### CREATIVE PURSUITS

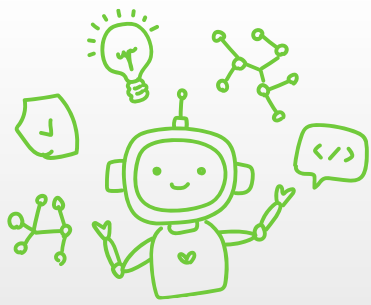
such as art, theater, and dance.

### TECHNOLOGICAL SKILLS

such as digital media, project management, data analysis or school newspaper.

### POLITICAL ACTIVISM

can be a powerful activity to include in an application such as working on a political campaign, working on a specific cause, or joining a protest.



# APPLICANT TRACKING SYSTEM (ATS)

- Companies use technology to help speed up their hiring process. The system is programmed to quickly filter through and find qualified applicants for their job openings.
- Make sure that you are tailoring each resume to the position you are applying for by using the job description as a guide.
- The ATS system collects, scans, and ranks job applications with the resume. You must score 75% or higher to get your application and resume to the hiring manager.
- Many people will apply for the same job/position, so make yours stand out.

## HELPFUL TIPS

- Create a professional email address
- Make sure all information on your job application matches what's on your resume.
- Have someone else proofread your resume to check for errors before printing or submitting it with your online application.
- Print out your resume and bring it to the company to help you with your chances of getting an interview set up.
- Put your resume on a flash drive.



**Refresh your resume once a year to update jobs, skills, courses, honors, internships, and activities. This way, you can be ready if someone asks for it or if you see an internship or job that you are interested in.**

# Jane Hopper

Wichita Falls, TX

Phone: (111) 111-1111

Email: Eleven@gmail.com

## Professional Summary

Highly motivated and resourceful individual with unique problem-solving ability. Proven ability to overcome adversity and adept to challenging situations. Eager to contribute to a team-oriented environment and learn new skills.

## Summary of Abilities

- Ability to sense and understand the emotions of others to assist them efficiently.
- Proven ability to navigate challenging environments and demonstrate resourcefulness in high-pressure situations.
- Communication, thrives in collaboration, and the ability to work well with others.

## Professional Experience

2020 - Current

### Pizza Delivery

Surfer Boy Pizza, Indianapolis, IN

Employment Type: Part Time (Less than 30 Hours)

- Provide fast and reliable pizza delivery services to the community.
- Exceptional customer service to ensure customer satisfaction.

2019 - Current

### Volunteer

Hawkins Community Center, Indianapolis, IN

Employment Type: Part Time (Less than 30 Hours)

- Assist in organizing and participating in community events.
- Provide support to local residents in need.

## Education

### General High School Curriculum

High School Diploma

Hawkins High School, IN

## Honors & Activities

- 2017 Science Fair Winner at Hawkins Middle School

## Detailed References

Mike Wheeler

mhwheeler@gmail.com

Chief Hopper

jhopper@hpd.org

# Let's create your own! Use the template to build your own resume.

(Legal Name) \_\_\_\_\_

(City, State) \_\_\_\_\_

(Phone) \_\_\_\_\_

(Email:) \_\_\_\_\_

**Mission** (What type of worker are you, what do you want to do)

**Ability Summary** (What are the skills you are great at)

**Experience** (Work, Volunteer, Internship)

*Year to Year OR Year to Current*

(Company) \_\_\_\_\_

(City, State) \_\_\_\_\_

(Role) \_\_\_\_\_

(Duties) \_\_\_\_\_

**Education**

(Graduation Year)

(Name of School)

\_\_\_\_\_

\_\_\_\_\_

**Honors & Activities** (Accomplishments, Awards, Sports, Extracurricular Activities)

## Detailed References

(People who have seen your work ethic, Type: Personal/Professional)

### Reference #1

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

Phone #: \_\_\_\_\_

Type: \_\_\_\_\_ Years Known: \_\_\_\_\_

### Reference #2

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

Phone #: \_\_\_\_\_

Type: \_\_\_\_\_ Years Known: \_\_\_\_\_

### Reference #3

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

Phone #: \_\_\_\_\_

Type: \_\_\_\_\_ Years Known: \_\_\_\_\_

# SAMPLE JOB APPLICATION

*PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.*

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please explain:							
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No				Driver's license number		Issued in what state?	
Have you had any accidents during the past three years?						How many?	
Have you had any moving violations during the past three years?						How many?	

**Education**

School	Location (mailing address)	Years Completed	Major	Degree or Diploma
<b>High School</b>				

**College or Business/Trade School**


**Military**

Have you ever been in the Armed Forces?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date entered
Are you now a member of the National Guard?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Discharge date

Specialty

## Work Experience

*Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.*

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?     Yes     No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?     Yes     No

**Work Experience (continued)**

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?     Yes     No**References***Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.*

1.

2.

3.

4.

***I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.***

Signature

Date

# SOFT SKILLS

**Soft skills** are the behavioral traits we use when we manage ourselves and how we interact with others.

- *Examples: time management, customer service, attention to detail*

**Hard Skills** are the skills we learn through education or hands-on experience related to specific technical knowledge and training.

- *Examples: office equipment, tools, certificates, training, and bilingual.*



**Soft skills are our personality traits and behaviors that help us to work well with others. You can develop them with self-awareness and excel in any profession.**

***"Your smile is your logo, your personality is your business card, how you leave others feeling after having an experience with you becomes your trademark."*** – Jay Danzie



## Time Management

Effectively managing your time can lead to reduced stress and anxiety, enhanced productivity, and improved mood and energy levels. Start by prioritizing your tasks to avoid overcommitting yourself. This approach will free up time for health-promoting activities, such as exercising, relaxing, enjoying your hobbies, and spending quality time with loved ones.

### 💡 Helpful Tip 💡

The **Pomodoro Technique** is a time management strategy that encourages you to work on a task for 25 minutes. It aims to boost productivity while promoting a healthy work-life balance.

### Here's how it works

Choose a task, set a timer for 25 minutes, focus on the task without distractions, and when the timer rings, take a short break. Repeat this process.

**Don't forget to join the "Can You Guess the Minute" activity at the Soft Skills Destination booth! Instructions will be available at the soft skills destination table.**

# Extended Practice Template

Log any activities you would do during your day.

Examples: Sleeping, brushing teeth, showering, eating, entertainment, etc.

