

District Office of Transition Services

**Parent
Transition
Guide**

Preface

The District Office of Transition Services (DOTS) is tasked with the responsibility of the coordination, planning and delivery of transition services for all students with disabilities, beginning at age 14 (or younger, if appropriate) to prepare them for transition from school to adult living.

The term "transition services" means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

This book was developed by transition teachers and administrators with the input of parents. LAUSD students receive transition lessons at the middle and high school levels. This book aims to better inform parents about the services rendered. Each high school throughout LAUSD has a transition teacher who gives lessons. This handbook gives the goals and objectives of selected lessons and incorporates extension lessons for parents to implement at home. We in DOTS understand that parents are an integral part of their child's successful transition into adulthood.

In addition, this book provides a sample of an Individualized Transition Plan (ITP). The ITP will be reviewed annually as part of the Individualized Education Process (IEP).

This book was written and prepared by the District Office of Transition Services' Instructional Committee: Evette Kurai, Jason Alexander, Shelly Tran, Darren Leon, Freida Ford, Lissette Carreno, Beverly Fleming, Yuriko Anderson and Shalivia Sefas.

Revised July 2017

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Transition Goal Planning and *The ITP and You*

Skills Being Taught:

The importance of transition goals and participation in the IEP/ITP process.

Goal(s):

Students will learn how to identify transition goals and learn their rights regarding the Transition Plan.

Activities



Activities to Support Your Child at Home

Parent will assist student with identifying the three goals (Education/Training, Employment, and Independent Living Skills) for his/her ITP using the student's most current IEP.

Parent will assist student in understanding the three goals by discussing them with their child and help the child understand the importance of this legal document.

Parent will assist student with planning ways to meet their transition goals.

Parent will assist the student in communicating their transition goals to support staff and teachers.

Student will communicate with support staff ways to meet their transition goals.

Student will prepare to present and advocate for their transition goals at the next IEP meeting.

STUDENT INTEREST INTERVIEW

Using the Student Interest Interview

The Student Interest Interview was developed to help students in the identification of post school interests. The interview may be facilitated by either a classroom teacher, or other service providers. Once completed, the actual protocol should be maintained in the student's Career Portfolio for future reference. The interview questions may be used to assist students in identifying their interests and exploring what courses, tasks or activities must be completed to ensure outcomes are realized or modified.

The Interest Interview is divided into four sets of questions referred to as "phases". These sequential phases are Awareness, Exploration, Preparation and Employment. Each phase discusses different areas of career awareness.

Awareness	Self-assessment of personal values, interests and skills which will aid students in making choices for specific career paths.
Exploration	Self-assessment of personal preferences which may impact job satisfaction. In this phase, students identify preferences for use of their free time, future course work and employment.
Preparation	Identification of specific actions which will need to occur in order for the students to realize his/her career choices. In this section, students review the skills needed for specific jobs, required course work, family and community support and post-school training.
Employment	Once employed, students evaluate their work environment including skills, benefits and future opportunities.

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____
 Last First Middle

Anticipated Culmination Date: _____ School: _____

Interviewer: _____ Date of Test: _____

<i>AWARENESS PHASE</i>	
QUESTION	RESPONSE
1. What is work?	
2. What is a job?	
3. What are some jobs you know about?	
4. What kind of people do these jobs?	
5. What do you want to do when you finish high school?	
6. Where do you live?	
7. Who do you live with?	
8. What does "grown up" mean to you?	
9. Why do people work?	
10. Why do you want to work?	
11. What do you like to do when you are not in school?	
12. What jobs do your mother, father and other family members have?	
13. What kind of things do they do at their jobs?	
14. What is college? Why do people go to college?	
15. What does "vocational training" mean?	
16. What is public transportation?	
17. How do you get to the places you want to go?	
18. What is voting?	

STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EXPLORATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What job sites are you interested in visiting?	
2. What classes would you like to take in school?	
3. What hobbies do you have?	
4. What activities do you do in your free time?	
5. Do you do volunteer work?	
6. Did you have a summer job? What did you enjoy about it?	
7. Do you like being inside or outside?	
8. Do you prefer being with other people? Do you enjoy being by yourself?	
9. Do you like working with your hands or solving problems with your head?	
10. Do you get along well with your classmates? Why? Why not?	
11. What are your best skills? What do you do best?	

Other information/Interviewer notes and summary: _____

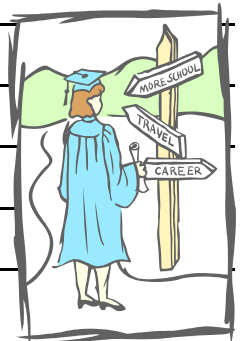


STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>PREPARATION PHASE</i>	
QUESTION	STUDENT RESPONSE
1. What courses do you need to take to achieve your career goals?	
2. What skills will you need to gain to achieve those goals?	
3. How will you prepare to live on your own?	
4. Will you need to take courses during high school? After high school?	
5. Will these courses lead to college?	
6. What kind of technical preparation program does your high school have?	
7. Does your family want you to go to college? Do you want to go to college?	
8. How will you develop the skills to succeed in college?	
9. Do you think you will be able to get a job based on your high school work?	
10. Does your school provide job placement and other support?	
11. Can you gain entry into an approved apprenticeship program?	

Other information/Interviewer notes and summary: _____

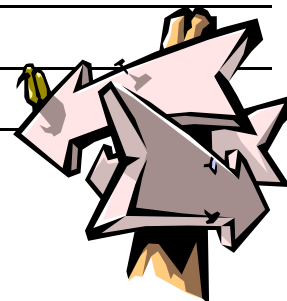


STUDENT INTEREST INTERVIEW

Student: _____ Date of Birth: _____

<i>EMPLOYEE PHASE</i>	
QUESTION	STUDENT RESPONSE
1. Can you continue your training and education after you begin employment?	
2. Does the employer provide educational benefits?	
3. How can you advance within the company?	
4. Can you transfer between departments in the company?	
5. Does the employer offer a retirement and benefits package?	
6. Do you have plans if your employer has to downsize or lay off workers?	
7. Do you have options for continuing education, even for leisure interests?	
8. Can you transfer your job skills and vocational skills to other employment?	

Other information/Interviewer notes and summary: _____



Adapted from *Access for Success: Handbook on Transition Assessment* by Patricia Silwington, Debra A. Wynne Begun, Richard C. Lombard and Pamela J. Leconte. 1996. Reston, Virginia: The Council for Exceptional Children. Permission has been granted to reproduce this material by the Council for Exceptional Children.

ALL THINGS POSSIBLE

Getting from Where I Am to Where I Want to Be

The questions which follow will help bring together your thoughts about your hopes and plans for the future. You will then identify some first steps, you, your family and friends, and agency people can take to help you realize your best possible future after school. This information will be used to complete your *Individual Transition Plan or "ITP"*.

You will be asked to identify your plans for your life in five general areas: employment, training and education, living arrangements, financial and economics, and independent living. You and your team will then be able to identify steps or actions that need to take place right now to help you reach your goals.

You can answer the questions in several ways: (1) you can fill it out by yourself, (2) someone can ask you the questions and write down your answers, (3) you can work on it with a teacher, counselor or someone else, or (4) family and friends can help you with it. Everyone's ideas are important and should be written down. Place the person's initials next to what they say.

1. My name and today's date:

EMPLOYMENT —as an adult. . .

2. Do you want to be working, if NO go to Number 7.

2a. What would you be doing?

3. List your career or job interests (you can use the results from your vocational assessment here):

ALL THINGS POSSIBLE

<p>4. What do we need to work on this year to help you to get the kind of job you want or to be successful in the job you have?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Personal appearance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Attendance/punctuality</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Responsibility</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Recognizing things that need to be done</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Getting along with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Quality of work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Willingness to finish tasks</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Amount of supervision</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Following instructions</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Communicating with others</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	Attendance/punctuality	<input type="checkbox"/>	<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	Recognizing things that need to be done	<input type="checkbox"/>	<input type="checkbox"/>	Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	Willingness to finish tasks	<input type="checkbox"/>	<input type="checkbox"/>	Amount of supervision	<input type="checkbox"/>	<input type="checkbox"/>	Following instructions	<input type="checkbox"/>	<input type="checkbox"/>	Communicating with others	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. 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ALL THINGS POSSIBLE

Training and Education—as an adult. . .

7. What training or further education will you need or want? And where would you go to get it?

7a. What will you need to work on now to meet this goal?

Living Arrangements—as an adult. . .

8. All things possible, where and how (for example, with a roommate, family, adult care) would you like to live?

8a. What do you need to meet your goal of where and how you would like to live?

Financial and Economic—as an adult. . .

9. Where will your money come from?

8a. What do you need to do now to meet your financial goal?

ALL THINGS POSSIBLE

Independent Living—as an adult. . .

<p>10. How will you get around? (Transportation)</p> <table border="0"> <thead> <tr> <th>Type</th> <th>Have</th> <th>Need</th> </tr> </thead> <tbody> <tr> <td>Car:</td> <td></td> <td></td> </tr> <tr> <td>Learner's Permit</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Education Class</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's Training</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Driver's License</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Car</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Insurance</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bus:</td> <td></td> <td></td> </tr> <tr> <td>Schedule</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tickets/Passes</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Bicycle</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Walk</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table>	Type	Have	Need	Car:			Learner's Permit	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Education Class	<input type="checkbox"/>	<input type="checkbox"/>	Driver's Training	<input type="checkbox"/>	<input type="checkbox"/>	Driver's License	<input type="checkbox"/>	<input type="checkbox"/>	Car	<input type="checkbox"/>	<input type="checkbox"/>	Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Bus:			Schedule	<input type="checkbox"/>	<input type="checkbox"/>	Tickets/Passes	<input type="checkbox"/>	<input type="checkbox"/>	Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	Walk	<input type="checkbox"/>	<input type="checkbox"/>	Other			<p>11. How will you take care of health problems/issues? For example, health insurance, doctor's appointments, payments, sick leave from work.</p> <p>11a. What will you need to work on now to meet your health goals?</p>
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<p>12. How will you take care of your household chores? For example, laundry, budgeting, cooking.</p> <p>12a. What will you need to work on now to meet your goals?</p>	<p>13. What would you like to do outside of school and work? Around town? At home? For fun? For example, weekends, after work, non-work days, holidays, free time.</p>																																										

ALL THINGS POSSIBLE

<p>14. What new or different things would you like to do?</p>	<p>15. How would you meet people? How would you make new friends?</p>
<p>14a. What do you need to work on now to meet your goals?</p>	<p>15a. What do you need to work on now to meet your goals?</p>

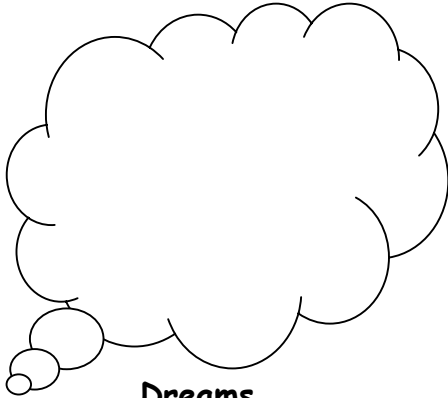
<p>16. Who should be at your ITP meeting or give advice to help you plan? (Family friends, employers, agency representatives)</p>

<p>17. Thanks for your time. Are there any other concerns you would like to address?</p>
--

Adapted from *Transition Guide to the Future* developed by the California Department of Education, Sacramento, California.

TRANSITION PLANNING PROFILE

Student's Name: _____ Grade: ____ Date: _____



Things I like to do....



Things I don't like to do...

Strengths

Places I like to go

Accommodations

People who support me

Instruction Options

Community/Home Options

Employment Options

Developed by Curtis, Simonds, Koorndyk -Diagnostic Center, Southern California

PRE-EMPLOYMENT SKILLS CHECKLIST

Student: _____ Date of Birth: _____
 Anticipated Culmination Date: _____ School: _____
 Rated by: _____ Date of Evaluation: _____

Rating Scale

1-Needs Improvement 2-Inconsistent 3-Average 4-Above Average

Potential Problem Area Below Meets Exceeds
 Employment Employment Employment
 Expectations Expectations Expectations

<i>General Work Habits</i>						
Work Habit	Standard	Rating				Comments
Attendance	Maintains dependable attendance	1	2	3	4	
Punctuality	Reports to work on time	1	2	3	4	
Appearance	Grooming/clothing is appropriate	1	2	3	4	
Motivation	Shows desire to work	1	2	3	4	
Initiative	Carries out tasks without prompting	1	2	3	4	
Effort	Works steadily for entire work period	1	2	3	4	
Concentration	Pays attention to work period	1	2	3	4	
Work Quality	Recognizes and corrects mistakes	1	2	3	4	
Independence	Works with minimal supervision	1	2	3	4	
Perseverance	Works without resistance	1	2	3	4	
Flexibility	Adapts to variety and change	1	2	3	4	
Confidence	Self-confident in new tasks	1	2	3	4	
Work Quality	Uses time effectively	1	2	3	4	
Follow Through	Work is thorough and complete	1	2	3	4	
Frustration	Maintains effort despite obstacles	1	2	3	4	
Attitude	Responds positively to assignments	1	2	3	4	

Rating Notes: _____

PRE-EMPLOYMENT SKILLS CHECKLIST

<i>Response to Supervision</i>					
Standard	Rating				Comment
Conforms to rules and regulations	1	2	3	4	
Listens attentively to instructions	1	2	3	4	
Accepts work assignments without arguing	1	2	3	4	
Accepts corrections without becoming upset	1	2	3	4	
Changes work methods when instructed to do so	1	2	3	4	
Requests help in an appropriate manner	1	2	3	4	
Accepts changes in work assignments	1	2	3	4	
Accepts supervisor's authority	1	2	3	4	

<i>Social Skills</i>					
Standard	Rating				Comments
Initiates conversation with others	1	2	3	4	
Responds positively to co-workers	1	2	3	4	
Expresses likes and dislikes appropriately	1	2	3	4	
Accepts responsibility for own actions	1	2	3	4	
Discusses concerns with supervisor appropriately	1	2	3	4	
Expresses self clearly using proper grammar	1	2	3	4	
Displays self-confidence in social interactions	1	2	3	4	

Rating Notes: _____

*PERSONAL ASSESSMENT SUMMARY

Student's Name _____ Grade: ____ Date: _____

What I am good at:

What I need help with:

How I learn best is...

What can help me learn better (accommodations):

Classroom:

Workplace:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student

Date of Birth

Meeting Date

INDIVIDUAL TRANSITION PLAN (ITP)

Student was invited to IEP meeting: Yes

Student received mentoring: info Yes No

Student referred and placed in an outside agency: info Yes No

If yes, name of agency:

Student participated in Work Experience Education: info Yes No

Student received college awareness preparation: info Yes No

Student received career awareness: info Yes No

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed	If no, indicate reason
Education/Training Activity	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Employment Activity	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<input type="text"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Results: Indicate interests/abilities and area(s) of need (if applicable)
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will:

If other?

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 3 of 3)

Student [] [] []

Date of Birth [] [] [] [] [] []

Meeting Date [] [] [] [] [] []

INDIVIDUAL TRANSITION PLAN (ITP)

Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed: Yes No Courses currently enrolled in: Yes No Courses still needed: Yes No

IGP or course of study was provided to the parent or student over age 18 as required: Yes

Student is working towards: Certificate of Completion Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

[]

Future Agency Involvement:

Are there agencies currently or prospectively providing or paying for transition services? Yes No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Yes No

Agency Name: [] Agency Name: [] Agency Name: []

- 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? info
2. Are the postsecondary goals updated annually? info
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? info
4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? info
5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes N/A

ITP drop down menu for Education and Training

	Options
S	communicate personal preferences using an identified mode of communication
S	complete a sequence of work-related tasks
S	develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school
S	develop a personal career / education plan
S	develop work-based vocabulary to be used in an area of vocational interest
S	fill out FAFSA application
S	list colleges/vocational schools that have programs in field of interest
S	meet with counselor, and select SLC to support career pathway
S	other - (textbox)
S	recite personal data including complete name, home address and phone number
S	request/ complete a college or training program application
S	research a vocational training program (s) / college(s), their location, and the cost of the program
S	sign up for the PSAT / SAT test and prep course
S	transition between tasks independently or with identified supports
S	visit Disabled Student Programs at a college/vocational school of interest and write a summary of services provided
S	visit post-secondary programs

ITP Drop Down Menu for Employment and Development

S	access community resources to identify and apply for available jobs of interest
S	attend a career fair and list jobs of interest
S	develop a career plan and identify career goals
S	develop a work portfolio including a resume, letters of recommendation, etc
S	identify skills needed in various occupations of interest
S	identify training requirements needed for various occupations of interest
S	job shadow in the community in a job of potential interest and write a summary of the experience
S	other - (textbox)
S	participate in ROP or skills development work-based learning experiences
S	participate in a field trip/industry tour to learn more about a specific job or industry and write a summary of the experience
S	participate in a structured vocational training experience to explore interests and to develop work-related skills/abilities (i.e. on-task behavior, completion of a sequence of tasks, etc)
S	participate in an exploratory work-based learning experience
S	participate in community volunteer activities
S	research career interests and write about likes/dislikes and requirements of the job
S	research potential jobs and write a summary of job prerequisites, pay, and/or availability
S	research supported employment options available through outside agencies
S	visit a job of interest in the community

ITP Drop Down Menu for Independent Living Skills

S	communicate personal information (name, address, gender, telephone number)
S	develop a personal fitness routine
S	develop a shopping list based on recognized household and personal needs
S	develop emergency procedures for use at home
S	identify specific recreation/leisure activities of choice
S	keep and maintain personal planner/calendar for scheduling appointments/events
S	locate needed items in grocery store
S	monitor local weather forecast to plan outings and appropriate attire
S	obtain a bank ATM card
S	open a checking/savings account
S	operate a washer and dryer
S	other - (textbox)
S	perform light household maintenance/chores (i.e. simple repairs, change light bulbs, vacuum, sweep, mopping, etc)
S	plan a public transit route to a place of interest
S	plan a week's worth of healthy meals
S	practice self management skills (e.g. accepting feedback and making changes, prioritizing tasks, managing time to accomplish goals)
S	prepare an initial housing or personal budget
S	prepare and serve simple foods which require cooking
S	recognize when specific things need cleaning (i.e. sinks, floors, clothing)
S	research community resources to assist in locating a place to live or to provide residential supports
S	respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
S	select and order his/her own food
S	sort, wash, dry, fold, and put away laundry
S	use time management skills when adhering to daily schedule



Career Research

Skills Being Taught:

Student will research careers.

Goal(s):

Student will find careers that are aligned with their interests. Student will become familiar with *America's Job Center* (formerly known as *Work Source*).

Activities



Activities to Support Your Child at Home

- Parent reviews the results of the career inventory. Parent and child make a list of careers of interest based on results and investigate the education requirements. Use sites like *O*NET Online* (<https://www.onetonline.org/>) and *California CareerZone* (<https://www.cacareerzone.org/>).
- Parent and child research schools and gather contact information. Parent may contact the DOTS teacher in order to get help with this task.
- Parent and child investigate enrollment options at LAUSD Occupational Center or Adult Education class. Investigate *Job Corp* and *California Conservation Corp*.
- Parent and child discuss pros and cons of a job, including workplace environment, potential earnings and handling stress.
- Student makes contact with internship and/or volunteer opportunity.
- Parent and student visit *America's Job Center* and ask about training and supported work opportunities.

America's Job Center

1. America's Job Center at SASSFA	10400 Pioneer Blvd. Suite 9 Santa Fe Springs, CA 90670	562-946-2237
2. America's Job Center of California – Compton	2909 East Pacific Commerce Dr. Compton, CA 90221	310-637-7248
3. Canoga Park-West Hill WorkSource Center	21010 Vanowen Street Canoga Park, CA 91303	818-596-4448
4. Central San Gabriel Valley WorkSource Center	11635 East Valley Blvd. Suite G. El Monte, CA 91732	626-258-0365
5. SELACO Cerritos Career Center	10900 East 183 rd Street, Suite 350 Cerritos, CA 90703	562-402-9336
6. City of Compton Career Link Center (Youth)	700 N. Bullis Road Compton, CA 90221	310-605-3050
7. Downtown/Pico-Union WorkSource Center	1055 Wilshire Blvd., Suite 1475 Los Angeles, CA 90017	213-353-3982
8. East Los Angeles America's Job Center	5301 Whittier Blvd. 2 nd floor Los Angeles, CA 90022	323-887-7122
9. Archdiocese Youth Employment (AYE) Center	3424 Wilshire Blvd, Los Angeles, CA 90010 (Archdiocese of LA Catholic Center)	213-637-7000
10. Gardena South Bay One Stop Business and Career Center	16801 S. Western Ave. Gardena, CA 90247	310-538-7070
11. Harbor Gateway WorkSource Center	1851 North Gaffey Street Suite F San Pedro, CA 90731	310-732-5700
12. Inglewood South Bay One Stop Business and Career Center	110 South LaBrea Ave. Inglewood, CA 90301	310-680-3700
13. America's Job Center - Hollywood	4311 Melrose Ave. Los Angeles, CA 90029	323-454-6100
14. Hub Cities One-Stop Career Center	2677 Zoe Ave. Huntington Park, CA 90255	323-586-4700, ext. 4734
15. Northeast Los Angeles WorkSource Center	342 North San Fernando Road Los Angeles, CA 90031	323-539-2000
16. Northeast San Fernando Valley WorkSource Center	11623 Glendale Blvd. Pacoima, CA 91331	818-890-9400
17. Northeast San Gabriel Valley WorkSource Center	2550 West Main Street Suite 101 - 103 Alhambra, CA 91801	626-284-9715
18. South Bay One Stop Business and Career Center-Torrance	1220 Engracia Ave. Torrance, CA 90501	310-792-1300
19. South L.A.-Crenshaw WorkSource	5401 S. Crenshaw Blvd. Los Angeles, CA 90043	323-290-5100
20. Community Center Incorporated	7518-26 S. Vermont Ave. Los Angeles, CA 90044	323-752-2115

America's Job Center

21. Southeast Los Angeles WorkSource Center	10950 South Central Ave. Los Angeles, CA 90059	323-563-4702
22. Verdugo Jobs Center	1255 South Central Ave. Glendale, CA 91204	818-409-0476
23. Wilshire Metro WorkSource Center (Community Career Development Inc.)	3550 Wilshire Blvd. Los Angeles, CA 90010	213-365-9829
24. Youth Opportunity Center-Pacific Gateway	3447 Atlantic Ave. Long Beach, CA 90807	562-570-4700
25. Carson South Bay One-Stop Business and Career Center	3 Civic Plaza/801 E. Carson Street Carson, CA 90745	310-952-1762
26. Watts Los Angeles WorkSource Center	2220 East 114 th Street Los Angeles, CA 90059	323-249-7751
27. JVS West Hollywood WorkSource Center	625 N. San Vicente Blvd. West Hollywood, CA 90069	310-652-6378
28. L.A. South/Compton Workforce Service Office	2909 East Pacific Commerce Dr. Compton, CA 90221	310-223-2901
29. Los Angeles-Crenshaw Workforce Services Office	5401 Crenshaw Blvd. Los Angeles, CA 90043	323-290-5100
30. Monrovia Adult School One-Stop Career Center	920 South Mountain Ave. Monrovia, CA 91016	626-471-3052
31. Norwalk Workforce Services-SELACO WDB	12440 Firestone Blvd., #100 Norwalk, CA 90650	562-484-5013 562-402-9336
32. San Gabriel Valley Workforce Services	933 South Glendora Ave. West Covina, CA 91790	626-814-8234
33. California Conservation Corps (CCC)	State-wide Service Delivery Area for: GED, high school diploma, college credit, academic/vocational scholarships, and adventure. Receive min. wage, room/board, health benefits, life ins., vacation/sick leave, and cash bonuses. Supports agriculture and public/social services as career pathways.	www.ccc.ca.gov 800-952-JOBS (5627)

Los Angeles Unified School District
District Office of Transition Services
Education/Training Section One

California Conservation Corps (CCC)

Purpose:

To provide career training in environmental conservation and emergency services.

Service Delivery Area:

State-Wide

Who They Serve:

Students ages 18-25.

Services/Support Provided:

GED

High School Diploma

College Credit

Receive minimum wage, room and board, health benefits, life insurance, vacation and sick leave, cash bonuses

Academic, vocational scholarships

Adventure

Career Pathways Supported:

Agriculture

Public/Social Services

Access Information:

www.ccc.ca.gov

(800) 952-JOBS

This resource guide includes information regarding educational, employment, social and human services available to support students with disabilities transitioning into a post-secondary environment. Families and students are encouraged to contact these agencies for support and guidance, however, the Los Angeles Unified School District and school of attendance does NOT assume any responsibility for services provided by these agencies nor for any fees that may be charged to the family or student.

Los Angeles Unified School District
District Office of Transition Services
Education/Training Section One

Job Corps (CCC)

Purpose:

To provide lifelong educational opportunities.

Service Delivery Area:

District-Wide

Who They Serve:

Adults 16-24

Concurrently enrolled 9-12th grade students with permission

Services/Support Provided:

Career technical training

High school diploma and equivalency

Mentoring

Education

Professional skills development

Career Pathways Supported:

- Auto Body Repair
- Auto Brake Technician
- Auto Mechanic
- Auto Repair Technician
- Auto Suspension Technician
- Auto Tune-Up
- Clinical Medical Assistant
- Computer Repair
- Dental Assistant
- Electrician
- Electronics Technician
- Facilities Maintenance
- Home Health Aide
- Medical Office Assistant
- Office Assistant
- Networking/Programming
- Nurse Assistant
- Transportation
Communication Union
- Vocational Nurse
- Welding
- X-Ray Technician

Access Information:

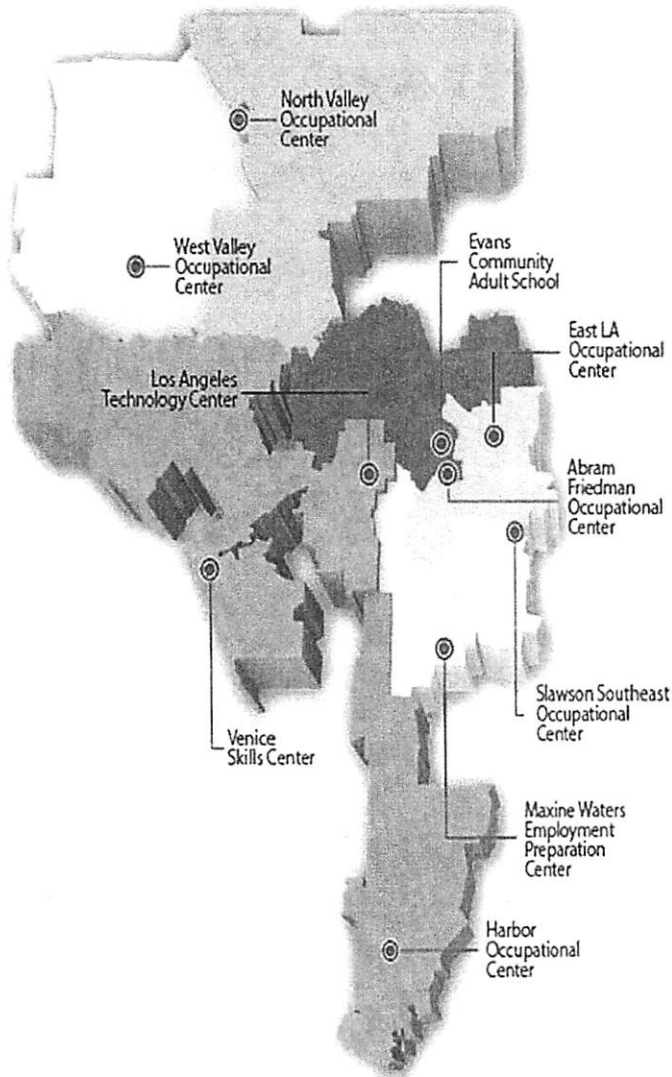
<http://jobcorps.gov/home.aspx>

(800) 7332-JOBS

Community Adult Schools and Regional Occupational Centers

1. Belmont Service Area Abram Friedman Occupational Center	1646 S. Olive Street Los Angeles, CA 90015	213-765-2400
2. East Los Angeles Service Area East L.A. Occupational Center East L.A. Skills Center	2100 Marengo Street Los Angeles, CA 90033 3921 Selig Place Los Angeles, CA 90031	323-276-7000 323-224-5970
3. Evans Service Area Evans Community Adult School	717 N. Figueroa Street Los Angeles, CA 90012	213-613-7900
4. Harbor Service Area Harbor Occupational Center	740 N. Pacific Ave. San Pedro, CA 90731	310-241-4800
5. Huntington Park Service Area Slawson Southeast Occupational Center	5500 Rickenbacker Road Bell, CA 90201	323-729-6400
6. Manual Arts Service Center Los Angeles Technology Center	3721 W. Washington Blvd. Los Angeles, CA 90018	323-373-2300
7. Maxine Waters Service Area Maxine Waters E.P.C.	10925 S. Central Ave. Los Angeles, CA 90059	323-357-7700
8. North Valley Service Area North Valley Occupational Area	11450 N. Sharp Ave. Mission Hills, CA 91345	818-256-1400
9. Van Nuys Service Area West Valley Occupational Center	6200 Winnetka Ave. Woodland Hills, CA 91367	818-346-3540
10. Venice Service Area Venice Skills Center	611 5 th Av. Venice, CA 90291	310-664-5888

Community Adult Schools and Regional Occupational Centers



BELMONT SERVICE AREA
 Abram Friedman Occupational Center
 1646 S. Olive Street
 Los Angeles, CA. 90015-3507
 ☎: (213) 765-2400

MANUAL ARTS SERVICE AREA
 Los Angeles Technology Center
 3721 W. Washington Blvd.
 Los Angeles, CA 90018-1160
 ☎: (323) 732-0153

EAST LOS ANGELES SERVICE AREA
 East LA Occupational Center
 2100 Marengo Street
 Los Angeles, CA 90033-1321
 ☎: (323) 224-5970

MAXINE WATERS SERVICE AREA
 Maxine Waters E.P.C.
 10925 S. Central Avenue
 Los Angeles, CA 90059-1023
 ☎: (323) 564-1431

EVANS SERVICE AREA
 Evans Community Adult School
 717 N. Figueroa Street
 Los Angeles, CA 90012-2118
 ☎: (213) 626-7151

NORTH VALLEY SERVICE AREA
 North Valley Occupational Center
 11450 N. Sharp Avenue
 Mission Hills, CA 91345-1232
 ☎: (818) 365-9645

HARBOR SERVICE AREA
 Harbor Occupational Center
 740 N. Pacific Avenue
 San Pedro, CA 90731-1630
 ☎: (310) 547-5551

VAN NUYS SERVICE AREA
 West Valley Occupational Center
 6200 Winnetka Avenue
 Woodland Hills, CA 91367-3826
 ☎: (818) 346-3540

HUNTINGTON PARK SERVICE AREA
 Slawson Southeast Occupational Center
 5500 Rickenbacker Road
 Bell, CA 90201
 ☎: (323) 729-6400

VENICE SERVICE AREA
 Venice Skills Center
 611 5th Avenue
 Venice, CA 90066-3512
 ☎: (310) 664-5888



Binder Organization

Skills Being Taught:

Youth demonstrate the ability to make informed decisions and practice self-management by making healthy choices.

