

ATTACHMENT A
Proposal Cover Sheet

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Pre-Employment Transition Services for MDRS clients.

Qualifications are to be submitted as listed below, on or before **10:30 AM CST, Friday, October 17, 2025.**

PLEASE MARK YOUR ENVELOPE:

Mississippi Department of Rehabilitation Services
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, Mississippi 39110
Request for Qualifications for Pre-Employment Transition Services
No. 3120003211
Opening Date: 10:30 AM CST, Friday, October 17, 2025
SEALED PROPOSAL PACKAGE – DO NOT OPEN

Company Name: Goodwill Industries of Mississippi, Inc.

Address: 104 East State Street

City/State/Zip: Ridgeland, MS 39157

Telephone: 601-853-8110

Fax Number: 601-898-7490

E-Mail Address: bsteffani@goodwillms.org

Printed Name of Authorized Signer: Bred Steffani

Signature and Date:  10/10/25



"Goodwill of Mississippi transforms lives
through lifelong learning and meaningful work."

October 10, 2025

Mississippi Department of Rehabilitation Services
Billy Taylor, Executive Director
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, MS 39110

Dear Mr. Taylor and Mr. Shirley:

Goodwill Industries of Mississippi, Inc. is pleased to submit this proposal to partner with the Mississippi Department of Rehabilitation Services (MDRS) in continuing to provide **Pre-Employment Transition Services (Pre-ETS)** to eligible secondary and post-secondary students within our 59 counties that we serve.

As one of Mississippi's largest and most established organizations dedicated to serving and employing individuals with different abilities, Goodwill believes that people thrive when given meaningful opportunities and targeted training. Guided by this mission, we remain committed to growing, adapting, and meeting the evolving needs of MDRS clients.

Goodwill's Pre-ETS proposal offers a unique opportunity to build upon our **68-year legacy of workforce development** through strong partnerships with MDRS, employers, schools, and community resource providers. These services represent more than a contractual obligation—they form a **powerful platform** to inspire students, offer real-world career exposure, and support successful transitions to adulthood and competitive employment.

We believe that Pre-ETS must be **hands-on, equitable, and inclusive**. Too often, students with different abilities lack access to authentic employment environments. Through structured, engaging, and developmentally appropriate programming that aligns with the five core Pre-ETS categories—job exploration counseling, work-based learning experiences, counseling on post-secondary education, workplace readiness training, and instruction in self-advocacy—Goodwill helps close that gap and prepares students for lifelong success.

We sincerely appreciate the opportunity to continue supporting MDRS in its mission. We look forward to strengthening our partnership and working together to help Mississippi's young people envision and pursue meaningful, rewarding careers.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brad Steffani".

Brad Steffani
CEO-President
Goodwill Industries of Mississippi, Inc.

Goodwill Industries of Mississippi, Inc.
Pre-Employment Transition Services (Pre-ETS) Proposal Narrative

I. ORGANIZATIONAL OVERVIEW- Goodwill Industries of Mississippi, Inc. (hereafter referred to as Goodwill MS) proposes to continue its mission of “transforming lives through lifelong learning and meaningful work” by delivering Pre-Employment Transition Services (Pre-ETS) in partnership with the Mississippi Department of Rehabilitation Services (MDRS). Our program entitled “TREK” (Transition Readiness Exploration Knowledge) is designed to support public and private secondary and post-secondary students with different abilities in building essential career readiness and life skills.

II. TARGET POPULATION AND ELIGIBILITY- Goodwill MS proposes to serve 500+ eligible students in public and private secondary and post-secondary education within our 59 counties in Mississippi.

III. SCOPE OF SERVICES Goodwill MS will deliver services aligned with the five required components of Pre-ETS:

- **Job Exploration Counseling**
 - Career interest assessments and career pathways*
 - Industry guest speakers, panels, and virtual job tours
 - Use of local Labor Market Information (LMI) & Indeed
 - Over 300 Virtual Reality simulations through TransfrVR*
- **Work-Based Learning Experiences**
 - Paid internships (for rising seniors & post secondary) at Goodwill MS stores*
 - “TREK Job Extravaganza” hands-on events*
 - Job shadowing and employer site visits
 - Volunteer and service learning opportunities
- **Counseling on Postsecondary Opportunities**
 - Financial aid process and college navigation sessions*
 - Presentations from disability services representatives*
 - Understanding of the differences between high school and postsecondary
 - Assessing & advocating for accommodations at postsecondary institutions
- **Workplace Readiness Training**
 - NRF Rise Up Customer Service & Sales training & certification*
 - NorthStar Digital Skills training & certification*
 - Google Artificial Intelligence (AI) Essentials training & certification*
 - Soft skill workshops (e.g., teamwork, communication, social skills)
 - Mock interviews, resume writing, time management
 - Dress for success, financial literacy, and professionalism
- **Instruction in Self-Advocacy**
 - Basic Self-Advocacy skills*
 - Learning how to request support services
 - Learning about rights, responsibilities, and how to request accommodations
 - Independent life skills and decisions
 - Emotional Intelligence training*

*(See Appendix D: Pre-ETS Curriculum)

IV. INSTRUCTIONAL DELIVERY PLAN Goodwill MS will implement a flexible delivery model that includes:

- Monthly group sessions (up to 5 hours per month)
- Small group breakouts for hands-on learning
- Motivational speakers and employer engagement
- Individualized planning based on student IEPs or needs

V. PROGRAM EVENTS: JOB EXTRAVAGANZA (TREK) Goodwill MS will host a “TREK Job Extravaganza” event:

- 5-hour hands-on job exploration event
- Rotating locations to serve different districts
- Interactive employer booths aligned with 16 career clusters
- Career Passport activity and door prize incentives
- Lunch with a motivational speaker
- Pre-ETS focused small group breakout session (30 minutes)

VI. WORK-BASED LEARNING rising seniors & post-secondary will be placed into:

- Paid internships (up to 16 hours/week)
- Job coaching and on-site support included at Goodwill stores

VII. STAFFING AND CAPACITY

- Goodwill MS has a seasoned team of transition specialists, workforce coaches, and administrative staff.
- Current infrastructure includes access to school partners, technology & training resources, and community employers.

VIII. DATA COLLECTION & EVALUATION

- Student interest inventories and pre/post surveys
- Individual summary reports submitted per MDRS requirements
- Products collected: resume, sample job application, elevator pitch, etc.
- Reports submitted timely with invoicing
- Continuous quality improvement based on feedback

IX. MANAGEMENT & ORGANIZATIONAL QUALIFICATIONS

- Goodwill MS has extensive experience with workforce development and vocational rehabilitation
- Currently operates several community-based employment programs
- Maintains robust employer networks and inclusive training practices
- Compliant with state, federal, and CARF guidelines for working with individuals with disabilities

Our proposed Pre-ETS Goodwill TREK program is designed to provide a high-impact, student-centered experience that helps students with different abilities successfully navigate the path to adult life, further education, and employment.

ATTACHMENT B

Authorization and Acknowledgements

By signing below, the Company Representative certifies that he/she has authority to bind the company, and further acknowledges on behalf of the company:

1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003211, and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003211, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003211, and the attachments herein;
4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website (www.mdrs.ms.gov) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name: Goodwill Industries of Mississippi, Inc.

Signature and Date:  10/10/25

Name and Title: Brad Steffani, CEO/President

ATTACHMENT C
Certifications and Assurances

I/We make the following certifications and assurances as a required element of the offer to which it is attached, of the understanding that the truthfulness of the facts affirmed here and the continued compliance with these requirements are conditions precedent to the award or continuation of the related contract(s) by circling the applicable word or words in each paragraph below:

1. Representation Regarding Contingent Fees.

Contractor represents that it [**HAS** or **HAS NOT**] retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.

2. Representation Regarding Gratuities.

The Respondent or Contractor represents that it [**HAS** or **HAS NOT**] violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal service Contract Review Rules and Regulations.

3. Certification of Independent Price Determination.

The Respondent certifies that the prices submitted in response to the solicitation [**HAVE** or **HAVE NOT**] been arrived at independently and without, for the purpose of restricting competition, any consultation, communication, or agreement with any other respondent or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate price.

4. Prospective Contractor's Representation Regarding Contingent Fees.

The Prospective Contractor represents as a part of such Contractor's proposal that such Contractor [**HAS** or **HAS NOT**] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: Goodwill Industries of Mississippi, Inc.

Signature and Date:  10/10/25

Name and Title: Brad Steffani, CEO/President

Note: Please be sure to **circle the applicable word or words** provided above. Failure to circle the applicable word or words and/or to sign the proposal form may result in the proposal being rejected as nonresponsive. **Modifications or additions to any portion of this proposal document may be cause for rejection of the proposal.**

ATTACHMENT D

Company Questionnaire (Page 1 of 5)

If additional space is needed, please attach supplemental pages as necessary to completely answer all questions.

1. Corporate Experience and Capacity

- Provide the age of your business. 68 Years
- Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service.

Goodwill Industries of Mississippi, Inc. has been providing vocational evaluation and training to individuals with disabilities through a contract with the Mississippi Department of Rehabilitation Services (MDRS) for 68 consecutive years. Since its inception in 1957, Goodwill Industries of Mississippi, Inc. has been committed to providing this service in partnership with MDRS. What started as a service in one location has now expanded to eight Goodwill locations.

In 2019, Goodwill Industries of Mississippi, Inc. began expanding its workforce development services with support from a grant awarded by Goodwill Industries International, which enabled the launch of Virtual Reality Interviewing services. The program's success led to our organization receiving the grant for two consecutive years—an impressive accomplishment, as only ten Goodwill organizations nationwide were selected. Building on this momentum, in November 2020, Goodwill Industries of Mississippi, Inc. was awarded a WIOA grant from the Governor's Office, administered by the Mississippi Department of Employment Security, to provide NorthStar Digital Skills Training and Certification. This initiative's success resulted in a second year of funding, expanding services to include digital skills training and virtual reality career exploration, followed by a third year that introduced NRF Customer Service Training/Certification and VR Career Exploration for high school students. In October 2022, our organization further broadened its impact through an ARPA grant awarded by Accelerate MS, delivering comprehensive workforce development services—including Digital Skills Training, Virtual Reality Interviewing and Career Exploration, and Online Job Application Assistance—to a special population.

In 2023, Goodwill Industries of Mississippi, Inc. was awarded a contract by MDRS to provide Pre-ETS Services to public and private secondary schools within our 59 counties of Mississippi. In 2024, we were awarded a contract by MDRS to provide Job Extravaganzas for secondary schools in Attala County, Clinton/Hinds County, Copiah County, Leake County, Lincoln County, Madison County, and Pearl/Rankin County. In August 2025, we were awarded a contract to provide Job Extravaganzas to serve additional Pre-ETS eligible secondary and post-secondary students in MDRS Districts 3,4,5,6, and 8. Now, Goodwill Industries of Mississippi, Inc. proposes to provide Pre-ETS to public and private secondary schools and post-secondary students within our 59 counties of Mississippi. We will not require any corporate expansion to handle this service, as our experienced Pre-ETS team is in place, but additional staff may be hired if needed.

Company Name: Goodwill Industries of Mississippi, Inc.

ATTACHMENT D
Company Questionnaire (Page 2 of 5)

If additional space is needed, please attach supplemental pages, as necessary.

2. Service Location

If services are to be provided at a site other than firm's principal place of business (the address given in Attachment A), please specify the place of performance.

Goodwill Industries of Mississippi currently provides Pre-ETS for the following high schools, but we propose to expand to include additional secondary and post-secondary sites within our 59 counties. We will work with each school and college to provide services in the most appropriate location. Work Based Learning (WBL) will occur at Goodwill Industries of Mississippi locations.

Current Secondary Schools:

Brookhaven High School, 443 East Monticello Street, Brookhaven, MS 39601

Copiah County High Schools, 201 Newton Street, Crystal Springs, MS 39059

Clinton High School, 203 Easthaven Drive, Clinton, MS 39056

Hinds County High Schools, 235 West Beasley Street, Terry, MS 39170

Lincoln County School District, 112 East Monticello Street, Brookhaven, MS 39601

Madison County School District, 476 Highland Colony Parkway, Ridgeland, MS 39157

Pearl High School, 180 Mary Ann Drive, Pearl, MS 39208

Rankin County High Schools, 1220 Apple Park Place, Brandon, MS 39042

Additional secondary school sites in 59 counties to be determined by MDRS and Goodwill.

Proposed Post-Secondary:

Copiah-Lincoln Community College, Mendenhall, Wesson

Hinds Community College, Jackson, Pearl, Raymond, Utica

Holmes Community College, Ridgeland, Kosciusko, Yazoo City

MS Delta Community College, Greenville, Indianola

Pearl River Community College, Hattiesburg

Jackson State University, Mississippi College, Tougaloo College, others to be determined.