## TIME-MANAGEMENT DAILY BREAKDOWN

TIME	TASK
5:00 AM	
5:30 AM	
6:00 AM	
6:30 AM	
7:00 AM	
7:30 AM	
8:00 AM	
8:30 AM	
9:00 AM	
9:30 AM	
10:00 AM	
10:30 AM	
11:00 AM	
11:30 AM	
12:00 PM	
12:30 PM	
1:00 PM	
1:30 PM	
2:00 PM	
2:30 PM	
3:00 PM	
3:30 PM	
4:00 PM	
4:30 PM	
5:00 PM	
5:30 PM	
6:00 PM	
6:30 PM	
7:00 PM	

# DRESS FOR SUCCESS

Professional Conduct: First Impressions are Important



Your attitude and what you wear will show how serious and professional you are. Most companies require their employees to follow a certain dress code or wear a uniform. Ask your employer what their dress code is so you can follow it correctly.

**When a company hires you, you become a representation of them.**

It's how you present yourself, the way you carry yourself, the way you dress, and your attitude. It's by doing the right things even when no one is watching, whether you're on or off the clock. If you ever have a bad first impression, you can change it with time, consistency, and effort.



Regardless of work environment, remember these basic tips:

- Make sure you shower and your hair is clean and neatly styled
- Keep your outfit simple and make sure it is clean
- Wear simple jewelry/accessories
- Wear appropriate shoes - closed-toed heels, flats, or short boots



## What Not to Wear

Avoid wearing headphones, faded clothing, ripped jeans, denim, poorly fitted clothes or shoes, sandals/flip flops, house shoes, shorts, stained or wrinkled clothing, unprofessional accessories, too much cologne, sneakers, and pajamas.



# ROCK YOUR NEXT INTERVIEW

An interview is a conversation between the interviewer(s) and the interviewee, where questions are asked to help narrow down the qualified candidates. This helps interviewers find the person who is best suited for the job, while the interviewee is seeing if the company is the right work environment for them.

**Look at the job description and research the company.**



**Prepare ahead of time for the interviewer's questions.**

Research the company and find out their mission, what do they do, and why you are interested in working for them. Look at the job vacancy and reflect on how you are going to communicate to them that you would be a great addition to their team. Assemble copies of your resume and letters of recommendation in a clean folder. Bring a notepad with questions you want to ask. Don't forget to bring a pen so that you can take notes during the interview.

## Types of Interviews

The company you are applying for gives you **80%** of success in landing the job. That leaves job seekers with **20%** of preparation work. Knowing the different types of interviews that hiring managers may host can help you to prepare for success. When you get a call to set up an interview, ask them what type of interview it is and where it will be held. Employers can assume that your preparedness will transfer into your job. Once you know the location, do a trial run to see how long it takes you to get there.



### Phone

Depending on how many applicants applied for the position, the hiring manager will narrow down the list by conducting a phone interview.

#### Pro Tip:

Limit background noises and distractions so that you can be attentive to any questions asked.



### Traditional

A traditional 1-on-1 is the most common type of interview. You will meet at their business to discuss your fit for the position.

#### Pro Tip:

Know about yourself and research their company.



### Video

Most frequently used when hiring for remote work positions. Treat it like a traditional interview by preparing yourself and your responses beforehand.

#### Pro Tip:

- Sit in front of a tidy, neutral backdrop so the interviewer can focus on your responses
- Limit fidgeting, background noises, and distractions



### Panel

Multiple people interview you at once so that each interviewer can offer input regarding your candidacy.

#### Pro Tip:

- Breathe and think of why you are a great candidate while answering their questions.
- Make sure to look at each interviewer while answering their question.

## Inside the mind of the interviewer:

How much training is this person going to need? • Can I believe what this person is saying? • How well will this person get along with the rest of the team? • Is this person qualified/do they have the experience we need? • Will this person make me look good because I hired them?

# MOCK INTERVIEW EVALUATION

<b>Student:</b>	<b>Date:</b>
<b>Interviewer:</b>	
Please rate the interviewee on a scale of 1 (lowest) to 10 (highest) in the following areas.	

## Nonverbal Behaviors

Firmly Shook Hand of the Interviewer(s)	1	2	3	4	5	6	7	8	9	10
Maintained Eye Contact	1	2	3	4	5	6	7	8	9	10
Maintained Good Posture	1	2	3	4	5	6	7	8	9	10

## Verbal Behaviors

Introduced Themselves/Greeted the Interviewer	1	2	3	4	5	6	7	8	9	10
Listened Closely to Questions	1	2	3	4	5	6	7	8	9	10
Expressed Qualifications	1	2	3	4	5	6	7	8	9	10
Kept the Interview Positive/ Displayed Enthusiasm	1	2	3	4	5	6	7	8	9	10
Acted Politely Throughout the Interview Process	1	2	3	4	5	6	7	8	9	10
Asked Appropriate Questions	1	2	3	4	5	6	7	8	9	10
Spoke Clearly and was Audible	1	2	3	4	5	6	7	8	9	10

Please write what went well and what areas to improve on: \_\_\_\_\_

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# WHAT TO EXPECT ON YOUR FIRST DAY

The function of a clock is to tell us the time, which would be its mission. A company runs the same way. Each employee has a specific role and function. Researching the company and looking at the job vacancy will give you an insight into what you are expected to do.

**Please ensure you participate in the What-If Activity. Instructions will be provided at the First Day Destination Booth.**