Goal(s):

The students will learn to organize their school binder. Students will also complete a school checklist.

Activities



Activities to Support Your Child at Home

- Help your child make a list of items he/she will need in order to stay organized at school.
- Take your child to the store to buy a binder, dividers, and a folder.
- Help your child organize his/her binder.
- Show your child what an organized binder should look like.
- Discuss with your child why it is important to organize his/her binder.
- Check your child's binder. Have a discussion about which classes he/she is taking and how the binder is organized.

Tips to Organize Your Binder / Notebook...

Save yourself time, stress and protect against lost papers: organize your notebook!

Think about these suggestions and your teacher's requirements before you begin. Make a point of keeping your notebook organized all the time. If you always put things in the same place, you will be able to easily find them when you need them.



Keep it together ...

- Use a three-ring binder whenever possible. It is easier to add to and rearrange papers in a three-ring binder than a spiral notebook or an exercise.
- Use divider sheets with pockets. This will allow you to keep handouts that have not been three-hole punched. You can always punch them later.
- Place coloured tabs on these divider sheets to distinguish between different subjects. Organize the binder in the order of your classes.
- Divide each subject area into sections, using sheets of coloured paper as dividers. Write each section's name on a separate sheet of paper. For example, in language arts, label a blue sheet of paper "Daily Work," a green sheet "Quizzes and Tests", a yellow sheet "Writing," a pink sheet "Vocabulary," etc. You may want to ask your teacher to suggest headings.

Don't forget to...

- Put your name, address and phone number on the inside cover of your binder in case you lose it. Put clear tape over your name label to protect it from water damage.
- Keep a supply of notebook paper in the back of each subject area in your binder.
- Store pencils, pens, a small calculator, a ruler, a small pair of scissors, a small stapler, paper clips, coloured pencils, etc., in a plastic zipper bag made for binders.
- Place a calendar and assignment notebook or assignment sheets in your binder. If your teachers require separate assignment sheets for each subject, keep one in each subject area.
- Include the classroom rules, grading procedures, grade sheets, etc., for each class.
- Keep your "To Do" list in the front pocket of the first subject in your binder or clip it to the binder's inside cover.



Note-Taking

Taking notes can sometimes be hard work. You have to listen to the teacher, think about what the topic is, pick out the important items and then write them down.

Get Ready

- Have materials ready (pen/pencil, paper, etc)
- Review previous notes
- Do assigned reading (if you had homework to do the night before)
- Think about why you are listening to this topic

Take Notes

- Use short sentences or phrases to take notes
- Skip lines between ideas
- Copy information from the board
- Make a mark (like a star) next to items that you find confusing
- Note unfamiliar words

After Note-taking

- Add important details that you might have left out
- Complete any blanks in your rough notes
- Get definitions of words you don't understand

Do You Want Good Marks?

1. Attend all classes
2. Pay attention and work hard
3. Ask teachers for help
4. Do some school work at home every night
5. If you have been absent, it is up to you to find out what you have missed and get caught up.
6. Study for tests and exams.
7. Get plenty of rest, exercise and good food.

"If you fail to plan, you are planning to fail."

Organizing for a Project

- Don't leave things to the last minute. Look at when your project is due and make a note of it on a calendar or somewhere you will see it daily.
- Break the project into parts. Smaller parts will make the project seem easier and each part can be done in a small amount of time.
- Keep all your information and materials together. This will keep you from losing things you might need at the end.
- Follow the guidelines for the project so you get a good mark.
- Use a Cover Page (see this booklet for a sample cover page)
 - Type up your assignment on a computer. Stay after school and use the school computers if you don't have one at home. Write in black or blue pen if you don't type it up.
 - If you are working in a group, make sure everyone is doing their share.
- Try and finish early, so you can ask your teacher to look at it and offer suggestions for a better final project.



Sample Answers

When you create an answer for a question, you should think about what goes into a good answer. Here are several examples so you can think about what you put into your answers... every time you do one.

SCIENCE QUESTION

Read the question carefully. You may need to read it more than once to make sure you understand it.

List any three characteristics of living things along with an example of the characteristic.

ANSWER

If you are asked to give a list, then you should indicate the list using numbers, letters or bullet points.

Include part of your question in the beginning of the answer.

Three characteristics of living things are:

a) All living things either make or take in food. Example – the leaves of green plants contain chlorophyll which is used to convert water and carbon dioxide into oxygen and sugar which is food for the plant.

b) All living things move. Example – a blue jay flies through the air from tree to tree

Make sure you have included all the parts of the answer (ex. 3 characteristics)

c) All living things grow. Example – a puppy grows into an adult dog.

SOCIAL STUDIES QUESTION

Read the question carefully. You may need to read it more than once to make sure you understand it.

Who were the “Home Children” and why did they come to Canada?

Sometimes the question may have more than one part. Make sure that you answer ALL the parts of the question, not just the first part.

ANSWER

Part 1 of the question

Include part of your question in the beginning of the answer.

The Home Children were young children from England who were living in orphanages because their parents were dead or did not have enough money to feed and care for them. The orphanages in England were full of these children and the government decided that they would send many of these children to Canada to live with families here. This would save the government money because they would not have to take care of all these children in these “homes.” Many of the children were be-

Part 2 of the question

Make sure you have included all the parts of the answer (who they were and why they came to Canada)



My child says that they just finished their homework... What can I do to check it for them?



HOMWORK CHECKLIST FOR PARENTS

- Is the date written on the top of the page?
- Is it neat and tidy?
 - Pages are not ripped or torn, writing is readable
- Is there a cover page?
 - if it is to be passed in as an assignment (see sample in this booklet)
- Have all the questions been answered?
 - check which questions have been assigned
- Have all the answers been stated clearly?
 - make sure that the answer covers the question(s)
- If it is Math, have all workings been shown?
- Are the answers in complete sentences?
 - unless they are asking for a list, full sentences should be used
- Were capital letters used when needed?
- Was the spelling checked?
- Is it done in blue or black ink or pencil?
 - NOT pink, purple, green, etc.. this makes the work hard to read
- Was there anything special that needed to be done?
 - table, chart, drawing, graph, sketches, etc...



College Preparation

Skills Being Taught:

How to complete college application and financial aid forms.

Goal(s):

Provide students with necessary tools and resources to apply for college and financial aid.

Activities



Activities to Support Your Child at Home

- Visit your high school's college office and get deadlines for college admissions and the Free Application for Student Aid (FAFSA) deadline.
- Help your child complete the college application by the end of November.
- Your child should visit the website of the local community college and practice completing the application and enrolling at a community college.
- Ask the college counselor to help your child complete the FAFSA.
- Ask your DOTS teacher for the deadlines to complete the college/university and FAFSA applications.

FAFSA[®]

FREE APPLICATION for FEDERAL STUDENT AID

July 1, 2016 – June 30, 2017

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
the AMERICAN MIND[®]

Use this form to apply free for federal and state student grants, work-study, and loans.

Or apply free online at www.fafsa.gov.

Check with your financial aid administrator for these states and territories:

AL, AS *, AZ, CO, FM *, GA, GU *, HI *, MH *, MP *, NE, NH *, NM, PR, PW *, SD *, UT, VA *, VI *, WI and WY *.

Pay attention to any symbols listed after your state deadline.

Applying by the Deadlines

For federal aid, submit your application as early as possible, but no earlier than January 1, 2016. We must receive your application no later than June 30, 2017. Your college must have your correct, complete information by your last day of enrollment in the 2016-2017 school year.

For state or college aid, the deadline may be as early as January 2016. See the table to the right for state deadlines. You may also need to complete additional forms.

Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid and deadlines.

If you are filing close to one of these deadlines, we recommend you file online at www.fafsa.gov. This is the fastest and easiest way to apply for aid.

Using Your Tax Return

We recommend that you complete and submit your FAFSA as soon as possible on or after January 1, 2016. If you (or your parents) need to file a 2015 income tax return with the Internal Revenue Service (IRS) and have not done so yet, you can submit your FAFSA now using estimated tax information, and then you **must correct** that information **after you file** your return.

The easiest way to complete or correct your FAFSA with accurate tax information is by using the IRS Data Retrieval Tool through www.fafsa.gov. In a few simple steps, most students and parents who filed a 2015 tax return can view and transfer their tax return information directly into their FAFSA.

Note: Both parents or both the student and spouse may need to report income information on the FAFSA if they did not file a joint tax return for 2015. For assistance with answering the income information questions in this situation, call 1-800-4-FED-AID (1-800-433-3243).

Filling Out the FAFSA[®]

If you or your family experienced significant changes to your financial situation (such as loss of employment), or other unusual circumstances (such as high unreimbursed medical or dental expenses), complete this form to the extent you can and submit it as instructed. Consult with the financial aid office at the college(s) you applied to or plan to attend.

For help in filling out the FAFSA, go to www.StudentAid.gov/completfafsa or call 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913. Fill the answer fields directly on your screen or print the form and complete it by hand. Your answers will be read electronically; therefore if you complete the form by hand:

• use black ink and fill in circles completely:

Correct ● Incorrect ⊗ ✓

• print clearly in CAPITAL letters and skip a box between words:

1 5 E L M S T

• report dollar amounts (such as \$12,356.41) like this:

\$ 1 2 3 5 6 no cents

Orange is for student information and purple is for parent information.

Mailing Your FAFSA[®]

After you complete this application, make a copy of pages 3 through 8 for your records. Then mail the original of pages 3 through 8 to:

Federal Student Aid Programs, P.O. Box 7650, London, KY 40742-7650.

After your application is processed, you will receive a summary of your information in your *Student Aid Report (SAR)*. If you provide an e-mail address, your SAR will be sent by e-mail within three to five days. If you do not provide an e-mail address, your SAR will be mailed to you within three weeks. If you would like to check the status of your FAFSA, go to www.fafsa.gov or call 1-800-433-3243.

Let's Get Started!

Now go to page 3 of the application form and begin filling it out. Refer to the notes on pages 9 and 10 as instructed.

State	Deadline
AK	Alaska Performance Scholarship - June 30, 2016; later applications accepted if funds available. Alaska Education Grant - As soon as possible after January 1, 2016. §
AR	Academic Challenge - June 1, 2016 (date received) Workforce Grant - Contact the financial aid office. Higher Education Opportunity Grant - June 1, 2016 (date received) For many state financial aid programs - March 2, 2016 (date postmarked) + *
CA	For additional community college Cal Grants - September 2, 2016 (date postmarked) + * Contact the California Student Aid Commission or your financial aid administrator for more information.
CT	February 15, 2016 (date received) # * FAS completed by May 1, 2016 (date received)
DC	For DC TAG complete the DC OneApp and submit supporting documents by June 30, 2016.
DE	April 15, 2016 (date received)
FL	May 15, 2016 (date processed)
IA	July 1, 2016 (date received) Earlier priority deadlines may exist for certain programs. *
IL	Opportunity Grant - March 2016 (date received) # *
IN	As soon as possible after January 1, 2016 § March 10, 2016 (date received)
KS	April 1, 2016 (date received) # *
KY	As soon as possible after January 1, 2016. §
LA	July 1, 2017 (date received); July 1, 2016 recommended
MA	May 2016 (date received)
MD	March 1, 2016 (date received)
ME	May 1, 2016 (date received)
MI	March 1, 2016 (date received)
MN	30 days after term starts (date received)
MO	April 1, 2016 (date received)
MS	Mississippi State Grants - September 15, 2016 (date received)
NE	HEL Scholarship - March 31, 2016 (date received) March 1, 2016 (date received) #
NC	As soon as possible after January 1, 2016. §
ND	April 15, 2016 (date received) # Earlier priority deadlines may exist for institutional programs. 2015-2016 Tuition Aid Grant recipients - June 1, 2016 (date received)
NJ	All other applicants - October 1, 2016, fall & spring terms (date received) - March 1, 2017, spring term only (date received)
NV	Silver State Opportunity Grant - As soon as possible after January 1, 2016. § All other aid - Contact your financial aid administrator. *
NY	June 30, 2017 (date received) *
OH	October 1, 2016 (date received)
OK	March 1, 2016 (date received) # OSAC Private Scholarships - March 1, 2016
OR	Oregon Opportunity Grant - As soon as possible after January 1, 2016. § All first-time applicants enrolled in a: community college; business/trade/technical school; hospital school of nursing; designated Pennsylvania Open-Admission institution; or non-transferable two-year program - August 1, 2016 (date received) * All other applicants - May 1, 2016 (date received) *
PA	March 1, 2016 (date received) #
RI	Tuition Grants - June 30, 2016 (date received)
SC	SC Commission on Higher Education Need-based Grants - As soon as possible after January 1, 2016. §
TN	State Grant - March 1, 2016. Eligible prior-year recipients receive priority, and all other awards made to neediest applicants until funds are depleted. State Lottery - fall term, September 1, 2016 (date received); spring & summer terms, February 1, 2017 (date received) Tennessee Promise - February 15, 2016
TX	March 15, 2016 (date received)
VT	As soon as possible after January 1, 2016. § *
WA	As soon as possible after January 1, 2016. §
WV	PROMISE Scholarship - March 1, 2016. New applicants must submit additional application. Contact your financial aid administrator or your state agency. WV Higher Education Grant Program - April 15, 2016 # For priority consideration, submit application by date specified. + Applicants encouraged to obtain proof of mailing. § Awards made until funds are depleted. * Additional form may be required.

This form serves only as a sample. Please see your DOITs teacher or college counselor for more information.

STATE AID DEADLINES

What is the FAFSA® ?

Why fill out a FAFSA?

The **Free Application for Federal Student Aid** (FAFSA) is the first step in the financial aid process. You use the FAFSA to apply for federal student aid, such as grants, work-study, and loans. In addition, most states and colleges use information from the FAFSA to award nonfederal aid.

Why all the questions?

The questions on the FAFSA are required to calculate your Expected Family Contribution (EFC). The EFC measures your family's financial strength and is used to determine your eligibility for federal student aid. Your state and the colleges you list may also use some of your responses. They will determine if you may be eligible for school or state aid, in addition to federal aid.

How do I find out what my Expected Family Contribution (EFC) is?

Your EFC will be listed on your *Student Aid Report* (SAR). Your SAR summarizes the information you submitted on your FAFSA. It is important to review your SAR to make sure all of your information is correct and complete. Make corrections or provide additional information, as necessary.

How much student financial aid will I receive?

Using the information on your FAFSA and your EFC, the financial aid office at your college will determine the amount of aid you will receive. The college will use your EFC to prepare a financial aid package to help you meet your financial need. Financial need is the difference between the cost of attendance (which can include living expenses) as determined by your college, and your EFC. If you or your family have unusual circumstances that should be taken into account, contact your college's financial aid office. Some examples of unusual circumstances are: unusual medical or dental expenses or a large change in income from last year to this year.

When will I receive the student financial aid?

Any financial aid you are eligible to receive will be paid to you through your college. Typically, your college will first use the aid to pay tuition, fees and room and board (if provided by the college). Any remaining aid is paid to you for your other educational expenses. If you are eligible for a Federal Pell Grant, you may receive it from only one college for the same period of enrollment.

How can I have more colleges receive my FAFSA information?

If you are completing a paper FAFSA, you can only list four colleges in the school code step. You may add more colleges by doing one of the following:

- After your FAFSA has been processed, go to *FAFSA on the Web* at www.fafsa.gov. Click the "Login" button on the home page to log in to *FAFSA on the Web*, then click "Make FAFSA Corrections."
- Use the *Student Aid Report* (SAR), which you will receive after your FAFSA is processed. Your Data Release Number (DRN) verifies your identity and will be listed on the first page of your SAR. You can call 1-800-433-3243 and provide your DRN to a customer service representative, who will add more school codes for you.
- Provide your DRN to the financial aid administrator at the college you want added, and he or she can add their school code to your FAFSA.

Note: Your FAFSA record can only list up to ten school codes. If there are ten school codes on your record, each new code will need to replace one of the school codes listed.

Where can I receive more information on student financial aid?

The best place for information about student financial aid is the financial aid office at the college you plan to attend. The financial aid administrator can tell you about student aid available from your state, the college itself and other sources.

- You can also visit our web site StudentAid.gov.
- For information by phone you can call our Federal Student Aid Information Center at 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913.
- You can also check with your high school counselor, your state aid agency or your local library's reference section.

Information about other nonfederal assistance may be available from foundations, faith-based organizations, community organizations and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

Information on the Privacy Act and use of your Social Security Number

We use the information that you provide on this form to determine if you are eligible to receive federal student financial aid and the amount that you are eligible to receive. Sections 483 and 484 of the Higher Education Act of 1965, as amended, give us the authority to ask you and your parents these questions, and to collect the Social Security Numbers of you and your parents. We use your Social Security Number to verify your identity and retrieve your records, and we may request your Social Security Number again for those purposes.

State and institutional student financial aid programs may also use the information that you provide on this form to determine if you are eligible to receive state and institutional aid and the need that you have for such aid. Therefore, we will disclose the information that you provide on this form to each institution you list in questions 103a - 103h, state agencies in your state of legal residence and the state agencies of the states in which the colleges that you list in questions 103a - 103h are located.

If you are applying solely for federal aid, you must answer all of the following questions that apply to you: 1-9, 14-16, 18, 21-23, 26, 28-29, 32-37, 39-59, 61-68, 70, 73-86, 88-102, 104-105. If you do not answer these questions, you will not receive federal aid.

Without your consent, we may disclose information that you provide to entities under a published "routine use." Under such a routine use, we may disclose information to third parties that we have authorized to assist us in administering the above programs; to other federal agencies under computer matching programs, such as those with the Internal Revenue Service, Social Security Administration, Selective Service System, Department of Homeland Security, Department of Justice and Veterans Affairs; to your parents or spouse; and to members of Congress if you ask them to help you with student aid questions.

If the federal government, the U.S. Department of Education, or an employee of the U.S. Department of Education is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain conditions are met. In addition, we may send your information to a foreign, federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim that is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record; the amount, status and history of the claim; and the program under which the claim arose.

State Certification

By submitting this application, you are giving your state financial aid agency permission to verify any statement on this form and to obtain income tax information for all persons required to report income on this form.

The Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0001. Public reporting burden for this collection of information is estimated to average one and a half hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this form, please contact the Federal Student Aid Information Center, P.O. Box 84, Washington, D.C. 20044 directly. [Note: Please do not return the completed form to this address.]

We may request additional information from you to process your application more efficiently. We will collect this additional information only as needed and on a voluntary basis.

27. What is the name of the high school where you received or will receive your high school diploma?
Enter the complete high school name, and the city and state where the high school is located.

High School Name
High School City

STATE

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28. Will you have your first bachelor's degree before you begin the 2016-2017 school year?

Yes 1 No 2

29. What will your grade level be when you begin the 2016-2017 school year?

- Never attended college and 1st year undergraduate 0
- Attended college before and 1st year undergraduate 1
- 2nd year undergraduate/sophomore 2
- 3rd year undergraduate/junior 3
- 4th year undergraduate/senior 4
- 5th year/other undergraduate 5
- 1st year graduate/professional 6
- Continuing graduate/professional or beyond 7

30. What degree or certificate will you be working on when you begin the 2016-2017 school year?

- 1st bachelor's degree 1
- 2nd bachelor's degree 2
- Associate degree (occupational or technical program) 3
- Associate degree (general education or transfer program) 4
- Certificate or diploma (occupational, technical or education program of less than two years) 5
- Certificate or diploma (occupational, technical or education program of two or more years) 6
- Teaching credential (nondegree program) 7
- Graduate or professional degree 8
- Other/undecided 9

31. Are you interested in being considered for work-study?

Yes 1 No 2 Don't know 3

Step Two (Student):

Answer questions 32–58 about yourself (the student). If you were never married or are separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse.

32. For 2015, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return 1
- I will file but have not yet completed my return 2
- I'm not going to file. **Skip to question 39.** 3

33. What income tax return did you file or will you file for 2015?

- IRS 1040 1
- IRS 1040A or 1040EZ 2
- A foreign tax return. **See Notes page 9.** 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 9.** 4

34. For 2015, what is or will be your tax filing status according to your tax return?

- Single 1
- Head of household 4
- Married—filed joint return 2
- Married—filed separate return 3
- Qualifying widow(er) 5
- Don't know 6

35. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ?
See Notes page 9.

Yes 1 No 2 Don't know 3

For questions 36–45, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

36. What was your (and spouse's) adjusted gross income for 2015? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4.

\$

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37. Enter your (and spouse's) income tax for 2015. Income tax amount is on IRS Form 1040—line 56 minus line 46; 1040A—line 28 minus line 36; or 1040EZ—line 10.

\$

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38. Enter your (and spouse's) exemptions for 2015. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 9.**

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Questions 39 and 40 ask about earnings (wages, salaries, tips, etc.) in 2015. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms or on the tax return selected in question 33: IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—line 7; or 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

39. How much did you earn from working in 2015?

\$

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40. How much did your spouse earn from working in 2015?

\$

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41. As of today, what is your (and spouse's) total current balance of cash, savings, and checking accounts? **Don't include** student financial aid.

\$

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42. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. **See Notes page 9.**

\$

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43. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 9.**

\$

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44. Student's 2015 Additional Financial Information (Enter the combined amounts for you and your spouse.)

- a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. \$
- b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your household, as reported in question 95. \$
- c. Taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. \$
- d. Taxable college grant and scholarship aid **reported to the IRS in your adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. \$
- e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your adjusted gross income. **Don't include** untaxed combat pay. \$
- f. Earnings from work under a cooperative education program offered by a college. \$

45. Student's 2015 Untaxed Income (Enter the combined amounts for you and your spouse.)

- a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). \$
- b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. \$
- c. Child support received for any of your children. **Don't include** foster care or adoption payments. \$
- d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. \$
- e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. \$
- f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. \$
- g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. \$
- h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. \$
- i. Other untaxed income not reported in items 45a through 45h, such as workers' compensation, disability benefits, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Innovation and Opportunity Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. \$
- j. Money received, or paid on your behalf (e.g., bills), not reported elsewhere on this form. This includes money that you received from a parent or other person whose financial information is not reported on this form and that is not part of a legal child support agreement. \$

See Notes page 9.

Step Three (Student): Answer the questions in this step to determine if you will need to provide parental information. Once you answer "Yes" to any of the questions in this step, skip Step Four and go to Step Five on page 8.

- 46. Were you born before January 1, 1993? Yes 1 No 2
- 47. As of today, are you married? (Also answer "Yes" if you are separated but not divorced.) Yes 1 No 2
- 48. At the beginning of the 2016-2017 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, PhD, EdD, graduate certificate, etc.)? Yes 1 No 2
- 49. Are you currently serving on active duty in the U.S. Armed Forces for purposes other than training? **See Notes page 9.** Yes 1 No 2
- 50. Are you a veteran of the U.S. Armed Forces? **See Notes page 9.** Yes 1 No 2
- 51. Do you now have or will you have children who will receive more than half of their support from you between July 1, 2016 and June 30, 2017? Yes 1 No 2
- 52. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2017? Yes 1 No 2
- 53. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court? **See Notes page 10.** Yes 1 No 2
- 54. As determined by a court in your state of legal residence, are you or were you an emancipated minor? **See Notes page 10.** ... Yes 1 No 2
- 55. Does someone other than your parent or stepparent have legal guardianship of you, as determined by a court in your state of legal residence? **See Notes page 10.** Yes 1 No 2
- 56. At any time on or after July 1, 2015, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10.** Yes 1 No 2
- 57. At any time on or after July 1, 2015, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10.** Yes 1 No 2
- 58. At any time on or after July 1, 2015, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10.** Yes 1 No 2

**If you (the student) answered “No” to every question in Step Three, go to Step Four.
If you answered “Yes” to any question in Step Three, skip Step Four and go to Step Five on page 8.**

(Health professions and law school students: Your college may require you to complete Step Four even if you answered “Yes” to any Step Three question.)

If you believe that you are unable to provide parental information, see Notes page 10.

Step Four (Parent): Complete this step if you (the student) answered “No” to all questions in Step Three.

Answer all the questions in Step Four even if you do not live with your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]). Grandparents, foster parents, legal guardians, widowed stepparents, aunts, uncles, and siblings are not considered parents on this form unless they have legally adopted you. If your legal parents are married to each other, or are not married to each other and **live together**, answer the questions about both of them. If your parent was never married or is remarried, divorced, separated or widowed, **see StudentAid.gov/fafsa-parent** and/or **Notes page 10** for additional instructions.

59. As of today, what is the marital status of your legal parents?

Never married..... 2 Married or remarried..... 1

Unmarried and both parents living together..... 5 Divorced or separated..... 3

Widowed..... 4

60. Month and year they were married, remarried, separated, divorced or widowed.

MONTH	YEAR
<input type="text"/>	<input type="text"/>

What are the Social Security Numbers, names and dates of birth of the parents reporting information on this form?
If your parent does not have a Social Security Number, you must enter 000-00-0000. If the name includes a suffix, such as Jr. or III, include a space between the last name and suffix. Enter two digits for each day and month (e.g., for May 31, enter 05 31).

Questions 61-64 are for Parent 1 (father/mother/stepparent)

61. SOCIAL SECURITY NUMBER --

62. LAST NAME, AND

63. FIRST INITIAL

64. DATE OF BIRTH 1 9

Questions 65-68 are for Parent 2 (father/mother/stepparent)

65. SOCIAL SECURITY NUMBER --

66. LAST NAME, AND

67. FIRST INITIAL

68. DATE OF BIRTH 1 9

69. **Your parents’ e-mail address.** If you provide your parents’ e-mail address, we will let them know your FAFSA has been processed. This e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to electronically communicate with your parents.

70. What is your parents’ state of legal residence? STATE

71. Did your parents become legal residents of this state before January 1, 2011? Yes 1 No 2

72. If the answer to question 71 is “No,” give the month and year legal residency began for the parent who has lived in the state the longest. MONTH YEAR

73. How many people are in your parents’ household? Include:

- yourself, even if you don’t live with your parents,
- your parents,
- your parents’ other children (even if they do not live with your parents) if (a) your parents will provide more than half of their support between July 1, 2016 and June 30, 2017, or (b) the children could answer “No” to every question in Step Three on page 5 of this form, and
- other people if they now live with your parents, your parents provide more than half of their support and your parents will continue to provide more than half of their support between July 1, 2016 and June 30, 2017.

74. How many people in your parents’ household (from question 73) will be college students between July 1, 2016 and June 30, 2017? Always count yourself as a college student. Do not include your parents. Do not include siblings who are in U.S. military service academies. You may include others only if they will attend, at least half-time in 2016-2017, a program that leads to a college degree or certificate.

In 2014 or 2015, did you, your parents or anyone in your parents’ household (from question 73) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your parents’ state. Call 1-800-433-3243 to find out the name of the state’s program.

75. Supplemental Security Income (SSI)

76. Supplemental Nutrition Assistance Program (SNAP)

77. Free or Reduced Price Lunch

78. Temporary Assistance for Needy Families (TANF)

79. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

If your answer to question 59 was “Unmarried and both parents living together,” contact 1-800-433-3243 for assistance with answering questions 80-94.

80. For 2015, have your parents completed their IRS income tax return or another tax return listed in question 81?

My parents have already completed their return.. 1

My parents will file but have not yet completed their return..... 2

My parents are not going to file. 3
Skip to question 88.

81. What income tax return did your parents file or will they file for 2015?

IRS 1040..... 1

IRS 1040A or 1040EZ..... 2

A foreign tax return. **See Notes page 9.**..... 3

A tax return with Puerto Rico, another U.S. territory or Freely Associated State. **See Notes page 9.**..... 4

82. For 2015, what is or will be your parents’ tax filing status according to their tax return?

Single..... 1

Head of household..... 4

Married—filed joint return..... 2

Married—filed separate return..... 3

Qualifying widow(er)..... 5

Don’t know..... 6

83. If your parents have filed or will file a 1040, were they eligible to file a 1040A or 1040EZ? **See Notes page 9.**

Yes 1

No 2

Don’t know 3

84. As of today, is either of your parents a dislocated worker? **See Notes page 10.**

Yes 1

No 2

Don’t know 3

For questions 85–94, if the answer is zero or the question does not apply, enter 0. Report whole dollar amounts with no cents.

- 85. What was your parents' adjusted gross income for 2015? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. \$

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- 86. Enter your parents' income tax for 2015. Income tax amount is on IRS Form 1040—line 56 minus line 46; 1040A—line 28 minus line 36; or 1040EZ—line 10. \$

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- 87. Enter your parents' exemptions for 2015. Exemptions are on IRS Form 1040—line 6d or on Form 1040A—line 6d. For Form 1040EZ, see Notes page 9.

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Questions 88 and 89 ask about earnings (wages, salaries, tips, etc.) in 2015. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms or on the tax return selected in question 81: IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—line 7; or 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation. Report the information for the parent listed in questions 61-64 in question 88 and the information for the parent listed in questions 65-68 in question 89.

- 88. How much did Parent 1 (father/mother/stepparent) earn from working in 2015? \$

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- 89. How much did Parent 2 (father/mother/stepparent) earn from working in 2015? \$

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- 90. As of today, what is your parents' total current balance of cash, savings, and checking accounts? **Don't include** student financial aid. \$

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- 91. As of today, what is the net worth of your parents' investments, including real estate? **Don't include** the home in which your parents live. See Notes page 9. \$

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- 92. As of today, what is the net worth of your parents' current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. See Notes page 9. \$

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93. Parents' 2015 Additional Financial Information (Enter the amounts for your parent[s].)
- a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. \$

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 - b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your parents' household, as reported in question 73. \$

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 - c. Your parents' taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. \$

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 - d. Your parents' taxable college grant and scholarship aid **reported to the IRS in your parents' adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. \$

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 - e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your parents' adjusted gross income. Do not enter untaxed combat pay. \$

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 - f. Earnings from work under a cooperative education program offered by a college. \$

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94. Parents' 2015 Untaxed Income (Enter the amounts for your parent[s].)
- a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). \$

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 - b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. \$

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 - c. Child support received for any of your parents' children. **Don't include** foster care or adoption payments. \$

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 - d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. \$

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 - e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. \$

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 - f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. \$

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 - g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. \$

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 - h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. \$

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 - i. Other untaxed income not reported in items 94a through 94h, such as workers' compensation, disability benefits, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Innovation and Opportunity Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. \$

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Step Five (Student): Complete this step only if you (the student) answered "Yes" to any questions in Step Three.

95. How many people are in your household?

Include:

- yourself (and your spouse),
- your children, if you will provide more than half of their support between July 1, 2016 and June 30, 2017, even if they do not live with you, and
- other people if they now live with you, you provide more than half of their support and you will continue to provide more than half of their support between July 1, 2016 and June 30, 2017.