Work-based Learning (WBL):

Byram Goodwill Store, 5764 Terry Road, Byram, MS 39272

Clinton Goodwill Store, 941 Highway 80 East, Clinton, MS 39056

Crossgates Goodwill Store, 5706 Highway 80 East, Pearl, MS 39208

Greenville Goodwill Store, 1662 MLK Jr Blvd South, Greenville, MS 38703

Hattiesburg Goodwill Store, 5916 Highway 49, Hattiesburg, MS 39401

Jacksonian Plaza Goodwill Store, 4950 I-55 North Frontage, Jackson, MS 39211

Hwy 51 Goodwill Store, 379 Highway 51, Ridgeland, MS 39157

WBL may take place at other Goodwill Industries of Mississippi stores opened in the future.

ATTACHMENT D
Company Questionnaire (Page 3 of 5)

3. Personnel

Attach resumes of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals, parent organizations, and subsidiaries. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals.

Directors/Program Managers/Supervisors (Degree)

Robin Stricklin, Mission Services Director, (Master's) ***Will oversee the program.**
Brandi Kennedy, Mission Services Coordinator (Diploma) **Administrative support**
Jasmyne Barnes, Program Manager- South MS (Bachelor's)
Tara Barnes-Pereyra, Program Manager- Central MS (Masters)
Diane Day, Pre-ETS Specialists Supervisor (Master's)
Tradqual Lee, Program Manager- MS Delta (Master's)
Tammy Louvier, Program Manager- BookWorks (Bachelor's)
Steve McCartney, Director of Learning & Development (Master's)

Pre-ETS Specialists/Workforce Trainers (Degree)

Mary Christmas, Pre-ETS Specialist (Master's)
Michele Ergle, Pre-ETS Specialist (Master's)
Cassandra Powell, Pre-ETS Specialist (Master's)
Jan Roberts, Pre-ETS Specialist (Bachelor's)
Christie Scott, Pre-ETS Specialist (Master's)
Mary Gill, Workforce Trainer (GED/WorkKeys Certificate/Platinum Level)
Kathryn, McCann, Workforce Trainer (Associate's)
Christian Meadows, Workforce Trainer (Associate's)
Jennifer Ogden, Workforce Trainer (Diploma/WorkKeys Certificate/Platinum Level)

(See **Appendix A: Resumes**)

Additional staff will be employed as needed. Goodwill Industries of Mississippi will follow the required minimum qualifications, including A) Complete fingerprints and National Criminal background check on every employee who will be working with the students, at the cost of the provider. These will be kept on file and made available to school districts at their request. B) Adhere to the MDRS Client Services Policy and Procedures Manual. C) Staff will become familiar with and follow the general ideas in the Commission of Rehabilitation Counselor Certification (CCRC) Code of Ethics as they relate to confidentiality, relationships with participants, and record keeping.

Company Name: Goodwill Industries of Mississippi, Inc.

ATTACHMENT D
Company Questionnaire (Page 4 of 5)

Goodwill will submit resumes of additional staff to MDRS for review and approval. All staff will meet the following training and experience: A) An Associate's degree or higher and one year of relevant program experience which includes: working with individuals with disabilities, coordinating training and/or orientation activities, developing curriculums and providing outreach activities to businesses and/or schools, or working knowledge of assisting youth with workplace readiness training to develop social skills and independent living skills and/or instruction in self-advocacy, which may include peer mentoring; or B) At least two years or 48 college credit hours (with transcript verification); or C) A high school diploma or GED along with verified WorkKeys© scores meeting state proficiency levels (typically a Silver level certification or equivalent scores in Reading, Applied Mathematics, and Writing).

Goodwill Industries of Mississippi Senior Leadership

Brad Steffani, CEO/President

Adam Hazel, Vice President for Operations

Roy Johns, Vice President for Marketing and Human Resources

Charles Weir, Vice President for Workforce Development

Company Name: Goodwill Industries of Mississippi, Inc.

ATTACHMENT D
Company Questionnaire (Page 5 of 5)

If additional space is needed, please attach supplemental pages as necessary to completely answer.

4. References

Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person.

Mississippi Department of Employment Security
Robert DeYoung, Director of Grant Management
601-321-6000

WIOA Governor's Reserve Fund (22-S83-57-1) \$79,953 From 11/1/20 to 12/31/23
Provided workforce development training including digital skills and virtual reality career exploration to high school students in Rankin County School District.

Accelerate Mississippi
Shelika Hooker, Director of Grants Management
601-414-6060

ARPA (0003-WA008) \$329,864 From 10/1/22 to 6/30/23
Provided direct training including digital skills, virtual reality career exploration, and customer service training/certifications to incarcerated individuals.

Mississippi Department of Rehabilitation Services
Josh Woodward, Director of Business Development
601-853-5257

Job Extravaganza (Contract #24-331-6000-224) From 08/21/23 to 09/30/2025
Provide services to create and host comprehensive training events for MDRS Pre-ETS clients.

Mississippi Department of Rehabilitation Services
Lee Shirley, Director of Contracts
601-853-5217

Community Rehabilitation Program (Contract #24-331-1322-001) From 10/1/23 to 9/30/26
Provide work assessment and adjustment training programs to referred MDRS Vocational Rehabilitation clients.

Company Name: Goodwill Industries of Mississippi, Inc.

ATTACHMENT F
Areas of Coverage

List of Counties where Pre-ETS can be performed:

Goodwill Industries of Mississippi could potentially serve the following 59 counties:

Adams, Amite, Attala, Bolivar, Calhoun, Carroll, Chickasaw, Choctaw, Claiborne, Clarke, Clay, Copiah, Covington, Forrest, Franklin, Greene, Grenada, Hinds, Holmes, Humphreys, Issaquena, Jasper, Jefferson, Jefferson Davis, Jones, Kemper, Lamar, Lauderdale, Lawrence, Leake, Leflore, Lincoln, Lowndes, Madison, Monroe, Montgomery, Neshoba, Newton, Noxubee, Oktibbeha, Perry, Pike, Rankin, Scott, Sharkey, Simpson, Smith, Sunflower, Tallahatchie, Walthall, Warren, Washington, Wayne, Webster, Wilkinson, Winston, Yalobusha, and Yazoo.

Secondary School Districts Currently Served by Goodwill Industries of Mississippi:

Brookhaven High School, Copiah County High Schools, Clinton High School, Hinds County High Schools, Lincoln County School District, Madison County School District, Pearl High School, and Rankin County High Schools

(See attached list of public and private secondary schools in these 59 counties that could potentially be served by Goodwill Industries of Mississippi.)

Proposed Post-Secondary:

*Copiah-Lincoln Community College, Mendenhall, Wesson
Hinds Community College, Jackson, Pearl, Raymond, Utica
Holmes Community College, Ridgeland, Kosciusko, Yazoo City
MS Delta Community College, Greenville, Indianola
Pearl River Community College, Hattiesburg
Jackson State University, Mississippi College, Tougaloo College, others to be determined.*

Estimate the number of students that can be served per year:

500+ secondary and post-secondary students

Company Name: Goodwill Industries of Mississippi, Inc.

Signature and Date:  10/10/25

Name and Title: Brad Steffani, CEO/President

NATCHEZ-ADAMS									
130	SCHOOL DISTRICT	Fred T. Butcher	POB 1188	NATCHEZ	MS	39121	1	ADAMS	
300	SCHOOL DISTRICT	Don Cuevas	P.O. Box 378	LIBERTY	MS	39645	3	AMITE	
400	ATTALA CO SCHOOL DIST	Kyle Hammond	100 COURTHOUSE BLDG, SUITE 3		MS	39090	4	ATTALA	
420	KOSCIUSKO SCHOOL DISTRICT	Billy Ellzey	229 West Washington St.	KOSCIUSKO	MS	39090	4	ATTALA	
614	CLEVELAND SCHOOL DIST	Dr. Otha Belcher	305 MERRITT DRIVE	CLEVELAND MOUND	MS	38732	6	BOLIVAR	
617	NORTH BOLIVAR CONS SCHOOL DIST	Maurice Smith	204 N Edwards St.	BAYOU	MS	38762	6	BOLIVAR	
618	WEST BOLIVAR CONS SCHOOL DIST	John I. Taylor	PO Box 189	Rosedale	MS	38769	6	BOLIVAR	
700	CALHOUN CO SCHOOL DIST	Lisa Langford	119 West Main Street	PITTSBORO	MS	38951	7	CALHOUN	
800	CARROLL COUNTY SCHOOL DIST	James Ray	PO BOX 256	CARROLLTON	MS	38917	8	CARROLL	
900	CHICKASAW CO SCHOOL DIST	Mr. Tony Cook	P.O. BOX 480	MOULKA	MS	38850	9	CHICKASAW	
920	HOUSTON SCHOOL DIST	Tony Cook	P.O. Drawer 351	Houston	MS	38851	9	CHICKASAW	
921	OKOLONA SEPARATE SCHOOL DIST	CHAD SPENCE	PO BOX 510	OKOLONA	MS	38860	9	CHICKASAW	
1000	CHOCTAW CO SCHOOL DIST	Stewart G. Beard Jr.	Post Office Drawer 398	ACKERMAN	MS	39735	10	CHOCTAW	
1100	CLAIBORNE CO SCHOOL DIST	Dr. Nonya Thrasher	404 Market St.	PORT GIBSON	MS	39150	11	CLAIBORNE	
1211	ENTERPRISE SCHOOL DIST	Josh Perkins	503 RIVER ROAD	ENTERPRIS E	MS	39330	12	CLARKE	
1212	QUITMAN SCHOOL DIST	Dr. Torlano Holloway	104 East Franklin Street	Quitman	MS	39355	12	CLARKE	
1321	WEST POINT CONSOLIDATED SCHOOL DIST	Burnell McDonald	P.O. Box 656	West Point	MS	39773	13	CLAY	
1500	COPIAH CO SCHOOL DIST	Rickey Clopton	254 West Gallatin Street	Hazlehurst	MS	39083	15	COPIAH	
1520	HAZLEHURST CITY SCHOOL DISTRICT	Cloyd Garth	119 Robert McDaniel Drive	HAZLEHURST	MS	39083	15	COPIAH	
1600	COVINGTON COUNTY SCHOOL DISTRICT	Babette Duty	P.O. Box 1269	COLLINS	MS	39428	16	COVINGTON	
1800	FORREST COUNTY SCHOOL DISTRICT	Brian Freeman	400 Forrest St.	Hattiesburg	MS	39401	18	FORREST	
1802	FORREST COUNTY AG HIGH SCHOOL	Donna Boone	215 Old Highway 49 E.	Brooklyn	MS	39425	18	FORREST	
1820	HATTIESBURG PUBLIC SCHOOL DIST	Robert Williams	P.O. Box 1569	Hattiesburg	MS	39403	18	FORREST	
1821	Dr. Matthew L. Dillon	P.O. DRAWER 523	PETA.	MS	39465	18	FORREST		
1900	FRANKLIN CO SCHOOL DIST	Chris Kent	P.O. Box 605	Meadville	MS	39653	19	FRANKLIN	
2100	GREENE COUNTY SCHOOL DISTRICT	Charles J. Breelan	P.O. Box 1329	Leakesville	MS	39451	21	GREENE	

2220	GRENADA SCHOOL DIST	DR. DAVID DAIGNEAULT	P.O. BOX 1940	GRENADA	MS	39902	22	GRENADA
2500	HINDS CO SCHOOL DIST	Dr. Delescia Martin	13192 HWY 18	Raymond	MS	39154	25	HINDS
2505	JOEL E SMILLOW COLLEGIATE	Charles Stanley	787 E Northside Drive	Jackson	MS	39206	25	HINDS
2515	REIMAGINE PREP	Charles Stanley	309 W McDowell Road	Jackson	MS	39204	25	HINDS
2520	JACKSON PUBLIC SCHOOL DISTRICT	Dr. Erick L. Greene	662 S. President Street	Jackson	MS	39225	25	HINDS
2521	CLINTON PUBLIC SCHOOL DIST	Dr. Fred Martin	P.O. Box 560	Clinton	MS	39060	25	HINDS
2525	MIDTOWN PUBLIC CHARTER SCHOOL	Kristi Hendrix	301 Adelle Street	Jackson	MS	39202	25	HINDS
2535	JOEL E. SMILLOW PREP	Charles Stanley	787 E NORTHSIDE DRIVE	JACKSON	MS	39206	25	HINDS
2545	Amblion Preparatory Charter School	DeArchia Scott	PO Box 68705	Jackson	MS	39286	25	HINDS
2560	MS SCHS FOR THE BLIND AND DEAF	Donna Sorensen	1252 EASTOVER DRIVE	JACKSON	MS	39211	25	HINDS
2562	MDHS DIVISION OF YOUTH SERVICES	Dennis Daniels	2375 Oakley Road	Raymond	MS	39154	25	HINDS
2611	HOLMES COUNTY CONSOLIDATED SD	Will Russell	PO Box 630	Lexington	MS	39095	26	HOLMES
2700	HUMPHREYS CO SCHOOL DIST	Jermall Wright	P O BOX 678	BELZONI	MS	39038	27	HUMPHREYS
3111	EAST JASPER CONSOLIDATED SCH DIST	Dr. Nadene Arrington	P.O. BOX 400	HEIDELBERG	MS	39439	31	JASPER
3112	WEST JASPER CONSOLIDATED SCHOOLS	Warren Woodrow	P.O. Box 610	BAY SPRINGS	MS	39422	31	JASPER
3200	JEFFERSON CO SCHOOL DIST	Andrew Macmaster	PO BOX 57	FAVETTE	MS	39059	32	JEFFERSON
3300	JEFFERSON DAVIS CO SCHOOL DIST	DEXTER JORDAN	P.O. BOX 1100	PRENTISS	MS	39474	33	DAVIS
3400	JONES CO SCHOOL DIST	Thomas D. Parker	8004 Highway 25 North	Ellisville	MS	39437	34	JONES
3420	LAUREL SCHOOL DISTRICT	Dr. Toy Watts	P.O. Drawer 288	LAUREL	MS	39441	34	JONES
3475	ELLISVILLE STATE SCHOOL ADM	James Johnson	1100 Highway 25	ELLISVILLE	MS	39437	34	JONES
3500	KEMPER CO SCHOOL DIST	Patricia Hudson	P.O. Box 210	DeCato	MS	39328	35	KEMPER
3700	LAMAR COUNTY SCHOOL DISTRICT	Sharon Harrison	P.O. Box 100	Purvis	MS	39475	37	LAMAR
3800	LAUDERDALE CO SCHOOL DIST	Dr. John-Mark Davis	P.O. Box 2400	Meridian	MS	39305	38	LAUDERDALE
3820	MERIDIAN PUBLIC SCHOOLS	Dr. John Davis		Meridian	MS	39302	38	LAUDERDALE
3900	LAWRENCE CO SCHOOL DIST	Dr. Bill McHenry		Monticello	MS	39540	39	LAWRENCE
4000	LEAKE CO SCHOOL DIST	Yvonne Young	P.O. Box 172	CARTHAGE	MS	39551	40	LEAKE