*"Proper preparation prevents poor performance." – James Baker*

**Who do I report to?** \_\_\_\_\_

**What number do I call in case of an emergency?** \_\_\_\_\_

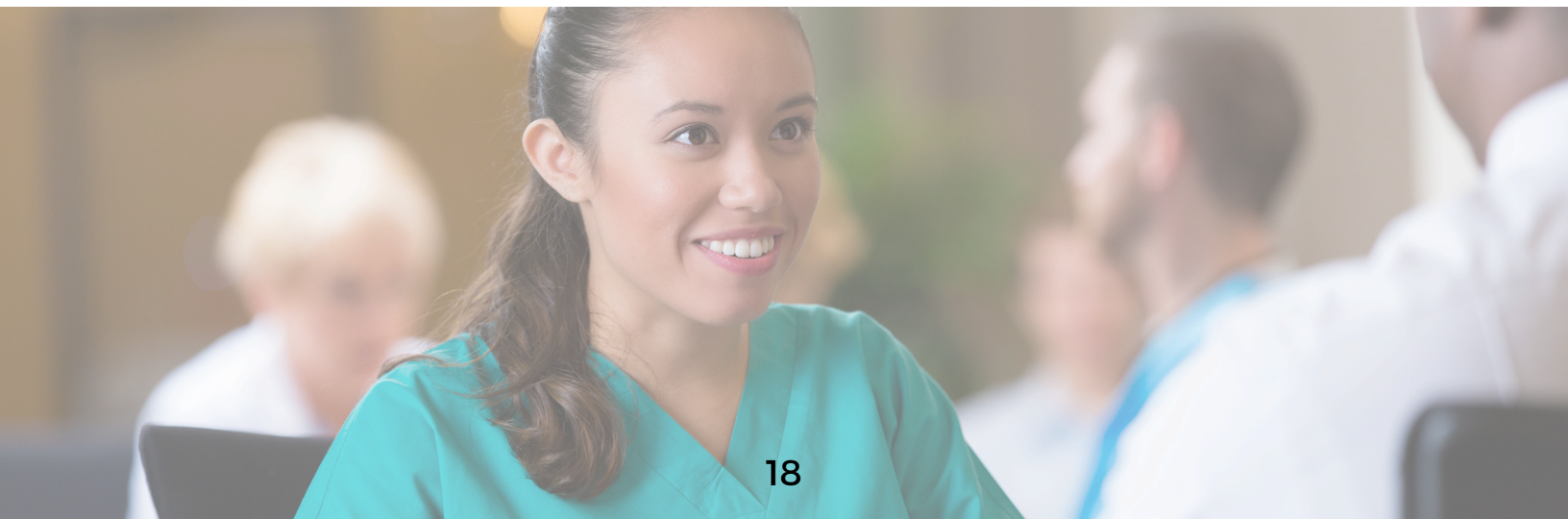
**Where do I go?** \_\_\_\_\_

**What time do I need to be there?** \_\_\_\_\_

**How will I get there?** \_\_\_\_\_

**What do I need to bring?** \_\_\_\_\_

**What do I need to wear?** \_\_\_\_\_



# WHAT TO BRING TO YOUR FIRST DAY OF WORK

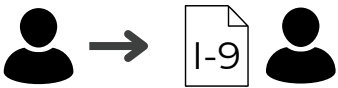
Employers must complete an I-9 Form and Employment Eligibility Verification form for every person they hire. And you fill out Section 1 and a W-4 as well. The following information will help you to know how to fill these important documents.



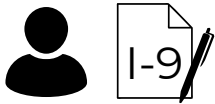
Employee **accepts offer** for employment



Employee **completes Section 1** of the form no later than first day of work for pay



Employee **gives documents and form** to employer



Employer **completes Section 2** of the form no later than 3rd business day employee starts work for pay

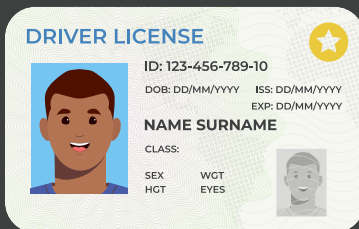


If Employee's work authorization expires, **complete Supplement B**



**Make sure that you are prepared to bring all required documents for your first day to prove who you are and that you are allowed to work.**

## Driver's License or Identification Card



## Social Security Card



Other documents that could be requested on your first day of work:

- Birth Certificate
- Proof of Auto Insurance
- High School Diploma/ GED
- Immunization Record

For a full list of acceptable documents or if you would like more information on how to fill out an I-9, please visit:

<https://www.uscis.gov/i-9-central/form-i-9-acceptable-documents>



# Employment Eligibility Verification

Department of Homeland Security  
U.S. Citizenship and Immigration Services

USCIS  
Form I-9

OMB No.1615-0047

Expires 07/31/2026

**START HERE:** Employers must ensure the form instructions are available to employees when completing this form. Employers are liable for failing to comply with the requirements for completing this form. See below and the [Instructions](#).

**ANTI-DISCRIMINATION NOTICE:** All employees can choose which acceptable documentation to present for Form I-9. Employers cannot ask employees for documentation to verify information in **Section 1**, or specify which acceptable documentation employees must present for **Section 2** or Supplement B, Reverification and Rehire. Treating employees differently based on their citizenship, immigration status, or national origin may be illegal.

**Section 1. Employee Information and Attestation:** Employees must complete and sign Section 1 of Form I-9 no later than the **first day of employment**, but not before accepting a job offer.

Last Name (Family Name)		First Name (Given Name)		Middle Initial (if any)	Other Last Names Used (if any)	
Address (Street Number and Name)			Apt. Number (if any)	City or Town		State ZIP Code
Date of Birth (mm/dd/yyyy)	U.S. Social Security Number		Employee's Email Address			Employee's Telephone Number
<p>I am aware that federal law provides for imprisonment and/or fines for false statements, or the use of false documents, in connection with the completion of this form. I attest, under penalty of perjury, that this information, including my selection of the box attesting to my citizenship or immigration status, is true and correct.</p>		Check one of the following boxes to attest to your citizenship or immigration status (See page 2 and 3 of the instructions.):				
		<input type="checkbox"/> 1. A citizen of the United States				
		<input type="checkbox"/> 2. A noncitizen national of the United States (See Instructions.)				
		<input type="checkbox"/> 3. A lawful permanent resident (Enter USCIS or A-Number.)				
<input type="checkbox"/> 4. A noncitizen (other than Item Numbers 2. and 3. above) authorized to work until (exp. date, if any)						
If you check Item Number 4., enter one of these:						
USCIS A-Number		OR	Form I-94 Admission Number		OR	Foreign Passport Number and Country of Issuance
Signature of Employee				Today's Date (mm/dd/yyyy)		

If a preparer and/or translator assisted you in completing Section 1, that person **MUST** complete the [Preparer and/or Translator Certification](#) on Page 3.

**Section 2. Employer Review and Verification:** Employers or their authorized representative must complete and sign **Section 2** within three business days after the employee's first day of employment, and must physically examine, or examine consistent with an alternative procedure authorized by the Secretary of DHS, documentation from List A OR a combination of documentation from List B and List C. Enter any additional documentation in the Additional Information box; see Instructions.

	List A	OR	List B	AND	List C
Document Title 1					
Issuing Authority					
Document Number (if any)					
Expiration Date (if any)					
Document Title 2 (if any)	<b>Additional Information</b>				
Issuing Authority					
Document Number (if any)					
Expiration Date (if any)					
Document Title 3 (if any)	<input type="checkbox"/> Check here if you used an alternative procedure authorized by DHS to examine documents.				
Issuing Authority					
Document Number (if any)					
Expiration Date (if any)					
<b>Certification:</b> I attest, under penalty of perjury, that (1) I have examined the documentation presented by the above-named employee, (2) the above-listed documentation appears to be genuine and to relate to the employee named, and (3) to the best of my knowledge, the employee is authorized to work in the United States.					First Day of Employment (mm/dd/yyyy):
Last Name, First Name and Title of Employer or Authorized Representative			Signature of Employer or Authorized Representative		Today's Date (mm/dd/yyyy)
Employer's Business or Organization Name			Employer's Business or Organization Address, City or Town, State, ZIP Code		

For reverification or rehire, complete [Supplement B, Reverification and Rehire](#) on Page 4.