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96. How many people in your (and your spouse's) household (from question 95) will be college students between July 1, 2016 and June 30, 2017? Always count yourself as a college student. Do not include family members who are in U.S. military service academies. Include others only if they will attend, at least half-time in 2016-2017, a program that leads to a college degree or certificate.

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In 2014 or 2015, did you (or your spouse) or anyone in your household (from question 95) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your state. Call 1-800-433-3243 to find out the name of the state's program.

- | | | | | |
|--|--|---|---|--|
| 97. Supplemental Security Income (SSI) <input type="radio"/> | 98. Supplemental Nutrition Assistance Program (SNAP) <input type="radio"/> | 99. Free or Reduced Price Lunch <input type="radio"/> | 100. Temporary Assistance for Needy Families (TANF) <input type="radio"/> | 101. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) <input type="radio"/> |
|--|--|---|---|--|

102. As of today, are you (or your spouse) a dislocated worker? **See Notes page 10.** Yes ¹ No ² Don't know ³

Step Six (Student): Indicate which colleges you want to receive your FAFSA information.

Enter the six-digit federal school code and your housing plans for each college or school you wish to receive your FAFSA information. You can find the school codes at www.fafsa.gov or by calling 1-800-433-3243. If you cannot obtain a code, write in the complete name, address, city and state of the college. All of the information you included on your FAFSA, with the exception of the list of colleges, will be sent to each of the colleges you listed. In addition, all of your FAFSA information, including the list of colleges, will be sent to your state student grant agency. For federal student aid purposes, it does not matter in what order you list your selected schools. However, the order in which you list schools may affect your eligibility for state aid. Check with your state grant agency for more information. To find out how to have more colleges receive your FAFSA information, read **What is the FAFSA?** on page 2.

103.a	1ST FEDERAL SCHOOL CODE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>							OR	NAME OF COLLEGE ADDRESS AND CITY <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 15px;"></td></tr><tr><td style="width: 100%; height: 15px;"></td></tr></table>			STATE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>			HOUSING PLANS 103.b on campus <input type="radio"/> ¹ with parent <input type="radio"/> ² off campus <input type="radio"/> ³
103.c	2ND FEDERAL SCHOOL CODE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>							OR	NAME OF COLLEGE ADDRESS AND CITY <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 15px;"></td></tr><tr><td style="width: 100%; height: 15px;"></td></tr></table>			STATE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>			103.d on campus <input type="radio"/> ¹ with parent <input type="radio"/> ² off campus <input type="radio"/> ³
103.e	3RD FEDERAL SCHOOL CODE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>							OR	NAME OF COLLEGE ADDRESS AND CITY <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 15px;"></td></tr><tr><td style="width: 100%; height: 15px;"></td></tr></table>			STATE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>			103.f on campus <input type="radio"/> ¹ with parent <input type="radio"/> ² off campus <input type="radio"/> ³
103.g	4TH FEDERAL SCHOOL CODE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>							OR	NAME OF COLLEGE ADDRESS AND CITY <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 15px;"></td></tr><tr><td style="width: 100%; height: 15px;"></td></tr></table>			STATE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>			103.h on campus <input type="radio"/> ¹ with parent <input type="radio"/> ² off campus <input type="radio"/> ³

Step Seven (Student and Parent): Read, sign and date.

If you are the student, by signing this application you certify that you (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

If you are the parent or the student, by signing this application you certify that all of the information you provided is true and complete to the best of your knowledge and you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that **the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies.** If you sign any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or any other credential, you certify that you are the person identified by that PIN, username and password, and/or other credential, and have not disclosed that PIN, username and password, and/or other credential to anyone else. If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both.

104. Date this form was completed
MONTH DAY 2016 or 2017

105. Student (Sign below)
1

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Parent (A parent from Step Four sign below.)
2

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If you or your family paid a fee for someone to fill out this form or to advise you on how to fill it out, that person must complete this part. Preparer's name, firm and address <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 20px;"></td></tr><tr><td style="width: 100%; height: 20px;"></td></tr></table>			106. Preparer's Social Security Number (or 107) <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>													COLLEGE USE ONLY D/O <input type="radio"/> ¹ Homeless Youth Determination <input type="radio"/> ⁴	FEDERAL SCHOOL CODE <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>						
	107. Employer ID number (or 106) <table border="1" style="width: 100%;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table>													FAA Signature 1 <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 20px;"></td></tr></table>									
	108. Preparer's signature and date 1 <table border="1" style="width: 100%;"><tr><td style="width: 100%; height: 20px;"></td></tr></table>		DATA ENTRY USE ONLY: <input type="radio"/> P <input type="radio"/> * <input type="radio"/> L <input type="radio"/> E																				

Notes for question 8 (page 3)

Enter your Social Security Number (SSN) as it appears on your Social Security card. If you are a resident of the Freely Associated States (i.e., the Republic of Palau, the Republic of the Marshall Islands, or the Federated States of Micronesia) and were issued an identification number beginning with “666” when submitting a FAFSA previously, enter that number here. If you are a first-time applicant from the Freely Associated States, enter “666” in the first three boxes of the SSN field and leave the remaining six positions blank and we will create an identification number to be used for federal student aid purposes.

Notes for questions 14 and 15 (page 3)

If you are an eligible noncitizen, write in your eight- or nine-digit Alien Registration Number. Generally, you are an eligible noncitizen if you are (1) a permanent U.S. resident with a Permanent Resident Card (I-551); (2) a conditional permanent resident with a Conditional Green Card (I-551C); (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: “Refugee,” “Asylum Granted,” “Parolee” (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or “Cuban-Haitian Entrant;” or (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of “Victim of human trafficking.”

If you are in the U.S. and have been granted Deferred Action for Childhood Arrivals (DACA), an F1 or F2 student visa, a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), select “No, I am not a citizen or eligible noncitizen.” You will not be eligible for federal student aid. If you have a Social Security Number but are not a citizen or an eligible noncitizen, including if you have been granted DACA, you should still complete the FAFSA because you may be eligible for state or college aid.

Notes for questions 16 and 17 (page 3)

Report your marital status as of the date you sign your FAFSA. If your marital status changes after you sign your FAFSA, check with the **financial aid office at the college.**

Notes for questions 21 and 22 (page 3)

To be eligible for federal student aid, male citizens and male immigrants residing in the U.S. aged 18 through 25 are required to register with the Selective Service System, with limited exceptions. This requirement applies to any person assigned the sex of male at birth. The Selective Service System and the registration requirement for males preserve America’s ability to provide resources in an emergency to the U.S. Armed Forces (Army, Navy, Air Force, Marines, or Coast Guard). For more information about the Selective Service System, visit www.sss.gov. Forms are available at your local U.S. Post Office.

Notes for questions 33 (page 4) and 81 (page 6)

If you filed or will file a foreign tax return, a tax return with Puerto Rico, another U.S. territory (e.g., Guam, American Samoa, the U.S. Virgin Islands, Swain’s Island or the Northern Marianas Islands) or one of the Freely Associated States, use the information from that return to fill out this form. If you filed a foreign return, convert all monetary units to U.S. dollars, using the published exchange rate in effect for the date nearest to today’s date. To view the daily exchange rates, go to www.federalreserve.gov/releases/h10/current.

Notes for questions 35 (page 4) and 83 (page 6)

In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than \$100,000, does not itemize deductions, does not receive income from his or her own business or farm and does not receive alimony. A person is not eligible to file a 1040A or 1040EZ if he or she makes \$100,000 or more, itemizes deductions, receives income from his or her own business or farm, is self-employed, receives alimony or is required to file Schedule D for capital gains. If you filed a 1040 only to claim the American Opportunity Tax Credit or Lifetime Learning Tax Credit, and you would have otherwise been eligible to file a 1040A or 1040EZ, answer “Yes” to this question. If you filed a 1040 and were not required to file a tax return, answer “Yes” to this question.

Notes for questions 38 (page 4) and 87 (page 7) — Notes for those who filed a 1040EZ

On the 1040EZ, if a person didn’t check either box on line 5, enter 01 if he or she is single or has never been married, or 02 if he or she is married. If a person checked either the “you” or “spouse” box on line 5, use 1040EZ worksheet line F to determine the number of exemptions (\$4,000 equals one exemption).

Notes for questions 42 and 43 (page 4), 45j (page 5), and 91 and 92 (page 7)

Net worth means the current value, as of today, of investments, businesses, and/or investment farms, minus debts related to those same investments, businesses, and/or investment farms. When calculating net worth, use 0 for investments or properties with a negative value.

Investments include real estate (do not include the home in which you live), rental property (includes a unit within a family home that has its own entrance, kitchen, and bath rented to someone other than a family member), trust funds, UGMA and UTMA accounts, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, installment and land sale contracts (including mortgages held), commodities, etc.

Investments also include qualified educational benefits or education savings accounts (e.g., Coverdell savings accounts, 529 college savings plans and the refund value of 529 prepaid tuition plans). For a student who does not report parental information, the accounts owned by the student (and/or the student’s spouse) are reported as student investments in question 42. For a student who must report parental information, the accounts are reported as parental investments in question 91, including all accounts owned by the student and all accounts owned by the parents for any member of the household.

Money received, or paid on your behalf, also includes distributions to you (the student beneficiary) from a 529 plan that is owned by someone other than you or your parents (such as your grandparents, aunts, uncles, and non-custodial parents). You must include these distribution amounts in question 45j.

Investments do not include the home you live in, the value of life insurance, retirement plans (401[k] plans, pension funds, annuities, non-education IRAs, Keogh plans, etc.) or cash, savings and checking accounts already reported in questions 41 and 90.

Investments also do not include UGMA and UTMA accounts for which you are the custodian, but not the owner.

Investment value means the current balance or market value of these investments as of today. Investment debt means only those debts that are related to the investments.

Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.

Business value does not include the value of a small business if your family owns and controls more than 50 percent of the business and the business has 100 or fewer full-time or full-time equivalent employees. For small business value, your family includes (1) persons directly related to you, such as a parent, sister or cousin, or (2) persons who are or were related to you by marriage, such as a spouse, stepparent or sister-in-law.

Investment farm value does not include the value of a family farm that you (your spouse and/or your parents) live on and operate.

Notes for question 49 (page 5)

Answer “Yes” if you are currently serving in the U.S. Armed Forces or are a National Guard or Reserves enlistee who is on active duty for other than state or training purposes.

Answer “No” if you are a National Guard or Reserves enlistee who is on active duty for state or training purposes.

Notes for question 50 (page 5)

Answer “Yes” (you are a veteran) if you (1) have engaged in active duty (including basic training) in the U.S. Armed Forces, or are a National Guard or Reserves enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies, **and** (2) were released under a condition other than dishonorable. Also answer “Yes” if you are not a veteran now but will be one by June 30, 2017.

Answer “No” (you are not a veteran) if you (1) have never engaged in active duty (including basic training) in the U.S. Armed Forces, (2) are currently an ROTC student or a cadet or midshipman at a service academy, (3) are a National Guard or Reserves enlistee activated only for state or training purposes, or (4) were engaged in active duty in the U.S. Armed Forces but released under dishonorable conditions.

Also answer “No” if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2017.

Notes for question 53 (page 5)

Answer **“Yes”** if at any time since you turned age 13:

- You had no living parent, even if you are now adopted; or
- You were in foster care, even if you are no longer in foster care today; or
- You were a dependent or ward of the court, even if you are no longer a dependent or ward of the court today. For federal student aid purposes, someone who is incarcerated is not considered a ward of the court.

The financial aid administrator at your school may require you to provide proof that you were in foster care or a dependent or ward of the court.

Notes for questions 54 and 55 (page 5)

The definition of legal guardianship does not include your parents, even if they were appointed by a court to be your guardians. You are also not considered a legal guardian of yourself.

Answer **“Yes”** if you can provide a copy of a court’s decision that as of today you are an emancipated minor or are in legal guardianship. Also answer **“Yes”** if you can provide a copy of a court’s decision that you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court’s decision was issued.

Answer **“No”** if you are still a minor and the court decision is no longer in effect or the court decision was not in effect at the time you became an adult. Also answer **“No”** and contact your school if custody was awarded by the courts and the court papers say “custody” (not “guardianship”).

The financial aid administrator at your college may require you to provide proof that you were an emancipated minor or in legal guardianship.

Notes for questions 56–58 (page 5)

Answer **“Yes”** if you received a determination at any time on or after July 1, 2015, that you were an unaccompanied youth who was homeless or at risk of being homeless.

- **“Homeless”** means lacking fixed, regular and adequate housing. You may be homeless if you are living in shelters, parks, motels or cars, or are temporarily living with other people because you have nowhere else to go. Also, if you are living in any of these situations and fleeing an abusive parent you may be considered homeless even if your parent would provide support and a place to live.
- **“Unaccompanied”** means you are not living in the physical custody of your parent or guardian.
- **“Youth”** means you are 21 years of age or younger or you are still enrolled in high school as of the day you sign this application.

Answer **“No”** if you are not homeless or at risk of being homeless, or do not have a determination. However, even if you answer **“No”** to each of questions 56, 57, and 58, you should contact your college financial aid office for assistance if you are under 24 years of age and are either (1) homeless and unaccompanied or (2) at risk of being homeless, unaccompanied, and providing for your own living expenses - as your college financial aid office can determine that you are “homeless” and are not required to provide parental information.

The financial aid administrator at your college may require you to provide a copy of the determination if you answered **“Yes”** to any of these questions.

Notes for students unable to provide parental information on pages 6 and 7

Under very limited circumstances (for example, your parents are incarcerated; you have left home due to an abusive family environment; or you do not know where your parents are and are unable to contact them), you may be able to submit your FAFSA without parental information. **If you are unable to provide parental information**, skip Steps Four and Five, and go to Step Six. Once you submit your FAFSA without parental data, **you must follow up with the financial aid office at the college you plan to attend**, in order to complete your FAFSA.

Notes for Step Four, questions 59–94 (pages 6 and 7)

Review all instructions below to determine who is considered a parent on this form:

- If your parent was never married and does not live with your other legal parent, or if your parent is widowed or not remarried, answer the questions about that parent.
- If your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]) are not married to each other and **live together**, select “Unmarried and both parents living together” and provide information about both of them regardless of their gender. Do not include any person who is not married to your parent and who is not a legal or biological parent. Contact 1-800-433-3243 for assistance in completing questions 80-94.
- If your legal parents are married, select “Married or remarried.” If your legal parents are divorced but living together, select “Unmarried and both parents living together.” If your legal parents are separated but living together, select “Married or remarried,” not “Divorced or separated.”
- If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. (If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the past 12 months or during the most recent year that you actually received support from a parent.) **If this parent is remarried as of today, answer the questions about that parent and your stepparent.**
- If your widowed parent is remarried as of today, answer the questions about that parent and your stepparent.

Notes for questions 84 (page 6) and 102 (page 8)

In general, a person may be considered a dislocated worker if he or she:

- is receiving unemployment benefits due to being laid off or losing a job and is unlikely to return to a previous occupation;
- has been laid off or received a lay-off notice from a job;
- was self-employed but is now unemployed due to economic conditions or natural disaster; or
- is the spouse of an active duty member of the Armed Forces and has experienced a loss of employment because of relocating due to permanent change in duty station; or
- is the spouse of an active duty member of the Armed Forces and is unemployed or underemployed, and is experiencing difficulty in obtaining or upgrading employment; or
- is a displaced homemaker. A displaced homemaker is generally a person who previously provided unpaid services to the family (e.g., a stay-at-home mom or dad), is no longer supported by the spouse, is unemployed or underemployed, and is having trouble finding or upgrading employment.

Except for the spouse of an active duty member of the Armed Forces, if a person quits work, generally he or she is not considered a dislocated worker even if, for example, the person is receiving unemployment benefits.

Answer **“Yes”** to question 84 if your parent is a dislocated worker. Answer **“Yes”** to question 102 if you or your spouse is a dislocated worker.

Answer **“No”** to question 84 if your parent is not a dislocated worker. Answer **“No”** to question 102 if neither you nor your spouse is a dislocated worker.

Answer **“Don’t know”** to question 84 if you are not sure whether your parent is a dislocated worker. Answer **“Don’t know”** to question 102 if you are not sure whether you or your spouse is a dislocated worker. You can contact your financial aid office for assistance in answering these questions.

The financial aid administrator at your college may require you to provide proof that your parent is a dislocated worker, if you answered **“Yes”** to question 84, or that you or your spouse is a dislocated worker, if you answered **“Yes”** to question 102.



You're Not Done Yet

Skills Being Taught:

Student is learning about deadlines, tasks, and responsibilities in their final year of high school. Students discuss the risks of missing deadlines.

Goal(s):

Student will understand the deadlines for signing up for the SAT, applying for college and financial aid. Students turning 18 will be made aware of the new responsibilities.

Activities



Activities to Support Your Child at Home

Discuss with your child whether they are on track to graduate. Parent and child should make an appointment with the college guidance counselor. Review the Individualized Graduation Plan.

Know the meaning of "Super Senior" and having "Senioritis."

Talk to your child about the options for paying for college. Make an appointment with the college advisor in order to get more information. Your DOTS teacher can help you with this process.

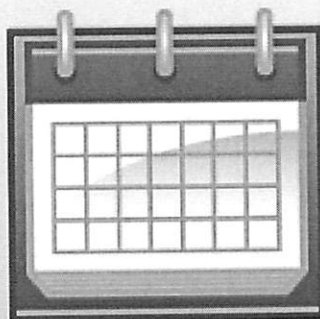
List some colleges that your child is considering. Discuss why they are choosing that school. Does that college have a course of study that interests your child?

Get information about the SAT and financial aid deadline. Your DOTS teacher and the college counselor are resources.

Check websites for the most current information: <https://fafsa.ed.gov/>.

Senior Checklist

Month by Month Calendar for High School Seniors



Kennedy's Classroom Resources

Senior Calendar and Checklist

August	September	October	November
<ul style="list-style-type: none"> <input type="checkbox"/> Review your careers plans and decide what type of school is right for you <input type="checkbox"/> Visit some college campuses <input type="checkbox"/> Narrow your college list to 3 to 5 schools <input type="checkbox"/> Begin to gather materials for applications -- including teacher recommendations <input type="checkbox"/> Contact your counselor for registration materials and dates for the SAT and ACT 	<ul style="list-style-type: none"> <input type="checkbox"/> Make a list of tests, dates, fees, registration deadlines for college admissions and financial aid <input type="checkbox"/> Start sending your college applications <input type="checkbox"/> Apply to several schools, including "dream schools" and "safety schools" <input type="checkbox"/> Continue to gather materials such as teacher recommendations (allow time for teachers, counselors, or employers to write the recommendations) 	<ul style="list-style-type: none"> <input type="checkbox"/> Take the SAT or ACT <input type="checkbox"/> Be sure to have the scores from these tests sent to the schools of your choice <input type="checkbox"/> For colleges that require an essay, develop a rough draft and consult your English teacher if necessary <input type="checkbox"/> Attend special programs such as college fairs and financial aid nights 	<ul style="list-style-type: none"> <input type="checkbox"/> Take the SAT or ACT, if you have not already done so <input type="checkbox"/> Obtain financial aid applications from the guidance office (read them carefully to determine what is required and when it is due) <input type="checkbox"/> Attend a college senior day or an open house at a college that you are most interested
December	January	February	March
<ul style="list-style-type: none"> <input type="checkbox"/> Pick up a Free Application for Federal Student Aid (FAFSA) and begin filling it out <input type="checkbox"/> Ask your parents to save their year-end payroll stub for financial aid eligibility reviews by the school <input type="checkbox"/> File your last college applications <input type="checkbox"/> Submit official high school transcripts and test scores 	<ul style="list-style-type: none"> <input type="checkbox"/> Submit your completed FAFSA as soon after January 1st as possible <input type="checkbox"/> Don't fall prey to "Senioritis"! Colleges will ask for your grades from the second semester and can refuse admission if these grades are not acceptable 	<ul style="list-style-type: none"> <input type="checkbox"/> Mail your FAFSA or complete the online application if you have not already done so <input type="checkbox"/> Men 18 years and over must register for the Selective Service in order to receive federal financial aid <input type="checkbox"/> Research taking Advanced Placement (AP) and International Baccalaureate (IB) exams and write down these dates <input type="checkbox"/> Keep copies of all forms submitted <input type="checkbox"/> Check status of mid-year transcripts 	<ul style="list-style-type: none"> <input type="checkbox"/> Look for your Student Aid Report (SAR) in the mail <input type="checkbox"/> Submit SAR and tax forms to the financial aid office <input type="checkbox"/> If you have not received your Student Aid Report four weeks after sending in your FAFSA, contact the Federal Student Aid Information Center <input type="checkbox"/> Be on the lookout for scholarship award letters
April	May	June	July/August
<ul style="list-style-type: none"> <input type="checkbox"/> Watch the mail for college acceptance letters and financial aid award letters <input type="checkbox"/> Evaluate your options and make your final college selection <input type="checkbox"/> Send in your deposit to the college <input type="checkbox"/> Notify the other schools that you will not be attending <input type="checkbox"/> Watch for important deadlines at your chosen college (housing, financial aid, etc.) <input type="checkbox"/> Consider summer job opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Review financial aid information; decline offers from the schools you are not attending <input type="checkbox"/> Clear senior obligations with the guidance counselor <input type="checkbox"/> Notify counselor of any awards and scholarships <input type="checkbox"/> Send out graduation announcements to family and friends <input type="checkbox"/> Begin studying for final exams <input type="checkbox"/> Finalize summer job plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Graduation! <input type="checkbox"/> Write thank you notes for any scholarships you received or for any graduation gifts 	<ul style="list-style-type: none"> <input type="checkbox"/> Check the mail for packets from the college regarding registration for classes, campus events, and Freshmen Orientation <input type="checkbox"/> Buy the things you need for college gradually over the summer; avoid last minute, expensive buying decisions <input type="checkbox"/> Pack for college <input type="checkbox"/> Do not miss your Freshmen Orientation dates <input type="checkbox"/> Begin your first semester of college



Armed for the Military

Skills Being Taught:

Student has been learning about the requirements of joining the military, the benefits and the consequences. Student is learning what to expect when meeting the recruiter.

Goal(s):

To be fully informed before beginning the process of joining the military.

Activities



Activities to Support Your Child at Home

Discuss the pros and cons of military service including combat and risk to life.

Discuss the job training that your son/daughter hopes to obtain while in the military.

Discuss with your child that an ASVAB score determines your job in the military.

Your child has an IEP. Discuss why he or she has the IEP. Learn whether the military provides accommodations or modifications for soldiers.

Become familiar with and discuss the physical rigor and requirements of the military.

ASVAB Extra Sample Test 1

Word Knowledge

1. Collusion most nearly means:

- A. Amateur
- B. Directive
- C. Conspiracy
- D. Odyssey

2. Foible most nearly means:

- A. Trickery
- B. Rumor
- C. Rubble
- D. Shortcoming

3. Repugnant most nearly means:

- A. Revolting
- B. Mistrustful
- C. Earnest
- D. Confident

4. Malleable most nearly means:

- A. Rowdy
- B. Hateful
- C. Adaptable
- D. Fort

5. Coalesce most nearly means:

- A. Referee
- B. Combine
- C. Reveal
- D. Encircle

6. Luminous most nearly means:

- A. Fert
- B. Corrupt
- C. Mild
- D. Bright

For questions 7 to 11, choose the word that has nearly the same meaning as the underlined word.

7. Mr. Emerson rebuff his coworker by refusing all offers of assistance.

- A. Snubbed
- B. Regretted
- C. Collected
- D. Alert

8. The Salvation Army has many services to help the city's indigent population.

- A. Import
- B. Needy
- C. Fortunate
- D. Young

This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.

9. It was many years before church members could put the bitter schism behind them and move forward together.

- A. Secret
- B. Idol
- C. Belief
- D. Split

10. It didn't take long for the malcontent factory workers to voice their anger over the new rules.

- A. Developed
- B. Experienced
- C. Sympathetic
- D. Dissatisfied

11. Quitting his job with no prospects for new employment left Joseph in a precarious position.

- A. Practical
- B. Risky
- C. Tired
- D. Healthy

12. The word most opposite in meaning to foray is:

- A. Raid
- B. Retreat
- C. Species
- D. Pattern

13. The word most opposite in meaning to trite is:

- A. Enraged
- B. Famous
- C. Devilish
- D. Original

14. The word most opposite in meaning to precipitous is:

- A. Lavish
- B. Gradual
- C. Random
- D. Coarse

15. The word most opposite in meaning to subjugate is:

- A. Submit
- B. Risk
- C. Arrange
- D. Stretch

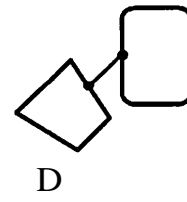
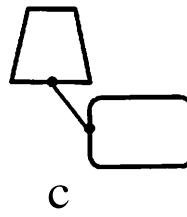
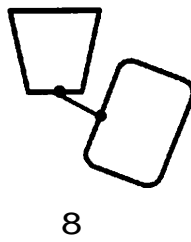
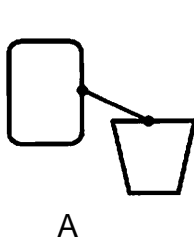
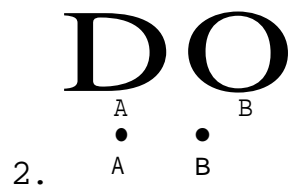
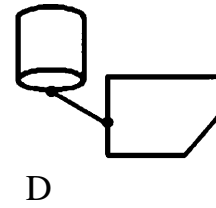
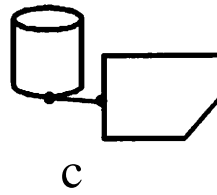
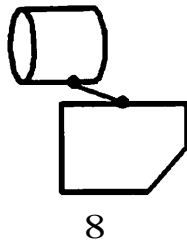
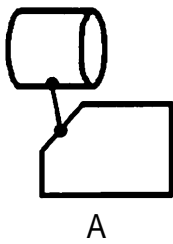
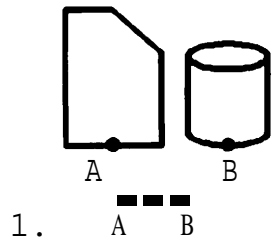
16. The word most opposite in meaning to brevity is:

- A. Goodness
- B. Ancestry
- C. Length
- D. Support

This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.

Assembling Objects

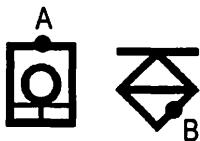
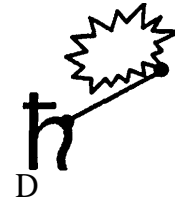
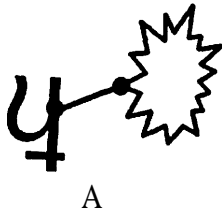
For each pair of labeled shapes in questions 1 to 8, choose the figure that shows the shapes connected correctly.



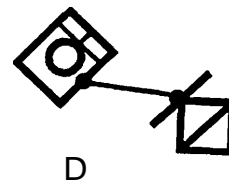
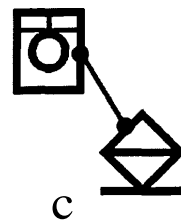
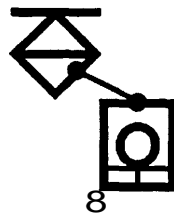
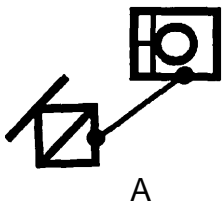
This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.



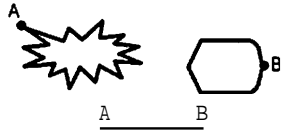
3. A B



4. A B



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5.

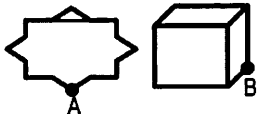
A

8



C

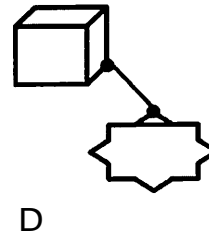
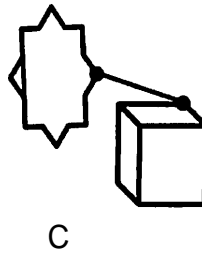
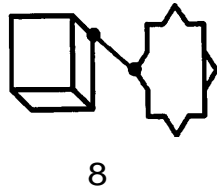
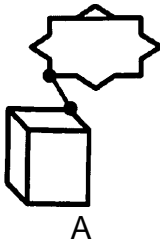
D



6.

A

8



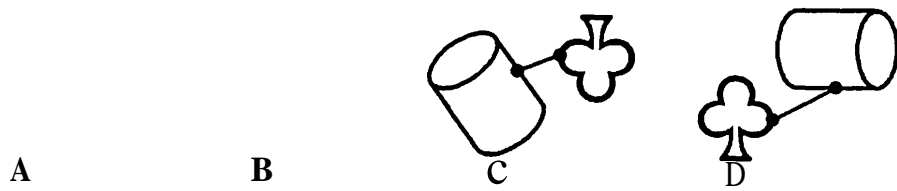
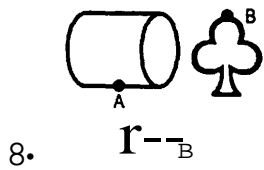
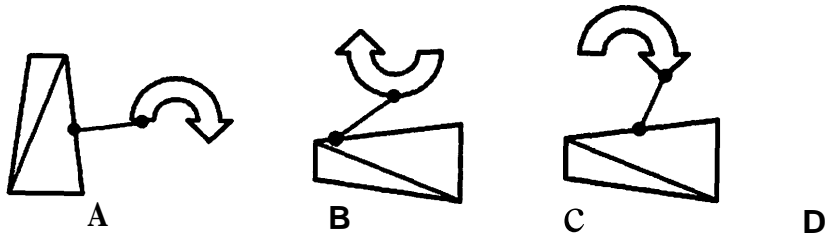
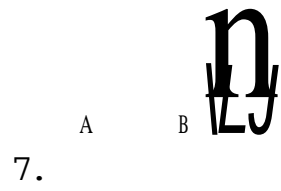
A

8

C

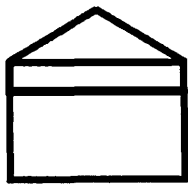
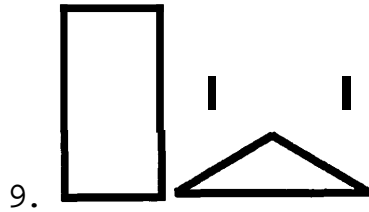
D

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This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.

For each set of shapes in questions 9 to 16, choose the figure that shows the shapes assembled into an object.