4211	GREENWOOD- LEFLORE CONS SCH DISTRICT	DR. MARY GOWMAN	401 HOWARD STREET	GREENWO OD	MS	38930	42	LEFLORE
4225	Leflore Legacy Academy	Dr. Tama & Boyd Shaw	PO Box 991	Greenwood	MS	38930	42	LEFLORE
4300	LINCOLN COUNTY SCHOOL DISTRICT	David Martin	PO BOX 826	BROOKHAV EN	MS	39602	43	LINCOLN
4306	MS SCHOOL FOR THE ARTS	Suzanne Hirsch	P.O. Box 229	Brookhave n	MS	39602	43	LINCOLN
4320	BROOKHAVEN SCHOOL DIST	Roderick Henderson	P.O. Box 540	BROOKHAV EN	MS	39602	43	LINCOLN
4400	LOWNDES CO SCHOOL DIST	Sam Allison	1053 HWY 45 SOUTH	COLUMBUS	MS	39701	44	LOWNDES
4406	MS SCHOOL FOR MATH AND SCIENCE	Dr. Germain McConnell	1100 College St. MUW-1627	COLUMBUS	MS	39701	44	LOWNDES
4420	COLUMBUS MUNICIPAL SCHOOL DIST	Cherie Labat	P.O. Box 1308	COLUMBUS	MS	39703	44	LOWNDES
4500	MADISON CO SCHOOL DIST	Charlotte Seals	476 Highland Colony Parkway	Ridgeland	MS	39157	45	MADISON
4520	CANTON PUBLIC SCHOOL DIST	Gary Hannah	403 East Lincoln Street	Canton	MS	39046	45	MADISON
4600	MARION CO SCHOOL DIST	Wendy Bracey	1010 Hwy 13 N	Columbia	MS	39429	46	MADISON
4620	COLUMBIA SCHOOL DISTRICT	Dr. Jason Q. Harris	613 Wildcat Way	Columbia	MS	39429	46	MADISON
4800	MONROE CO SCHOOL DIST	Brian Jernigan	PO BOX 209	AMORY	MS	38821	48	MONROE
4820	ABERDEEN SCHOOL DIST	Mr. Jeff Clay	P O. Box 607	Aberdeen	MS	39730	48	MONROE
4821	AMORY SCHOOL DIST	Ken Byars	P.O. Box 330	Amory	MS	38821	48	MONROE
4911	WINONA- MONTGOMERY CONSOLIDATED	Teresa Jackson	218 Fairground Street	Winona	MS	38967	49	MONTGOMERY
5000	NEOSHOA COUNTY SCHOOL DISTRICT	Lundy Brantley	580 East Main Street	PHILADELP HIA	MS	39350	50	NEOSHOA
5020	PHILADELPHIA PUBLIC SCHOOL DIST	Dr. Lisa Hull	248 BYRD AVENUE	PHILADELP HIA	MS	39350	50	NEOSHOA
5100	NEWTON COUNTY SCHOOL DISTRICT	J O Amis	15305 Highway 15	DECATUR	MS	39327	51	NEWTON
5100	NEWTON MUNICIPAL SCHOOL DISTRICT	Dr. Thomas McKee	P.O. Box 250	Newton	MS	39345	51	NEWTON
5120	UNION PUBLIC SCHOOL DIST	Tyler Hansford	P.O. BOX 345	UNION	MS	39365	51	NEWTON
5200	NOXUBEE COUNTY SCHOOL DISTRICT	Rodriguez Broadnax	P O Box 540 JCT	MACON	MS	39341	52	NOXUBEE
5321	STARKVILLE- OKTIBBEHA CONS DIST	Dr. Eddie Patterson	GREENSBORO STREET	STARKVILLE	MS	39759	53	OKTIBBEHA
5400	PERRY CO SCHOOL DIST	Dr. David Lyons	P.O. Box 127	ANDREWS	MS	39462	54	PERRY
5421	RICHTON SCHOOL DIST	Dr. James McKee	P.O. Box 958	RICHTON	MS	39476	54	PERRY
5521	NORTH RILEY SCHOOL DIST	Derius Parton	1036 Jaguar Trail	Sherman	MS	39666	55	RILEY

5712	SOUTH PIKE SCHOOL DIST	Dr. Donna Scott	250 West Bay Street	Magnolia	MS	39652	57	PIKE
5720	MCCOMB SCHOOL DISTRICT	Dr. Cederick L. Ellis, Sr.	P.O. Box 868	MCCOMB	MS	39649	57	PIKE
6100	RANKIN CO SCHOOL DIST	Sue Townsend, Ph.D.	P.O. Box 1359	Brandon	MS	39043	61	RANKIN
6120	PEARL PUBLIC SCHOOL DISTRICT	Ray Morgigno	PO Box 5750	PEARL	MS	39288	61	RANKIN
6176	MISSISSIPPI STATE HOSPITAL	James G. Chastain	P. O. Box 157-A	Whitfield	MS	39123	61	RANKIN
6177	HUDSPETH CENTER ADMINISTRATION	Jerne Barnes	P O BOX 127-B	WHITFIELD	MS	39193	61	RANKIN
6200	SCOTT CO SCHOOL DIST	Tony McGee	110 Commerce Loop	FOREST	MS	39074	62	SCOTT
6220	FOREST MUNICIPAL SCHOOL DIST	Dr. Karen Norwood	325 CLEVELAND STREET	FOREST	MS	39074	62	SCOTT
6312	SOUTH DELTA SCHOOL DISTRICT	Mr. James Johnson	P. O. BOX 219	ROLLING FORK	MS	39159	63	SHARKEY
6400	SIMPSON CO SCHOOL DIST	Greg Paes	111 Education Lane	Mendenhall	MS	39114	64	SIMPSON
6500	SMITH CO SCHOOL DIST	Nick Hillman	PO BOX 308	HALEIGH	MS	39153	65	SMITH
6711	SUNFLOWER CTY CONS SCHOOL DISTRICT	Miskia Davis	P.O. Box 70	Indianola	MS	38751	67	SUNFLOWER
6811	EAST TALLAHATCHIE CONSOL SCH DIST WEST	Darron Edwards	411 E. CHESTNUT STREET	CHARLESTON	MS	38921	68	TALLAHATCHIE
6812	TALLAHATCHIE SCHOOL DISTRICT	Dr. Sherry Ellington	P. O. Box 129	WEBB	MS	38966	68	TALLAHATCHIE
7400	WALTHALL CO SCHOOL DIST	Wade Carney	814A Morse Avenue	Tylertown	MS	39667	74	WALTHALL
7500	VICKSBURG WARREN SCHOOL DIST	Mr. Chad Shealy	1500 MISSION 66	VICKSBURG	MS	39180	75	WARREN
7611	HOLLANDALE SCHOOL DIST	Dr. Mario Willis	Post Office Box 128	Hollandale	MS	38742	76	WASHINGTON
7612	LELAND SCHOOL DIST	Reverend Jessie King	408 E FOURTH STREET	LELAND	MS	38756	76	WASHINGTON
7613	WESTERN LINE SCHOOL DISTRICT	Lawrence Hudson	P. O. BOX 50	AVON	MS	38723	76	WASHINGTON
7620	GREENVILLE PUBLIC SCHOOLS	Dr. Debra Dace	P O BOX 1619	Greenville	MS	38702	76	WASHINGTON
7700	WAYNE CO SCHOOL DIST	Tommy Branch	Chickasawhay Street	Waynesboro	MS	39367	77	WAYNE
7800	WEBSTER CO SCHOOL DIST	Brian Jones	35 CLARK AVENUE	WEBSTER	MS	39744	78	WEBSTER
7900	WILKINSON CO SCHOOL DIST	Charles Bradford	POST OFFICE BOX 785	WILKINSON	MS	39569	79	WILKINSON
8000	LOUISVILLE MUNICIPAL SCHOOL DIST	David Luke	P O BOX 900	LOUISVILLE	MS	39339	80	WILKINSON
8111	COFFEEVILLE SCHOOL DIST	Dr. Wayne Robinson	56 Mississippi Street	Coffeeville	MS	38722	81	YALOBUSIA

8113	WATER VALLEY SCHOOL DISTRICT YAZOO CO SCHOOL	Jerry Williams	P O Box 788 94 PANTHER	Water Valley YAZOO	MS	38965	81	YALOBUSHA
8200	DIST YAZOO CITY MUNICIPAL SCHOOL	Ken Barron	DRIVE	CITY	MS	39194	82	YAZOO
8220	DIST	Jermall Wright	1133 CALHOUN AVE	YAZOO CITY	MS	39194	82	YAZOO

Adams County Christian School	David King	300 Cunningham Lane	Natchez, MS 39120
Calhoun Academy	Donald Pendergrast	P. O. Drawer C	Calhoun City, MS 38916
Carroll Academy	Penny Mitchell	P. O. Box 226	Carrollton, MS 38917
Central Hinds Academy	Phil Hannon	2894 Raymond Bolton Road	Raymond, MS 39154
Christ Covenant School	Cathy Haynie	752 Pear Orchard Road	Ridgeland, MS 39157
Amite School Center	John Knight	PO Box 354	Liberty, MS 39645
Brookhaven Academy	Jason Case	943 Brookway Blvd Ext	Brookhaven MS 39601
Canton Academy	Ron Jurney	PO Box 115	Canton MS 39046
Cathedral Unit School	Norm Yvon	701 N Martin Luther King St.	Natchez, MS 39120
Central Holmes Christian School	Tim Burton	130 Robert E. Lee Drive	Lexington, MS 39095
Centreville Academy	Jason Horne	PO Box 70	Centreville, MS 39631
Columbia Academy	Angie Burkett	1548 Hwy 98 East	Columbia, MS 39429
Copiah Educational Foundation, Inc	Mitch Mitchell	P.O. Box 125	Gallman, MS 39077
Delta Streets Academy	T. Mac Howard	207 E Church St	Greenwood MS 38930
Discovery Christian School	Wendi Teten & Michele Thames	111 Wesley Circle	Florence, MS 39073
Emmanuel Christian School	Dr. Mary Seay	1109 Christian School Cooper Road	Jackson, MS 39212
Columbus Christian Academy		6405 Military Rd	Steens, MS 39766
First Presbyterian Day School	Brian T Smith	1390 N State St	Jackson, MS 39202
Grace Community School	Wayne P. Walters	30 Pioneer Rd S	Hattiesburg, MS 39402
Greenville Christian School	Bobby Williamson	2064 Greenville Christian School Rd.	Greenville, MS 38701
Hebron Christian School	Bobby Eiland	5100 Henryville Rd	Phelia, MS 39755
Indianola Academy	Charles Mason	PO Box 967	Indianola, MS 38751
Jackson Preparatory School	Lawrence M. Coco, III	P O Box 4540	Jackson, MS 39295-1940
Kemper Academy	Mary Ellen Waters	109 Church St	Oxalta, MS 39326
Lamar Christian School	Allen Stevens	PO Box 940	Purvis, MS 39475
Laurel Christian School	Norman Rowe	PO Box 8426	Laurel, MS 39442
Hartfield Academy	David Horner	1240 Lockney Rd	Flowood, MS 39232
Heritage Academy	Greg A. Daniels	625 Mayfield Lane	Columbus, MS 39705
Hillcrest Christian School	John A. Hill	1080 S. State St	Jackson, MS 39202
Humphreys Academy	Patricia	PO Box 111	Belzoni, MS 39038
Jackson Academy	Dr. J. L. Smith	PO Box 14470	Jackson, MS 39214-4470
Judee Performing Arts Center	Dr. J. L. Smith	112 West Beaver Blvd	McComb, MS 39663