## LISTS OF ACCEPTABLE DOCUMENTS

All documents containing an expiration date must be unexpired.

\* Documents extended by the issuing authority are considered unexpired.

Employees may present one selection from List A or a combination of one selection from List B and one selection from List C.

Examples of many of these documents appear in the Handbook for Employers (M-274).

LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
<ol style="list-style-type: none"> <li>1. U.S. Passport or U.S. Passport Card</li> <li>2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)</li> <li>3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa</li> <li>4. Employment Authorization Document that contains a photograph (Form I-766)</li> <li>5. For an individual temporarily authorized to work for a specific employer because of his or her status or parole:                             <ol style="list-style-type: none"> <li>a. Foreign passport; and</li> <li>b. Form I-94 or Form I-94A that has the following:                                     <ol style="list-style-type: none"> <li>(1) The same name as the passport; and</li> <li>(2) An endorsement of the individual's status or parole as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.</li> </ol> </li> </ol> </li> <li>6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI</li> </ol>	OR	<ol style="list-style-type: none"> <li>1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address</li> <li>2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address</li> <li>3. School ID card with a photograph</li> <li>4. Voter's registration card</li> <li>5. U.S. Military card or draft record</li> <li>6. Military dependent's ID card</li> <li>7. U.S. Coast Guard Merchant Mariner Card</li> <li>8. Native American tribal document</li> <li>9. Driver's license issued by a Canadian government authority</li> <li style="text-align: center;"><b>For persons under age 18 who are unable to present a document listed above:</b></li> <li>10. School record or report card</li> <li>11. Clinic, doctor, or hospital record</li> <li>12. Day-care or nursery school record</li> </ol>	AND	<ol style="list-style-type: none"> <li>1. A Social Security Account Number card, unless the card includes one of the following restrictions:                             <ol style="list-style-type: none"> <li>(1) NOT VALID FOR EMPLOYMENT</li> <li>(2) VALID FOR WORK ONLY WITH INS AUTHORIZATION</li> <li>(3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION</li> </ol> </li> <li>2. Certification of report of birth issued by the Department of State (Forms DS-1350, FS-545, FS-240)</li> <li>3. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal</li> <li>4. Native American tribal document</li> <li>5. U.S. Citizen ID Card (Form I-197)</li> <li>6. Identification Card for Use of Resident Citizen in the United States (Form I-179)</li> <li>7. Employment authorization document issued by the Department of Homeland Security                             <p style="margin-left: 20px;">For examples, see <a href="#">Section 7</a> and <a href="#">Section 13</a> of the M-274 on <a href="https://uscis.gov/i-9-central">uscis.gov/i-9-central</a>.</p> <p style="margin-left: 20px;">The Form I-766, Employment Authorization Document, is a List A, <b>Item Number 4</b>, document, not a List C document.</p> </li> </ol>
<p><b>Acceptable Receipts</b></p> <p>May be presented in lieu of a document listed above for a temporary period.</p> <p>For receipt validity dates, see the M-274.</p>				
<ul style="list-style-type: none"> <li>● Receipt for a replacement of a lost, stolen, or damaged List A document.</li> <li>● Form I-94 issued to a lawful permanent resident that contains an I-551 stamp and a photograph of the individual.</li> <li>● Form I-94 with "RE" notation or refugee stamp issued to a refugee.</li> </ul>	OR	<p>Receipt for a replacement of a lost, stolen, or damaged List B document.</p>	AND	<p>Receipt for a replacement of a lost, stolen, or damaged List C document.</p>

\*Refer to the Employment Authorization Extensions page on [I-9 Central](#) for more information.



**For minors under the age of 18 and certain individuals with disabilities who are unable to produce any of the listed identity documents, special notations may be used in place of the List B document.**



If you are not married, do not have children, and have only one job, then simply fill in your full legal name, address, social security number, and status (single). Finally, sign and date the form.

Your employer will send the Internal Revenue Service (IRS) the money you owe to pay your annual income tax bill based on how you answered this form. The amount they take out determines if you get a refund or have to pay when you file your income taxes at the beginning of every year.

Form <b>W-4</b> Department of the Treasury Internal Revenue Service	<b>Employee's Withholding Certificate</b> Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. <b>Give Form W-4 to your employer.</b> Your withholding is subject to review by the IRS.	OMB No. 1545-0074  <div style="font-size: 2em; font-weight: bold;">2024</div>
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<b>Step 1:</b>  <b>Enter Personal Information</b>	<b>(a)</b> First name and middle initial _____ Last name _____	<b>(b)</b> Social security number _____
	Address _____	
	City or town, state, and ZIP code _____	
	<b>(c)</b> <input type="checkbox"/> Single or Married filing separately <input type="checkbox"/> Married filing jointly or Qualifying surviving spouse <input type="checkbox"/> Head of household (Check only if you're unmarried and pay more than half the costs of keeping up a home for yourself and a qualifying individual.)	

Complete Steps 2-4 ONLY if they apply to you; otherwise, skip to Step 5. See page 2 for more information on each step, who can claim exemption from withholding, and when to use the estimator at [www.irs.gov/W4App](http://www.irs.gov/W4App).

<b>Step 2:</b> <b>Multiple Jobs or Spouse Works</b>	Complete this step if you (1) hold more than one job at a time, or (2) are married filing jointly and your spouse also works. The correct amount of withholding depends on income earned from all of these jobs. Do <b>only one</b> of the following. <b>(a)</b> Use the estimator at <a href="http://www.irs.gov/W4App">www.irs.gov/W4App</a> for most accurate withholding for this step (and Steps 3-4). If you or your spouse have self-employment income, use this option; <b>or</b> <b>(b)</b> Use the Multiple Jobs Worksheet on page 3 and enter the result in Step 4(c) below; <b>or</b> <b>(c)</b> If there are only two jobs total, you may check this box. Do the same on Form W-4 for the other job. This option is generally more accurate than (b) if pay at the lower paying job is more than half of the pay at the higher paying job. Otherwise, (b) is more accurate . . . . . <input type="checkbox"/>
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Complete Steps 3-4(b) on Form W-4 for only ONE of these jobs. Leave those steps blank for the other jobs. (Your withholding will be most accurate if you complete Steps 3-4(b) on the Form W-4 for the highest paying job.)