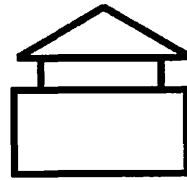
A



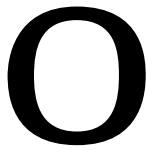
B



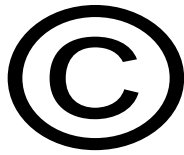
C



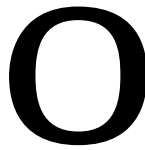
D



A



B

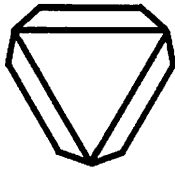
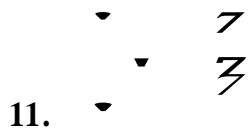


C



D

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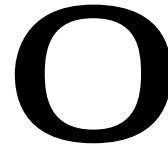
A



B



C



D

12. *CJD*
DG



A



B



C



D

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C:::r O

13. Qi)



A



B

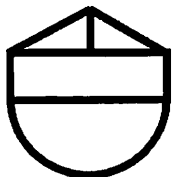


C



D

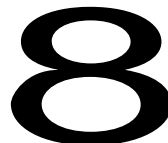
14.



A



B



C



D

This is a part of one ASVAB test. More Online resources can be found at http://official-asvab.com/samples_app.htm.

15. IZ12 >

V A \J N. . . B V C zj K D

16. Q 1 ▶ ||

A B C D



Career Alphabet

Skills Being Taught:

Student is learning about the variety of jobs and careers that exist.

Goal(s):

Student will have a better idea of his/her skills and careers that match those skills.

Activities



Activities to Support Your Child at Home

- Can your son or daughter tell you the name of a job that starts with the letter "A" through the letter "Z"? Help them name as many as possible.
- Find pictures in magazines of people completing jobs and name the job.
- If your child has identified a job that he or she is interested in, work with your child to help them understand the individual tasks involved with having that job. Work with your DOTS teacher to utilize O*NET OnLine (<https://www.onetonline.org>) to complete more research.
- Does your child have a favorite career that he/she is interested in?
- Does your child know what skills and training are needed for the career he/she is interested in? Work with your DOTS teacher to utilize O*NET OnLine to complete more research.

Careers from A-Z

You are here [Kids.gov Home](#) > [Kids.USA.gov](#) > [Teens](#) > [Jobs & Careers](#) > A-Z List

A-Z List

See This on USA.gov

Este tema en GobiernoUSA.gov

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

A

- [Accountant](#) - Accountants and auditors keep track of a company's money; managers look at the accountants' reports to see how well their companies are doing.
- [Actor](#) - Actors perform in stage, radio, television, video, or motion pictures. It's hard for most actors to find steady work. Only a few become famous "stars." They also teach in high school or college drama departments, acting conservatories, or public programs.
- [Actuary](#) - Actuaries deal with risk; they decide how likely things such as death, sickness and disability are to occur, as well as the costs of these things.
- [Air Traffic Controller](#) - Video explains what controllers do and how they direct planes at the airport.
- [Animal Keeper](#) - Juan is an animal keeper of the Asia Trail at the National Zoo. He talks about his daily duties and sloth bears.
- [Announcers](#) - Announcers, sometimes called deejays, present music, news, and sports and may provide commentary or interview guests about these topics or other important events.
- [Aquarium Curator and Herpetologist](#) - Find out what it's like being in charge of an aquarium and working with reptiles and amphibians.
- [Archeologists](#) - Joy and Kate are archeologists from the National Park Service. In this video, they talk about the tools they use and what they uncovered.
- [Archeologists](#) - Archeologists work by digging into sites and collections. When they excavate, archeologists use tools you might recognize.
- [Archeology and Anthropology Career Guide](#) - Anthropology is the study of human beings and it helps us to understand how cultures are different or alike and how they have changed. Archeology is the study of past human cultures. Learn more about a careers in anthropology and archeology.
- [Architect](#) - Tony is an architect at the General Services Administration. He talks about saving energy and how he became an architect.
- Army Dentist

<https://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

Meet Captain Ryan Romero. He talks about being a dentist and how to take care of your teeth.

[Army Dentist](#) - Meet Captain Ryan. He talks about being a dentist and how to take care of your teeth.

- [Artist](#) - Artists make art to express what they are feeling or thinking. They use many methods - drawing, painting, sculpting, even computers.
- [Astronaut](#) - Meet Kay. She talks about the space program and how she became an astronaut.
- [Athlete](#) - Professional athletes include baseball, football, basketball, and tennis players; golfers, ice skaters, skiers, stock car drivers, and rodeo riders: anyone playing a sport for money.
- [Aviation Careers](#) - Learn about careers that involve airplanes including air traffic controllers, airplane mechanics, flight attendants and more careers in aviation.

B

- [Bird Specialist - Ornithologist](#) - Sarah Stock is a wildlife biologist who studies birds. She talks about how she studies owls.
- [Bookkeeping Clerk](#) - Any organization that uses money has to keep records - records of where money came from and where it went; bookkeeping clerks keep and track these financial records.
- [Brain Scientist](#) - Meet Doctor Dave, a scientist who studies the brain and how addiction affects the brain.
- [Budget Analyst](#) - Budget analysts help public and private companies organize their finances. They prepare budget reports and monitor spending.

C

- [Car Mechanic](#) - Automotive service technicians and mechanics fix cars or light trucks.
- [Career Advice - Students and Career Advisors](#) - Tools to help you identify your interests, find careers that match your talents, explore education options and more.
- [Career Videos - CareerOneStop](#) - Find videos about 550 different jobs.
- [Carpenter](#) - Carpenters build many things from wood and other materials, like buildings and boats. They construct, erect, install, and repair structures and other fixtures.
- [Chefs and Head Cooks](#) - Chefs and head cooks oversee the daily food service operation of a restaurant or other food service establishment.
- [Chef at the White House](#) - Meet Cris Comerford and find out about her job as an executive chef at the White House.
- [Chemist](#) - Find out about a career in chemistry.
- [Childcare Worker](#) - Childcare workers teach and care for children while their parents are away. They play games, do art, and read books.

<https://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

- [CIA Museum: The People Behind the Magic](#) - Meet the people that make exhibits come to life and are the staff of the CIA Museum.
- [City \(Urban\) Planner](#) - City (urban) planners figure out the best way to use the land in cities and neighborhoods; they report on the best location for houses, stores, and parks.
- [Civil Engineer](#) - Civil engineers design things like roads, buildings, airports, tunnels, dams, bridges, or water supply and sewage systems.
- [Climate Science](#) - Learn about green jobs in recycling, renewable energy, engineering and earth science that monitor and help the planet.
- [Coach](#) - Coaches help people learn how to play a sport. They start by teaching them the basics and the proper form and technique.
- [Coder - Learn Coding and Build a Future](#) - Meet Elaine, a Front-End Developer at the General Services Administration and find out more about how you can start learning to code now!
- [Community Service - Catch the Spirit](#) - Ideas and information on how teens can help make their community a better place. (PDF)
- [Computer Hardware Engineer](#) - Computer hardware engineers research, design, develop, test, and oversee the installation of computer hardware.
- [Computer Information Technology](#) Learn more about careers supporting, programming, building and fixing computers and networks.
- [Computer Software Developer](#) - Computer software engineers apply computer science, engineering, and math to design, develop, and test software.
- [Computer Support Specialist](#) - Computer support specialists help people use computers.
- [Cost Estimator](#) - Cost estimators figure out how much a project or product will cost; this helps business owners and managers decide whether to build a structure or manufacture a product.
- [Curators, Museum Technicians and Conservators](#) - Experts preserving important records and artifacts, including works of art, documents, photographs, coins and historic objects.

D

- [Dancer](#) - Dancers express ideas, stories, rhythm, and sound with their bodies. Dancers work in musical shows, in folk, ethnic, tap, and jazz dances.
- [Database Administrator](#) - Data must be stored, organized, and managed. Database administrators work with database software to find ways to do this.
- [Dentist](#) - Meet Captain Ryan Romero. He talks about being a dentist and how to take care of your teeth.
- [Designer](#) - Designers have a desire to create; they mix knowledge with artistic ability. Designers focus in a specific area of design, such as cars or websites.
- [Desktop Publisher](#) - Using computers, these workers combine printed materials, numbers, pictures, and charts to prepare publications and booklets.

- [Developer](#) - Meet Elaine, a website developer with the General Services Administration. She helps make the government easy and available to everyone online.
- [Diplomat - Careers at the State Department](#) - Do you find the life of a diplomat interesting but don't know where to begin? You may just find what you're looking for.
- [Discovering Your Interests and Talents - GirlsHealth.gov](#) - Taking the time to think about your interests and abilities is the first step toward discovering what it is you want to do now or even later when you become an adult.
- [Doctor \(Physician\)](#) - Doctors treat injuries and sick patients. Doctors examine patients, find out patient's medical histories and give medications.
- [Dog Doctors - Choosing A Veterinary Career](#) - What are the duties of a veterinarian? Find out the answers.
- [Dog Trainer](#) - Meet Bridget. She's a canine handler with U.S. Customs and Border Protection. She trains dogs to search and find illegal drugs.
- [Drafter](#) - Drafters make drawings and plans; some plans show how to make objects like toys, toasters, and machinery or larger things like houses and office buildings.

E

- [Earth Science Careers](#) - Learn more about earth science careers.
- [Electrical Engineer](#) - Electrical engineers design new and better electronics; they also test equipment and solve problems.
- [Electrician](#) - Electricians bring us electricity. They put in the wires that carry electricity through houses, offices, and factories; they also fix electric machines.
- [Engineering](#) - Math, science and technology are as varied as they are exciting; find out more about the different fields in engineering.
- [Engineer Girl!](#) - At this cool site you can check out fun facts, learn about women in engineering and what you need to know to become one.
- [Engineering Technician](#) - Learn what engineering technicians do and how they help engineers and scientists do research and development.
- [Environmentally-Focused Jobs - EEK! - Career Zone](#) - Want a job that involves helping take care of our planet? Check out these careers.
- [Environmental Scientist](#) - Environmental scientists find and fix pollution and other environmental problems by figuring out what is in the air, water, and soil to make sure that our environment is safe.

F

- [Farmer](#) - Farmers grow crops and raise animals; they decide when to plant, fertilize, harvest, and sell crops.
- [Fashion Designer](#) - Fashion designers help create dresses, suits, shoes, and other clothing and accessories. Designers study fashion trends, sketch designs of clothing and accessories, select colors and fabrics, and oversee the final production of their designs.

<https://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

- [FBI Fitness Instructor](#) - Meet E.J. He talks about teaching at the FBI Academy and why you should keep moving.
- [FBI Investigator](#) - Special Agents have been investigating and catching spies for over 60 years! A spy is a person who keeps secret watch on another person or thing to get information.
- [Federal Wildlife Officer](#) - Meet Gabriel. He is an officer that protects wildlife for the U.S. Fish and Wildlife Service. Learn about his tools and what he does on patrol.
- [Financial Analyst](#) - Financial analysts help people decide how to invest their money.
- [Fire Archeologist](#) - A fire archeologist provides information on vulnerable plant or animal species, or cultural resources--before, during and after wildland fire incidents and prescribed burns.
- [Firefighter](#) - Firefighters put out fires, which is not as simple as it may sound. Fighting fires is dangerous and complex, and it takes organization and teamwork.
- [Fish Specialist - Marine Biologist](#) - Meet Carole. She specializes in studying tropical-marine and deep-sea fish and wildlife.
- [Fitness Trainers and Instructors](#) - Trainers plan and teach activities that people of all ages enjoy in their free time. This may include camping, sports, arts and crafts, dance, or drama.
- [Food Scientist](#) - Agricultural and food scientists look for the answers to questions about how farms can use less labor, control pests and weeds, conserve soil and water.
- [Foreign Service Officer - Future State - U.S. Department of State for Youth](#) - The State Department has embassies in more than 190 countries; find out how you can prepare for an exciting career as a diplomat or foreign service officer.

H

- [Health Care](#) - Find out about nursing, primary care, long-term care and more.
- [Health Care careers](#) - Explore your options as a specialist, therapist, nurse and more in the exciting healthcare field.
- [Human Resources Specialists](#) - Human resources assistants keep records of a company's employees and answer questions for employees.

I

- [Insect Conservation - Entomological Conservation Biologist - Forces of Change](#) - Learn about Terry Erwin's work with insects.
- [Information Technology](#) Learn more about careers supporting, programming, building and fixing computers and networks.

J

- [Judge](#) - Judges are in charge of trials; they make sure that trials are fair and they resolve differences between lawyers.
- [Junior Achievement - Student Center](#) - You've got quite a life in front of you. Much of it will be spent working. That's good news, because working in your chosen career field can be awesome.

L

- [Landscape Architect](#) - Learn more about the work landscape architects do.
- [Lawyer](#) - Lawyers give advice and represent people, businesses, or government agencies in court about legal issues.
- [Librarian](#) - Librarians help people find facts. They organize information and help people find books, magazines, videos, websites, and other information.
- [Loan Officer](#) - Loan officers help people apply for loans; this lets people do things like buy a house or a car, or pay for college.

M

- [Marine Biologist](#) - Meet Chris Meyer, a scientist from the National Museum of Natural History. He talks about the ocean and his favorite animal the cowrie snail.
- [Marine Biology Careers](#) - Find the answers to your questions about how to become a marine biologist.
- [Marine Pilot](#) - Meet Captain Pete Benning. He talks about what it's like to be a pilot and how to prepare for a mission.
- [Mathematicians](#) - Mathematicians use mathematical theory, computational techniques and the latest computer technology to solve economic, scientific, engineering, physics, and business problems.
- [Museum Technicians and Conservators](#) - These people prepare objects, such as fossils or skeletal parts, for museum collections and exhibits. They also restore documents or install, arrange, and exhibit materials.
- [Museum Work: Put Your Skills on Exhibit](#) - Meet Pam Hatchfield, conservator. She goes to work and she's helping to preserve a little piece of history.
- [Musician](#) - Musicians and singers compose, sing, and play music. They perform solo or as part of a group. They perform in sound studios and on stage.

N

- [NASA Careers](#) - Find out more about a career in space science.
- [Women @ NASA](#) - There are many math, science, and technology careers for women at NASA, and at this you can read profiles of NASA experts about their work days.

- [Nurse](#) - Nurses, also called registered nurses or RNs, take care of sick and injured people. They give medicine, treat wounds and give emotional support to patients and their families.
- [Nutritionist](#) - Meet Sasha, a registered dietitian nutritionist for the U.S. Department of Agriculture. She talks about how her job helps people eat healthy foods and teaches families how to keep track of what they're eating.

O

- [Oceanographer](#) - Meet Pablo Clemente-Colón. He is the chief scientist and oceanographer at the National Ice Center.
- [Oceanographer - Forces of Change](#) - Meet David Adamec. He's a physical oceanographer who has pioneered a new way of seeing the ocean.
- [Oceanographers - National Ocean Service](#) - Oceanography covers a wide range of topics, including marine life and ecosystems, ocean circulation and the chemical and physical properties of the ocean; learn more about careers in this field.
- [Outdoor Careers - Conservation Connect](#) - Video series that connects you with the great outdoors, wildlife species, and careers in protecting the environment.

P

- [Paralegal](#) - Paralegals, or legal assistants, help lawyers in their work. They investigate cases to make sure that lawyers know all of the important facts.
- [Park Ranger](#) - Rangers help protect parks and teach park visitors why parks are important and how to care for them.
- [Peace Corps - Learn About Volunteering](#) - Learn about the work and requirements for six program areas: education, youth and community development, health, business and information and communications technology, agriculture, and environment.
- [Peace Corps Volunteers](#) - Meet Laura and Rob Gray, former Peace Corps Volunteers. They talk about their experience in Zambia.
- [Pharmacist](#) - Pharmacists are experts in medicine and its side effects.
- [Photographer](#) - Photographers know how to choose the right tools to get the best picture. They use lights and lenses to create a picture.
- [Physical Therapists](#) - Meet 3 physical therapists at Walter Reed National Military Medical Center and learn how they help patients.
- [Physician \(Doctor\)](#) - Doctors treat injuries and sick patients. Doctors examine patients, find out patient's medical histories and give medications.
- [Physicist and Astronomers](#) - Physicists study the natural world, from what things are made of (matter) to how things behave; learn more about a career as a physicist.
- [Pilot](#) - Pilots fly people or cargo from place to place. Some pilots test new planes, fight fires, do police work, or rescue people who are hurt or in danger.
- [Pilot](#) - Find out more about aviation careers including becoming a pilot.

<https://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

- [Pilot for the Marines](#) - Meet Captain Pete Benning. He talks about what it's like to be a pilot and how to prepare for a mission.
- [Plant Specialist - Botanist](#) - Meet Martin, who is the manager of Yosemite National Park's plant program.
- [Police Officer](#) - Police officers and detectives enforce laws. They catch criminals, collect evidence and testify in court.
- [Principal](#) -Elementary, middle, and high school principals coordinate curricula, oversee teachers and other school staff, and provide a safe and productive learning environment for students.
- [Prosthetist](#) - Meet David. He works with patients with amputated limbs. He talks about what he likes about his job and how a prosthetic arm and leg are created.
- [Psychologist](#) - Psychologists study the human mind. They also try to explain why people act as they do. They do research to test their ideas about people's actions.

R

- [Rare Book Conservator](#) - Meet Yasmeen Khan. She helps restore old books at the Library of Congress in Washington DC.
- [Real Estate Agent](#) - Real estate agents help people buy and sell houses.
- [Recreational Therapist](#) - Recreational therapists help people who are sick or hurt to get active again. They use sports, games, arts, crafts, and music to help patients.
- [Reporter](#) - Reporters gather information and write news stories. These stories appear in newspapers, magazines television and online.
- [Research Chef](#) - Research chefs create new foods for restaurant chains, coffee shops, and food manufacturing companies. They use both culinary training and knowledge of food science.
- [Restaurant Careers](#) - Learn about four careers: cooks, executive chefs, servers, and bartenders.

S

- [Science Careers at the National Institute of Health](#) - If you're curious, like numbers, and like to know how things work maybe you should become a scientist!
- [Scientists - Brain Scientist](#) - Meet Doctor Dave, a scientist who studies the brain and how addiction affects the brain.
- [Scientists @ the Smithsonian](#) - Meet different scientists including animal specialists, space scientists and more.
- [Sea Career Profiles](#) - Find career profiles of jobs studying the ocean and atmosphere including marine biology, meteorology and more with corresponding lesson plans.
- [Secretary](#) - Secretaries make appointments, take notes, write letters and answer the phone.

- [Social Worker](#) - Social workers help people overcome problems and make their lives better. They work with people who are homeless, sick, or having family problems.
- [Space Jobs - Space Place Live](#) - Meet real scientists who work on space projects to find out what it's like to work as a scientist or engineer.
- [Statistician](#) - Statisticians help to design surveys and experiments; they also collect, analyze, and interpret numerical data.
- [Surveyor](#) - Surveyors do different types of work - some measure land, air space, and water areas - some describe where a certain area of land is.
- [Systems Analyst](#) - These workers figure out how to use computers to get things done. They tell businesses and other organizations which computers and software to buy, and they decide how to get those tools to work together.

T

- [Teacher](#) - Educates and prepares students for future schooling by teaching them a variety of subjects like math, science, and reading.
- [Television Jobs](#) - Learn more about the jobs of the camera operators, directors, producers, and technicians at a television station.
- [Theater Jobs](#) - Find out about what it takes to work in theater, including actors, playwrights, directors, costumers and more.

V

- [Veterinarian](#) - Megan talks about her job with working dogs and why your dog's teeth need to stay healthy.
- [Veterinarians at Work](#) - Over 3000 veterinarians work for the federal government. Federal veterinarians also have important jobs with the NASA, the Food and Drug Administration and the Center for Veterinary Medicine.
- [Volunteer - Catch the Spirit: A Student's Guide to Community Service](#) - Ideas and information on how teens can help make their community a better place. (PDF)

W

- [Web Developer](#) - web developers use information technology (IT) to advance their company's goals.
- [Wildlife Biologist](#) - Wildlife biologists study animals and other wildlife and how they interact with their environment. Learn about what it takes to be a wildlife biologist and how to protect wildlife animals.
- [Wildlife Officer](#) - Meet Gabriel. He is an officer that protects wildlife for the U.S. Fish and Wildlife Service. Learn about his tools and what he does on patrol.

- [Working at the San Diego Zoo](#) - There are so many jobs you can do at the zoo. Learn about working with animals, plants, science, conservation, and much, much more.
- [Working for the Great Outdoors - A Day In The Life](#) - Take a closer look at just what it's like "on the job" for people of the Forest Service.
- [Writer](#) - Writers write stories or they write about things that really happened. They write books, articles and they write for radio and television.

Y

- [Youth Engagement Through Science \(YES\) Program](#) - Meet student interns from the YES Program, part of the Smithsonian Institution. Students get to work in museums and get hands-on experience, working with scientists, educators and researchers.

Z

- [Zoo Keepers](#) - Meet Kristen and Juan, zoo keepers at the National Zoo. They talk about creating natural habitats, how they train the animals and what you can do to get started.

Page last updated: May 22nd, 2017



You Got your First Paycheck

Skills Being Taught:

Students will receive instruction on cashing and depositing paychecks, the use of checking and savings accounts, and the importance of saving some money.

Goal(s):

Student will open a bank account and decide on a budget that best suits him/her.

Activities



Activities to Support Your Child at Home

Take your child to the bank and show them how to deposit or cash a check.

Open a savings account with your child.

Expose your child to the cost of daily living: paying for rent, groceries, and utilities.

Look at a paycheck stub with your child and help them identify the taxes, deductions, gross, and net amounts.

Have your child create a budget for their expenses.



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Sample Monthly Budget for Teens

Making a Budget

Making a budget is the most important step in controlling your money.

A budget allows you to track your **Income** (the money that you have) and your **Expenses** (the money you spend). By writing down your monthly income and expenses, you can see how much money you expect to have for the month and plan for how much you can spend.

The First Rule of Budgeting

The first rule of budgeting is simple: *Spend less than you earn!*

If you earn \$150 a month from your job, and earn another \$50 from your allowance or birthday money, your income for the month is \$200. If your savings account earns another \$5, your total income is \$205.

Now you know that you have to spend less than \$205 for the entire month.

Structuring Your Budget

1: Determine your Income.

Estimate all “incoming” money, including salary from a job, allowance from your parents, and birthday money.

2. Estimate Required Expenses.

Required expenses include taxes and bills that you *must* pay. Required bills may include your cell phone bill and gas money to drive to work or school. You should also include payment to your savings in the “Required Expenses” category. Whether you are saving for something specific (like a car or college) or just tucking money away for the future, it is critical that you get in the habit of paying yourself first! Even a few dollars each month helps build your savings.

3. Estimate Discretionary Expenses

After you have paid your Required Expenses, you can use the money left over for some fun! Discretionary Expenses may include clothes, shopping, pizza, video games, gifts and any other expenditures that are considered “optional”.

Review the following Sample Budget on page 2, and then make your own monthly budget using the worksheet on page 3. Stay within your budget, pay yourself first, and you will always be in control of your Money and Stuff!



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Sample Monthly Budget for Teens

Negative amounts are (in parentheses)

Category	Monthly Budget	Actual Amount	Difference
INCOME:	Estimate Your Income	Your Actual Income	
Wages/Income Paycheck, Allowance, Birthday Money, etc.	\$200	\$210	\$10
Interest Income From Savings Account	\$5	\$4	(\$1)
INCOME SUBTOTAL	\$205	\$214	\$9
EXPENSES:	Estimate Your Expenses	Your Actual Expenses	
Savings			
Savings Account	\$10	\$10	\$0
Bills			
Taxes - From Paycheck	\$30	\$32	(\$2)
Rent/Mortgage	\$0	\$0	\$0
Utilities Electric, Cell Phone, etc.	\$30	\$30	\$0
Groceries/Snacks	\$15	\$12	\$3
Car			
Car Payment	\$0	\$0	\$0
Car Insurance	\$0	\$0	\$0
Gasoline	\$20	\$25	(\$5)
Shopping			
Clothes	\$40	\$35	\$5
Other Shopping	\$10	\$0	\$10
Fun			
Entertainment Movies, Pizza, Video Games, Bowling, etc.	\$20	\$25	(\$5)
Other Expenses Ski Club: \$10	\$10	Ski Club: \$10	\$0
EXPENSES SUBTOTAL	\$185	\$179	\$6
NET INCOME Income Minus Expenses	\$20	\$35	\$15!



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Your Monthly Budget
(Fill in the spaces using the Sample Budget as a guide)

Category	Monthly Budget	Actual Amount	Difference
INCOME:	Estimate Your Income	Your Actual Income	
Wages/Income Paycheck, Allowance, Birthday Money, etc.			
Interest Income From Savings Account			
INCOME SUBTOTAL			
EXPENSES:	Estimate Your Expenses	Your Actual Expenses	Difference
Savings			
Savings Account			
Bills			
Taxes - From Paycheck			
Rent/Mortgage			
Utilities (Electric, Cell Phone, etc.)			
Groceries/Snacks			
Car			
Car Payment			
Car Insurance			
Gasoline			
Shopping			
Clothes			
Other Shopping			
Fun			
Entertainment (Movies, Pizza, Video Games, Bowling, etc.)			
Other Expenses			
EXPENSES SUBTOTAL			
NET INCOME Income Minus Expenses			



UNDERSTANDING YOUR PAYCHECK

METHODS FOR PAYING EMPLOYEES

Receiving a paycheck, especially if it is an individual's first, can be the highlight of a person's day. However, many are often shocked when they learn almost 31% of their paycheck is missing. By learning about paychecks, paycheck deductions, and required employment forms, a person will be able to understand the amount received on their paycheck and ensure they have been paid the correct amount from the employer for the time worked.

There are three ways an employer may handle paying his/her employees:

1. **Paycheck**— This is the most common method. The employer physically provides the employee with his/her paycheck. The paycheck stub is attached to the paycheck to show the deductions. The employee is responsible for handling the paycheck.
2. **Direct Deposit**— Employers directly deposit the employee's paycheck into his/her authorized account. On payday, the employee receives a paycheck stub detailing the paycheck deductions. This method is more secure because there is no direct handling of the check and the employee knows exactly which day his/her paycheck will be deposited and available for use.
3. **Payroll Card**— The third and newest way is by using a payroll card. A payroll card is a prepaid card that is offered to employees as an alternative to paper paychecks or directly depositing wages into an employee's financial institution account. Most payroll cards are smart cards, which have money electronically loaded onto them each pay period with funds



Regardless of which method employees choose to receive their payment, it is important for the employee to understand paycheck deductions taken out of a paycheck and what they are used for.

automatically deducted from the balance when a purchase is made. Payroll cards function similarly to a debit card, except the funds are not linked to a checking account. The funds are directly deposited by an employer into an account at a financial institution that is linked to the payroll card. Once the employee's wages are credited to an account, the employee can use the card for ATM withdrawals or to make purchases.

PAYROLL CARD FEES

There may be numerous fees associated with payroll cards. The number and amount of fees depends upon the financial institution. For example, some payroll cards offer just one ATM withdrawal per pay period free of charge, while others offer three to five withdrawals free of charge. Employers can negotiate with financial institutions to reduce the number of fees and some employers will pay all or part of the payroll card fees. Therefore, it is important for employees to obtain a list of all fees before signing up to use a payroll card.



The following are examples of fees charged by payroll card companies:

- monthly or annual fee;
- ATM fee;
- inactivity fee;
- fee after a specific number of transactions have been used;
- replacement fee if the card is lost, stolen, or destroyed;
- load fee (when funds are placed on the card account);
- point of sale (POS) fee for using the card at a point of sale terminal, or an electronic payment processor.

CONSUMER PROTECTION WITH PAYROLL CARDS

Payroll card users are protected through Regulation E, or the Electronic Fund Transfer Act. If a payroll card is stolen or fraudulent transactions are completed, the payroll card holder is liable for only \$50 if the lost or stolen card is reported to the sponsoring financial institution within 48 hours. The FBI estimates that over four million paper paychecks are stolen annually (Visa USA, Inc.). Considering there is no legal protection for consumers whose paychecks have been stolen, Regulation E provides safety and protection for payroll card holders.

Safety tips to follow when using a payroll card include memorizing the Personal Identification Number (PIN) and not giving it out to anyone. Also, if a payroll card is lost or stolen, it should be reported to the sponsoring financial institution immediately.



UNDERSTANDING YOUR PAYCHECK—PAYROLL CARDS CONTINUED

PAYROLL CARD BENEFITS

There are many benefits for both employers and employees to use payroll cards.

FOR EMPLOYERS

- lower internal costs: the costs associated with producing, handling, and distributing paychecks is eliminated.

FOR EMPLOYEES

- Increased safety: payroll cards reduce the need to carry large amounts of cash.
- 24 hour access to funds and the ability to make online purchases easily.
- No check cashing fees each pay period which costs unbanked Americans roughly \$8 billion annually (Visa USA, Inc.).
- Access to an electronic monthly statement of transactions—a great money management tool
- Option of a second card: allowances for children, send money internationally to family without additional hassle



Financial institutions benefit from the payroll card arrangement because many unbanked consumers who begin to use a payroll card become traditional financial institution account users. In addition, financial institutions profit from the fees charged to employees, employers, and merchants.

FORM I-9

The Form I-9 is the Employment Eligibility Verification Form is used to verify the eligibility of individuals and to avoid hiring undocumented workers. All employees, citizens, and non-citizens must complete a Form I-9 at the time of hire. Employees must provide documentation which establishes identity and employment eligibility. Examples include a driver's license, passport, Social Security card, and birth certificate.

FORM W-4

Regardless of the job, every new employee will be asked to complete a Form W-4 also known as an Employee's Withholding Allowance Certificate. The information provided on this form determines the percentage of gross income to be withheld for taxes. Federal taxes are the largest deduction on an individual's income.

On the Form W-4, the federal government allows taxpayers to claim certain allowances. An allowance is used to determine the amount of federal taxes withheld from the paycheck. An employee may claim a personal allowance if no one else claims them as a dependent. A dependent is a person who relies on the taxpayer for financial support.

FORM W-2

The Form W-2 is also known as a Wage and Tax Statement. It states the amount of money earned and taxes paid throughout the previous year. The Form W-2 is used to file taxes. By January 31, employers should mail a Form W-2 to each employee for the previous year.

The Internal Revenue Service is the governmental agency responsible for collecting federal taxes, issuing regulations, and enforcing tax laws written by the United States Congress. The amount of taxes withheld from an individual's paycheck depends upon his/her income and information provided on the Form W-4.

Payroll cards have no check cashing fees, which costs unbanked Americans roughly \$8 billion annually (Visa USA, Inc.).

TAXES

Monetary deductions are subtracted for mandatory systematic taxes, employee sponsored medical benefits, and/or retirement benefits. Taxes are compulsory charges imposed on citizens by local, state, and federal governments used to fund public goods and services. The United States tax system operates on an ongoing payment system. This means as a person earns income, taxes are paid immediately on the income. There are two types of taxes: progressive and regressive.

Progressive taxes take a larger percentage of income from high income taxpayers. The more a person earns, the more he/she pays in taxes. Examples include Federal and State taxes.