Kirk Academy	Jay Watts	P.O. Box 1008	Grenada, MS 38902-1008
Lamar School	Erin Ann Bailou	544 Lindley Rd	Meridian, MS 39305
Leake Academy	Brian P. Dickens	P.O. Box 128	Madden, MS 39109
Learning Tree Christian Academy	Maria A. Dorman	4824 Old Hwy 11	Purvis, MS 39475
New Hope Vision Academy	Dr. Brenda A. Searcy	806 North Union Street	Natchez, MS 39120
Newton County Academy	Mike Tucker	PO Box 25	Decatur, MS 39327
North Sunflower Academy	Janet Ray	148 Academy Rd	Drew, MS 38737
Oak Hill Academy	Dr. Cathy Davis	1682 North Eshman	West Point, MS 39773-5426
Madison-Ridgeland Academy	Termie Land	7601 Old Canton Road	Madison, MS 39110
Manchester Academy	Bryan Dendy	2132 Gordon Avenue	Yazoo City, MS 39194
Mt. Salus Christian School	Bill Maner	PO Box 240	Clinton, MS 39060
New Jerusalem Christian School	Dr. Dwayne K. Pickett, Sr PhD	5708 Old Canton Rd	Jackson, MS 39211
Park Place Christian Academy	Jason Cook	201 Park Place Drive	Pearl, MS 39208
Pillow Academy	Barrett Donahoe	69601 Hwy 82 West	Greenwood, MS 38930-5060
Presbyterian Christian School	DR. Allen O. Smithers	103 W.S.F. Tatum Drive	Hattiesburg, MS 39401
Presbyterian Day School- Cleveland	Diane Burd	1100 Highway 8 West	Cleveland, MS 38732
Parklane Academy	Jack Henderson	1115 Parklane Rd	McComb, MS 39648
Porters Chapel Academy	Chris Williams	3460 Porters Chapel Road	Vicksburg, MS 39180
Prentiss Christian School	Homer H. Holloway, Jr.	PO Box 1287	Prentiss, MS 39474
Presbyterian Day School	Robert Simpson	603 Smythe St	Kosciusko, MS 39090
Rebul Academy	Debra J. Bowers	5257 Learned Rd	Learned, MS 39154
Sharkey Issaquena Academy	Sadie Hester	272 Academy Dr	Rolling Fork, MS 39159
Simpson Academy	Nick Lee	124 Academy Circle	Mendenhall, MS 39114
St. Augustine School	David Herndon	1202 Highland Colony Parkway	Ridgeland, MS 39157
The Redeemers School	DeSean Brown	640 East Northside Dr	Jackson, MS 39206
Tri-County Academy	Dr. Tom Taylor	400 Cox Ferry Rd	Flora, MS 39071
Wayne Academy	Charles W. Hooks	P.O. Box 308	Waynesboro, MS 39367
Wilkinson County Christian Academy	Randy Holloway	P.O. Box 977	Woodville, MS 39669
St. Joseph Catholic School	Craig Mandolini	1501 V.F.W. Road	Greenville, MS 38701
Starkville Academy	Jeremy Nicholas	505 Academy Road	Starkville, MS 39759
Sylvan Bay Academy	Robert Crain	P.O. Drawer 1	Bay Springs, MS 39722
Washington School	Jeff Pinnell	1605 East Reed Road	Greenville, MS 38703
Winona Christian School	Jimmy Pittman	1014 South Applegate St	Winona, MS 38967
Winston Academy	Paul M. Hixson	P.O. Box 545	Louisville, MS 39439
Woodlawn Preparatory School	Doris Tubb	1450 Hwy 92 East	Columbia, MS 39429

ATTACHMENT G

Additional Data

Acceptance of Conditions- Goodwill Industries of Mississippi, Inc. offers no exceptions to the general terms and conditions of the Request for Qualifications.

Goodwill Industries of Mississippi, Inc. possesses insurance. (See **Appendix B**)

Goodwill Industries of Mississippi, Inc. possesses Mississippi Workers' Compensation Coverage. (See **Appendix C**)

Goodwill Industries of Mississippi, Inc. provides the following additional information. We receive no form of funding from Federal, State, local government entities, public or private foundations or other organizations to assist in providing these Pre-Employment Transition Services.

Goodwill Industries of Mississippi, Inc. is a 501(c) 3 non-profit registered with the Mississippi Secretary of State's Office. (See **Appendix D**)

Goodwill Industries of Mississippi, Inc. has no history of ever being debarred.

Company Name: Goodwill Industries of Mississippi, Inc.

Signature and Date:  10/10/25

Name and Title: Brad Steffani, CEO/President

ATTACHMENT H

Redaction Notice

Offerors shall acknowledge which of the following statements is applicable regarding release of its qualification as a public record. An offeror may be deemed non-responsive if the offeror does not acknowledge either statement, acknowledges both statements, or fails to comply with the requirements of the statement acknowledged. Choose one:

_____ Along with a complete copy of its qualification, offeror has submitted a second copy of the qualification in which all information offeror deems to be confidential commercial and financial information and/or trade secrets is redacted in black. Offeror acknowledges that it may be subject to exclusion pursuant to Chapter 15 of the PPRB OPSCR Rules and Regulations if the MDRS or the Public Procurement Review Board determine redactions were made in bad faith in order to prohibit public access to portions of the qualification which are not subject to Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Offeror acknowledges and agrees that MDRS may release the redacted copy of the qualification at any time as a public record without further notice to offeror. An offeror who selects this option but fails to submit a redacted copy of its qualification may be deemed non-responsive.

BX Offeror hereby certifies that the complete unredacted copy of its qualification may be released as a public record by MDRS at any time without notice to offeror. The qualification contains no information offeror deems to be confidential commercial and financial information and/or trade secrets in accordance with Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Bidder explicitly waives any right to receive notice of a request to inspect, examine, copy, or reproduce its bid as provided in Mississippi Code Annotated § 25-61-9(1)(a). An offeror who selects this option but submits a redacted copy of its qualification may be deemed non-responsive.

Company Name: Goodwill Industries of Mississippi, Inc.

Signature and Date:  10/10/25

Name and Title: Brad Steffani, CEO/President

**AMENDMENT #1
TO THE REQUEST FOR QUALIFICATIONS
FOR PRE-EMPLOYMENT TRANSITION SERVICES
RFQ #3120003211**

Q1: Do I put the counties I was approved for when I first applied, or the counties I'll be working this school year? Also, with the increased school, will my budget change?

A1: In your proposal, you must complete Attachment F – Areas of Coverage, which specifically requires you to list the counties where you can perform Pre-ETS services. The RFQ also states that providers must "specify the geographic area(s) in which services can be provided, as well as how the services will be delivered." This means you should report the counties you will actually cover during the upcoming school year—not just those from your original approval. The coverage section is about current capacity and service delivery, not historical approval. Budgets will be based on coverages areas and the staff's review of the proposals.

Q2: Page 13, Section 4.3 discusses Marked and Unmarked documents. Page 15, Section 5.1 in bold states Unmarked documents are no longer required. Could you please clarify this information on what is needed for submittal?

A2: Please disregard Section 4.3. Proposals are no longer required to be submitted as "unmarked". You are only required to submit a REDACTED version if you include proprietary information in your proposal that you do not wish to be posted to the public. Further details on redactions can be found in Attachment H "Redaction Notice", on page 31 of the RFQ.

Q3: I am a Louisiana-based sole proprietor. The RFQ notes that "sole proprietors are not required to register with the Mississippi Secretary of State." Can you confirm if any additional steps (e.g., business license or local registration) are required for a Louisiana sole proprietor to qualify prior to contract award?

A3: MDRS only requires that the business be registered with the Mississippi Secretary of State if necessary, and have any license or certification required to do business in the State. For more information on what is required for your specific business to operate in the state, you may contact the Business Services & Regulation department of the Mississippi Secretary of State's office at 601-359-1633.

Q4: Since the rate sheet is provided in the RFQ, should I simply confirm acceptance of the published group/individual rates, or do I need to calculate an estimated number of students and present a total cost based on that estimate?

A4: MDRS will set the totals for these contracts. You are not required to submit a total cost estimate.

Q5: The RFQ requests an insurance certificate. Should proof of insurance be submitted with the proposal or only upon award? As a sole proprietor, is there a waiver process or flexibility until staff or subcontractors are added?

A5: If available, you should submit the insurance certificate with your proposal. DFA may withhold the final approval of your contract if it's not submitted.

Please note that businesses that have less than 5 full-time employees are not required to carry workers compensation insurance per Mississippi law. If you are not required to have workers compensation insurance, please make a note of this in Attachment G "Additional Data" of your proposal.

Q6: Section 5.2 states:
"The original and 1 copy of the proposal, 2 copies total with an electronic version, shall be signed, placed in a sealed envelope or package, and submitted..."

Could you confirm if this means:

- I should submit one signed paper original, one signed paper copy, **and** a USB flash drive with the electronic version (PDF)?
- Or is a single printed version plus the electronic copy sufficient?

A6: You may submit a single printed version plus the electronic copy.

Q7: Is there a specific type or size of envelope/package required for submission (e.g., manila envelope, sealed box), or simply any sealed envelope clearly labeled with the RFQ number and opening date?

A7: There is no specific type of box or envelope that is required.

Q8: Are payments issued on net 45 terms from receipt of invoice, or is there a different payment schedule that MDRS follows for Pre-ETS providers?

A8: All MDRS invoices use the net 45 payment terms per state law.

Q9: Section 1.11 references an “Unmarked Proposal” with no self-identifying information, while Section 5.1 notes that unmarked proposals are no longer required and instead all sections should be marked. Could you clarify what is currently required:

Do I need to prepare a separate “unmarked” version of my proposal with no logos or identifiers?

Should I simply submit one version with all sections “marked” as indicated (Attachments A–H and proposal narrative), plus a redacted copy if I have trade secrets?

A9: Section 5.1 is correct. You are no longer required to submit an “unmarked” proposal. Your proposal may have identifying information (logos, staff names, etc.). However, you do have the option of submitting a “Redacted” version if there is proprietary information in your submission that you do not wish to be made public knowledge. (see attachment H of the RFQ for more information).

Q10: Does this RFQ include post secondary institutions?

A10: Pre-Employment Transition Services can be provided to students enrolled in post-secondary institutions. Also, if a Post-Secondary Institution provides Pre-Employment Transition Services, they can submit a RFQ.

Q11: Will Entrepreneurship classes be considered a Pre Employment Transition service?

A11: Self-employment/entrepreneurship would fall under Job Exploration Counseling.

Q12: The RFQ states that services must be delivered in an integrated setting? What is the definition of an integrated setting? Can Pre Employment Transition services be delivered in a virtual setting?

A12: The RFQ specifies that “all pre-employment services under this procurement must be provided in an integrated setting” In this context, an integrated setting means students with disabilities participate in services alongside peers without disabilities to the maximum extent possible, consistent with WIOA’s definition of integrated employment and training environments. It emphasizes inclusion in typical school, workplace, or community environments—not segregated or disability-only settings.

The RFQ also requires providers to specify both the geographic area(s) in which services will be provided and how services will be delivered. This language allows for flexibility in delivery methods, including virtual instruction, as long as:

- The service is pre-approved by MDRS,

- It aligns with one of the five required Pre-ETS categories, and
- It is designed to maintain the integrated setting requirement.

Therefore, Pre-ETS may be delivered virtually if MDRS authorizes (it and if the virtual format still supports interaction consistent with an integrated learning environment.

An integrated setting means providing Pre-ETS in environments where students with disabilities are included alongside peers without disabilities, not in segregated programs. Virtual services are permissible under the RFQ, provided they are authorized by MDRS and delivered in a way that supports inclusion and meets the five Pre-ETS service categories.

Q13: This RFQ states that providers must have a bachelor's degree and one year of relevant program experience. In the Job Extravaganza RFQ, providers were allowed to have an associates degree or a high school diploma with Work Keys which basically meet the Mississippi Department of Education requirements for an assistant teacher. Does this still apply for this RFQ

A13: Yes. While this RFQ outlines the standard minimum qualification of a bachelor's degree with one year of relevant program experience, the same flexibility that was applied in the Job Extravaganza RFQ continues here. That means providers may also qualify with an associate's degree or a high school diploma with WorkKeys, which aligns with the Mississippi Department of Education's requirements for an assistant teacher.

In short, both the bachelor's degree track and the alternative associate's degree/high school diploma with WorkKeys track are acceptable for this RFQ.

Q14: On page 11, the RFQ states: "the pre-service survey must accompany the initial monthly report and invoice while the post-service survey must be submitted with the final monthly report and invoice."

Could you clarify whether this requirement refers to the pre- and post-tests administered by instructors for each individual class, or whether it is intended as a program-wide pre-survey at the beginning of services and a program-wide post-survey at the conclusion of services?

Currently, we have been submitting pre- and post-tests each month with our billing paperwork. We want to confirm whether this is the correct process, or if MDRS expects a single pre-survey submitted with the first month's report/invoice and a single post-survey submitted with the final report/invoice for the year.