<b>Step 3:</b> <b>Claim Dependent and Other Credits</b>	If your total income will be \$200,000 or less (\$400,000 or less if married filing jointly): Multiply the number of qualifying children under age 17 by \$2,000 \$ _____ Multiply the number of other dependents by \$500 . . . . . \$ _____ Add the amounts above for qualifying children and other dependents. You may add to this the amount of any other credits. Enter the total here . . . . .	<b>3</b>	\$
<b>Step 4 (optional):</b> <b>Other Adjustments</b>	<b>(a) Other income (not from jobs).</b> If you want tax withheld for other income you expect this year that won't have withholding, enter the amount of other income here. This may include interest, dividends, and retirement income . . . . .	<b>4(a)</b>	\$
	<b>(b) Deductions.</b> If you expect to claim deductions other than the standard deduction and want to reduce your withholding, use the Deductions Worksheet on page 3 and enter the result here . . . . .	<b>4(b)</b>	\$
	<b>(c) Extra withholding.</b> Enter any additional tax you want withheld each pay period . . .	<b>4(c)</b>	\$

<b>Step 5:</b> <b>Sign Here</b>	Under penalties of perjury, I declare that this certificate, to the best of my knowledge and belief, is true, correct, and complete.		
	_____ <b>Employee's signature</b> (This form is not valid unless you sign it.)	_____ <b>Date</b>	

<b>Employers Only</b>	Employer's name and address _____	First date of employment _____	Employer identification number (EIN) _____
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For more info: <https://www.investopedia.com/articles/personal-finance/081214/filling-out-your-w4-form.asp>



# SELF-ADVOCACY


Self-Advocacy is recognized as the ability to speak and act on behalf of oneself or a cause. It's an important skill that students use in their youth and throughout life.

Please ensure that you participate in the Would You Rather Activity located at the Self-Advocacy travel destination. Instructions will be given to you at the travel booth.

## Reasonable Accommodations

Reasonable accommodations according to the Americans with Disabilities Act (ADA) include (but are not limited to):

- Larger computer monitor
- A written list of instructions
- Granting more time to accomplish tasks
- Anything that will help you to perform your job duties



To receive workplace accommodation, you must put in a request.

What are my needs?

What kind of support do I need to do my job?

How can I communicate to my employer what I need?

## SELF-ADVOCACY SKILLS

- Self-Awareness
- Disability Understanding
- Disability Disclosure
- Decision Making
- Set Goals
- Evaluate Options
- Identify Independence
- Accommodations
- Request & Utilize Accommodations
- Know Your Rights & Responsibilities

- Self-Determination
- Know How to Request & Accept Help
- Intrinsic Motivation
- Taking a Leadership Role
- In Support Plans
- Assertiveness
- Listen to Others' Opinions
- Problem Solving
- Monitor Progress
- Positive Self-Talk



# ME! SCALE

## PART 1



**1** I know I am in special education.  
a. Yes  
b. I think  
c. Not sure  
d. No

**2** I have a disability.  
a. Yes  
b. I think  
c. Not sure  
d. No

**3** I have an IEP  
a. Yes  
b. I think  
c. Not sure  
d. No

**4** I have IEP goals.  
a. Yes  
b. I think  
c. Not sure  
d. No

**5** I know my IEP goals  
a. Yes  
b. I think  
c. Not sure  
d. No

**6** I (or my parents) have a copy of my IEP.  
a. Yes  
b. I think  
c. Not sure  
d. No

**7** I know what accommodations are.  
a. Yes  
b. I think  
c. Not sure  
d. No



**8** I can tell my teachers about accommodations I need in class.  
a. Yes  
b. I think  
c. Not sure  
d. No

**9** I feel good about my future.  
a. Yes  
b. I think  
c. Not sure  
d. No

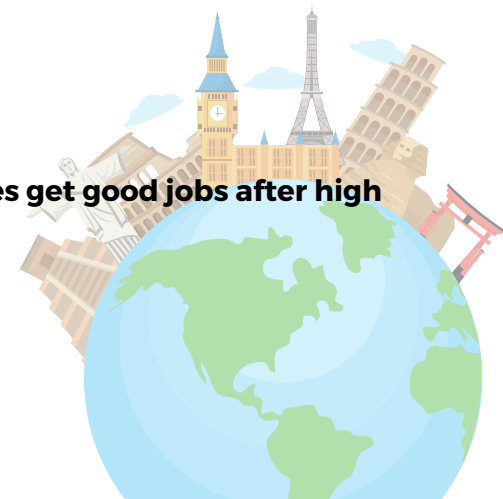
**10** People with disabilities go to college.  
a. Yes  
b. I think  
c. Not sure  
d. No

**11** I can talk about my post-school goals and dreams.  
a. Yes  
b. I think  
c. Not sure  
d. No

**12** I can explain to others how my disability impacts my school work.  
a. Yes  
b. I think  
c. Not sure  
d. No

**13** I am comfortable telling others about my disability.  
a. Yes  
b. I think  
c. Not sure  
d. No

**14** People with disabilities get good jobs after high school.  
a. Yes  
b. I think  
c. Not sure  
d. No





# ME! SCALE

PART 2



**15** List 3 things you are good at when you are at school.

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

**16** List 3 things you need help with when you are at school.

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

**17** List 3 things you are good at when you are somewhere other than school.

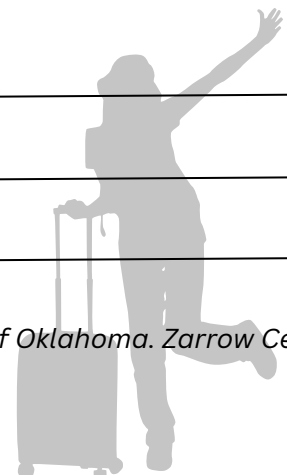
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**18** List 3 things you need help with when you are somewhere other than school.

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

**19** The most important thing in my life is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# SETTING SMART GOALS

A dream is only a dream until you write it down. Once you write it down, it becomes a **goal**. A goal is the process of identifying something you want to accomplish by setting measurable and specific action steps to complete it within a specific timeframe. Finding and remembering your motivation is important to keep working on any goal you set.

**S**  
**M**  
**A**  
**R**  
**T**

**Specific** - What do you want to accomplish?

---

**Measurable** - How will you know you've accomplished your goal?

---

**Attainable** - How can your goal be accomplished?

---

**Relevant** - Why is this goal important to you?

---

**Timely** - When will you reach your goal?

---

*“Many of life’s failures are people who did not realize how close they were to success when they gave up.” - Thomas Edison*



IDEA



PLAN



SUCCESS

**Start thinking of the life you want. Where do you see yourself in 3 months, 6 months, a year, 10 years from now? What do you need to do to make it happen?**

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You can create a map of your vision with things that represent your hopes and dreams. You can create it digitally and put it as your wallpaper on your phone and/or computer. Place it somewhere that will help you to stay on track. Having a visual of your goals can help you develop a better understanding that your choices can impact your future.