Regressive taxes are not based on one's ability to pay. As income rises, the tax percentage remains the same or decreases. Higher income taxpayers are proportionally charged less. Examples include Medicare and Social Security.

READING A PAYCHECK STUB

<i>On-The-Go</i>				
Employee Beakens, Joe	SSN 201-92-4856	Check # 164	C	Check Amount \$1,102.98
Employee Address 293 Michael Grove Billings, MT 59102				
B	Pay Type- Gross Pay D	Deductions	Current	Year-to-date J
	\$1,353.33	Federal Withholding E	\$106.00	\$636.00
		State Withholding F	\$40.82	\$244.92
		Fed OASDI/EE or Social Security G	\$83.91	\$503.46
		Red MED/EE or Medicare	\$19.62	\$117.72
		Medical H	\$0.00	\$0.00
	401 K I	\$0.00	\$0.00	
	Totals		\$250.35	\$1,502.10
A Pay Period 6/11/2006-7/11/2006				

A typical paycheck has two parts: the actual check and a paycheck stub. A paycheck stub lists the paycheck deductions as well as other important information including:

Personal Information—States the employee's full name, address, and social security number.

- A. **Pay Period**—The length of time for which an employee's wages are calculated usually weekly, bi-weekly, twice a month, or monthly.
- B. **Gross Pay**—The total amount of money earned during the pay period before deductions. If a person earns an hourly wage, gross pay is calculated by multiplying the number of hours worked by the wage. For example, if a person works 45 hours in a pay period earning \$6.25 per hour, his/her gross pay would be \$281.25. If a person is on salary, earning a set amount for a specified time period, the gross pay is the salary amount divided by the specified time period. For example, if a person earns \$24,000.00 per year, his/her gross pay would be \$2,000.00 per month.
- C. **Net Pay**—The amount of money left after all deductions have been withheld from the gross pay earned in the pay period.
- D. **Deductions**—The amount of money subtracted or deducted from the gross pay for mandatory systematic taxes, employee sponsored medical benefits, and/or retirement benefits.
- E. **Federal Withholding Tax**—The amount required by law for employers to withhold from earned wages to pay taxes. This represents the largest deduction withheld from an employee's gross income. The amount withheld depends upon two things: the amount of money earned and the information provided on the Form W-4.
- F. **State Withholding Tax**—The percentage deducted from an individual's paycheck to assist in funding government agencies within the state. The percentage of deduction depends upon the amount of gross income the employee has earned.
- G. **FICA (Federal Insurance Contribution Act)**—This tax includes two separate taxes: Fed OASDI/EE or Social Security and Fed MED/EE or Medicare. These two taxes can be combined as one line item or itemized separately on a paycheck stub.
- **Fed OASDI/EE or Social Security**—The nation's retirement program. This tax helps provide retirement income for elderly and pays disability benefits. Social Security taxes are based upon a percentage (6.2%) of the employee's gross income. The employer matches the contribution made by the employee.
 - **MED/EE or Medicare**—The nation's health care program for the elderly and disabled. This tax provides hospital and medical insurance to those who qualify. Medicare taxes are based upon a percentage (1.45%) of the employee's gross income.
- H. **Medical**—The amount taken from the employee's paycheck for medical benefits. This occurs when the employer has a medical plan for employees, but does not pay full coverage for his/her benefits.
- I. **Retirement Plan**—The amount an employee contributes each pay period to a retirement plan. A specified percentage of the contribution is often matched by the employer. This may be a 401K, state, or local retirement plan.
- J. **Year-to-Date**—Totals all of the deductions which have been withheld from an individual's paycheck from January 1 to the last day of the pay period indicated on the paycheck stub.





Appropriate Work Behavior

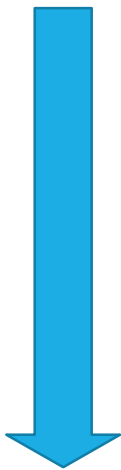
Skills Being Taught:

Student is learning about the responsibilities and work ethics that will keep them employed such as good attendance, honesty, and anticipating the work that needs to be done.

Goal(s):

Student should practice the qualities of a good employee while still attending school so that these habits become habitual after graduation.

Activities



Activities to Support Your Child at Home

Discuss the importance of good attendance and punctuality at school and work to your child.

Discuss the importance of getting along with others at work.

Discuss the importance of keeping a job. It may not be easy to find another job. Discuss the idea of keeping your job while searching for a new job.

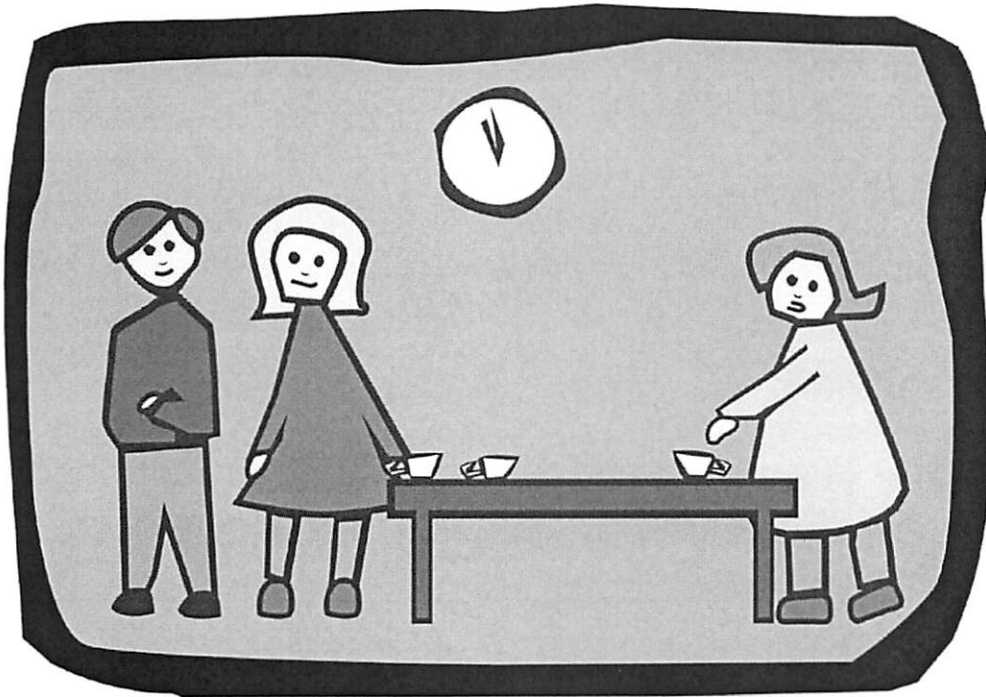
Discuss the importance of both personality and skills at your place of work.

Discuss the qualities that make a person a good employee from your perspective.

Scenarios

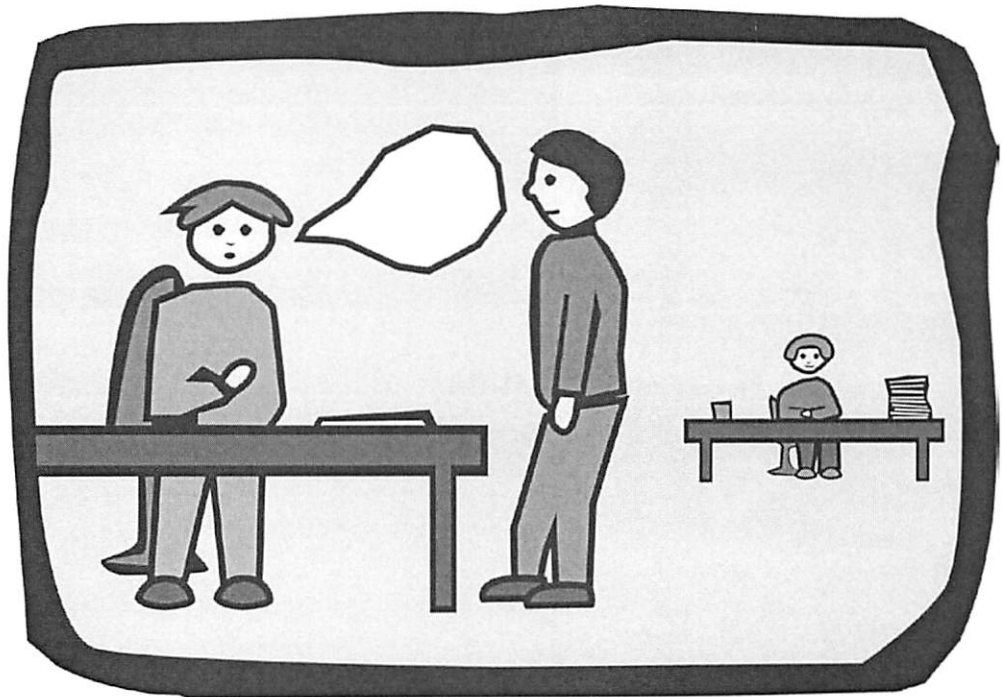
Punctuality

- ▶ Talk about breaks that can be taken in the workplace.
- ▶ Discuss with learners how they would feel if they went back to work, but others took an extra five minutes break.
- ▶ How can workflow be disrupted if people take extended breaks?



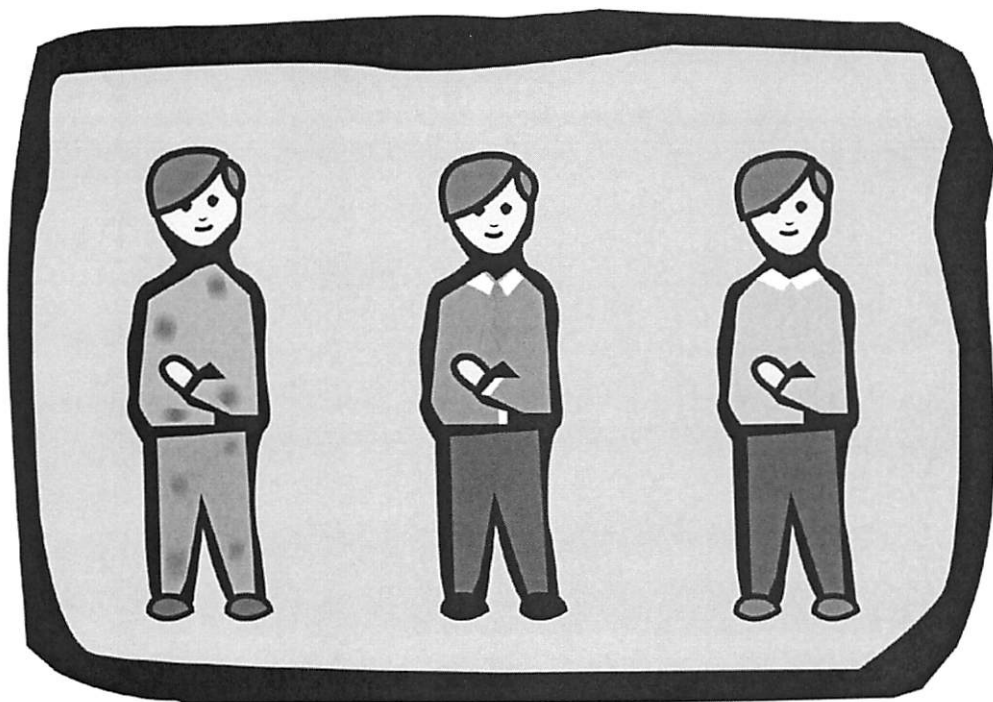
Language

- ▶ Talk about what is, and is not, acceptable language in the workplace.
- ▶ Discuss appropriate language in your workplace.



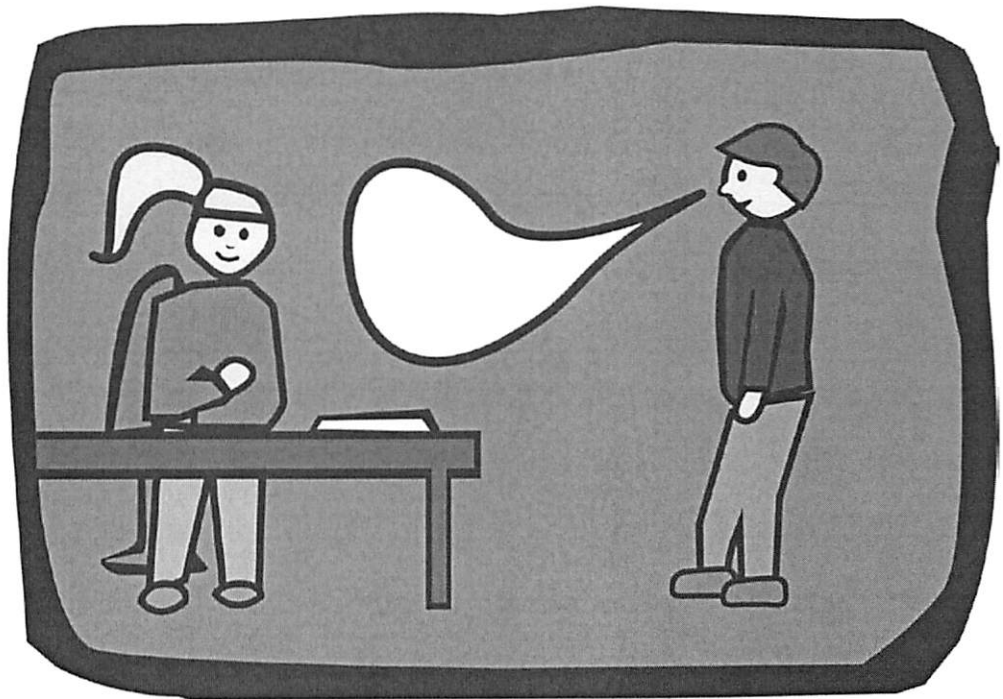
Work clothes (male and female)

- ▶ Identify and discuss the work clothes that are appropriate in your workplace. These might include uniforms, protective clothing, and so on.
- ▶ Identify occupational health and safety reasons for choosing work clothes, for example, durability, protection and cleanliness.
- ▶ Discuss what is considered 'too dirty' or inappropriate to be worn to work in your workplace.



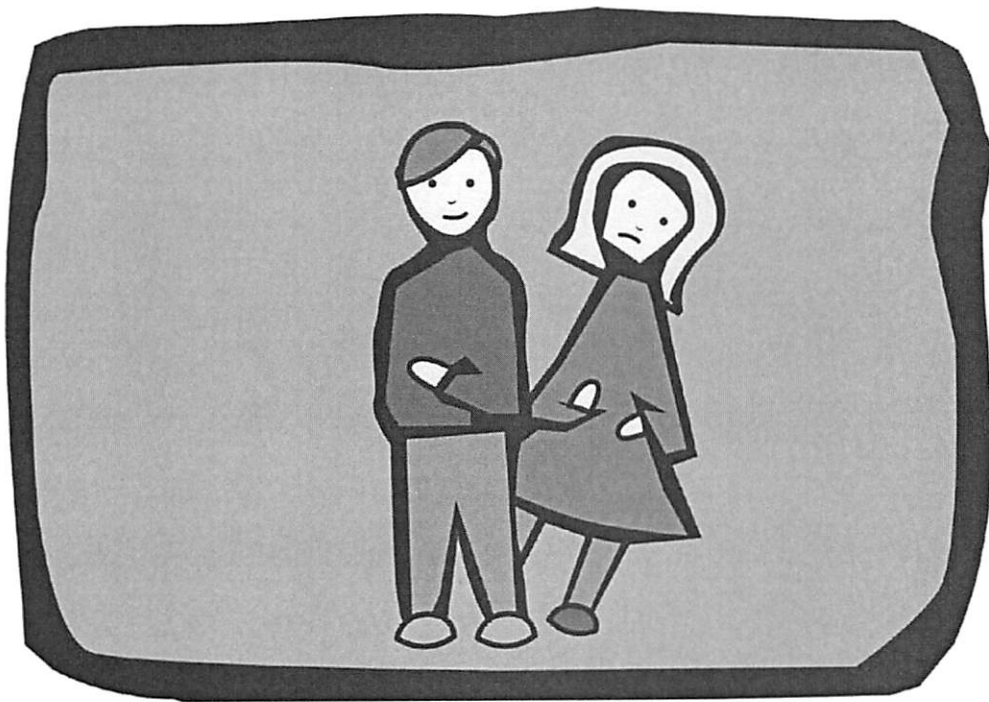
Over-socialising

- ▶ Discuss what over-socialising in the workplace means.
- ▶ Ask learners to identify occurrences of over-socialising and how they resolved them.



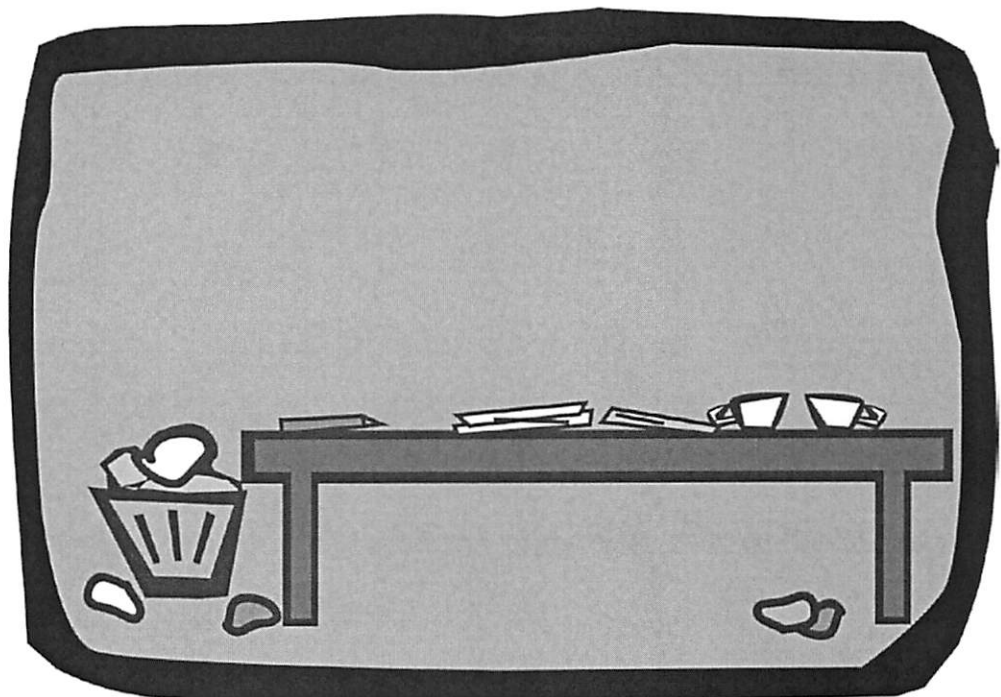
Personal space

- ▶ Discuss what personal space is and how it is different for different people.
- ▶ Discuss the importance of respecting the personal space of others.



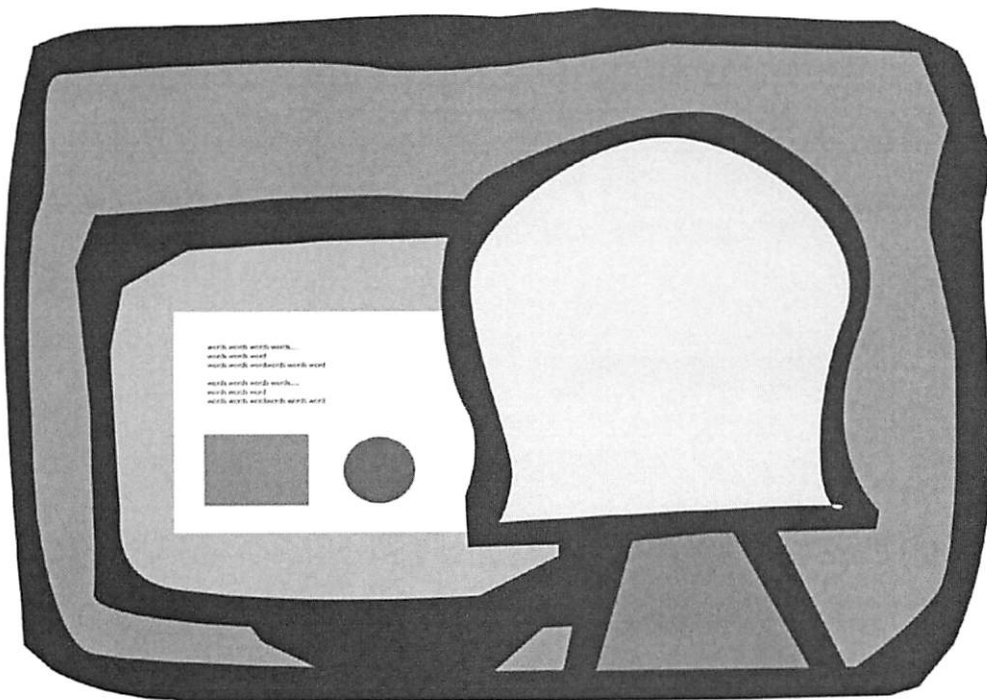
A tidy work space

- ▶ Discuss the importance of tidy work spaces in the workplace.
- ▶ If possible, identify untidy work spaces and recent workplace occurrences as a result of these.
- ▶ Identify how an untidy work space could be a workplace hazard.
- ▶ Discuss with learners the differences between being organised and disorganised in the workplace.
- ▶ Discuss with learners the differences between being efficient and being inefficient in the workplace.
- ▶ Discuss tidiness and workplace efficiency with learners.



Using email

- ▶ Discuss why a workplace provides Internet and email for staff and employees.
- ▶ Discuss appropriate email and Internet usage at work.
- ▶ Discuss material that is not appropriate to have on a work computer or use a workplace computer for.
- ▶ Discuss with learners what they should do if they receive an inappropriate email.



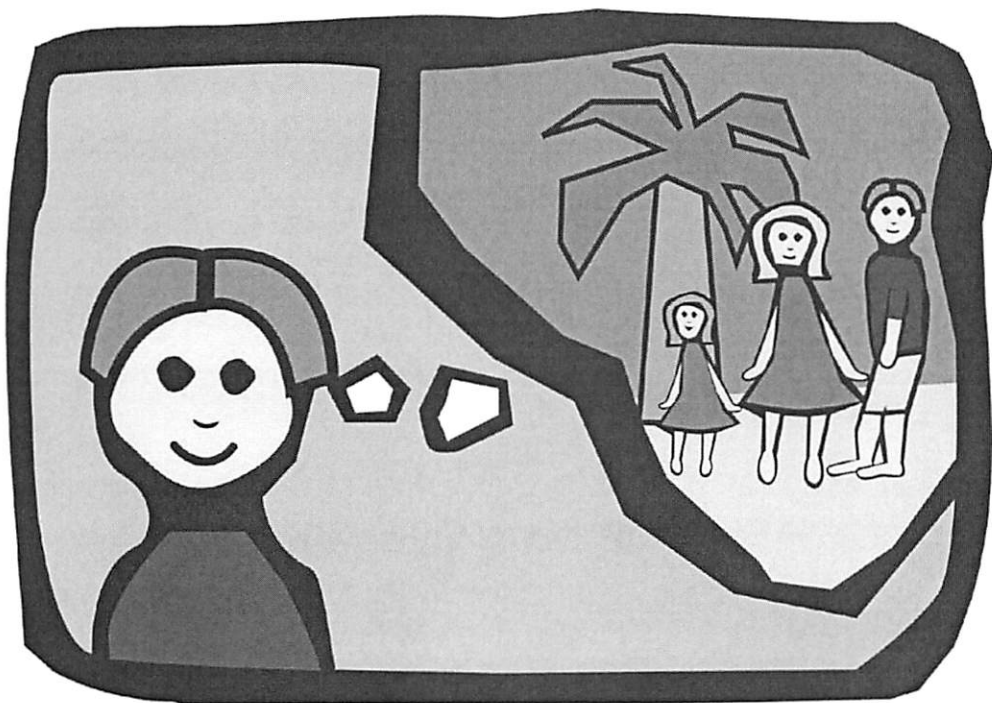
Borrowing equipment

- ▶ Discuss with learners what they would think if they saw someone leaving work with work equipment in their bag.
- ▶ Discuss with learners how they would feel if someone borrowed and used some of their belongings without asking.
- ▶ Why is it important to have rules in the workplace about borrowing equipment?



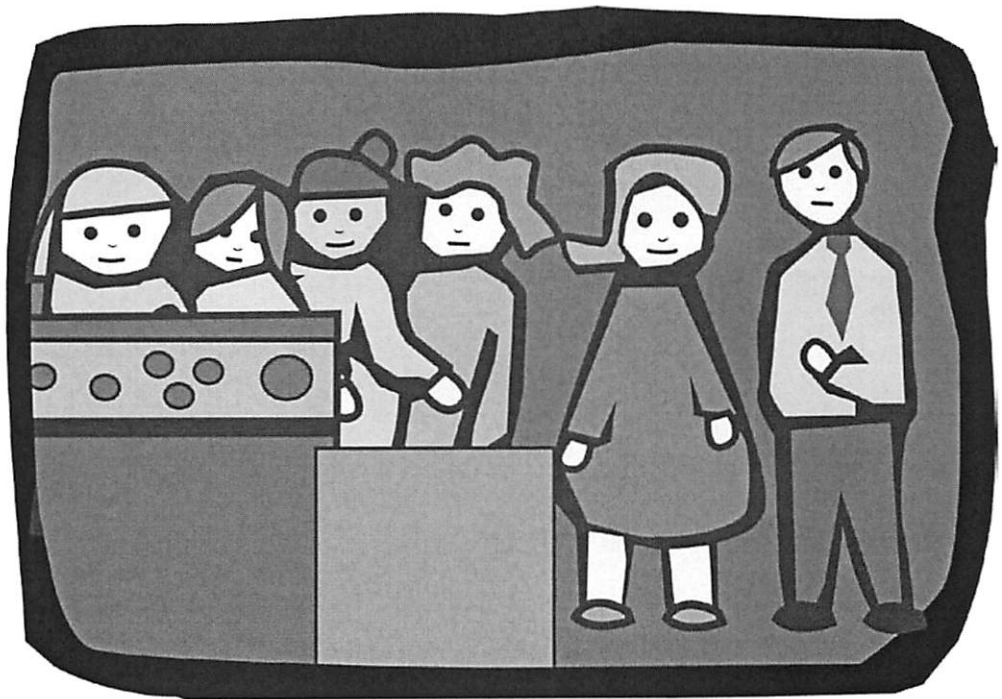
Following the leave process

- ▶ Discuss with learners why a supervisor needs to know when an employee is not going to be at work.
- ▶ Discuss with learners the differences between sick leave and annual leave.
- ▶ Explain that employees earn leave just as they earn pay. It is theirs to use when they choose but there is a process to follow.
- ▶ Explain the leave process in the workplace.



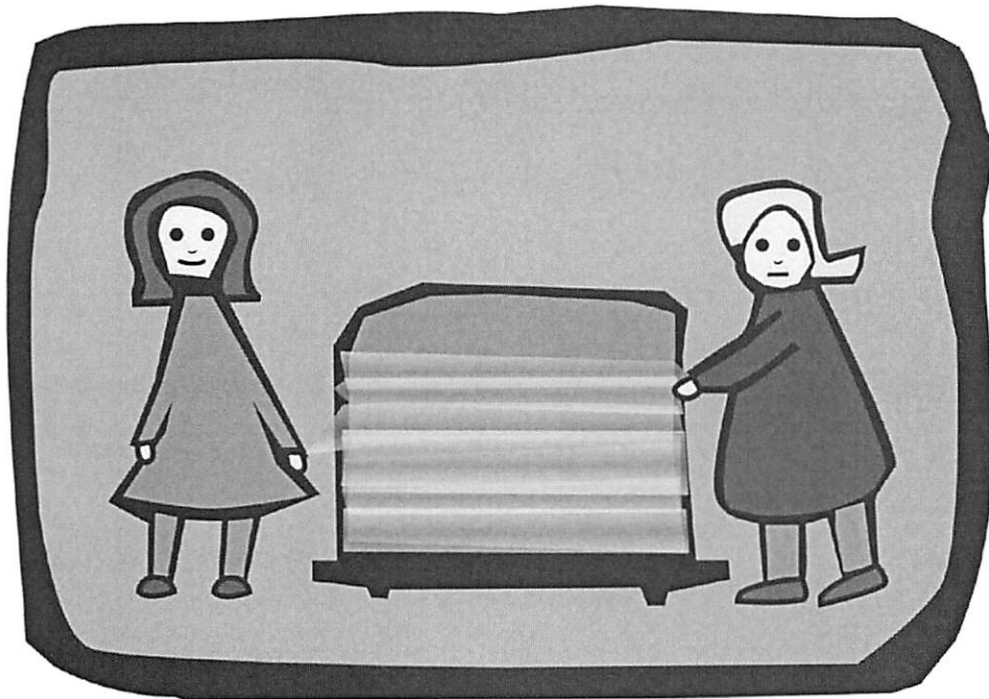
Being open and honest

- ▶ Discuss an example of openness and honesty that saved a situation or resolved a problem.



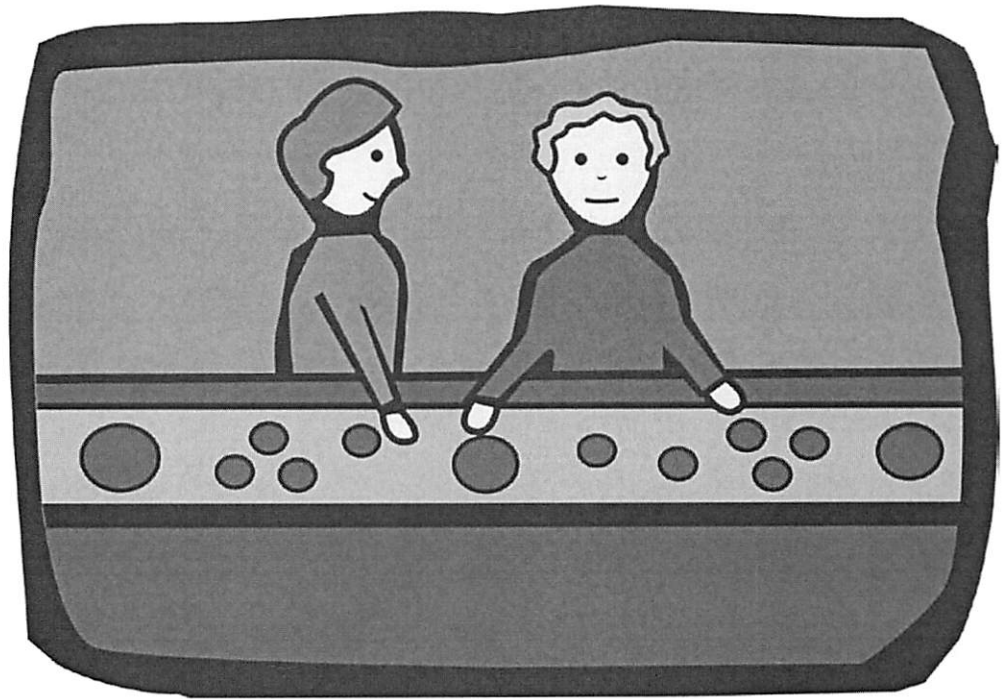
Solving problems

- ▶ Use recent workplace examples to discuss problem solving and highlight positive outcomes.
- ▶ Talk with learners about the importance of dealing with a problem rather than ignoring it.
- ▶ Discuss the difference between problems employees can solve themselves and problems they should report to their supervisor. Resources in the 'When I'm at work' series have been developed to help supported employees identify a process for solving problems.