A14: The language on page 11 of the RFQ refers to the program-wide requirement rather than to every individual class. Specifically, the pre-service survey must be administered

to participants at the start of services and submitted with the initial monthly report and invoice, and the post-service survey must be administered at the end of services and submitted with the final monthly report and invoice

This means MDRS does not expect providers to submit pre- and post-tests for each class every month with billing paperwork. Instead, it is intended as a beginning-of-services pre-survey and an end-of-services post-survey tied to the overall service period for each student.

Q15: Page 32 says the period of performance dates are Sept 12, 2025, ending Sept 11, 2026. Page 6 says the dates are Dec 10, 2025, ending Dec 9, 2026.

A15: The correct period of performance dates are December 10, 2025 to December 9, 2026.

Respondents shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the response. The acknowledgment must be received by MDRS by the submission deadline.

Company Name: Goodwill Industries of M.S.

Signature and Date:  10/10/25

Name and Title: Brad Steffani President & CEO

APPENDIX A- Resumes

APPENDIX B- Insurance & Workers's Compensation Coverage

APPENDIX C- Mississippi State Secretary of State




APPENDIX D- Goodwill Pre-ETS Curriculum

Company Name: Goodwill Industries of Mississippi, Inc.

APPENDIX A- Resumes

Company Name: Goodwill Industries of Mississippi, Inc.

Robin Stricklin

305 Louis Wilson Drive 
Brandon, Mississippi 39042
601.941.3765 
Cawthorn1960@gmail.com 

To obtain employment with a company that will offer growth in a professional and challenging setting.

Skills

- Strong aptitude for observing, prioritizing and analyzing complex situations
- Capable of working with diverse groups
- Experience in managing budgets and ever changing department needs
- Ability to diffuse complex situations

Experience

JANUARY 2016 – PRESENT

Mission Services Director / Goodwill Industries, Ridgeland, Mississippi

- Supervise rehabilitation programs
- Implement productive resources ensuring competitive employment for people with disabilities
- Monitors diverse team to guarantee effective teamwork and quality services

JANUARY 2012 – JANUARY 2016

District Manager / Mississippi Department of Rehabilitation Services, Pearl, Mississippi

- Managed one of the largest and most populated districts
- Provided training and policy management for new/current counselors
- Submitted federal reports and distribution of budget needs

SEPTEMBER 1989 – DECEMBER 2011

Rehabilitation Counselor / Mississippi Department of Rehabilitation Counselor, Jackson, Mississippi

- Provide one-on-one vocational counseling toward job placement
- Provide restorative services by managing and balancing caseload funding
- Assist in development and implementation of new practices and procedures for future direction and delivery of services and assist in training of new staff along with all other duties as assigned.

OCTOBER 1985 – AUGUST 1989

Program Specialist / Mississippi Department of Rehabilitation Counselor, Jackson, Mississippi

- Managed staff and carried out goals for the PHYS-ABILITY grant to create recreational opportunities in the community for people with disabilities
- Responsible for measuring grant results and submitting grant for yearly renewal
- Established events to raise funds for grant continuation after federal funding ceased

Education

AUGUST 1997

Masters of Science Degree / Mississippi State University; Starkville, Mississippi


Rehabilitation Counseling

AUGUST 1982

Bachelor of Science Degree / University of Southern Mississippi; Hattiesburg, Mississippi

Therapeutic Recreation

Brandi Kennedy

112 North Ridge Dr 
Madison MS 39110
601.506.1468 
brandipk@hotmail.com 

I am a motivated and dependable individual seeking a position where I can contribute my skills, learn new things, and grow within a team-oriented environment.

Skills

- Data entry
- Microsoft Office
- Billing and Invoicing
- Customer Service
- Records Management
- Attention to Detail

Work Experience

JULY 2021 - PRESENT

Mission Services Coordinator / Goodwill Industries

- Monthly billing for Vocational Evaluation and Training for Mission Services clients.
- Maintain case files for Mission Services clients.
- Accounts receivable

AUGUST 2008 – JUNE 2021

Purchasing Officer / Mississippi Department of Rehabilitation Services

- Source and evaluate suppliers for goods and services required by the organization.
- Prepare and process purchase orders in accordance with company policies and procedures.
- Maintain accurate records of purchases, pricing, and supplier performance.
- Collaborate with departments to identify purchasing needs and specifications.
- Review and approve invoices for payment, resolving discrepancies as needed.

AUGUST 1994 – AUGUST 2008

Accounting Auditing Technician / Mississippi Department of Rehabilitation Services

- Maintain accurate and organized vendor records.
- Review and process financial transactions, including invoices, purchase orders, and reimbursement requests, in accordance with agency policies.
- Assist with budget tracking and monitoring expenditures to ensure proper use of program funds.

AUGUST 1989 – AUGUST 94

Accounting Clerk / Mississippi Department of Rehabilitation Services

- Assist Program Manager.
- Prepare basic budget reports, summaries, and forecasts for management review.
- Help maintain accurate financial records and supporting documentation.

Education

High School Diploma May 1984

JASMYNE BARNES

EMAIL: JASMYNEBARNES5@GMAIL.COM

CELL: 601-580-2224

Objective

- Highly motivated, enthusiastic, and organized professional, with unyielding commitment to providing excellent customer service.
- Adept at learning new processes and procedures; complemented with maturity evidenced by good working relationships with others.
- Skilled at communicating with diverse people in varied situations.
- Skilled at being able to supervise others, while handling time management to complete tasks with deadlines.

EDUCATION

WALDEN UNIVERSITY, MINNEAPOLIS, MINNESOTA
EXPECTED MAY 2026 MASTER'S DEGREE IN HUMAN SERVICES

WILLIAM CAREY UNIVERSITY, HATTIESBURG, MS
MAY 2016 EARNED BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION AND
MARKETING

MERIDIAN COMMUNITY COLLEGE, MERIDIAN, MS
MAY 2012 EARNED DEGREE IN LIBERAL ARTS

EXPERIENCE

JANUARY 2023 - PRESENT

Program Manager

Goodwill Industries of Hattiesburg, MS

- Supervise and train program participants in hands-on, work-based learning environments to build employment readiness and transferable skills.
- Facilitate monthly staffing and one-on-one meetings with clients to review individualized goals, assess progress, and provide strength-based support.
- Develop and implement tailored Individual Plans that align with client needs, abilities, and long-term employment objectives.

- Maintain accurate, up-to-date documentation, case notes, and performance records in compliance with confidentiality standards.
- Prepare and submit comprehensive monthly reports detailing program metrics, client progress, and outcome tracking.
- Represent Goodwill at community events, partner meetings, and outreach initiatives to promote inclusive employment and build relationships.
- Instruct engaging Customer Service and Digital Skills classes to support client development in communication, professionalism, and technology literacy.
- Promote a supportive, inclusive environment that encourages self-advocacy, accountability, and empowerment among participants with disabilities.

JANUARY 2020 – DECEMBER 2022

STORE MANAGER

GOODWILL INDUSTRIES OF HATTIESBURG, MS

- Greet and assist donors/customers
- Train, develop, and supervise team members
- Work with strict deadlines
- Monitor and maintain the store's overall appearance
- Lead daily meetings with store employees
- Attend quarterly meetings to get updated policy and procedures
- Work to de-escalate customer situations while finding an appropriate solution.
- Ensures store locations are clean, well-kept, and reflect the Goodwill brand appropriately.
- Manage the store location's Facebook Page
- Serves as a Goodwill Mentor to other Store Managers

OCTOBER 2018 – DECEMBER 2019

LEAD RECEPTIONIST/SOCIAL MEDIA MANAGER

HEALING TOUCH DAY SPA – HATTIESBURG, MS

- As the receptionist answered multiple phone lines, took accurate messages as well as booked appointments and provided customer service, as necessary.
- Replaced the company's old software to the new more upgraded Vagaro system.
- Running the company social media advertising campaign through bulk emails, surveys, brochures, flyers, also canvassed the community handing out media material about the company.
- Managed Facebook and other social media websites on a day-to-day basis.
- Responded to comments on each account
- Built brand awareness by engaging relevant influencers.
- Managed online communities to ensure respectful and appropriate engagement.
- Oversee customer service provided via social media.

DECEMBER 2016 – TO OCTOBER 2018

ASSISTANT STORE MANAGER

GOODWILL INDUSTRIES OF HATTIESBURG, MS

- Ensured positive customer service to customers and donors
- Assisted store manager with day-to-day operations
- Balanced registers as well as making deposits
- Train, develop, and supervised employees
- Managed our online via Instagram to ensure respectful and appropriate engagement.

JUNE 2012 – APRIL 2016

OFFICE ASSISTANT

THIGPEN BAIL BONDING – LAUREL, MS

- Worked with strict deadlines from the court system
- Provided professional and non-judgmental customer service to the public.
- Informed all clients regarding transactions in a professional manner including vendor, courts, jail facilities and co-workers.
- Prepared weekly and monthly calendar for court appearances and assisted court clerks with documents.
- Maintained social media platforms such as Facebook, and Instagram to which generated business.

SKILLS

- Communication
- Flexibility
- Patience

- Dedication
- Conflict Resolution
- Leadership

ACCOMPLISHMENTS

- Goodwill Industries 2020 Winner for Manager of the Year
- Served as Policy "**Council Member with Friends of Children of Mississippi**"
- Certified by the NRF Foundation "**Rise Up**" in customer service and sales.
- News 7 "Business Break" Commercial – NUTS Thrift Store
- News 7 "Twelve Days of Christmas" Commercial – Healing Touch Day Spa

Tara Barnes-Pereyra

Pelahatchie, Mississippi 39145 | (769) 257-2065 | tarapereyra16@gmail.com

Education

Mississippi College – Clinton, MS

Master of Science in Counseling Psychology, 2002

University of Southern Mississippi – Hattiesburg, MS

Bachelor of Arts in Psychology, 1996

Professional Experience

- Goodwill Industries of Mississippi

Program Manager | January 2025 – Present

- Manage and implement workforce development programs for individuals with disabilities, including adults and students receiving Pre-Employment Transition Services (Pre-ETS).
- Oversee work-based learning experiences (WBLE) across multiple retail sites, coordinating with school districts, business partners, and staff to ensure meaningful outcomes.
- Develop and facilitate training in soft skills, job readiness, and career exploration aligned with Pre-ETS goals.
- Monitor participant progress, ensure compliance with Mississippi Department of Rehabilitation Services (MDRS) guidelines, and provide individualized support.
- Strengthen partnerships with schools and community stakeholders to expand access to inclusive employment opportunities.

- Mississippi Department of Rehabilitation Services

Regional Manager, Office of Business Development | 2020 – December 2024

- Supervised a regional team of business development staff across multiple locations.
- Provided daily oversight, coaching, and strategic direction to ensure high-quality service delivery.
- Led efforts to promote inclusive hiring practices among Mississippi employers.
- Supported team members in building partnerships with businesses and meeting employment placement goals for individuals with disabilities.
- Assisted staff in overcoming case-specific challenges and achieving measurable outcomes.

- Mississippi Department of Rehabilitation Services

Business Development Representative | 2016 – 2020

- Educated employers and community partners on the benefits and value of hiring individuals with disabilities.
 - Facilitated job placement and on-the-job training opportunities in collaboration with rehabilitation counselors.
 - Provided consultation to businesses on disability inclusion, accommodations, and workforce support.
 - Built long-term employer relationships to support competitive, integrated employment.
- Mississippi Department of Rehabilitation Services

Vocational Rehabilitation Counselor | 2002 – 2016

- Provided counseling, case management, and employment services to individuals with disabilities.
- Specialized in complex caseloads including Alcohol and Drug Recovery, Spinal Cord Injury, and Traumatic Brain Injury.
- Conducted comprehensive assessments and developed individualized rehabilitation plans.
- Coordinated training, education, and job placement services to support clients in achieving competitive employment.
- Maintained compliance with federal and state regulations while managing a full caseload.

Professional Affiliations & Leadership

- Board Member, Central Mississippi Planning and Development District
- Liaison, Methodist Rehabilitation Center
- Former Member, Rehabilitation Association of Mississippi
- Legislative Caseload Coordinator, Mississippi Department of Rehabilitation Services

DIANE DAY

201 Clark Farms Rd. Madison, MS, 39110 - Cell: 601-672-8798

Email - dianeday77@yahoo.com

EXPERIENCE

MARCH 2021 - PRESENT

PRE-ETS SPECIALIST, GOODWILL INDUSTRIES OF MS, RIDGELAND, MS

- Coordinate and provide classroom instruction to middle and high school students with diversified learning needs; Equip students with skills needed to transition successfully from school to employment or post-secondary education; Assist students to identify their strengths, interests, and abilities while fostering the development of competitive and marketable skills for future success.

AUGUST 2019 – JANUARY 2021

MILIEU COORDINATOR, CANOPY CHILDREN'S SOLUTIONS, JACKSON, MS

- Administered milieu within the general policies and guidelines of the agency; Provided overall leadership, supervision and coordination to develop and maintain effective team delivery of services to youth.
- Established and maintained an environment that encouraged teamwork, interdependence, and ethical behavior; Provided direct supervision to trained staff; provided training and coaching to Residential Care Specialists.