**For every choice, think of these questions:**

1. Will this decision help me to achieve my dream?
2. Will this decision delay my dream?
3. Will this decision prevent my dream?

# YOUR ROADMAP TO SUCCESS

Please participate in creating your Vision Board located at the SMART Goals travel destination.  
Supplies will be provided at the booth.

<b>THE KIND OF PERSON I WANT TO BE</b>	<b>UNIVERSITY/TRADE SCHOOL/MILITARY</b>	<b>CAREER</b>
<b>VEHICLE</b>	<b>INCOME</b>	<b>HOUSE/CONDO/APARTMENT</b>
<b>RELATIONSHIPS</b>	<b>HEALTH &amp; WELLNESS</b>	<b>FUN/HOBBIES/INTERESTS</b>

Use images from magazines or your own artistic ability to create a visual representation of what your future would look like, feel like, and be like. It's meant to inspire you and keep you focused on taking actions toward your ultimate vision for yourself. Your mind doesn't know the difference between a real or imagined event, so just think that whatever you create can be in your life in the near future.

# BUDGETING

## Money Management

To help you manage your money, calculate the number of hours a day an item is worth by how much you get paid an hour.

Is the item worth "X" hours of your time to pay for it?

How much do I get paid per hour? \_\_\_\_\_

How much is the item I want to buy? \_\_\_\_\_

How many hours do I have to work for that item? \_\_\_\_\_

## Can You Budget?

Use the below **Shopping on a Budget** activity to engage students by putting them in the shoes of families in need to better understand the hard choices they make on a regular basis. What does a family do when they go grocery shopping but don't have enough money to purchase everything they need? With a very small budget to work with, they shop carefully trying to stretch every dollar, asking:



- Do we spend more money and purchase more nutritious/healthy food?
- Do we spend less money and get more food, but at much less quality and they are typically unhealthy items?
- How much can we get for the amount of money we have?
- What meals might my family have to skip this week, since we don't have enough money?

Use the documents below and have students work together in groups or individually to create a meal plan for sample families in need.

- Each scenario below includes a realistic situation and daily budget very similar to what people experience everyday.
- Use the sample food choices in this document to create a meal plan for a sample client family.
- Utilizing the worksheet below, you will be asked to create 4 meals - breakfast, lunch, dinner, and snacks - that all stay within the daily budget of the family or individual.



# SHOPPING ON A BUDGET

## SAMPLE SCENARIOS 1

### Scenario #1

Mona Grey retired from her job one year ago. She receives her pension of \$670 a month, plus her Social Security check of \$840, for a total monthly income of \$1,510. After rent, electric, water, phone bills, and medical payments, she has \$50 a week, or about \$7.14 per day to spend on groceries for breakfast, lunch, and dinner. What groceries can Mona purchase and not be hungry?



### Scenario #2

Leo Powell is a single man who lives in a boarding house. He receives General Assistance, which pays his rent, and receives \$187 in CalFresh Benefits (food stamps). He has about \$46 per week to spend on meals for himself, or \$6.67 per day. What can Leo purchase at the grocery store to feed him breakfast, lunch, dinner, and a snack under his daily budget?



### Scenario #3

Lauren and Alex Ruiz have three children, ages 4, 6, and 10. One and a half years ago, Alex was injured and has not been able to work. He receives disability while Lauren works full time. The family has used most of their savings to supplement the single income. After bills, the family has \$560 a month to feed the whole family. Though that seems like a lot, the family only has \$140 a week or \$20 per day to spend on food for all 5 people in the Ruiz family. What can the Ruiz family buy?



# SHOPPING ON A BUDGET

## SAMPLE SCENARIOS 2

### Scenario #4

Bill Moder is a disabled veteran who receives a military pension. Bill cannot drive due to his disability, and he lives in an area where the larger grocery stores are not easily accessible. After his monthly expenses, Bill is left with \$300 a month to purchase food for himself. He can only carry about two bags of food at a time, therefore he needs to buy food twice a week. He can only spend \$9 or \$10 a day on food for his money to last all month.



### Scenario #5

Selena Macias is a single mother of 2 children, ages 3 and 1. She is a CalWorks participant and attends job training classes, while her children are in a subsidized child care program. She receives \$562 in Cal-Fresh benefits, but must provide breakfast and lunch for her children's daycare. Her daily limit is between \$16 - \$17 dollars a day so that her benefits last all month. Can you purchase breakfast, lunch, and dinner for the 3 of them for up to \$17 a day?



### Scenario #6

Maylin Nguyen is a student who works part-time and attends school full-time. She lives in a boarding house and prepares her own meals separately from her roommates. She has a small refrigerator and she primarily uses a microwave oven to prepare her meals. Her budget to buy food is about \$200 a month, depending on her expenses. What can you buy for Maylin to eat for about \$7 a day?



# MENU

## BREAKFAST

<b>CORN FLAKES</b> 10 Servings	<b>\$ 2.99</b>
<b>WHOLE WHEAT BAGELS</b> 6 Servings	<b>\$ 5.30</b>
<b>PREPACKAGED CINNAMON ROLLS</b> 6 Servings	<b>\$ 2.99</b>
<b>FROZEN WAFFLES</b> 4 Servings	<b>\$ 3.73</b>
<b>TURKEY BACON &amp; VEGGIE OMELET</b> 4 Servings	<b>\$ 4.68</b>
<b>OATMEAL, FRESH BERRIES &amp; LOW FAT MILK</b> 1 Serving	<b>\$ 3.20</b>
<b>YOGURT &amp; FRESH BERRIES</b> 1 Serving	<b>\$ 3.20</b>
<b>DONUTS</b> 1 Serving	<b>\$ 1.00</b>

## DINNER

<b>CHICKEN BREASTS</b> 2 Servings Per Pound	<b>\$ 3.50/LB</b>
<b>TOFU</b> 3 Servings Per Package	<b>\$ 2.00/PACKAGE</b>
<b>ZUCCHINI</b> 3 Servings Per Pound	<b>\$ 2.00/LB</b>
<b>FROZEN FETTUCCINE ALFREDO</b> 1 Serving	<b>\$ 1.10</b>
<b>ROASTED CHICKEN &amp; MIXED VEGGIES</b> 1 Serving	<b>\$ 5.00</b>
<b>FROZEN PEPPERONI PIZZA</b> 1 Serving	<b>\$ 1.80</b>
<b>HOT DOGS</b> 1 Serving	<b>\$ 1.15</b>
<b>TURKEY BURGER W/ MIXED VEGGIES</b> 1 Serving	<b>\$ 4.25</b>