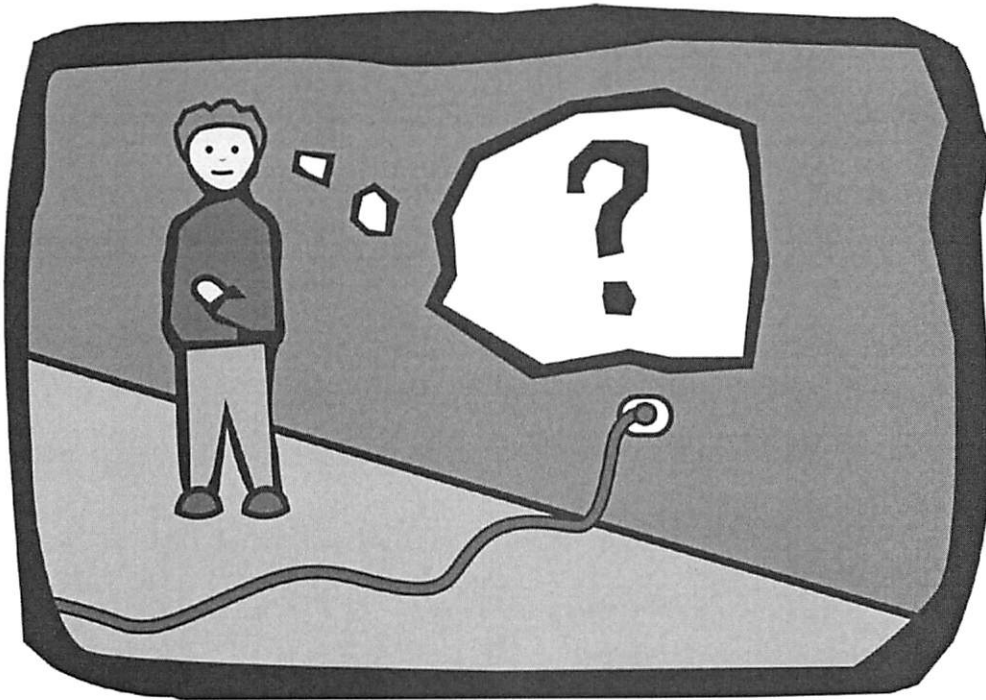
Accepting direction

- ▶ Discuss an example of when direction was not accepted well. Discuss the outcome.
- ▶ Discuss examples of when direction was accepted well.



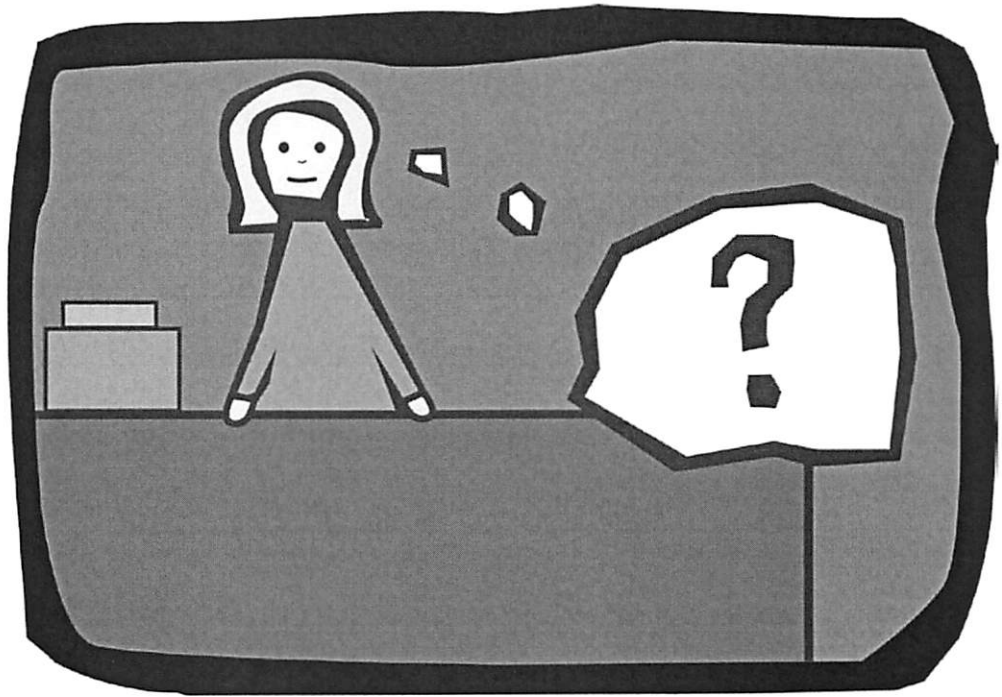
Fixing workplace hazards

- ▶ Ask learners to list some workplace hazards.
- ▶ Ask learners what they would do if they found some of these hazards in the workplace.
- ▶ Identify the difference between hazards that learners should fix and hazards they should report.



Doing things the right way

- ▶ Provide an example of when something was not done the right way in the workplace. Highlight the results.
- ▶ Discuss an example of doing something the right way in the workplace which achieved commendable results.





Skills Identification

Skills Being Taught:

Students are defining transferable skills, adaptive skills, and technical skills. Then the students identify those skills within themselves or the ability to develop the skills.

Goal(s):

Students will learn to identify personal skills that fit into their chosen careers.

Activities

Activities to Support Your Child at Home



Parent and child discuss the kind of career/job that the student would like to have.

Parent and child make a list of student's skills. Child may complete the Skills Assessment Worksheet.

Parent and child make a list of the things that the student likes to do and what they would like to learn.

Parent and child discuss the various skills needed to obtain certain jobs. Child may use the Skills Assessment Worksheet which is contained in the following pages.

Student researches different ways to improve skills and gain more skills.

Child contacts different businesses which interests them. They should inquire about volunteer/internship or apprenticeship opportunities.

Child visits an employment agency.

Skills Assessment Worksheet

Transferrable Skills generally are not associated with a particular job or task. Transferable skills are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These are skills that can be transferred and utilized in a variety of different kinds of jobs and career paths.

Print the list of skills below and mark each column as described. *You can have the same skill marked more than once in each column.*

1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent.
2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.
3. What skills would you like to learn, acquire or develop further?

Skill	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
Communication Skills			
Write, edit, translate, interpret or critique words			
Speak in public, debate, advocate, present or demonstrate an idea			
Facilitate a meeting			
Reading and following directions			
Comparing or cross-checking two lists			
Filling out forms			
Writing reports, letters and memos correctly			
Reading and understanding policies and memos			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Using a map			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			
Other(s):			

Technical Skills	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
Be athletic or use physical coordination			
Build or construct things or structures			
Do skilled crafts or use hand coordination with tools			
Operate vehicles, machines or electronic equipment			
Repair or set up machines or equipment			
Installing things			
Work with earth and nature			
Gardening, landscaping and farming			
Other:			
Management and Self-Management Skills			
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Sell, negotiate, convince, promote or persuade			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			
Offering to help when it's needed			
Knowing how to take directions			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			
Other:			

Number Skills	1. Feel Competent	2. Enjoy/Favorites	3. Would Like to Develop
Compute, calculate, compare or record numbers			
Forecast, appraise or estimate numerical information			
Doing arithmetic correctly			
Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			
Using a spreadsheet on a computer			
Creating and managing a budget			
Other:			
Creative/Artistic Skills			
Perceive intuitively, sense, show insight or have foresight			
Use artistic ability, photograph, decorate, paint or sculpt			
Use creativity, visualize, imagine, brainstorm or design			
Use musical ability, sing, compose or play instruments			
Presenting artistic ideas			
Visualizing shapes			
Designing			
Drawing, illustrating, sketching			
Other:			
People and Social Skills			
Care, treat, heal, nurse or rehabilitate others			
Counsel, empower, coach, guide or listen to individuals			
Host, comfort, please, make welcome or serve customers			
Plan social, recreational or other group events			
Problem-solve, mediate or network with people			
Teach, train, instruct, inform or explain to groups			
Caring for children responsibly			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			
Other:			

Critical Thinking and Investigative Skills	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
Analyze, use logic, problem solve, examine			
Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			
Other:			
Business Skills			
Working with computers			
Using a business telephone			
Working with budgets			
Account, budget, program or systematize financial data			
Attend to detail, copy, inspect or transcribe			
Setting up and closing out a cash register			
Managing money and bills			
Organizing, filing, updating, categorizing or arranging information			
Writing business documents			
Coordinating events			
Fund-raising			
Other:			
Other:			
Other:			
Other:			
Other:			

1. From the list above, referring to column 2, list your top five or ten favorite skills that you would most enjoy utilizing in your work (even if you are not proficient at them yet)? ***Include the main skill category.***

2. Which of the favorite skills listed above do you consider strengths or things that you are very good at (both column 1 and 2 would probably be marked)? ***Include the main skill category.***

3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? ***Include the main skill category.***

Volunteer Experiences Around Los Angeles County

Agency/ Organization	Address	Telephone/Fax	Website
1. Los Angeles Regional Food Bank	1734 E. 41 st Street Los Angeles, CA 90058 (Central Alameda)	T - (323) 234-3030 F - (323) 234-0943	https://www.lafoodbank.org/
2. Reading to Kids	1600 Sawtelle Blvd., Suite 210 Los Angeles, CA 90025 (Sawtelle/Westwood)	T - (310) 479-7455 F - (310) 479-7435	http://readingtokids.org/Home/main.php
3. Project Angel Food	922 Vine Street Los Angeles, CA 90038 (Hollywood)	T - (323) 845-1800 F - (323) 845-1818	www.angelfood.org/
4. The Midnight Mission	601 S. San Pedro Street Los Angeles, CA 90014 (Downtown)	T - (213) 624-9258 F - (213) 553-2359	http://www.midnightmission.org/
5. Downtown Women's Center	442 S. San Pedro Street Los Angeles, CA 90013 (Downtown)	T - (213) 680-0600	www.downtownwomenscenter.org/
6. Monday Night Mission	700 W. Cesar Chavez Ave. Los Angeles, CA 90012 (Downtown)	C - (310) 926-6675 C - (424) 245-0190	Facebook: Monday Night Mission Email: mondaynightmission@gmail.com
7. Junior League of Los Angeles	630 N. Larchmont Blvd. Los Angeles, CA 90004 (Larchmont)	T - (323) 957-4280 F - (323) 957-2072	https://www.jlla.org/

Apprenticeship Around Los Angeles County

1. Air Conditioning & Refrigeration	2220 S. Hill Street, Los Angeles, CA 90007	(213) 747-0291
2. Asbestos Apprenticeship Program	670 E. Foothill Blvd., Suite 3D, Azusa, CA 91702	(626) 334-6884 (626) 434-7042 Fax
3. Bricklayer	11818 Clark Street, Suite B, Arcadia, CA 91006	(626) 856-5750 (626) 856-5751 Fax
4. Carpenter	7111 Firestone Blvd., Buena Park, CA 90621	(714) 571-0449 (714) 571-0747
5. Construction Inspectors	2190 Pellissier Place, Whittier CA 90601	(562) 695-0611
6. Electrician	6023 S. Garfield Ave., Commerce CA 90040	(323) 221-5881 (323) 721-6522 Fax
7. Electrician	5643 Vineland Ave., North Hollywood, CA 91601	(818) 762-4239 (818) 762-4379 Fax
8. Floor Coverer	11843 Smith Ave., Santa Fe Springs, CA 90670	(562) 623-9244
9. Glazier	11366 Markon Drive, Garden Grove, CA 92841	(714) 894-4094
10. Ironworker Field Apprenticeship	55565 Fresca Drive, LA Palma, CA 90623	(714) 228-9744
11. Mill Cabinet Whittier Training Cntr.	10015 Rose Hills Road, #100, Whittier, CA 90601	(562) 699-0419
12. Millwrights	10009 Rose Hills Road, Whittier, CA 90601	(323) 724-0178
13. Operating Engineer	2190 S. Pellissier Place, Whittier, CA 900601	(562) 695-0611
14. Painter Finishing Trades Institute	2077 Yates Ave., City of Commerce, CA 90040	(323) 727-2811 (323) 727 1180 Fax
15. Piledrivers	728 Lagoon Ave., Wilmington, CA 90744	(310) 830-5300
16. Plasterer Apprenticeship Program	1610 W. Holt Ave., Pomona, CA91768	(909) 865-1773
17. Plumber	18931 Laurel Park Road, Compton, CA 90220	(310) 604-0892
18. Plumber	1111 James M. Wood Blvd., Los Angeles, CA 90015	(213) 688-9090
19. Plumber	1305 N. Niagara, Burbank, CA 91505	(818) 843-8670
20. Plumber	1916 W. Chapman Ave., Orange CA 92868	(714) 978-0582
21. Roofers & Water Proofers	1315 E. Grand Ave., Pomona, CA 91766	(909) 469-9847
22. Sheet Metal	633 N. Baldwin Park Blvd., City of Industry, CA 91746	(626) 968-3340 (626) 968-3379 Fax
23. Sound & Communication	6023 S. Garfield Ave., Los Angeles, CA 90040	(323)221-5881 (213) 224-1886 Fax
24. Sprinkler Fitter	12140 Rivera Road, Suite B, Whittier, CA 90606	(562) 907-7622
25. Steamfitters	18355 S. Figueroa Street, Gardena, CA 90248	(310) 660-0035
26. Surveyors- Joint Apprenticeship	9480 Utica Ave., Suite 604, Rancho Cucamonga, CA 91730	(909) 243-7973
27. Taper- So. Cal Painters, Drywall Finishers Training Center	2077 Yates Ave., City of Commerce, CA 90040	(323) 727-2811



Careers

Skills Being Taught:

Youth participate in career awareness, exploration, and preparatory activities in school and community-based settings.

Goal(s):

Students will find careers that are aligned to their interests.

Activities



Activities to Support Your Child at Home

- Ask your child to share their career interests with you. Parent and child may complete an online assessment together at O*NET OnLine (<https://www.onetonline.org/>).
- Parent and student will research occupations based on the student's career interests. The parent and student can research career and related occupations called career clusters. Utilize the resources on the following pages.
- Research with your child the various occupations of interest based on their career interest survey. Student should explore new occupations within the career cluster.
- Child may view online videos of careers of interest in order to have a better idea of what the job is actually like.
- Child should look for volunteer opportunities or internships in chosen field.
- Child may contact college or vocational school of interest. Set up a meeting with disabled student services. Parent may want to attend a DOTS sponsored trip to the community college.

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.

BOX 1	Activities that describe what I like to do: 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.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 2	Activities that describe what I like to do: 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.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 3	Activities that describe what I like to do: 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.	Personal qualities that describe me: 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	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 40px; 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 careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	School subjects that I like: <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	Total number circled in Box 4 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 5	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	Total number circled in Box 5 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 6	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	School subjects that I like: <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	Total number circled in Box 6 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 7	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver 	School subjects that I like: <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	Total number circled in Box 7 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 8	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	Total number circled in Box 8 <input data-bbox="1370 254 1487 365" type="text"/>
BOX 9	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	Total number circled in Box 9 <input data-bbox="1370 623 1487 735" type="text"/>
BOX 10	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgmental 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	Total number circled in Box 10 <input data-bbox="1370 997 1487 1108" type="text"/>
BOX 11	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Logic/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	Total number circled in Box 11 <input data-bbox="1370 1407 1487 1518" type="text"/>
BOX 12	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	Total number circled in Box 12 <input data-bbox="1370 1837 1487 1948" type="text"/>

BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 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. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Obervant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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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

<p>1</p> <p>Agriculture, Food & Natural Resources</p>	<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>
<p>2</p> <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p>Business, Management & Administration</p>	<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>
<p>5</p> <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p>Government & Public Administration</p>	<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>
<p>8</p> <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p>Hospitality & Tourism</p>	<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.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>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.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>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.</p>
<p>14</p>  <p><i>Marketing, Sales & Service</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>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.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>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.</p>

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.



Hire or Fire

Skills Being Taught:

Students learn about the behaviors, actions, or qualities that lead to either promotions or losing a job. Students are given the chance to play the "boss" through different scenarios and then decide to hire or fire the workers.

Goal(s):

Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management.

Activities



Activities to Support Your Child at Home

- Discuss the issue of "being yourself" at work. Explain to your child that he or she must be on their best behavior at work. Their employer is not their friend.
- The dangers of talking about work or other employees on social media (i.e. Facebook, Twitter, SnapChat). Things that happen at work should not be discussed on social media.
- Discuss why someone might be fired from a job.
- Discuss what it takes to get promoted on a job.
- Discuss the type of rules that must be followed on a job.



How Are My Social Skills? **CHECKLIST**

Here are skills you need to use when dealing with other people. This checklist will help you determine which skills need improvement!

- Circle 1 if you are **NEVER** good at using the skill.
- Circle 2 if you are **HARDLY EVER** good at using the skill.
- Circle 3 if you are **SOMETIMES** good at using the skill.
- Circle 4 if you are **ALMOST ALWAYS** good at using the skill.
- Circle 5 if you are **ALWAYS** good at using the skill.

1. *Listening:*

Can you pay attention to someone who is talking? 1 2 3 4 5

2. *Starting a conversation:*

Can you talk to others about simple and then more complicated stuff? 1 2 3 4 5

3. *Asking a question:*

Can you decide what question to ask someone and then ask it? 1 2 3 4 5

4. *Saying thank you:*

Can you let people know you are thankful for things? 1 2 3 4 5

5. *Introducing yourself:*

Can you go up to people on your own and meet them? 1 2 3 4 5

6. *Introducing other people:*

Can you help people meet each other? 1 2 3 4 5

7. *Giving a compliment:*

Can you tell people you like something about them or things they do? 1 2 3 4 5

8. *Asking for help:*

Can you request assistance when you need it? 1 2 3 4 5

9. *Apologizing:*

Can you say you are sorry when you have done something wrong? 1 2 3 4 5

10. *Knowing your feelings:*

Are you aware of what emotions you are feeling? 1 2 3 4 5

11. *Expressing your feelings:*

Can you let others know which emotions you are feeling? 1 2 3 4 5

12. *Understanding the feelings of others:*

Can you figure out what other people are feeling? 1 2 3 4 5

How Are My Social Skills? *CHECKLIST* (page 2)

13. *Dealing with someone else's anger:*
Can you understand other people's anger? 1 2 3 4 5
14. *Expressing affection:*
Can you let others know you care about them? 1 2 3 4 5
15. *Dealing with fear:*
Can you know when and why you are afraid, and do something to reduce your fear? 1 2 3 4 5
16. *Rewarding yourself:*
Can you say or do nice things for yourself when you deserve it? 1 2 3 4 5
17. *Asking permission:*
Can you know when you need permission to do something, and what you need to do to get permission? 1 2 3 4 5
18. *Sharing something:*
Can you share things with others who might need or want them? 1 2 3 4 5
19. *Helping others:*
Can you help others when they need or want it? 1 2 3 4 5
20. *Negotiating:*
Can you come up with a plan that satisfies both you and someone with a different opinion? 1 2 3 4 5
21. *Avoiding trouble with others:*
Can you stay out of situations that might get you into trouble? 1 2 3 4 5
22. *Dealing with being left out:*
Can you decide when you have been left out and then do something to feel better? 1 2 3 4 5
23. *Responding to persuasion:*
Can you compare another person's opinion, compare it to your own, and then decide for yourself what to do? 1 2 3 4 5
24. *Concentrating on a task:*
Can you prepare for a job before you have to do it? 1 2 3 4 5
25. *Dealing with someone of a different age:*
Can you get along with someone older or younger than you are? 1 2 3 4 5

Source:

Arnold P. Goldstein, Robert P. Sprafkin, M. Jane Gershaw, and Paul Kline. 1980. Skill-streaming the Adolescent. Champaign, IL: Research Press.



How Are My Social Skills? **STEPLIST**

From your completed 'Social Skills Checklist', list here skills you think you need to improve. Then work with your partner to identify steps needed to accomplish that skill—if it takes more than three steps, add however many you need. Finally, role play the steps with your partner to practice the skill.

SKILL

STEPS

1.

- a.
- b.
- c.

2.

- a.
- b.
- c.

3.

- a.
- b.
- c.

4.

- a.
- b.
- c.

5.

- a.
- b.
- c.



Completing a Job Application

Skills Being Taught:

Youth participate in career awareness, exploration, and preparatory activities in school and community-based settings.

Goal(s):

When given selected sections of the job application (name, address, birth date, and social security number), student will complete each portion of the application independently.

Activities



Activities to Support Your Child at Home

- Review the vocabulary of a job application with your child.
- Model how to complete the job application section by section
- Highlight one section of the job application and assist your child in filling out the job application.
- Review the completed application.
- Make a list of information needed to complete a job application. Give your child that list. Help your child place their personal information into each section of a job application.

Application For Employment Solicitud de Empleo



S
A
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E

We consider applicants for all positions without regard to age, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sexual orientation, or sex of any person or any other legally protected status pursuant to California's Fair Employment Practices and Housing Act, California Labor Code and other relevant federal, state, and local laws. Any applicant employed by J.S. West et al is employed at the will of the employer. Employment contracts are not offered or provided by this company. Any dispute between employee and the employer shall be decided in accordance with Commercial Arbitration rules of the American Arbitration Association.

Consideramos a los aspirantes para toda posición sin consideración alguna en cuanto a edad, raza, credo religioso, color, origen nacional, ascendencia, inhabilidad física, inhabilidad mental, condición médica, estado civil, orientación sexual o sexo o cualquier otro estado legalmente protegido conforme a la Ley de prácticas justas de contratación de California, la Ley de vivienda justa, el código de trabajo de California y otras regulaciones federales, estatales o locales relevantes. Cualquier solicitante empleado por J.S. West et al se emplea a voluntad del patrón. Los contratos de empleo no son ofrecidos ni son proporcionados por esta compañía. Cualquier conflicto entre el empleado y el patrón será decidido de acuerdo con las reglas comerciales del arbitraje de la Asociación americana del arbitraje.

(PLEASE PRINT / SIRVASE ESCRIBIR EN LETRA DE MOLDE)

Position(s) Applied For / Posición que solicita:	Date of Application / Fecha de solicitud:
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How did you learn about us? / ¿Cómo supo de nosotros?

<input type="checkbox"/> Employee / Empleado	<input type="checkbox"/> Newspaper / Periódico	<input type="checkbox"/> Website Job Board / Cartelera de anuncios
<input type="checkbox"/> Employment Agency / Agencia de colocación	<input type="checkbox"/> Radio Ad / Anuncio de radio	<input type="checkbox"/> Other / Otro _____
<input type="checkbox"/> Flyer / Aviator	<input type="checkbox"/> Relative / Familiar	
<input type="checkbox"/> Friend / Amigo	<input type="checkbox"/> Walk In / Visita	

Last Name / Apellido(s)	First Name / Nombre(s)	Middle Name / Segundo nombre
-------------------------	------------------------	------------------------------

Address / Dirección	Number / Número	Street / Calle	City / Ciudad	State / Estad	Zip / Código postal
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Telephone Number(s)/Números de teléfono	E-mail Address	Social Security Number/Número de la Seguridad Social
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If you are under 18 years of age, can you provide required proof of your eligibility to work? Yes / Sí No
 ¿Si es menor de 18 años de edad, puede proporcionar pruebas de su elegibilidad para trabajar?

Have you ever filed an application with us before? Yes / Sí No
 ¿Alguna vez ha solicitado trabajo con nosotros? If yes, give date _____
 Si respondió Sí, dé la fecha

Have you ever been employed with us before? Yes / Sí No
 ¿Ha estado empleado con nosotros antes? If yes, give date _____
 Si respondió Sí, dé la fecha

Are you currently employed? Yes / Sí No
 ¿Está empleado actualmente?

May we contact your present employer? Yes / Sí No
 ¿Podemos ponernos en contacto con a su actual patrón?

Are you prevented from lawfully becoming employed in this country because of Visa or Immigration Status? *Proof of citizenship or immigration status will be required upon request.* Yes / Sí No
 ¿Tiene prohibido trabajar en este país debido a su visa o estado inmigratorio?
 Se le solicitarán pruebas de ciudadanía o su estado inmigratorio.

On what date would you be available? ¿A partir de qué fecha estaría disponible? _____

Are you available to work: Full Time A tiempo completo Part Time Medio tiempo Shift Work Trabajo en turnos Temporary Temporal

Are you currently on "lay-off" status and subject to recall? Yes / Sí No
 ¿Está actualmente en estado "cesante" y sujeto ha llamado de regreso?

Can you travel if a job requires it? ¿Puede viajar si un trabajo lo requiere? Yes / Sí No

Have you been convicted of a felony within the last 7 years? *Conviction will not necessarily disqualify an applicant from employment* Yes / Sí No
 ¿Le han condenado por un delito en los últimos 7 años? La convicción no descalificará necesariamente al aspirante del empleo

If Yes, please explain / Si respondió Sí, explique _____

WE ARE AN EQUAL OPPORTUNITY EMPLOYER / ESTA FIRMA OFRECE IGUALDAD DE OPORTUNIDAD DE EMPLEO

Education / Educación

S
A
M
P
L
E

	High School Escuela Primaria	Undergraduate College Universidad (Pregrado)	Graduate Professional Posgrado/Profesional	Other (Specify) Otro (Especifique)
School Name/Address Nombre y dirección de la escuela				
Course of Study Estudios				
Years Completed Años Terminados				
Diploma / Degree Diploma / Grado				
Extra-curricular Activities Actividades Extra-curriculares				
Courses Liked Most and Why Cursos de más gusto y por qué				
Courses Liked Least and Why Cursos de menos gusto y por qué				
Offices, Honors, or Awards Honores o Premios				
Part-time and Summer Work Trabajo del verano de medio tiempo				
How Was Your Education Financed? Cómo Fue Su Educación Financiada?				

Indicate any foreign languages you can speak, read and/or write
Indique cualquier idioma extranjero que sepa hablar, leer y/o escribir

	FLUENT / FLUIDO	GOOD / BUENO	FAIR / REGULAR
SPEAK / HABLAR			
READ / LEER			
WRITE / ESCRIBIR			

Describe any specialized training, apprenticeship, or skills.
 Describa cualquier entrenamiento, aprendizaje, o habilidad especializado.

Describe any job-related training received in the United States Military

Describa cualquier formación relativa al trabajo que recibió durante su servicio en las Fuerzas Armadas de Estados Unidos

Employment Experience / Experiencia Del Empleo

List at least 3-5 years of employment. Start with your present or last job. Do not combine jobs. Fill out a complete section for every job where job title changed. Include any job-related military service assignments and volunteer activities. You may exclude organizations which indicate race, color, religion, gender, national origin, disabilities or other protected status.

Historial de trabajo, mínimo de 3 a 5 años. Comience con su trabajo actual o anterior. No combine trabajos. Llène una sección completa para cada puesto de trabajo. Incluya cualquier asignación relativa al trabajo en el servicio militar y actividades de voluntariado. Puede excluir las organizaciones que indiquen raza, color, religión, sexo, origen nacional, inhabilidades o cualquier otro estado protegido.

1	Employer & Address / Empleador y Dirección	Telephone / Teléfono () _____ - _____	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
			From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
	Name of immediate supervisor/Nombre del supervisor inmediato					
	Supervisor phone number/Número de teléfono del supervisor () _____ - _____					
	What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo					
	What did you like most about your job? / Qué le gustó más de su trabajo?					
	What do you like least about your job? / Qué le gustó menos de su trabajo?					

2	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
		() _____ - _____	From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
Supervisor phone number/Número de teléfono del supervisor () _____ - _____						
What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						
3	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed Fechas de Empleo		Wage / Salary Salario/Sueldo	
		() _____ - _____	From Desde	To Hasta	Starting Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
Supervisor phone number/Número de teléfono del supervisor () _____ - _____						
What is your best guess as to how this supervisor would rate your overall performance? / Cuál es su mejor estimación de cómo este supervisor clasifica us función? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						

4	Employer & Address / Empleador y Dirección	Telephone / Teléfono	Dates Employed / Fechas de Empleo		Wage / Salary / Salario/Sueldo	
		() _____ - _____	From / Desde	To / Hasta	Starting / Inicial	Final
		Work Performed / Trabajo Realizado				
	Job Title / Título del Empleo					
	Reason for Leaving / Razón de irse					
Name of immediate supervisor/Nombre del supervisor inmediato						
Supervisor phone number/Número de teléfono del supervisor () _____ - _____						
What is your best guess as to how this supervisor would rate your overall performance? <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Excelente <input type="checkbox"/> Muy bueno <input type="checkbox"/> Bueno <input type="checkbox"/> Regular <input type="checkbox"/> Malo						
What did you like most about your job? / Qué le gustó más de su trabajo?						
What do you like least about your job? / Qué le gustó menos de su trabajo?						

Other Associations or Activities / Otras Asociaciones o Actividades

List professional, trade, business, or civic activities and offices held. You may exclude membership which would reveal gender, race, religion, national origin, age, ancestry, disability or other protected status.

Enumere las actividades profesionales, comerciales, negocios y cívicas y cargos sostenidos. Puede excluir las membresías que revelarían su sexo, raza, religión, origen nacional, edad, ascendencia, inhabilidad u cualquier otro estado protegido.

Additional Information / Información Adicional

Other Qualifications / Otras Calificaciones

Summarize special job-related skills and qualifications acquired from employment or other experience.
Resuma las habilidades especiales y las calificaciones relativas al trabajo adquiridas del empleo o de otras experiencia

Specialized Skills / Habilidades Especializadas

Check Skills - Equipment Operated / Marque las Habilidades y equipo que opera

- | | |
|--|--|
| <input type="checkbox"/> MS Excel | <input type="checkbox"/> Fax |
| <input type="checkbox"/> Calculator /
Calculadora | <input type="checkbox"/> PBX System
PC/MAC |
| <input type="checkbox"/> Typewriter /
Máquina de escribir | <input type="checkbox"/> Shorthand /
Taquígrafo |

Production / Mobile Machinery (list): Producción/maquinaria móvil (lista):

Other Otro

State any additional information you feel may be helpful to us in considering your application.
Indique cualquier información adicional que usted sienta puede sernos útil en la consideración de su solicitud.

Note to Applicants: DO NOT ANSWER THIS QUESTION UNLESS YOU HAVE BEEN INFORMED ABOUT THE REQUIREMENTS OF THE JOB FOR WHICH YOU ARE APPLYING.

Nota a los aspirantes: NO CONTESTE A ESTA PREGUNTA A MENOS QUE LE HAYAN INFORMADO SOBRE LOS REQUISITOS DEL TRABAJO QUE USTED ESTÁ SOLICITANDO.