NOVEMBER 2015 – JULY 2019

VOCATIONAL REHABILITATION COUNSELOR, MISSISSIPPI DEPARTMENT OF REHABILITATION SERVICES, (MDRS) JACKSON, MS

- Evaluated the vocational potential of clients; utilized all available diagnostic and related services incidental to the determination of eligibility, and nature and scope of services to be provided under the Vocational Act; Developed and maintained an appropriate case-finding procedure.
- Developed an individualized written rehabilitation plan with the client and arranged, coordinated and supervised the services necessary to reach a vocational goal; Organized and coordinated community resources to ensure quality rehabilitation services to individuals with disabilities.

AUGUST 2012 – OCTOBER 2014

ADMINISTRATIVE ASSISTANT, SALVATION ARMY DISTRICT HEADQUARTERS, RISK MANAGEMENT JACKSON, MS

- Maintained efficient and organized filing system; prepared and maintain current and accurate files in compliance with established standards; Maintained confidential nature of the department and met attendance standards; Maintained and facilitated the Blood - Borne Pathogens Website.

AUGUST 2012 – OCTOBER 2014

INTERN/LIFE SKILLS INSTRUCTOR, SALVATION ARMY CENTER OF HOPE, JACKSON, MS

- Practiced effective communication and motivation practices; prepared life skills activities to facilitate client's growth; Assisted case manager in providing life skill services for adults in a general-level residential program to independence; Provided information about resources in the community to assist clients; Provided direct supervision to ensure that clients received the necessary resources; Facilitated small group weekly meetings in social skills development.

MAY 2000 – JULY 2012

SPECIAL EDUCATION TEACHER ASSISTANT, HOLMES COUNTY SCHOOL DISTRICT

- Assisted with and reinforced lessons taught; assisted with implementing special learning approaches for students with disabilities; Assisted in the formulation of IEP's; Monitored student behavior and assisted with Behavior Support Plans; Provided specialized instructions to students with disabilities.

EDUCATION

DECEMBER 2014

MASTER OF SCIENCE DEGREE – REHABILITATION COUNSELING,

JACKSON STATE UNIVERSITY; CONCENTRATION: COMMUNITY COUNSELING; GPA 3.94

AUGUST 2009

BACHELORS OF SCIENCE DEGREE - PROFESSIONAL INTERDISCIPLINARY STUDIES

JACKSON STATE UNIVERSITY

CONCENTRATION: DISABILITY STUDIES; GPA 3.77 MAGNA CUM LAUDE

SKILLS

- Microsoft Office (WORD, EXCEL, POWER POINT)
- Intake/Case Assessment
- Individual/Small Group Counseling
- Case Management
- Client Relations and Services
- Rehabilitation Planning
- Community Resources Development

PROFESSIONAL AFFILIATIONS

International Association Rehabilitation Professionals; Member Chi Sigma Iota, Honor Society; Member Alpha Epsilon Lambda Honor Society (Graduate/Professional Level); Rehabilitation Association of Mississippi

Tradqual Lee

Greenville, MS 38701

tradtaz@yahoo.com

+1 662 931 0888

Professional Summary

I am an ambitious, hardworking, self-motivated individual; whom is seeking a career that will benefit from my strong work ethic, leadership, and communications skills. My vast knowledge and experience in politics, law, and community organizing makes me a versatile employee whom is able to work in a high stress, demanding career.

Willing to relocate: Anywhere

Authorized to work in the US for any employer

Work Experience

Program Manager

GOODWILL INDUSTRIES OF MISSISSIPPI-Greenville, MS

January 2024 to Present

Key Accomplishments:

- **Strengthened Funding Partnerships:** Established and nurtured relationships with key funding sources, securing increased financial support and long-term sustainability for workforce development programs.
- **Enhanced Program Knowledge:** Implemented targeted training initiatives and professional development opportunities for staff, leading to improved expertise and more effective service delivery.
- **Increased Client Satisfaction:** Developed and executed client-centered strategies, including personalized support plans and feedback mechanisms, resulting in higher satisfaction and engagement levels.
- **Improved Client Recruitment:** Expanded outreach efforts through strategic partnerships and community engagement, leading to a significant increase in program enrollment and participation.
- **Optimized Programmatic Services:** Streamlined service delivery by refining processes, incorporating best practices, and utilizing data-driven decision-making to enhance program effectiveness.
- **Strengthened Community Collaboration:** Fostered relationships with local organizations, businesses, and service providers to create a more integrated support system for clients, improving overall program impact.

Senior Pastor

Mount Tabor M.B. Church-Winterville, MS

January 2018 to Present

- Led the church in an effective evangelism program that stressed community engagement, development, and outreach.
- Prepared for and preached the Word of God in each service, lead in observing the ordinances.
- Provided administrative leadership in all aspects of church operations.
- Directed the planning and facilitating of all elements necessary for maintaining quality worship
- Taught the church members to "Love God and Love Others" in all areas of life.
- Oversaw a building program that included stewardship teaching and fundraising efforts.
- Conducted counseling sessions. Performed wedding ceremonies and conduct funerals.

- Cooperated with the local association, state convention and National Baptist Convention, USA, Inc., leadership in matters of mutual interest and concern. Represented the church in civic matters.

Director of Case Management

Families Matter, Inc.-Memphis, TN

December 2022 to October 2024

- Accomplishes clients' care by assessing treatment needs; developing, monitoring, and evaluating treatment plans; monitoring staff performance.
- Determines clients' requirements by completing intake interviews; determining need for therapeutic medical, psycho-social, and psychiatric evaluations; reviewing therapist evaluations, treatment objectives, and plans.
- Establishes treatment programs by setting schedules and routines; coordinating services being provided.
- Monitors cases by verifying clients' attendance; observing and evaluating treatments and responses; advocating for needed services and entitlements; obtaining additional resources; intervening in crises; providing personal support.
- Maintains clients' records by reviewing case notes; logging events and progress.
- Communicates clients' progress by conducting weekly interdisciplinary meetings and evaluations; disseminating results and obstacles to the case management team and family; identifying treatment influences.
- Improves staff competence by providing educational resources; balancing work requirements with learning opportunities; evaluating the application of learning to changes in treatment results.
- Improves treatment results by studying, evaluating, and re-designing processes; implementing changes; rewriting policies and procedures.
- Oversee budget, patient recruitment plan, and serve on leadership team.
- Prepares reports by collecting, analyzing, and summarizing treatment and results data and trends; compiling statistics; completing grant and subsidy applications.

ReEntry Workforce Development Specialist

Equus Workforce Solutions-Memphis, TN

February 2022 to December 2022

1. Conducted comprehensive intake admissions for new referrals through interviews, assessments, collection of previous service records, and collaboration with other service providers.
2. Developed, implemented, and monitored the Objective Assessment Summaries and Individualize Employment Plan to mitigate employment barriers.
3. Assisted consumers in accessing benefits and services by providing information and education about community resources.
4. Advocated for and promote the full inclusion of oppressed individuals.
5. Completed documentation and reports on a weekly and quarterly basis to ensure eligibility, funding, and compliance with state and agency policy.
6. Ensure all enrollment activities adhere to established procedures of accountability and confidentiality according to contracts and regulatory entities.
7. Identify and address employment barriers that inhibit ex-offenders from obtaining gainful employment, which negatively impacts recidivism rates.

Case Manager

Mississippi Department of Human Services-Greenville, MS

February 2021 to January 2022

- Conducted comprehensive intake admissions for new referrals through interviews, assessments, collection of previous service records, and collaboration with other service providers.
- Developed, implemented, and monitored the individualized Person-Centered Plan (PCP) for consumers in order to meet their community integration and service coordination goals.
 - Assisted consumers in accessing benefits and services by providing information and education about community resources.

- Provided crisis intervention, guidance, and supportive counseling.
- Advocated for and promote the full inclusion of individuals with disabilities in all opportunities in the community.
- Completed documentation and reports on a weekly and quarterly basis to ensure eligibility, funding, and compliance with state and agency policy.
- Ensure all enrollment activities adhere to established procedures of accountability and confidentiality according to contracts and regulatory entities.

Internet Sales Coordinator

Cannon Motors of Mississippi-Cleveland, MS

June 2020 to December 2020

- Internet Sales Coordinator
- Duties, Accomplishments, and Related Skills:
- Answer customer calls and establishes follows-up with sales appointments
- Respond quickly to the internet, phone and live chat inquiries using email, phone and live chat scripts and templates
- Provide customers with initial product information & direct them to the appropriate dealership resources
- Present initial financing options based on customer needs
- Follow up with leads that are not ready to make an appointment or no-show
- Participate in team & process development sessions - keeping positive relationships with teammates, sales teams and dealership management
- Utilize CRM tracking system daily

Youth Minister

New Hope Baptist Church-Hollandale, MS

July 2011 to January 2018

Maintain a well-planned, carefully balanced program throughout the year coordinated with the church calendar of events.

- > Assure youth groups maintain a balanced program of spiritual, physical, and social growth
- > Assure training and regular involvement of youth in church ministry.
- > Provided counseling to the church youth regarding family matters, relationships, school, and other social problems.
- > Assures proper care of facilities used by youth programs.
- > Shepherded the spiritual, emotional, and the intellectual maturity of the church youth.
- > Supervised the outreach ministry of the church youth.

Youth Court Coordinator/Intake Officer

Washington County Youth Court-Greenville, MS

2014 to 2015

I serve as a site supervisor and coordinator of the Juvenile Detention Alternative Initiative, which was established by Attorney General Jim Hood to ensure that all youth involved in the Juvenile Justice System are appropriately held accountable to the needs of victims and the community; and provided every opportunity to develop into productive citizens. As the JDA coordinator, my purpose was to research, propose, and advocate for programs that would combat the racial and economic disparities of the juvenile justice system that are disproportionately detained. I also established and revamped the existing collaborative to ensure that every child had an opportunity to become a productive citizen. I ensured that the Washington County Detention Center adhered to statutes of both the federal and state requirements. I introduced a truancy court program to aid in the reduction in the escalating cases of truants, developed a three (3) year work plan to reduce the recidivism rates of juveniles, and created workshops to empower parents and to teach life skills to juveniles. I served as the spokesperson for the JDA program in Washington County and as a liaison to Annie E. Casey Foundation's Juvenile Detention Alternatives Initiative. I am also the Volunteer Services Coordinator and Intake Officer for the Youth Court. I work with community stakeholders to provide clothing, mentoring, parental workshops, job training,

drug counseling, and juvenile seminars that focuses on positive peer associations, drug abuse, education, and safe sex.

Customer Service Representative LVL II

Convergys-Hollandale, MS

2013 to 2014

- > Managed accounts
- > Promoted company to attract new customers
- > Answered billing and technical questions
- > Resolved disputes to retain customers
- > Processed all insurance agents' orders and courtesy sales originating through mail.

Director of Community Development

Glen Allan Improvement Association-Glen Allan, MS

2010 to 2012

Served as spokesperson for the citizens of Glen Allan, MS with the Western Line Consolidated School District and the Legal Defense Fund.

- > Managed the Public Relations
- > Chaired meetings and set the agenda
- > Supervised the community organizers and coordinators
- > Supervised and developed fundraising campaigns, managed the budget, and grant writing
- > Evaluated annually the performance of the organization in achieving its mission.

COMMUNITY DEVELOPMENT COORDINATOR

Glen Allan Improvement Association-Glen Allan, MS

2008 to 2010

Recruited, trained, and supervised volunteers Assisting with community outreach through organizing and coalition building

- > Conducted research to help develop strategy for community organizing campaigns
- > Conceptualized and design workshops, seminars, and presentations for outreach efforts

Intern

H.E.G.A Rural Transportation-Hollandale, MS

2007 to 2008

Researched the strategy and programs that other comparable communities had done to provide transportation to low income families.

- > Assist with evaluating H.E.G.A's performance in providing transportation to low income families.
- > Researched available and future grants.

Education

Master of Divinity in Divinity

Fuller Theological Seminary in California - Pasadena, CA

Bachelor's in Political Science

MISSISSIPPI VALLEY STATE UNIVERSITY - Itta Bena, MS

May 2012

Skills

- Developmental Disabilities Experience
- Employee Evaluation
- Communication skills
- Microsoft Outlook
- Customer Service (3 years)
- Grant Writing (5 years)
- Management (7 years)
- Time management
- Account Management
- Microsoft Word
- Human Resources (6 years)
- Community Outreach (7 years)
- Fundraising
- Oral Communication (10+ years)
- Research (2 years)
- Live Chat
- Budgeting (7 years)
- Technical Support
- Customer service
- Microsoft Office (10+ years)
- Typing
- Front desk
- Advocacy (7 years)
- Public Relations
- Case Management
- Presentation Skills
- Data Entry (3 years)
- Interviewing
- CRM Software
- Payroll
- Conflict Management
- Organizational skills
- Crisis Management

Certifications and Licenses

Driver's License

Additional Information

Skills Summary

- ◆ Project Management
- ◆ Grant Writing
- ◆ Community Organizing
- ◆ Leadership
- ◆ Public Relations
- ◆ Budget Management
- ◆ Multicultural Skills
- ◆ Fundraising
- ◆ Teambuilding & Training
- ◆ Research and Development
- ◆ Human Resources
- ◆ Conflict Resolution

STEVEN McCARTNEY

601.454.4892 | stevemccartney00@gmail.com

Training and Development | Leadership | Professional Development

Detail-oriented professional with extensive experience in team management, digital collaboration, and process improvement. Skilled in LMS administration, Microsoft Office, Google Workspace, and project coordination, with a focus on effective communication, adaptability, and delivering high-quality results. Eager to contribute expertise in virtual environments to drive organizational success.