## LUNCH

<b>PEANUT BUTTER &amp; JELLY SANDWICH</b> 1 Serving	<b>\$ 0.80</b>
<b>MIXED FRUIT SALAD</b> 1 Serving	<b>\$ 1.00</b>
<b>WHOLE WHEAT PASTA W/ PARMESAN CHEESE</b> 1 Serving	<b>\$ 1.50</b>
<b>PRE-MADE SALAD</b> 1 Serving	<b>\$ 3.00</b>
<b>FAST FOOD FISH &amp; CHIPS</b> 1 Serving	<b>\$ 5.00</b>
<b>TURKEY SANDWICH WITH SALAD</b> 1 Serving	<b>\$ 3.00</b>
<b>GRAPES</b> 1 Serving	<b>\$ 1.00</b>
	<b>\$ 3.00/LB</b>
<b>VEGETABLE WRAP</b> 1 Serving	<b>\$ 4.00</b>
<b>MANDARIN ORANGES</b> 1 Serving	<b>\$ 0.50/SERVING</b> <b>\$ 4.99/BAG</b>

## SNACKS

<b>VEGGIES &amp; HUMMUS</b> 1 Serving	<b>\$ 2.00</b>
<b>CANDY BAR</b> 1 Serving	<b>\$ 0.75</b>
<b>FRUIT SMOOTHIE</b> 1 Serving	<b>\$ 2.00</b>
<b>WHOLE WHEAT TOAST W/ PEANUT BUTTER &amp; BANANA</b> 1 Serving	<b>\$ 1.20</b>
<b>MILK</b> 1 Serving	<b>\$ 0.50</b>
<b>JUICE</b> 1 Serving	<b>\$ 0.70</b>
<b>SODA</b> 1 Serving	<b>\$ 0.75</b>
<b>PLUM</b> 1 Serving	<b>\$ 0.75</b>
<b>APPLE</b> 1 Serving	<b>\$ .60</b>
<b>POTATO CHIPS</b> 1 Serving	<b>\$ 1.39</b>

# SHOPPING ON A BUDGET WORKSHEET

## BREAKFAST

ITEM	PRICE	AMOUNT PURCHASED

BREAKFAST TOTAL \$ \_\_\_\_\_

## LUNCH

ITEM	PRICE	AMOUNT PURCHASED

LUNCH TOTAL \$ \_\_\_\_\_

## DINNER

ITEM	PRICE	AMOUNT PURCHASED

DINNER TOTAL \$ \_\_\_\_\_

## SNACKS

ITEM	PRICE	AMOUNT PURCHASED

SNACKS TOTAL \$ \_\_\_\_\_

# COMMUNICATION



We see things differently and draw conclusions from the same things. We look at the emotions we are feeling. It can help you realize when you need to bring the situation to others to ask for their opinion to help remove the emotion you are feeling to see the situation clearly.

We don't only communicate with our words. Communication is judged off **7%** words, **38%** tone, and **55%** body language and facial expressions.

## Non-Verbal Communication Game

Instructions: Hold up the color card for the corresponding face. Let's see if you can master the non-verbal communication being demonstrated.



Angry



Bored



Surprised!



Happy



Sad

# TIPS TO FURTHER YOUR JOURNEY

## SOCIAL MEDIA & ONLINE SAFETY

**Be safe, respectful, and responsible.**

- Avoid sharing personal information during the initial stages of online applications.
- Use social media to follow, friend, and like other professionals.
- Participate in groups to learn about different career opportunities.
- Create a strong online presence, leverage your network, and target your job search.
- Follow and like companies you would like to work for.
- Represent yourself honestly.
- Always represent yourself professionally in comments and photos, even after you've been hired.
- Assume anyone can see what you post, regardless of privacy settings.
- Create a professional voice greeting for employers when they leave you a voicemail.
- Search for yourself online to see what others can learn about you.



## Cell Phones

Unless otherwise approved by your employer, do not use your cell phone while clocked in during your shift. Most companies have an emergency line for you to provide to family members to be used in case of emergency.

### How Big is the Problem?

- 55% of distractions in the workplace are caused by cell phones.
- 75% of employers say that 2+ hours are lost every workday due to distractions.
- 28% increase in mistakes after an employee gets a phone call.

## Harrassment

Is the unwelcome and sometimes unlawful actions that demeans, insults, and offends. Federal law prohibits harassment of individuals based on protected characteristics. If you are being harassed, tell your supervisor, and follow your employers' anti-harassment policy.

# CREATING A WELLNESS PLAN



It's important that you recognize and address burnout. Symptoms include fatigue, irritability, diminished passion, feelings of distrust or that something isn't going to go well, or detachment. Practicing some type of self-care will help you to manage stress and lower your risk of illness and increase your energy.



What percentage of the battery on your cell phone does your personal indicator urge you to find a charger?



## Positive Affirmations

Positive affirmations can significantly enhance your confidence, resilience, and overall mindset. Customize your affirmations to align with your individual strengths and needs, practice them regularly, and select ones that reflect qualities you recognize in yourself and wish to inspire in others! Here are a few examples to consider:

“ I am talented and kind. Those strengths will take me far. ”

“ I am unique and special. ”

“ I am brave and strong. ”

“ I am a good friend. ”

“ No matter my age, I am worthy of respect. ”

“ I am focused and consistent. ”

“ I am interesting company. ”

“ I get better every day. ”

“ I see beauty in others. ”

“ I appreciate this quiet moment. ”

“ I can do hard things. ”

“ I am happy and content. ”

“ I feel calm inside. ”

“ I believe in myself. ”

“ I am grateful for my health. ”

“ I love myself, flaws and all. ”

“ I am enough. A thousand times enough. ”

“ There is no failure, only growth. ”

“ I like the person I am growing into. ”

“ I am resilient and bounce back from setbacks. ”



# CAREER



# WORKSHOPS

## MONDAY

**JOB SEARCHING**

**9:00 AM - 11:30 AM**

## TUESDAY

**GOAL SETTING**

**9:00 AM - 11:30 AM**

## WEDNESDAY

**SAVING MONEY**

**9:00 AM - 11:30 AM**

## THURSDAY

**INTERVIEWING**

**9:00 AM - 11:30 AM**

## THURSDAY

**RESUME WORKSHOP**

**1:00 PM - 3:30 PM**

## FRIDAY

**HIRED! NOW WHAT?**

**9:00 AM - 11:30 AM**

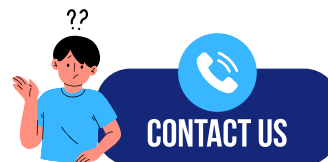
**You are invited to attend our FREE 5-day workshop series held each week in person or virtually.**



We're here to help you! Contact us at **940-322-1801**, option 2 for more information about our workshops or to get signed up to attend!