Are you capable of performing in a reasonable manner, with or without a reasonable accommodation, the activities involved in the job or occupation for which you have applied? *A description of the activities involved in such a job or occupation is attached.*

Yes / Sí No

¿Es capaz de llevar a cabo de manera razonable, con o sin un alojamiento razonable, las actividades implicadas en el trabajo o la ocupación que usted ha solicitado? *Se adjunta una descripción de las actividades implicadas en tal trabajo u ocupación.*

References / Referencias

	Name/ Nombre	Address / Dirección	Telephone Number / Número de teléfono
1			Home / Casa
			Cell / Célula
2			Home / Casa
			Cell / Célula
3			Home / Casa
			Cell \ Célula

**FOR PERSONNEL DEPARTMENT USE ONLY
PARA USO DEL DEPARTAMENTO DE PERSONAL SOLAMENTE**

Position(s) Applied For Is Open: Yes / Sí No
Posición(es) que solicitó está(n) abierta(s)

Position(s) Considered For: _____
Posición(es) considerado para: _____

Date / Fecha _____

Applicant's Statement / Declaración del Empleado

S
A
M
P
L
E

I certify that answers given herein are true and complete to the best of knowledge.

I authorize investigation of all statements contained in this application for employment as may be necessary in arriving at an employment decision.

This application for employment shall be considered active for a period of time not to exceed 45 days. Any applicant wishing to be considered for employment beyond this time period should inquire as to whether or not applications are being accepted at that time.

I hereby understand and acknowledge that, unless otherwise defined by applicable law, any employment relationship with this organization is of an "at will" nature, which means that the Employee may resign at any time and the Employer may discharge Employee at any time with or without cause. It is further understood that this "at will" employment relationship may not be changed by any written document or by conduct unless such change is specifically acknowledged in writing by an authorized executive of this organization.

Any disputes which arise between employer and employee must be resolved by arbitration in accordance with the rules of the American Arbitration Association.

In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the employer.

Certifico que las respuestas dadas en el presente son verdades y completas al mejor de mi conocimiento.

Autorizo la investigación de todas las declaraciones contenidas en esta solicitud de empleo según sea necesario para llegar a una decisión de empleo.

Esta solicitud de empleo se considerará activa por un período que no exceda los 45 días. Cualquier aspirante que desea ser considerado para el empleo más allá de este período debe preguntar si las solicitudes se están aceptando o no en ese momento.

Por el presente entiendo y reconozco que, a menos que esté definido en la ley aplicable, cualquier relación de empleo con esta organización es "a voluntad", que significa que el empleado puede dimitir en cualquier momento y que el patrón puede despedir al empleado en cualquier momento con o sin causa. Se entiende más a fondo que esta relación de empleo "a voluntad" no se puede cambiar a través de cualquier documento escrito o por la conducta a menos que tal cambio sea reconocido específicamente por escrito por un ejecutivo autorizado de esta organización.

Cualquier conflicto que se presente entre el patrón y el empleado se debe resolver por arbitraje de acuerdo con las reglas de la Asociación americana del arbitraje.

En caso de que se le emplee, entiendo que la información falsa o engañosa dada en mi solicitud o entrevista(s) puede dar lugar a despido. Entiendo, también, que debo cumplir con todas las reglas y regulaciones de mi empleador.

Signature of Applicant / Firma del Solicitante

Date / Fecha

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Arrange Interview / Fijar fecha de entrevista Yes / Sí No

Remarks / Comentarios _____

Employed / Empleado Yes / Sí No Date of Employment / Fecha de empleo _____

Job Title / Título del empleo _____ Hourly Rate/Salary /
Pago por Hora / Sueldo _____

Department / Departamento _____

By / Por _____
Name and Title / Nombre Y Título _____ Date / Fecha _____

NOTES / NOTAS



Cashiering

Skills Being Taught:

Student is being made aware of the required skills for cashiering and the elements of customer service.

Goal(s):

Student will review values of various coins, how to count by fives, tens, and twenty-five. They will become familiar with the cash drawer and how to count change aloud to a customer.

Activities



Activities to Support Your Child at Home

Review vocabulary words associated with cashiering (provided in this section).

Review the value of coins and dollar bills.

Practice counting coins and dollar bills with your child.

Review different functions and keys of a calculator.

Allow your child to pay during family outings as often as possible.

Cashiering Skills Assessment

Source: Nassau Suffolk Services for Transition & Vocational Skills

Check to see if your child has the following skills. These skills are necessary for a career in customer cashiering.

Rate their skills:

5=excellent/always/fully independent

4=good/usually/mostly independent

3=satisfactory/sometime/fairly independent

2=unsatisfactory/rarely/rarely independent

1=absent/never/fully dependent

Area of assessment: Time Concepts and Money Management Skills

Reads digital clock	5	4	3	2	1	N-A-?
Reads analog clock	5	4	3	2	1	N-A-?
Understands concepts of time	5	4	3	2	1	N-A-?
Wears a watch	5	4	3	2	1	N-A-?
Keeps appointments throughout the day	5	4	3	2	1	N-A-?
Identifies coins-penny nickel, dime, quarter	5	4	3	2	1	N-A-?
Identifies \$bills-1, 5,10,&20 dollar bills	5	4	3	2	1	N-A-?
Can count and add change	5	4	3	2	1	N-A-?
Can count and add bills	5	4	3	2	1	N-A-?
Can subtract money to figure out change	5	4	3	2	1	N-A-?
Can maintain money log book for pay	5	4	3	2	1	N-A-?
Can maintain money log book for expenses	5	4	3	2	1	N-A-?
Carries money or credit card	5	4	3	2	1	N-A-?
Can use a calculator for simple math	5	4	3	2	1	N-A-?

Cashier Vocabulary

Source: <https://www.englishclub.com/english-for-work/cashier-vocabulary.htm>

word	meaning
action code	a number cashiers type on the register to tell the computer to do something (#2A=void item)
adjustment	a change (usually related to price change)
age restricted items	products such as alcohol, tobacco, and restricted movies and videos which cannot be purchased by minors
aisles	long narrow areas that a room is divided into
associate	another employee who works with you
bag <i>verb</i>	to place purchased items in a bag for the customer
bank card	a card that allows customers to purchase an item using money from their bank account (also called <i>debit card</i>)
bar code	a series of lines that a computer reads to determine the product and price
bill	the total amount owed by the customer (also called <i>receipt</i>)
break	a short time for an employee to take a rest from work
bulk	items that are purchased in large amounts (also refers to items where customer collects the amount desired from a large bin)

cash	paper or coin money that the customer gives for payment
cash advance	money given to an employee or customer that he will have to pay back later
cash register	system used to key in purchases; also makes mathematical calculations and records payments
change	the money you give back to a customer
charge <i>verb</i>	to request a certain payment (<i>They charge fifty dollars an hour.</i>)
charge <i>verb and noun</i>	to pay (payment) with a credit card
checkout	the place where customers go to pay for purchases
clerk	person who serves customers; usually stands behind a desk
coins	small amounts of money; circular shape (also called <i>change</i>)
company procedures	the rules and practices outlined by the employer for the employees
competition	other businesses that offer similar products or services
counterfeit	money that looks real but is actually fake
coupon	a piece of paper that offers a set discount on a product or service
consumer	the person who buys and uses the products and services

coupon	a piece of paper that offers a set discount on a product or service
currency	type of money used in each country (eg. <i>dollar, yen</i>)
customer	the person who buys the product or service
customer service	fulfilling the needs of the people who buy products or services
damaged; defective	does not work or does not look new
deactivate	remove security device
debit	to take money out (also refers to paying with a bank card)
denomination	related to type of currency (eg. <i>ones, tens, fifties</i>)
department store	a store that sells a wide variety of personal and household needs, such as groceries, furniture and clothing
discount	a price reduction
estimate	guess the right amount
float	the amount of money in a cash register or till before and after a person's shift
feed	to insert the end of a roll of paper into a slot
gift certificate; gift card	a pre-paid card that a customer uses to pay for purchases

gift receipt	a receipt that documents a purchase but does not include the price of the product
identification	photograph and official document that proves who a person is
initials	first letter of a person's first and last name
inquiry	a question
key in	to type a code into a cash register
(put on) layaway	to put a product away for a customer who will come back to purchase it at a later time
log	a record of sales information
manual	instruction booklet
merchandise	things that customers buy
multiple item	a product that a customer is buying more than one of (eg. <i>five balls</i>)
multitask	do many things at once
NOF	an error code that means a product price is not on file
on sale	costs less than usual
orientation	a time for learning about the company and job

peak time	the busy time of the day
perk	a little bonus that employees enjoy on top of their wage or salary (eg. <i>restaurant employees get free lunch</i>)
personal check	a written document that allows a business to retrieve funds from a customer's bank account
price override	change the automated price of a product or service
POS system	Point of Sale system (cash register)
price tag	the sticker or ticket that tells customers what a product costs
produce	fresh fruit and vegetables
promotion	a special discount or offer
prompt service	to help customers quickly
punch in/out	record the start and end time of your shift using a time clock system
rain check	a ticket given to a customer that allows them to receive an out-of-stock item or attend a cancelled event at a later date
receipt	a piece of paper that records the place, time, and price of items or services purchased
reduce(d)	price is less than usual
refund	get money back

register area	the place where a cashier stands and serves the customer
register tape	the paper that goes into the cash register and provides a printed record of all transactions
retailer	a store or business that sells products for the manufacturer
ring in	type the product code or service item into the POS
safe	a secure cabinet where a large amount of money is locked up; requires a code or key to open
sale	a price reduction
scan	pass a product over a laser (<i>scanner reads the bar code and transfers the data (price, product name) to the POS system</i>)
schedule	a table that identifies the weekly or monthly shifts for each employee
security device	a device attached to products that will set off an alarm if it is not removed by the cashier
serial number	a number system used to identify products and services
shelves	long rows of flat wood or metal used to hold products that are for sale in a store
shift report	a record of notes that must be handed in by a cashier at the end of a work shift
sign in/sign off	indicate that one is starting or finishing

supplies	things that are needed to do a job (eg. <i>calculator, pens, paper</i>)
supplier	the company or business that provides a retailer or wholesaler with products to sell
swipe	slide quickly across (eg. <i>Swipe your credit card through the card reader, please.</i>)
tally	add up
tax exempt	a special case in which the customer does not have to pay taxes
tender	money
terminal	a single computer or POS system
till	the drawer that holds money in a cash register
transaction	the sale and purchase of a product or service
UPC	Universal Product Code: a number that identifies the product and the retailer
void	cancel a transaction
wholesale	the sale of a large quantity of goods to a retail outlet
workstation	the area where a cashier works



Grocery Shopping

Skills Being Taught:

Student has experienced assembling a menu, putting together a grocery list, and locating items in a store.

Goal(s):

With further practice, student will be able to put together a grocery list and independently find the items in the grocery stores.

Activities



Activities to Support Your Child at Home

Discuss with your child meals that they feel comfortable preparing. Ask them to explain the steps that it takes to prepare those meals.

Have your child assist you in planning meals.

Have your child assist you in making the grocery list.

Have your child accompany you while grocery shopping and have him/her find some of the items needed.

After practicing the above tasks individually, have your child develop a menu, create a list, and shop at their maximum level of independence.



My Shopping List

Make a shopping list. Include the items you need for your menus and any low-calorie basics you need to restock in your kitchen.

Dairy Case

- Fat-free (skim) or low-fat (1%) milk
- Low-fat or reduced fat cottage cheese
- Fat-free cottage cheese
- Low-fat or reduced fat cheeses
- Fat-free or low-fat yogurt
- Light or diet margarine (tub, squeeze, or spray)
- Fat-free or reduced fat sour cream
- Fat-free cream cheese
- Eggs/egg substitute
- _____

Breads, Muffins, and Rolls

- Bread, bagels, or pita bread
- English muffins
- Yeast breads (whole wheat, rye, pumpernickel, multi-grain, or raisin)
- Corn tortillas (not fried)
- Low-fat flour tortillas
- Fat-free biscuit mix
- Rice crackers
- Challah
- _____

Cereals, Crackers, Rice, Noodles, and Pasta

- Plain cereal, dry or cooked
- Saltines, soda crackers (low-sodium or unsalted tops)
- Graham crackers
- Other low-fat crackers
- Rice (brown, white, etc.)
- Pasta (noodles, spaghetti)
- Bulgur, couscous, or kasha
- Potato mixes (made without fat)
- Wheat mixes
- Tabouli grain salad

- Hominy
- Polenta
- Polvillo
- Hominy grits
- Quinoa
- Millet
- Aramanth
- Oatmeal
- _____

Meat Case

- White meat chicken and turkey (skin off)
- Fish (not battered)
- Beef, round or sirloin
- Extra lean ground beef such as ground round
- Pork tenderloin
- 95% fat-free lunch meats or low-fat deli meats
- _____

Meat Equivalents:

- Tofu (or bean curd)
- Beans (see bean list)
- Eggs/egg substitutes (see dairy list)
- _____

Fruit (fresh, canned, and frozen)

Fresh Fruit:

- Apples
- Bananas
- Peaches
- Oranges
- Pears
- Grapes
- Grapefruit
- Apricots
- Dried Fruits
- Cherries
- Plums

- Melons
- Lemons
- Limes
- Plantains
- Mangoes
- _____

Exotic Fresh Fruit:

- Kiwi
- Olives
- Figs
- Quinces
- Currants
- Persimmons
- Pomegranates
- Papaya
- Zapote
- Guava
- Starfruit
- Litchi nuts
- Winter melons
- _____

Canned Fruit (in juice or water):

- Canned pineapple
- Applesauce
- Other canned fruits (mixed or plain)
- _____

Frozen Fruits

(without added sugar):

- Blueberries
- Raspberries
- 100% fruit juice
- _____

Dried Fruit:

- Raisins/dried fruit (these tend to be higher in calories than fresh fruit)
- _____

Vegetables (fresh, canned, and frozen)

Fresh Vegetables:

- Broccoli
- Peas
- Corn
- Cauliflower
- Squash
- Green beans
- Green leafy vegetables
- Spinach
- Lettuce
- Cabbage
- Artichokes
- Cucumber
- Asparagus
- Mushrooms
- Carrots or celery
- Onions
- Potatoes
- Tomatoes
- Green peppers
- Chilies
- _____

Canned Vegetables

(low-sodium or no-salt-added):

- Canned tomatoes
- Tomato sauce or pasta
- Other canned vegetables
- Canned vegetable soup, reduced sodium

Frozen Vegetables:

(without added fats):

- Broccoli
- Spinach
- Mixed medley, etc.
- _____

Exotic Fresh Vegetables

- Okra
- Eggplant
- Grape leaves
- Mustard greens
- Kale
- Leeks
- Bamboo shoots
- Chinese celery
- Bok choy
- Napa cabbage
- Seaweed

- Rhubarb
- _____

Beans and Legumes (if canned, no-salt-added)

- Lentils
- Black beans
- Red beans (kidney beans)
- Navy beans
- Black beans
- Pinto beans
- Black-eyed peas
- Fava beans
- Italian white beans
- Great white northern beans
- Chickpeas (garbanzo beans)
- Dried beans, peas, and lentils (without flavoring packets)
- _____

Baking Items

- Flour
- Sugar
- Imitation butter (flakes or buds)
- Non-stick cooking spray
- Canned evaporated milk—fat-free (skim) or reduced fat (2%)
- Non-fat dry milk powder
- Cocoa powder, unsweetened
- Baking powder
- Baking soda
- Cornstarch
- Unflavored gelatin
- Gelatin, any flavor (reduced calorie)
- Pudding mixes (reduced calorie)
- Angel food cake mix
- _____

Frozen Foods

- Fish fillets—unbreaded
- Egg substitute
- 100 percent fruit juices (no-sugar-added)
- Fruits (no-sugar-added)
- Vegetables (plain)
- _____

Condiments, Sauces, Seasonings, and Spreads

- Fat-free or low-fat salad dressings
- Mustard (Dijon, etc.)
- Catsup
- Barbecue sauce
- Jam, jelly, or honey
- Spices
- Flavored vinegars
- Hoisin sauce and plum sauce
- Salsa or picante sauce
- Canned green chilies
- Soy sauce (low-sodium)
- Bouillon cubes/granules (low-sodium)
- _____

Beverages

- No-calorie drink mixes
- Reduced calorie juices
- Unsweetened iced tea
- Carbonated water
- Water
- _____

Nuts and Seeds

- Almonds, unsalted
- Mixed nuts, unsalted
- Peanuts, unsalted
- Walnuts
- Sesame seeds
- Pumpkin seeds, unsalted
- Sunflower seeds, unsalted
- Cashews, unsalted
- Pecans, unsalted
- _____

Fats and Oils

- Soft (tub) margarine
- Mayonnaise, low-fat
- Canola oil
- Corn oil
- Olive oil
- Safflower oil
- _____



Time Management

Skills Being Taught:

Students learn to assess a task and the amount of time needed to complete the task. Students learn to complete schedule/agenda.

Goal(s):

Gain awareness and learn strategies related to time management, to be a good student and efficient employee.

Activities



Activities to Support Your Child at Home

- Student and parent take the Time Management Worksheet. Parent and child review the results.
- Parent sets an hour by hour schedule for the child to follow for a week.
- Parent reminds the child about their schedule and to complete the tasks assigned.
- Parent and child create a new schedule together with due dates.
- Parent checks on student every other day to see if the task(s) are completed.
- Student creates their own schedule and follows it with few reminders.



TIME MANAGEMENT WORKSHEET

A WEEKLY TALLY

ACTIVITY:

TIME NEEDED:

Credit Hours this Semester: _____

Study Hours (2 x credit hours): _____

Sleep/Naps (7 x ____ hours/day): _____

Meals (7 x ____ hours/day): _____

Hygiene (7 x ____ hours/day): _____

De-stress Activities (7 x ____ hours/day):
(Ex. exercise, reading, TV, video games, hobbies, etc.) _____

Communication Activities (7 x ____ hours/day):
(Ex. personal phone calls, e-mailing, text messaging, etc.) _____

Work/Volunteering (total hours/week): _____

Regularly Scheduled Activities (total hours/week):
(Ex. church, piano lessons, meetings, sports, etc.) _____

Commute/Travel Time (total hours/week): _____

Family Commitments (total hours/week): _____

Friend Commitments (total hours/week): _____

Household Duties & Errands (total hours/week):
(Ex. mowing the lawn, laundry, grocery shopping, etc.) _____

Total # of Hours You Need in a Week: _____

Number of Hours in a Week: _____ **(168)** _____

HOW DID YOU DO?

Under 168 Hours: You appear to have EXTRA TIME

OR

Over 168 Hours: You appear to be OVER-COMMITTED



TIME MANAGEMENT: Creating a Master Schedule

★ What is a master schedule?

It is a type of schedule that reflects fixed and flexible events. It can be created just once a semester or can be done at the start of each new week. With this visual guide, you can devise any type of game plan that is do-able for YOU!

★ Why should I schedule my time?

Students who intentionally map out their days usually have numerous commitments to juggle, AND they want to maximize their time so as not to “give up” anything. Plus, a schedule helps to minimize decision-making on “what should I be doing right now?” – the result can lower stress and anxiety. Who doesn’t want that?!

★ Where do I start?

A master schedule should include fixed priorities – which vary from person to person – as well as flexibility. A suggested format for the attached blank grid is as follows:

FIXED TIMES:

1. Fill in all regularly scheduled class and lab times
2. Fill in all regularly scheduled work/volunteer hours
3. Fill in all regularly scheduled activities (meetings, study groups, sports practice, piano lessons, church, etc.)
4. Fill in times for sleeping, eating, and personal hygiene
5. Fill in commute times to and from the above activities

** If you’re a parent, remember to schedule in your children’s required activities!

FLEX TIMES:

1. Fill in one important “fun for me” activity for the week (more later!)
2. Fill in time for pre-class and post-class mini-reviews (10-30 minutes each)
3. Fill in time for exercise & “de-stress” activities at least several times a week
4. Fill in blocks for general study
5. Fill in blocks for household duties & errands
6. Leave open blocks for the “un-expected” (and used for extra studying when needed - like midterms & finals)
7. And finally....fill in times for a few more “fun for me” activities!

★ Final Tips:

1. You have 168 hours/week to utilize wisely or waste – the choice is yours
2. Maintaining a schedule is not a matter of “will power” but developing a positive and productive life-long habit
3. Exceptions to your schedule will occur, but afterwards, return to the plan
4. Make several copies of your schedule and place in visible areas
5. Don't neglect the importance of weekend time
6. Try the “two-fer” approach by combining activities when possible – studying while you are doing laundry, for example
7. Share or divide duties with other family members in order to free up extra time in your master schedule
8. When determining study time, you should figure 2 hours per credit each week – thus, 12 hours of classes translates to 24 hours of study time weekly!
9. To keep motivated, remember your short and long term goals
10. Overestimate the time you need to complete a task in order to avoid stress later on
11. Break large, daunting tasks into smaller, manageable mini-tasks
12. Identify your times of peak energy and tackle the “toughies” when you are at your best
13. Try to study on campus in order to maximize your resources
14. Tell others about the importance of your plan – easier to say NO
15. Take care of yourself to keep up your energy and a positive attitude
16. Determine and minimize your distractions – yep, people count!
17. Always have a book or flash cards with you
18. Don't hit the snooze on your alarm
19. If you aren't sure where to begin, keep track of your activities on a blank grid for 1 week – this will give you a launch point to create your schedule
20. Visit the Connect to Success Office!



FOR MORE ACADEMIC STRATEGIES & TIPS, STOP BY THE CONNECT TO SUCCESS OFFICE:

Office #1655 or dana.kobold@rcc.edu or 303.914.6317

Content adapted from the University of South Carolina website



MY MASTER SCHEDULE

SEMESTER/WEEK OF:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							
11:00pm							
12:00am							

MISCELLANEOUS NOTES:

How~To Templates

Visual Schedules



Individuals with an ASD sometimes have difficulties with sequential processing (i.e., learning the order of events). These difficulties with sequential processing may result in individuals becoming anxious or overwhelmed in certain situations, which in turn may lead to problem behaviors. In contrast, individuals with ASDs often have strengths in visual processing. As a result of this strength, the use of visual schedules can help the individual better understand expectations, thus reducing the likelihood of negative behaviors.

A visual schedule is a line of pictures, objects, or words that represent each major transition during the day. Some people worry that by adding a schedule to an individual's day, it reduces the individual's ability to be flexible. In reality, the opposite is true. By implementing a visual schedule, individuals generally are less dependent on having the same daily routine ongoing because the schedule itself provides the stability and routine s/he needs. Individuals can better handle changes to routine when they have schedules because they know that, regardless of the precise activities reflected, they can always determine what will happen next and get information by checking their schedule.

There are a variety of visual schedule formats available. Individuals should always be actively involved in monitoring his/her schedule (e.g., peel off completed activities, check off boxes for activities).

There are a variety of activity schedule formats available (e.g., picture, word, pull-off, check off). For details on each format, refer to the information for visual schedules on this website.

How Do I Make a Visual Schedule?

1. Break the individual's day into several steps represented by pictures or words
2. Be conscious of details (include even minor steps as needed for the individual)
3. Represent each activity so the individual knows what is expected (even periods like free time and break)
4. Determine the best visual format for the individual based on skills (motor, reading, attention to detail, etc.), developmental level, interests, distractibility, and functionality
5. Determine how the schedule will be used to indicate which activities are completed and which remain to be done as well as how the individuals will transition to and from the schedule (e.g., transition strips, transition pockets, finished pockets on schedule, mobile schedules)
6. Added details in making these format decisions are provided below in the sections regarding specific types of schedules.

Materials provided are samples only!
They may need to be individualized to meet the particular needs of a person with an ASD!



Christian Sarkine Autism Treatment Center
IU™ School of Medicine

www.HANDSinAutism.org
hands@iupui.edu
Tel: (317)274-2675
Fesler Hall (IUPUI)
1120 South Dr., Ste. 302
Indianapolis, IN 46202

Also, check out...

How-To Video: First-Then Board

How-To Template: Activity Schedule

How-To Template: First-Then Board

Kid's Corner Series:
Life with ASD Series
Academia Series
Strategies in Practice Series

View/download these and other templates at www.HANDSinAutism.org/tools/HowToTemplates.html

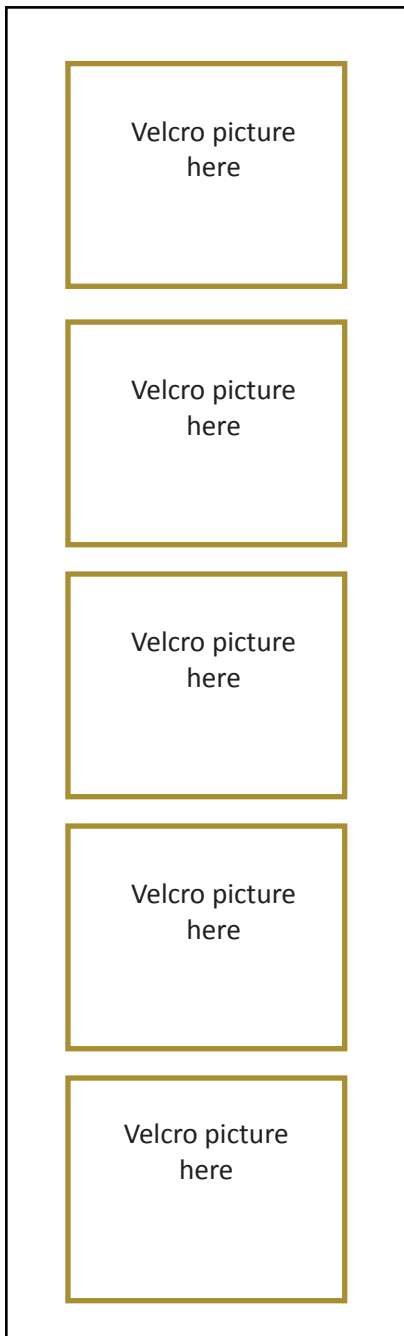


To Make a Pull-Off Schedule

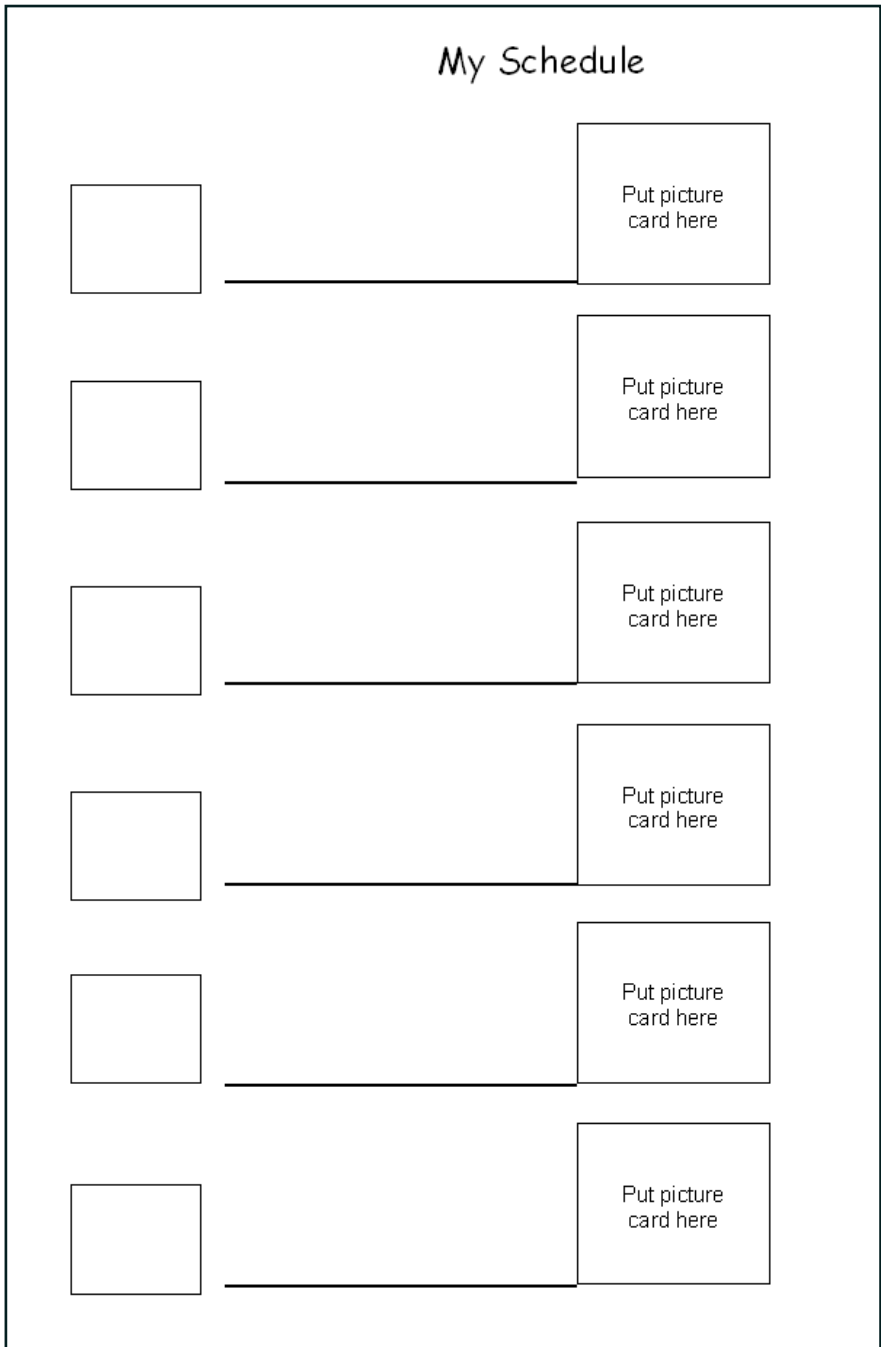
1. Cut out the pictures provided here (or write/draw your own based on the needs of the individual you know)
2. Laminate the schedule cards, if possible
3. Cut a rectangular piece of poster board so it is large enough for multiple activities to be listed (e.g., 8-12).
4. Place Velcro on the poster board in a straight line.
5. Use Velcro to place pictures or words on poster board

Schedule Template (not to scale)

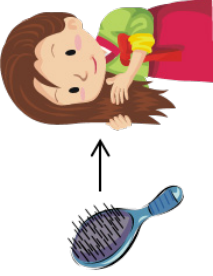

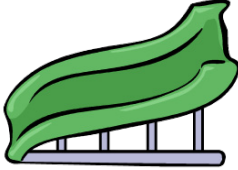

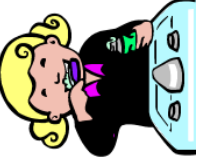



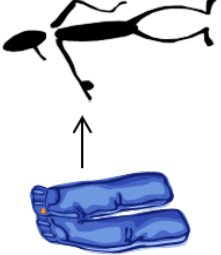











Picture Schedules



Check-Off with Pictures Schedules



Picture Template

<p>brush hair</p> 	<p>outside</p> 	<p>playground</p> 	<p>finished</p> 
<p>Brush teeth</p> 	<p>read</p> 	<p>exercise</p> 	<p>store</p> 
<p>get dressed</p> 	<p>watch TV</p> 	<p>arts and crafts</p> 	<p>doctor</p> 
<p>sleep</p> 	<p>break time</p> 	<p>circle time</p> 	<p>work</p> 
<p>eat</p> 	<p>play</p> 	<p>homework</p> 	<p>bath</p> 



Emergency Planning

Skills Being Taught:

Student is learning to be prepared for emergencies such as fires and earthquakes.