Skills:

- | | |
|---|---|
| ✓ Client/Stakeholder Communication | ✓ Digital Communication and Collaboration |
| ✓ Written & Verbal Communication Skills | ✓ Remote Work Adaptability |
| ✓ Problem Solving | ✓ Document & Data Management |
| ✓ Digital Presentations | ✓ LMS Administration |
| ✓ Microsoft Office Suite | ✓ Google Workspace |

PROFESSIONAL EXPERIENCE

GOODWILL INDUSTRIES OF MISSISSIPPI, Ridgeland, MS

Director of Learning and Development (2024-present)

Developed and managed a learning program for all Goodwill Industries of Mississippi employees.

- Launched and completed a successful Beta test of the Goodwill Academy Learning Management System with three Goodwill locations.
- Established the Goodwill Academy guidelines for Goodwill of Mississippi to be used at all locations.
- Built a scalable training program for all Goodwill of Mississippi employees.

CENTRAL HINDS ACADEMY, Raymond, MS

Head of School (2021-2024)

Oversaw the academic, spiritual, and community aspects of this thriving rural independent school.

- Oversaw daily operations and coordinated projects, such as leading a campus-wide technology transition, enhancing team collaboration and digital literacy among staff.
- Resolved operational issues and managed community relations, enhancing team adaptability to align with new digital tools and resources.
- Led the process of constructing the largest academic building on campus.
- Managed over fifty faculty members and 440 students annually.
- Addressed parental and community concerns.

JACKSON ACADEMY, Jackson, MS

Dean, Head of Upper School (2013-2021)

Performed as Dean of the Upper School (9th-12th Grade) at a leading independent school.

- Chaired the professional development task force, resulting in school-wide professional development and evaluation processes.
- Managed multiple training and onboarding projects to equip team members with digital skills, using data insights to improve processes and team productivity.
- Launched a standardized test improvement plan, providing targeted training to faculty.
- Managed over forty faculty members and 400 students annually.
- Directed curriculum and instruction, hosted staff meetings, and incorporated feedback to improve learning and professional development.

JACKSON ACADEMY, Jackson, MS

Instructor, Upper School (2001-2021)

As a first adopter for our school's first true Learning Management System (LMS), worked closely with our IT department and vendor to encourage and train our faculty during the LMS rollout.

- Trained more over 50 staff members on multiple Learning Management Systems.
- Participated in developing a structured STEM program.
- Taught Honors Biology 1, Honors Anatomy and Physiology, and AP Biology.
- Prepared syllabi, created course curricula, instructed students and evaluated participation and coursework.

CLINTON HIGH SCHOOL, Clinton, MS

High School Teacher (1995-1998)

- Managed and instructed diverse students in classes of up to 32 students.
- Taught Biology I, Human Anatomy and Physiology, Environmental Science, and Genetics.

EDUCATION

MISSISSIPPI COLLEGE - Master of Education, Educational Leadership & Administration, Clinton, MS

MISSISSIPPI COLLEGE - Bachelor of Science, Biology, Clinton, MS

ADDITIONAL INFORMATION

Professional Awards/ Accomplishments:

- Invited member of U.S. Department of Education Virtual Roundtable discussing public, charter, and independent schools' experiences with the transition to virtual learning during the COVID-19 pandemic - June 2020
- Jackson Academy Secondary Teacher of the Year
- Teacher Recognition Award (US Presidential Scholars Program)
- Teaching Excellence Award for teaching assistants at the University of North Carolina at Charlotte

LinkedIn Profile: www.linkedin.com/in/steven-mccartney

References available upon request



MARY CHRISTMAS

gritsnbrandon@yahoo.com | 6019541584 | Brandon, MS 39042

Summary

Special education professional with extensive experience at Rankin County School District, specializing in IEP advocacy and curriculum adaptation. Demonstrated success in enhancing student engagement and resilience through innovative teaching strategies. Expertise in alternative instructional methods, creating inclusive learning environments that empower diverse learners to achieve educational goals.

Skills

- IEP advocacy and student engagement
- Teaching and learning strategies
- Curriculum adaptation and differentiation
- Alternative instructional methods

Experience

Rankin County School District | Brandon, MS

Homebound Teacher

08/2016 - 08/2018

- Developed and executed individualized education plans for homebound students.
- Developed lesson plans that were tailored to meet each student's specific needs.
- Advocated for homebound students by attending IEP meetings when needed.
- Ensured compliance with federal laws pertaining to special education services for homebound learners.

Rankin County School District-McLaurin High School | Florence, MS

Special Education Teacher

08/1993 - 08/2016

- Adapted curriculum materials as needed to meet individualized student needs.
- Delivered tutoring sessions to help students grasp complex concepts in one-on-one settings.
- Communicated regularly with parents regarding their child's progress.
- Helped students learn to persevere with challenging tasks and build resilience for later educational efforts.

Madison County School System | Madison, MS

Special Education Teacher

08/1990 - 06/1993

- Developed interesting and interactive learning methods tailored to help students with individual needs.
- Analyzed student data and prescribed remediation and enrichment to meet learning needs.
- Incorporated interactive visual aids into student lesson plans to support learning objectives.

Jackson Public School District | Jackson, MS

Special Education Teacher

08/1987 - 04/1990

- Collaborated with other educational personnel to provide inclusive activities or programs for children with disabilities.
- Enhanced students' physical, behavioral and social skills through class activities.
- Adapted curriculum materials as needed to meet individualized student needs.

Hancock County Schools | Hancock North
Central High School , MS
Special Education Teacher
10/1986 - 06/1987

- Developed IEP to leverage developmental practices and educational theories to achieve educational objectives.
- Instructed special education classes using evidence-based practices.
- Conducted small group and individual classroom activities with students based on differentiated learning needs.

Willowood Developmental Center |
Jackson, MS
**Special Education Teacher-Multi-
handicapped**
08/1984 - 01/1986

- Adapted instructional techniques to appropriate ages and skill levels of supervised students.
- Enhanced students' sensory- and perceptual-motor skills through hands-on activities.
- Developed IEP to leverage developmental practices and educational theories to achieve educational objectives.

Education and Training

Mississippi State University | Starkville, MS
Bachelor of Science in Special Education
05/1982

Activities and Honors

- Involved with Horses for the Handicapped
- Work with Special Olympics Equestrian program
- Teach Sonrays-special needs for Little Lakers at Pinelake Church

Certifications

- Special Education License #121385

References

References available upon request.

MICHELE ERGLE

micheleergle625@gmail.com | 769-798-7476 | 230 South Fox Hall Road, Pearl, MS 39208

SUMMARY

Detail-oriented Business and Technology teacher. In the past 37 years, I have taught students how to be more successful in their educational goals and how to use business technology skills to become employed in the technology field. My students were taught not only the technical skills needed but they were taught the soft skills that are required to be successful productive citizens. I have always felt that making sure that my students would be employable or ready for college when they left high school was my top priority.

TEACHING EXPERIENCE

Business and Technology Teacher, Pearl High School **August 2008 - Present**

- Teach Business and Technology Courses
- DECA Advisor, Mississippi DECA Advisor of the Year
- Future Business Leaders of America Advisor

Business and Teachnology Teacher, Pearl River Central High School **August 2002 - May 2008**

- Taught Business and Technology Courses
- Department Chair
- Future Business Leaders of America Advisor

Business and Technology Teacher, Picayune Memorial High School **August 1997 - May 2002**

- Taught Business and Technology Courses
- Future Business Leaders of America Assistant Advisor

Business and Technology Instructor, East Central Community College **August 1988 - May 1997**

- Taught Business and Technology Courses
- Phi Beta Lambda Advisor
- Faculty President, Vice President, Secretary, and Treasurer
- Lamplighter Award Recipient

EDUCATION

Mississippi State University **June 1987 - July 1988**

- M.Ed. Technology Education
- Final GPA: 4.0

Mississippi State University **August 1983 - August 1986**

- BS. Business Education

KEY SKILLS

- Microsoft Word, Excel, Powerpoint and Access
- Dreamweaver
- HTML
- Programming in App Lab
- Scratch Programming Language
- Written and Verbal Communications skills
- Time Management Skills
- Organizational Skills
- Data Entry

Objective

To Learn, To Teach, To Grow

Education

University of Illinois at Springfield
Master of Online Teaching Certification
Springfield, IL

Roosevelt University
FLinT (Faculty Leadership in Teaching) Master's Certification
Chicago, IL

University of Illinois at Chicago
Master of Arts in Linguistics with a concentration in Teaching English (TESOL)
Chicago, IL

Governors State University
Master of Arts in Communications with a minor in Human Performance Technologies
University Park, IL

Roosevelt University
Bachelor of Science in Management
Chicago, IL

Employment

- **Light of Loving Kindness, 2017-Present**

Executive Director

Manage the day to day operations of a southside Chicago non-profit organization specializing in youth development programs focusing on mental wellness and social emotional skills through mindfulness-based solutions; Self-Love in Nature community wellness events providing access to spaces that feel safe and welcoming for BIPOC and all communities; Holistic Community Wellness Events focusing on community, youth, and family health; Teen Mental Health First Aid (tMHFA) Certified provider; and the Holistic Wellness Training Institute, which provides workplace wellness programs with a focus on self-compassion, self-care, wellness, and workplace retention.

Educational Experience

- **Southern New Hampshire University, 2018-Present**

Part-Time Online Faculty

Teach graduate level courses online in Linguistics, English, and Communications
Faculty conference presenter, Gather 2025

- **Richard J. Daley College, 2006, 2008, 2011-2021**

Department Chairperson, Assistant Professor, Honors College Director, Phi Theta Kappa International Honor Society Senior Advisor, Faculty Scholar, International Honors Program Council Communications & Social Science Representative, Forensics & Debate Coach

Manage departments within my responsibilities

Instruct in Communications (all levels of Speech Communications), English, English as a Second Language, Leadership Development, and Developmental Education courses including Reading, Writing, and English, and Digital Literacy.

Advise Phi Theta Kappa Students

Direct & Coach the Forensics & Debate Team

Cassandra Powell * (708) 663-5572 * lighttoflovingkindness@gmail.com

Chairperson for the Textbook Committee for English, Speech, & Theater
Member of the Student Scholarship Committee
Member of the Hybrid Learning Committee
Lead Faculty of the Accelerated Learning Program (ALP) Committee

- **University of Phoenix, 2008-2015**
Lead Faculty-Area Chairperson, Online & Campus-based Instructor
Mentor new faculty and train them in instructional methodology
Observe new and existing faculty classroom instruction
Quality Assurance Team Member
Instruct courses in English, Composition, Communications, and College Success

Corporate Experience

- **United Airlines, 2000-2002**
Coordinator of Operation Processes
Project Manager
Communication Liaison
Recruiter of Management Employees
Training Specialist
Employee Development Specialist
Process Evaluation and Coordination Specialist
Facilitation of Management & Union Relations
Development & Implementation of Community Events

International Catering Management Specialist
International Training Manager
Trained International Caterers in FDA regulations
Taught Food Safety to U.S. Caterers
Created Communication Link between Int'l Caterers, Flight Attendants, and United Airlines
- **Aramark, 1987-2000**
Senior Director of Cash Operations
Operations Manager of several profit & loss operations
Senior Director for the Summer Olympic Games
Special Events Coordinator for events up to 1000 people
Responsible for Weekly, Monthly, and Annual Budget
Responsible for Accounts Payable, Accounts Receivables, Payroll, and all other Administrative Duties
Human Resource Generalist
Maintained all Governmental Regulations
Recruited, Interviewed, Hired, & Trained Management and Hourly Employees
Corporate Trainer

Languages

Advanced American Sign Language, Intermediate Spanish, Basic Arabic & Japanese

Trainings

MEA Program Completer, 2023
Women's Leadership Intensive, 2022
Landmark, 2022
Advanced Master's Program on the Treatment of Trauma, 2021

Trauma-Informed Yoga, 2018, 2020
Children & Teen Yoga, 2019
Yoga Teacher Training, 2016
Chair Yoga, 2016
Meditation Training, 2016, 2019

Conference Presentations & Papers

IDEAS: Pathways- Inclusive, Diverse, Equitable, Assessable, and Safe, Welcoming Nature Spaces, 2024
Wild Things Conference Presenter, 2023
Wellness Outdoors, How to build meaningful and equitable partnerships focused on nature, health, and wellness in an urban environment, 2022
Illinois Institute of Technology, 2009
University of Illinois at Chicago, 2006