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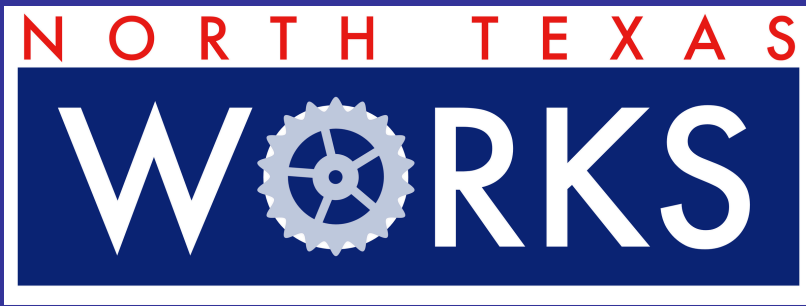


**940.322.1801, option 2**

Workforce Solutions North Texas is an equal opportunity employer/program.

Auxiliary aids and services are available upon request to individuals with disabilities. Relay Texas: (800)735-2989 (TDD) or (800)735-2988(Voice) or 711.

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## Youth Program for Young Adults Ages 16-24



The North Texas Works Program assists eligible young adults, ages 16-24, to gain the skills necessary to succeed in tomorrow's workforce. Ask us about:



- Paid on-the-job training
- College preparation
- Leadership development opportunities
- Paid work experience
- Financial assistance for school, fees, and tuition
- Occupational skills training

Contact a location near you to determine eligibility and make an appointment for a Welcome Session with a Program Specialist.

Apply Today!



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Email: [WIOA@ntxworksolutions.org](mailto:WIOA@ntxworksolutions.org)

Website: [www.ntxworksolutions.org](http://www.ntxworksolutions.org)

### CONTACT US

Wichita Falls: 940.322.1801

Bowie: 940.872.2424

Graham: 940.549.6363

Vernon: 940.552.9381

Serving Archer, Baylor, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wichita, Wilbarger, and Young Counties of North Texas.

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# Creating opportunities for your abilities

Start My VR 



Start My VR is an online self-referral form that offers a convenient way for Texans with disabilities to take the first step toward obtaining, retaining or advancing in employment. Follow the three steps listed here to get started. From there you will be connected with a Vocational Rehabilitation (VR) staff member to learn more about VR Services. Use your mobile phone to scan the QR code to access Start My VR.

1



Go online to the *Start My VR* portal and enter your information

2



Receive a confirmation Request Number

3



VR will contact you to discuss how VR services can benefit you

**Questions? Contact us:**  
[twc.texas.gov/VRNearMe](http://twc.texas.gov/VRNearMe)  
[VR.office.locator@twc.texas.gov](mailto:VR.office.locator@twc.texas.gov)  
 512.936.6400

**Start My VR** 



# Growing Together

4TH ANNUAL COMMUNITY

# JOB FAIR

TUESDAY

**MARCH**

**18TH**



**1PM - 4PM**



**MPEC**

**1000 5th St**

**WF, TX 76301**



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# Summer Earn & Learn

Creating Pathways to Employment for

Students with Disabilities



## Explore a Career Path & Earn a Paycheck

Summer Earn & Learn offers eligible students with disabilities paid work experience with a local employer who, together with VR, can provide the support and accommodations you need to succeed.

## Apply Today!

For more information contact your local Texas Workforce Solutions Vocational Rehabilitation Services office:  
[www.twc.texas.gov/VRNearMe](http://www.twc.texas.gov/VRNearMe)



- Receive workplace training and accommodations



- Learn job skills and build confidence



- Earn a paycheck

## Start My VR



TEXAS  
**WORKFORCE SOLUTIONS**  
VOCATIONAL REHABILITATION SERVICES

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**Texas Workforce Solutions-Vocational Rehabilitation Services**

101 East 15th Street  
Austin, Texas 78778-0001  
512-936-6400  
VR.office.locator@twc.texas.gov

Equal Opportunity Employer/Program

Auxiliary aids and services are available upon request to individuals with disabilities.

The Texas Workforce Commission accepts calls made through any relay service provider.

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These activities are financed under the TWC Federal Vocational Rehabilitation grant. For the Federal fiscal year 2022 (October 1, 2021, through September 30, 2022), TWC anticipates expending \$242,743,967 in Federal Vocational Rehabilitation funds. Funds appropriated by the State pay a minimum of 21.3% of the total costs (\$65,698,117) under the Vocational Rehabilitation program. Revised June 2022.

For purposes of the Supported Employment program, the Vocational Rehabilitation agency receives 94.7 percent of its funding through a grant from the U.S. Department of Education. For the 2022 Federal fiscal year, the total amount of grant funds awarded are \$1,484,466. The remaining 5.3 percent (\$82,470) are funded by Texas State Appropriations. Revised June 2022.

For purposes of the Independent Living Services for Older Individuals who are Blind program, the Vocational Rehabilitation agency receives 90 percent of its funding through a grant from the U.S. Department of Education. For the 2022 Federal fiscal year, the total amount of grant funds awarded are \$2,189,102. The remaining 10 percent (\$243,234) are funded by Texas State Appropriations. Revised June 2022.

**TWC.TEXAS.GOV**



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**www.ntxworksolutions.org**



# THANK YOU!

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Youth Services



## Start My VR



TEXAS  
WORKFORCE SOLUTIONS  
\*\*\*\*\*  
VOCATIONAL REHABILITATION SERVICES  
940.235.1710

### Bowie Center

800 Highway 59 North  
Suite A  
Bowie, TX 76230

Local: 940.872.2424  
Toll free: 800.972.2424  
Fax: 940.872.2990

### Graham Center

924 Cherry Street  
Graham, TX 76450

Local: 940.549.6363  
Toll free: 800.549.6363  
Fax: 940.549.9821

### Vernon Center

Wilbarger County Courthouse  
1700 Wilbarger Street, #B7  
Vernon, TX 76385

Local: 940.552.5211  
Toll free: 800.888.5079  
Fax: 940.552.2997

### Wichita Falls Center

4309 Old Jacksboro Highway  
Galaxy Center - Entrance 5  
Wichita Falls, TX 76302

Local: 940.322.1801  
Toll free: 800.333.8209  
Fax: 940.322.8411