Goal(s):

Student will know how to deal with earthquakes, fires, and other emergency situations.

Activities



Activities to Support Your Child at Home

- Discuss any concerns or fears regarding earthquakes or disaster situations. Ask your child what they would do in the case of an emergency. Watch a YouTube video - *Introduction to Emergency Planning* at <https://www.youtube.com/watch?v=TbzvomQYJpE>.
- Does your child know the purpose of fire extinguisher? You may want to watch a YouTube video with your child to reinforce their understanding.
- Discuss with your child when is it appropriate to leave the house in the case of an emergency. Where should your child go?
- If an emergency occurred away from home or school, what do you want your child to do? Stay put? Meet you at home? Prepare an emergency contact list to keep in your child's backpack.
- Put together an emergency kit and together decide where it will be kept.
- Sit down together and make an emergency plan. You may want to include pictures and a map.

Home Fires



Each year more than 2,500 people die and 12,600 are injured in home fires in the United States. But unlike other disasters, home fires can be prevented! It's important to know this: **Fire is fast!** There is no time to gather anything or make a phone call. In just two minutes, a fire could kill you. In five minutes, a house could be swallowed in flames. **Fire is hot!** Heat and smoke could be even more dangerous than the flames. Breathing in really hot air could burn your lungs, and fire produces poisonous gases that can make you sleepy and unable to escape. **Fire is dark!** It can be hard to find your way out of your house in a fire. **Fire is deadly!** Fire uses up oxygen you need to breathe and produces smoke and poisonous gases that kill.

Am I at risk?

Every single person in The United States, no matter where they live, or what kind of home they live in is at risk of a home fire.



FACT CHECK

- True or False?** Fires create toxic gases that can make you sleepy, confused, and short of breath.
- True or False?** Cooking fires are the leading cause of home fires.
- You should have at least ____ escape routes from each room?
a. Zero b. One c. Two
- How many smoke alarms (detectors) should you have in your home? _____
- How often should you check and replace the batteries in your smoke alarms? _____

(1) True. That's why it's important to stay low to the ground, and get out fast!
(2) True
(3) C
(4) At least one on every level of your home, especially in sleeping areas.
(5) Check batteries once a month, and replace them at least once a year.

ANSWERS



For more facts and info on home fires visit
<http://www.ready.gov/kids/know-the-facts/home-fires>
<http://www.usfa.fema.gov/>

Be Prepared

BEFORE

Create a fire escape plan and practice it twice a year.

- ✓ Have smoke alarms in every bedroom and every floor of the house.
- ✓ Remind your parents to test the smoke alarms in your house every month.
- ✓ Find two ways to get out of each room. A window might be a second way if the door is blocked by fire or smoke.
- ✓ Practice feeling your way out of the house in the dark or with your eyes closed.
- ✓ Sleep with your door closed. It helps prevent fires from spreading quickly.

DURING

- ✓ Get low and go! Crawl under smoke to an exit. Heavy smoke and deadly gases collect along the ceiling.
- ✓ If you hear a smoke alarm, get out fast! You may only have a few seconds to escape.
- ✓ If smoke is blocking the door, use your second way out of the room or house.
- ✓ Feel the doorknob and door before opening it. If either is hot, leave the door closed and use the second way out.
- ✓ If you see smoke coming around the door, use the second way out.
- ✓ If you do open a door, open it slowly and be ready to shut it quick if there's smoke.
- ✓ Don't hide from firefighters! They may look scary with all of their equipment, but they are there to help you.
- ✓ Tell firefighters if there are any pets trapped in the house. Don't try to get them yourself!
- ✓ If your clothes catch on fire, stop-drop-roll! Stop, drop to the ground, and cover your face with your hands. Then roll over and over or back and forth until the fire is out.

AFTER

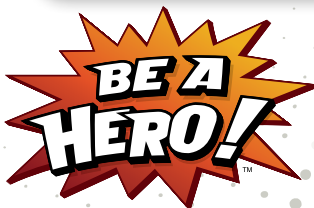
- ✓ Don't go back into any building unless a firefighter or your parents say it is safe.

WORDS TO KNOW

Smoke Alarms Sensors attached to the ceiling that sound an alarm when they sense smoke

Fire Extinguisher A fire protection device that sprays foam and is used to help put out small fires

Oxygen The air that we breathe. Fires need oxygen in order to burn.



Earthquakes



Earthquakes are the shaking, rolling or sudden shock of the earth's surface. Earthquakes happen along cracks (called fault lines) in the earth's surface. Earthquakes can be felt over large areas, although they usually last less than one minute. Earthquakes cannot be predicted — although scientists are working on it!

Am I at risk?

All 50 states and 5 U.S. territories are at some risk for earthquakes. Earthquakes can happen at any time of the year.



FACT CHECK

1. What is the Richter scale, and how high does it go?

2. What is the "Ring of Fire"?

3. What other disasters could be triggered as a result of an earthquake?

(1) Developed by Charles Richter, a physicist, the Richter scale measures the magnitude, or size, of earthquakes. It goes from 0.0 (none) to 10.0. Earthquakes below 2.0 are rarely felt by people, and a 10.0 has never been recorded.
(2) Also called the Circum-Pacific belt, it's the zone surrounding the Pacific Ocean where about 90% of the world's earthquakes occur.
(3) Tsunami, Flood, Home Fires, Blackouts, Landslides, and Volcano eruptions.

ANSWERS



For more facts and info on earthquakes visit www.ready.gov/kids-know-the-facts-earthquakes

Earthquakes

Be Prepared

BEFORE

- ✓ Build an emergency kit.
- ✓ Make a family communications plan.
- ✓ Know the safe spots in every room – under a sturdy table or against an inside wall.
- ✓ Ask your family to hold earthquake drills – drop, cover, and hold on!

DURING

If inside:

- ✓ DROP to the ground.
- ✓ Take COVER under a sturdy table or other heavy furniture. If there is nothing to get under, cover your face and head with your arms and crouch near an inside wall.
- ✓ HOLD ON until the shaking stops.
- ✓ STAY AWAY from windows, glass, lighting fixtures, or furniture that could fall – like bookcases.
- ✓ STAY INSIDE!
- ✓ Do not use elevators!

If outside:

- ✓ Stay there. Move away from buildings, streetlights, and wires.
- ✓ Stay out in the open until the shaking stops. Buildings could collapse and hurt you.

If trapped under debris:

- ✓ Cover your mouth with your shirt.
- ✓ Do not scream – you could breathe in dust.
- ✓ Tap on a pipe or wall so rescuers can find you.

AFTER

- ✓ Expect aftershocks. They are usually not as strong but can cause damage.
- ✓ Open cabinets carefully. Objects might have moved and could fall on you.
- ✓ Wear long pants, long sleeves, and shoes to protect your skin from getting scratched by broken objects.
- ✓ Text, don't talk. Unless there's a life-threatening situation, if you have a cell phone, send a text so that you don't tie up phone lines needed by emergency workers. Plus, texting may work even if cell service is down.

WORDS TO KNOW

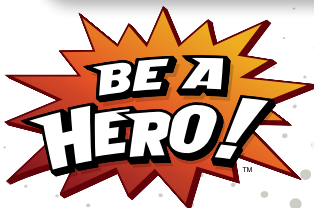
Seismic Activity Another word for earthquakes, along with tremors, quakes and shakers

Fault Lines Cracks in the rocks below the earth's surface

Aftershock A smaller earthquake that follows the main shock or previous earthquake

Epicenter The center, or focus, of an earthquake, from which seismic waves are sent spherically in many directions

Seismograph A machine that measures an earthquake





Addressing an Envelope

Skills Being Taught:

Communicate in writing, clearly and effectively with a purpose.

Goal(s):

Student will address an envelope.

Activities



Activities to Support Your Child at Home

- Help your child to memorize your home address.
- Point out where on the envelope that you should write the return address. Point out where to write the addressee's information. Point out where to place a stamp and how many are needed.
- Address the envelope as your child watches.
- Practice addressing the envelope with your child.
- Allow your child to address an outgoing letter. Take your child to the post office and purchase stamps and envelopes.
- Write a letter with your child to a relative or neighbor. Go to the post office and mail the letter.

Sample Addressed Personal Envelope

Miss Anne M. Riley (a)
3726 Rosemont Drive (b) (1)
Wilmington, OH 48732 (c)

Mrs. Jason Fox (a)
25226 East 130th Street (b) (2)
Willoughby, OH 44094 (c)

Parts of Inside & Return Addresses (1b)

(1) Return Address consists of:

- a. your name
- b. your street address
- c. your city, state, zip code

(2) Inside Address consists of:

- a. name of person receiving letter
- b. their street address
- c. their city, state, zip code

Placement of Return and Inside Addresses (1c)

(1) Return Address

- a. upper left corner
- b. down 2 lines from top of envelope
- c. over 3 spaces from left edge of envelope
- d. use single spacing
- e. space once after state before zip code

(2) Inside Address

- a. middle of the envelope
- b. use Block Style-lines even at left
- c. use single spacing
- d. space once after state before zip code

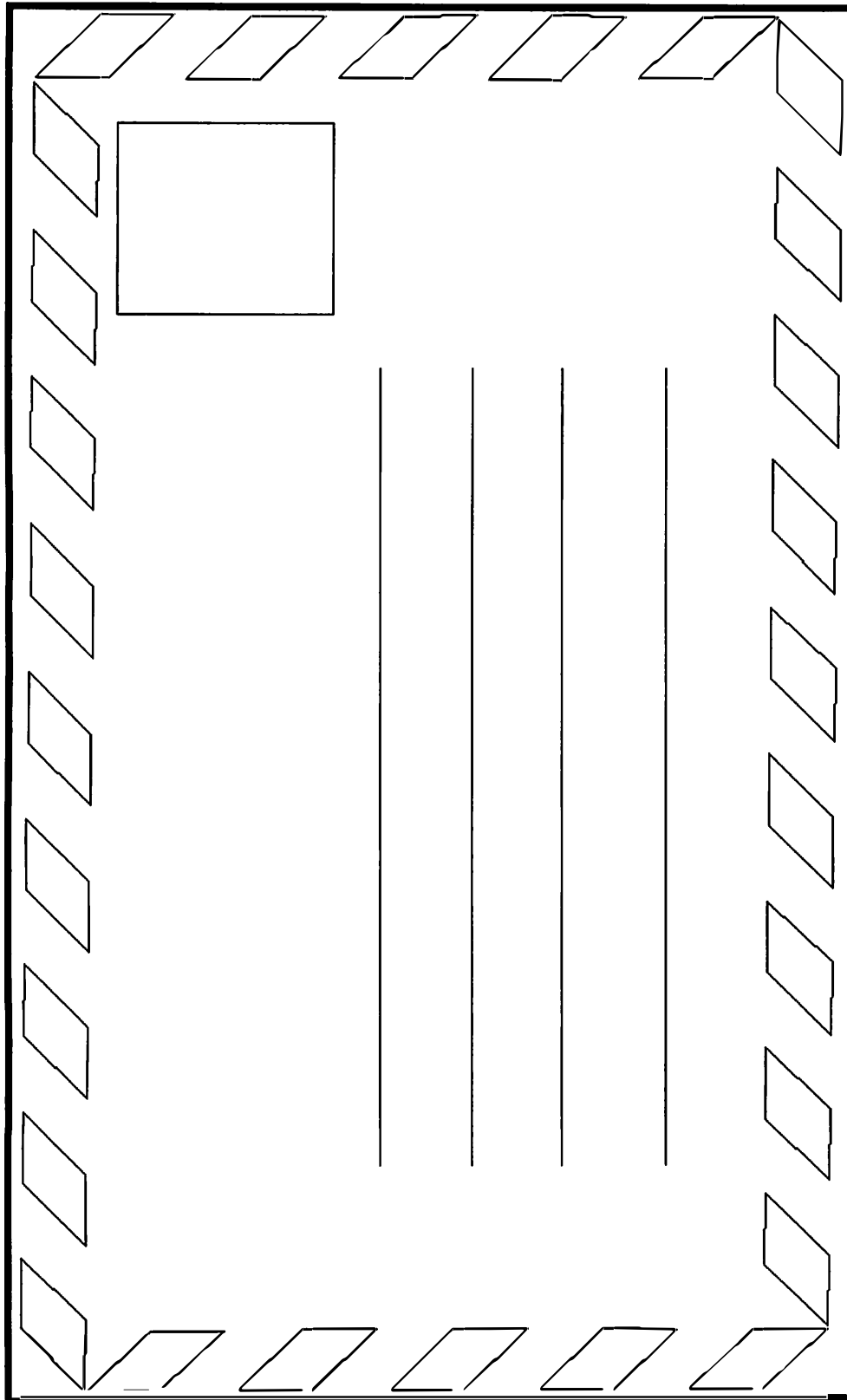
Envelope addressing assignment

Sample addresses to use for practice exercises:

Return Addresses	Inside Addresses
Anthony Duwalder 1871 Peachtree Street Ashville, NC 28803	Mrs. Janice Coleman 362 Hilliard Road Lakewood, OH 44107
Mr. Thomas Briggs 6809 Franklin Blvd. Cleveland, OH 44102	Miss Jane Richards 9876 Ventura Avenue Venice, CA 90291
Mr. Robert Baxter 12590 Wakefield Avenue Pittsburgh, PA 15062	Mrs. Christine Wallace 5634 Speedway Drive Winter Park, FL32789

*Use a template like the one below.









Wet Dry and Fry

Skills Being Taught:

Students will be exposed to three cooking methods: boiling, roasting, and sautéing and will understand which method to use with which foods.

Goal(s):

With practice, the student will be able to prepare a simple meal.

Activities



Activities to Support Your Child at Home

- Find out if your son/daughter has an interest in cooking.
- Discuss your child's favorite meals and how those meals are prepared. Review the items needed for the meal and discuss grocery items needed.
- Introduce your child to the stove and which safety precautions should be taken.
- Boil water and show him/her how to prepare rice and potatoes. Review cooking measurements with your child.
- Together, fry bacon/sausage or a burger patty.
- While you prepare a vegetable, have your child cook a burger patty and mashed potatoes.

Master Grocery List

Fruits

- apples
- apricots
- avocados
- bananas
- berries
- cherries
- grapefruit
- grapes
- kiwi
- lemons
- limes
- melons
- nectarines
- oranges
- papaya
- peaches
- pears
- plums
- pomegranate
- watermelon
- _____
- _____
- _____

Vegetables

- artichokes
- asparagus
- basil
- beets
- broccoli
- cabbage
- cauliflower
- carrots
- celery
- chilies
- chives
- cilantro
- corn
- cucumbers
- eggplant
- garlic cloves
- green onions
- lettuce
- onions
- peppers
- potatoes
- salad greens
- spinach
- sprouts
- squash
- tomatoes
- zucchini
- _____
- _____
- _____

Breakfast

- cereal
- grits
- instant breakfast drink
- oatmeal
- pancake mix
- _____
- _____
- _____
- _____

Meat

- bacon
- chicken
- deli meat
- ground beef
- ground turkey
- ham
- hot dogs
- pork
- sausage
- steak
- turkey
- _____
- _____

Seafood

- catfish
- cod
- crab
- halibut
- lobster
- oysters
- salmon
- shrimp
- tilapia
- tuna
- _____

Frozen

- chicken bites
- desserts
- fish sticks
- fruit
- ice
- ice cream
- ice pops
- juice
- meat
- pie shells
- pizza
- pot pies
- potatoes
- TV dinners
- vegetables
- veggie burger
- waffles
- _____
- _____
- _____

Baby

- baby cereal
- baby food
- diapers
- diaper cream
- formula
- wipes
- _____

Pets

- cat food
- cat sand
- dog food
- shampoo
- treats
- flea treatment
- _____

Baking

- baking powder
- baking soda
- bread crumbs
- cake decor
- cake mix
- canned milk
- chocolate chips
- cocoa
- cornmeal
- cornstarch
- flour
- food coloring
- frosting
- muffin mix
- pie crust
- shortening
- sugar (brown)
- sugar (powdered)
- sugar
- yeast
- _____
- _____

Snacks

- candy
- cookies
- crackers
- dried fruit
- fruit snacks
- gelatin
- graham crackers
- granola bars
- gum
- nuts
- popcorn
- potato chips
- pretzels
- pudding
- raisins
- seeds
- tortilla chips
- _____
- _____
- _____

Bakery

- bagels
- bread
- donuts
- cake
- cookies
- croutons
- dinner rolls
- hamburger buns
- hot dog buns
- muffins
- pastries
- pie
- pita bread
- tortillas (corn)
- tortillas (flour)
- _____

Pasta & Rice

- brown rice
- burger helper
- couscous
- elbow macaroni
- lasagna
- mac & cheese
- noodle mix
- rice mix
- spaghetti
- white rice
- _____
- _____

Cans & Jars

- applesauce
- baked beans
- black beans
- broth
- bullion cubes
- canned fruit
- canned vegetables
- carrots
- chili
- corn
- creamed corn
- jam/jelly
- mushrooms
- olives (green)
- olives (black)
- pasta
- pasta sauce
- peanut butter
- pickles
- pie filling
- soup
- _____
- _____

Refrigerated

- biscuits
- butter
- cheddar cheese
- cream
- cream cheese
- dip
- eggs
- egg substitute
- feta cheese
- half & half
- jack cheese
- milk
- mozzarella
- processed cheese
- salsa
- shredded cheese
- sour cream
- Swiss cheese
- whipped cream
- yogurt
- _____
- _____

Seasoning

- basil
- bay leaves
- BBQ seasoning
- cinnamon
- cloves
- cumin
- curry
- dill
- garlic powder
- garlic salt
- gravy mix
- Italian seasoning
- marinade
- meat tenderizer
- oregano
- paprika
- pepper
- poppy seed
- red pepper
- sage
- salt
- seasoned salt
- soup mix
- vanilla extract
- _____
- _____

Sauces & Condiments

- BBQ sauce
- catsup
- cocktail sauce
- cooking spray
- honey
- horseradish
- hot sauce
- lemon juice
- mayonnaise
- mustard
- olive oil
- relish
- salad dressing
- salsa
- soy sauce
- steak sauce
- sweet & sour
- teriyaki
- vegetable oil
- vinegar
- _____
- _____

Drinks

- beer
- champagne
- club soda
- coffee
- diet soft drinks
- energy drinks
- juice
- liquor
- soft drinks
- tea
- wine
- _____

Paper Products

- aluminum foil
- coffee filters
- cups
- garbage bags
- napkins
- paper plates
- paper towels
- plastic bags
- plastic cutlery
- plastic wrap
- straws
- waxed paper
- _____
- _____

Cleaning

- air freshener
- bleach
- dish soap
- dishwasher detergent
- fabric softener
- floor cleaner
- glass spray
- laundry soap
- polish
- sponges
- vacuum bags
- _____

Personal Care

- bath soap
- bug repellent
- conditioner
- cotton swabs
- dental floss
- deodorant
- facial tissue
- family planning
- feminine products
- hair spray
- hand soap
- lip care
- lotion
- makeup
- mouthwash
- razors/blades
- shampoo
- shaving cream
- sunscreen
- toilet tissue
- toothbrush
- toothpaste
- _____
- _____

Misc. Items

- batteries
- charcoal
- greeting cards
- light bulbs
- _____

Rules for Kitchen Safety

1. Wash hands often. To do this properly use warm water, and lather up with hand soap. Scrub the back and front of your hands, between the fingers and your fingernails. Wash for at least 20 seconds. Rinse under running water and dry with a clean towel.
2. Rinse all fresh fruits and vegetables before eating using clear, clean water-no soap.
3. Don't put cooked food on same plate, tray or cutting board as raw or ready to eat food to prevent cross contamination and the spread of bacteria.
4. When you finish measuring perishable foods, put the extra back in the refrigerator or ice chest.
5. If you spill something, take the time to clean it up properly.
6. Keep paper towels, dish towels and pot holders away from stovetops and oven doors so they won't catch fire.
7. Turn pot handles toward back where no one will knock them off the heating element or table.
8. Never add water to a pan that contains hot oil or fat in it since hot fat will splatter out of the pan and could cause a burn.
9. Never put water on a cooking fire. Quickly ask an adult to put out the fire. Don't try to move a burning object to another place.
10. Use knives safely.
 - a. If you don't feel comfortable with the knife ask for help.
 - b. When using a knife to cut your food, always cut away from your body and toward a cutting board.
 - c. If the cutting board moves when in use, secure it by putting a damp towel between it and the counter or table.
 - d. Use the knife for cutting, not gesturing or pointing.
 - e. Stand still while holding knives. If you must move from one place to another, hold the knife blade downward, tell people you are coming through with a knife and walk carefully. Never run.
 - f. Put knives down away from the edge of the table and placed so the blade is facing down or on its side.
 - g. Don't put knives or other sharp objects into full sink where someone could reach in and get hurt.
11. Dress for safety. Wear shoes that cover your feet (no sandals). Avoid loose fitting clothing. Take off jewelry including earrings, necklaces, bracelets and rings (it or pieces of it could fall into the food).
12. Keep hair out of the food. Wear some kind of clean head covering such as a ball cap, bandana, chef's hat or hairnet. If you have long hair, tie it back, then cover your head with a clean head covering.
13. Be careful not to get burned.
 - a. Open pan lids away from you to safely vent steam.
 - b. Turn off burners, ovens and other hot equipment as soon as you finish with them.
 - c. Keep hands out of hot pans.
 - d. Let people know you are coming with something hot.
 - e. Walk slowly when you carry something hot.
 - f. Use dry pot holders.
14. Electricity is not a friend of water. Keep electric appliances and cords away from water. Use dry hands to plug something in or out.
15. Turn off appliances and unplug them as soon as you finish with them.
16. If you have oil or pan drippings that need to be disposed of, contact a Food Showdown adult volunteer, and they will provide you with a metal can and turkey baster for proper disposal.



Name _____ Date _____ Period _____

Source: https://caehs.buncombeschools.org/UserFiles/Servers/Server_94795/File/Staff/Rice,%20Kady%20-%20CTE-%20Family%20&%20Consumer%20Science/Foods%20I/kitchen-safety-worksheet.pdf

Being Safe in the Kitchen



Directions: Identify the following practices as “safe” or “unsafe” on the lines provided. For those that are unsafe, explain why on the lines provided as well.

1. Janet pulled her long hair out of her face and up into a pony tail before she started cooking.

2. Kimberly started preparing dinner while wearing flip flops.

3. Tonya finished washing her hands and went immediately back to chopping the vegetables. Since her hands were wet, she dropped the knife and tried her best to keep it from cutting her foot or hitting the floor.

4. After cooking, John cleaned the stove top and oven to keep anything left over crumbs or spills from catching on fire.

5. Sonya baked potato had gotten cold even though it was still in the aluminum foil, so she put it in the microwave to quickly reheat it.

6. Corey decided to let his younger brother use a dull knife to cut his sandwich instead of a sharp one since he was younger.

7. Shanti went to the restroom and washed her hands immediately upon re-entering the kitchen before she began her food preparation.

8. Betty tilted the lid away from her face to let the steam out before looking in to check on her soup.

9. Robert had only put the roast in the oven for about 5 minutes and decided to take it out quickly with his hands to finish seasoning it.

10. Clifford hung the paper towels above the oven so that they would be in easy reach in case of a spill.

11. Since the food had dried on the knives, Kandi put them in the soapy dishwater to soak.

12. Steve always remembers to turn the pan handles toward the back of the stove while cooking.

13. Sharon took the fire extinguisher out of the kitchen to keep her baby from playing with it like it was a toy.

14. Justin immediately stopped what he was doing to clean up a spill on the floor.

15. Sandra was in such a rush that she used the same cutting board for her vegetables that she had just used to cut and season her chicken.

16. Clara dropped a glass and it shattered and she decided to pick up the big pieces with her hand and then she would come back later with a broom to clean up the remaining pieces.

17. Jamie wanted to taste her mix real quick to see if it needed any more seasoning, but suddenly had to sneeze. After wiping her hands on her apron, she stuck her finger in the bowl to taste it and sure enough, it needed more salt.

18. Haley was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang and she went to answer it in the other room and left her food on the stove cooking.

19. Chris made sure to unplug all appliances before starting to wash dishes.

20. After dinner, Dana's mom told her to put up the leftovers. However, Dana received a phone call and left them out all night. The next morning before Dana's mom got up, Dana put the leftovers in the refrigerator.

Being Safe in the Kitchen



Directions: Identify the following practices as “safe” or “unsafe” on the lines provided. For those that are unsafe, explain why on the lines provided as well.

1. Janet pulled her long hair out of her face and up into a pony tail before she started cooking.

Safe

2. Kimberly started preparing dinner while wearing flip flops.

Unsafe, you should always wear closed toe shoes.

3. Tonya finished washing her hands and went immediately back to chopping the vegetables. Since her hands were wet, she dropped the knife and tried her best to keep it from cutting her foot or hitting the floor.

Unsafe, you should never try to catch a falling knife and always make sure your hands are dry when working in the kitchen.

4. After cooking, John cleaned the stove top and oven to keep anything left over crumbs or spills from catching on fire.

Safe

5. Sonya baked potato had gotten cold even though it was still in the aluminum foil, so she put it in the microwave to quickly reheat it.

Unsafe, you should never put aluminum foil or any metals inside the microwave.

6. Corey decided to let his younger brother use a dull knife to cut his sandwich instead of a sharp one since he was younger.

Unsafe, you should never use a dull knife and should always monitor kids in the kitchen.

7. Shanti went to the restroom and washed her hands immediately upon re-entering the kitchen before she began her food preparation.

Safe

8. Betty tilted the lid away from her face to let the steam out before looking in to check on her soup.
Safe
-
-
9. Robert had only put the roast in the oven for about 5 minutes and decided to take it out quickly with his hands to finish seasoning it.
Unsafe, you should always use oven mitts or a pot holder when taking anything out of the oven.
-
-
10. Clifford hung the paper towels above the oven so that they would be in easy reach in case of a spill.
Unsafe, you should never place anything flammable above the stove, it could easily catch on fire.
-
-
11. Since the food had dried on the knives, Kandi put them in the soapy dishwater to soak.
Unsafe, you should never place knives in soapy dishwater where they cannot be seen.
-
-
12. Steve always remembers to turn the pan handles toward the back of the stove while cooking.
Safe
-
-
13. Sharon took the fire extinguisher out of the kitchen to keep her baby from playing with it like it was a toy.
Unsafe, you should always have the fire extinguisher in the kitchen in case of an emergency.
-
-
14. Justin immediately stopped what he was doing to clean up a spill on the floor.
Safe
-
-
15. Sandra was in such a rush that she used the same cutting board for her vegetables that she had just used to cut and season her chicken.
Unsafe, you should always use separate cutting boards for vegetables and meat to prevent cross contamination.
-
-
16. Clara dropped a glass and it shattered and she decided to pick up the big pieces with her hand and then she would come back later with a broom to clean up the remaining pieces.
Unsafe, you should never clean up broken glass with your bare hands, and should always make sure to clean up broken glass immediately.
-
-
17. Jamie wanted to taste her mix real quick to see if it needed any more seasoning, but suddenly had to sneeze. After wiping her hands on her apron, she stuck her finger in the bowl to taste it and sure enough, it needed more salt.
Unsafe, you should always wash your hands after sneezing and never use your finger to taste foods.
-
-

18. Haley was in the kitchen cooking when she noticed that the red light was not lit on the smoke alarm. She checked the fire alarm to see if the batteries needed to be changed and they did, however, the phone rang and she went to answer it in the other room and left her food on the stove cooking.

Unsafe, you should never leave food on the stove unattended and always need to keep your fire alarm working.

19. Chris made sure to unplug all appliances before starting to wash dishes.

Safe

20. After dinner, Dana's mom told her to put up the leftovers. However, Dana received a phone call and left them out all night. The next morning before Dana's mom got up, Dana put the leftovers in the refrigerator.

Unsafe, you should always store food safely within 2 hours.



Recognize Community Signs and Symbols

Skills Being Taught:

Students will learn to recognize and interpret community signs and symbols.

Goal(s):

Student will learn to recognize and understand essential signs and symbols or what action should be taken for safety while navigating their community.

Activities



Activities to Support Your Child at Home

- Review the signs and symbols flashcard set with your child. Flashcards are located on the following pages.
- Have your child identify the signs and symbols on flashcards.
- Explain the meaning of the signs and symbols in your community to your child.
- Point out community signs and symbols during outings with your child.
- Ask your child to point out the signs and symbols during outings and discuss what they mean.
- Ask your child to read community signs and symbols during outings.

Academia

Community Signs Matching



Suggestions:

1. Print out pages 2 and 3
2. Cut out signs (p.2) and glue them to individual index cards
3. Laminate the cards and place a piece of velcro on the bottom of each one
4. Laminate and cut out descriptions on p.3, then place velcro on them
5. Laminate a folder (app. 1/2 of a standard manila folder) and place velcro for sign descriptions
6. Glue two small containers, and the folder onto a tray for sturdiness
7. Place a stack of index cards into the left container and a "Finished" card onto the right one
8. Arrange sign descriptions in a folder
9. Modify to meet individual needs of your students!



www.handsinautism.org

hands@iupui.edu

Tel: (317)274-8162

select option "0"

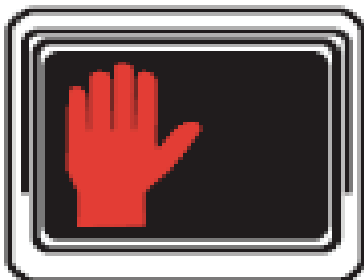


Riley
Hospital
for Children
Christian Sarkine
Autism Treatment Center

Christian Sarkine Autism
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Department of Child
and Adolescent Psychiatry
702 Barnhill Dr., Rm. 4300
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For research, call 317-274-8162
Other resources: call 317-274-8162
option "0"
www.iupui.edu/~psycdept/autism/

rileyhospital.org

Materials provided are **samples only!**
They may need to be individualized to meet the particular needs of a person with an ASD!



Caution	Slippery
Bike Lane	Railroad Crossing
Playground Area	School Crossing
Bus Station	Telephone
Hospital	Disability Access
Walk	Do Not Walk
Wrong Way	Traffic Signal Ahead
Pedestrian Crossing	Fire Station Ahead
Do Not Enter	Stairs
Restroom	No Food or Drink in the Area
Do Not Swim	Do Not Dive