Awards, Honors, & Certifications

Adult Mental Health First Aid
Youth Mental Health First Aid
NICABM (The National Institute for the Clinical Application of Behavioral Medicine): Treating Trauma Certificate of Completion
Midwest LGBTQ Healthy Symposium Certificate of Completion
Phi Theta Kappa International Honor Society Faculty Scholar, 2015, 2017-present
Phi Theta Kappa International Honor Society Northeastern District Representative, 2015-present
Phi Theta Kappa International Honor Society Program Council: Communications & Social Science Representative, 2016-Present
Online Learning Course Developer, 2014-2016
Online Education Training Specialist, 2013
Master of Online Teaching, 2012
Center for Distance Education Certification, 2012
Smart Board Train the Trainer, 2012

University of Phoenix

Lead Faculty Area Chair Certification, 2012
Working with the Difficult Student Certification, 2012
Learning Teams Certification, 2012
Lead Faculty Trainer Certification, 2011
First Year Sequence – Communications Certification, 2011
Model for Mentoring Certification, 2011
Critical Thinking Certification, 2011
Faculty Trainer Certification, 2010
Engaged Learning in the Classroom Certification, 2010
Evaluating Student Writing Certification, 2008, 2010

Educational Testing Service

Certified Rater: TOEFL, TOEIC, GRE Writing

City of Country Club Hills

U.S. Presidential National Freedom Award, 2005

Community Activities

Numerous Continuous Community Outreaches 2020-Present
Be The Match 2019
Daley College Food Pantry 2019

Cassandra Powell * (708) 663-5572 * lightoflovingkindness@gmail.com

Daley College Wellness Center 2017-1029
St. Leo's Residence for Veterans, 2017
I Grow Chicago, 2017
YogaCare Chicago, 2017
Illinois Coalition of Immigrant and Refugee Rights, 2015, 2016
Chicago Food Depository Food Drive Organizer, 2014, 2016
Read with Me, 2015
Chicago Cares, 2014-2015
Junior Achievement, 2014
Sign Language Interpreter Volunteer, 1987-2012
Public Action to Deliver Shelter (PADS) Volunteer, 2006-2011
English Language Instructor Volunteer, 2009-2010
Spanish Language Instructor Volunteer, 2008-2010

Jan Roberts

39 Crossgates Drive Brandon, Mississippi 39042 • 601-906-2121

jansroberts@gmail.com

PROFESSIONAL EXPERIENCE

- **Goodwill Industries of Mississippi**, Jackson, MS February 2023 – Present
Pre-ETS Specialist (Jan 2025 – Present)
Responsible for providing classroom instruction/support and facilitating work-based learning to high school students with disabilities, helping them transition from school to employment or secondary education.
Workforce Development Trainer (June 2023 – August 2024)
Provided customer service skills training to high school students with disabilities, preparing them for the National Retail Federation (NRF) Foundation exam, of which 100% received passing scores, qualifying each student to receive their nationally recognized certification.
- **Miskelly Furniture**, Pearl, MS June 2000 – Sept 2007
Sales Representative (June 2000 – June 2003)
Provided outstanding sales/customer service through obtaining product knowledge, giving excellent attention to detail and listening to each customer's specific needs
Corporate Recruiter (June 2003 – Sept 2007)
Responsible for seeking out and hiring the most qualified candidates for all positions within the company and conducting all new employee orientation classes
Corporate Recruiter/Sales Trainer (Jan 2006 – Sept 2007)
In addition to Corporate Recruiter, responsible for conducting and coordinating all sales training classes for newly hired Sales Team Members, which included GERS System computer training, product knowledge and role playing
- **Cellular South (C-Spire)**, Brandon, MS May 1999 – June 2000
Rankin County Market Manager
Overseeing and daily management responsibilities for all employees in the new-to-market Rankin County storefront locations, ensuring outstanding customer service/product knowledge and market development
- **Allstate Insurance Company**, Jackson, MS April 1989 – May 1999
Indemnity Company Underwriter (April 1989 – Aug 1994)
Developed and sustained personal relationships with Field Agents within a five state territory by providing ongoing training to help mitigate risks by properly insuring each applicant
Team Manager (Aug 1994 – July 1997)
Overall daily management responsibilities for 40-45 Processing Center employees

• **(cont.) Allstate Insurance Company,** Jackson, MS
1999

April 1989 – May

Hispanic Marketing (July 1997 – Jan 1998)

Temporary Assignment – Corporate Office, Chicago, IL

Project Manager (Jan 1998 – May 1999)

Permanent Assignment – Corporate Office, Chicago, IL Responsible for the day-to-day management of the Town Class project by utilizing effective communication, organizational and planning skills with team members/management, to work toward the desired outcome

• **ChexSystems, Inc.,** Dallas, Texas

Jan 1987 – April 1989

Department Manager (Jan 1987 – March 1988)

Overall daily management responsibilities for 35-40 Call Center employees

Sales Representative (March 1988 – April 1989)

Servicing/training of existing accounts and developing relationships with potential customer accounts within a three-state area to increase overall volume

EDUCATION

• **Mississippi State University,** Starkville, MS
Bachelor of Science

May 1984

CHRISTIE E. SCOTT

164 Crossover Drive · Brandon, MS 39042 · 601-672-2377 · EvetteScott@Gmail.com

PROFESSIONAL SUMMARY

Highly experienced Program Director with over 20 years' experience of successfully managing initiatives responsible for recidivism reduction, including, educational and vocational programs development. Strong background in program implementation and evaluation, resulting in improved client outcomes and enhanced quality of delivery. Proven leadership skills in supervising and mentoring staff, promoting professional growth and development. Dedicated to delivering compassionate and evidence-based services, I am enthusiastic about contributing to an organization's mission of supporting individuals on their journey to rehabilitation through education.

EDUCATION

Belhaven College; Master of Science; Management

University of Southern Mississippi; Bachelor of Arts; Paralegal Studies

SKILLS	PROFESSIONAL DEVELOPMENT
Paralegal	Legal Research/Assistance
Team Building / Leadership	American Correctional Association Compliance
Program Evaluation / Implementation	Project Management
Program Development	Process Improvement

PROFESSIONAL EXPERIENCE

Program Director / Mississippi Department of Corrections

Pearl, Mississippi, 2015 – Present

- Serve as liaison between CMCF staff / inmate staff of 30, and senior leadership, corrections officers, case managers, students, educational vendors, and programs colleagues; assess issues and develop resolutions to meet productivity, quality, and client satisfaction goals and objectives.
- Lead and support the creation of new correctional theories and techniques for the development and presentation of educational/vocational training through multiple delivery strategies, classroom, virtual instructor lead, and e-learning.
- Responsible for planning, organizing, directing, monitoring and evaluating all programmatic activities and delivery of services related to the rehabilitation of incarcerated offenders.
- Maintain constant awareness of national trends in correctional programming; develop and guide staff to ensure implementation of evidence-based correctional programs, utilizing “best practices” to meet varied needs of incarcerated population.
- Lead point of contact for all Adult Education School programming, status reporting and monitoring project tasks, resource allocation, and senior management program reviews.

Compliance Manager / Mississippi Department of Corrections

Pearl, Mississippi, 2013 – 2015

- Point of contact for Central Mississippi Correctional Facilities compliance activities, ensuring all applicable laws and regulations are followed, policies and procedures are up to date and in compliance with applicable laws and regulations.
- Identified areas of non-compliance and developed strategies to address them.
- Developed and maintained compliance policies and procedures.
- Managed a team of compliance professionals, provided training and education on risks associated with non-compliance events.
- Established an electronic audit system for a streamlined audit process.

Branch Director / Mississippi Department of Corrections

Pearl, Mississippi, 2002 – 2013

- Responsible for directing all facets of the Inmate Legal Assistance Program. Identification of relevant data sets/sources, collection of data, performing complex searches, applying filtering and culling techniques, document review and assisting with preparation of productions and documents.
- Enforced Legal Assistance Program best practices and shared knowledge with inmate population.
- Assisted inmates in support efforts to identify, retain and obtain documents/information in all forms for use in legal research.
- Supervised the preparation of legal documentation, such as, responses, affidavits and verifications.
- Responsible for ensuring consistent approach to document production, responses and application of privileges/protections across matters.
- Maintained subject matter expertise on legal and regulatory obligations relating to records management.

Legal Library Technician / Mississippi Department of Corrections

Pearl, Mississippi, 2000 – 2002

- Ensured all applicable laws and regulations were followed and that policies and procedures were up to date and in compliance with law library.
- Stayed informed about Legal Assistance Program best practices and shared knowledge with inmate population.
- Assisted inmates in support efforts to identify, retain and obtain documents/information in all forms for use in legal research.

WEB BASED/SYSTEM APPLICATIONS

Microsoft Office Suite; OffenderTrak; Legato System; Lexis Nexis; Westlaw Legal Research System; Canvas; LINCIS; DRC; ETS/PSI Testing Platform; Requisition/Budgeting System

Mary Gill

Email: marywade0314@gmail.com

Phone: 601-985-7362

Professional Summary

Experienced and compassionate professional with a strong background in team leadership, customer service, and support for individuals with disabilities. Proven ability to supervise staff, manage operations, and deliver high-quality service in both retail and food service settings.

Professional Experience**Training Support Specialist**

Goodwill Industries of Mississippi – Ridgeland, MS

June 2023 – Present

- Provide hands-on support and training to individuals with disabilities to help them achieve job readiness and independence.
- Collaborate with job coaches and supervisors to develop individualized support plans.
- Ensure a safe, inclusive, and productive environment for all program participants.

Assistant Manager

Genna Benna's – Brandon, MS

March 2022 – June 2023

- Supervised daily restaurant operations, including staff scheduling, customer service, and inventory management.
- Trained and mentored employees to maintain high performance standards.
- Resolved customer issues promptly and professionally, ensuring repeat business.

Homemaker

April 2000 – Current

- Managed a household and raised children, developing strong organizational and multitasking skills.
- Coordinated daily schedules, budgeting, and household responsibilities.

Assistant Manager

Goodwill Industries of Mississippi – Jackson, MS

June 2014 – June 2015

- Assisted in store management, including training employees and managing inventory.
- Promoted a customer-first atmosphere and ensured operational efficiency.
- Supported staff with developmental disabilities in performing job duties.

Cashier

Goodwill Industries of Mississippi – Ridgeland, MS

2010 – 2014

- Provided excellent customer service in a busy retail environment.
 - Operated cash registers, handled transactions, and maintained a clean checkout area.
 - Assisted with stocking and store upkeep as needed.
-

Volunteer Experience**Tutor for Students with Disabilities**

Richland Middle School – Richland, MS

1994 – 1996

- Worked one-on-one with middle school students with disabilities to provide academic support and help with homework.
- Tailored tutoring methods and materials to accommodate individual learning styles and needs.
- Collaborated with school staff to ensure consistency and reinforce classroom learning.

Education

GED – 1997

Hinds Community College – Attended 2005

Jefferson Davis Community College – Attended 2000

Certifications

ACT WorkKeys NCRC Certification (Platinum) – September 2025

National Retail Federation Certification – December 2024

Northstar Digital Literacy Certification- November 2022

Skills

- Staff Supervision & Training
- Customer Service Excellence
- Disability Support Services
- Time Management & Organization
- Conflict Resolution
- Inventory Management
- Team Leadership



ACT certifies that
Mary Gill

has earned the ACT WorkKeys National Career Readiness Certificate™ at the Platinum level.



[Handwritten signature]

Kell Smith
EXECUTIVE DIRECTOR, MISSISSIPPI COMMUNITY COLLEGE BOARD

[Handwritten signature: Tate Reeves]

TATE REEVES
GOVERNOR, STATE OF MISSISSIPPI

Registered Certificate # ZYXMR73ZG7W8
Issue Date: 9/11/25

The **ACT WorkKeys National Career Readiness Certificate™** (ACT WorkKeys NCRC) is an assessment-based credential of widely applicable foundational employability skills. Individuals demonstrate skill mastery through their assessment scores. When individual skills are aligned to the skills needed for a job, workers tend to learn job-related tasks more quickly, benefit from on-the-job training, and obtain new knowledge and skills.

The certificate holder has earned a **Platinum ACT WorkKeys NCRC**. The certificate holder's Level Score on each individual assessment is provided below. The type of skills measured by each assessment are described at right.

Mary Gill

ACT WorkKeys Applied Math 6

ACT WorkKeys Graphic Literacy 6

ACT WorkKeys Workplace Documents 6

ACT WorkKeys Applied Math

Level Score 6

You scored at Level 6. People who score at Level 6 have demonstrated all of the Levels 3, 4, and 5 skills. They also have demonstrated the following skills to:

- Use fractions with unlike denominators and calculate reverse percentages
- Convert units within or between systems of measurement (e.g., time, measurement, and quantity) where multiple-step conversions are required and the formulas are provided, such as converting from kilometers to meters to feet
- Identify why a mistake occurred in a solution
- Find the best deal from a group of solutions and then use the result for another calculation
- Find the area of basic shapes when it may be necessary to rearrange a formula, convert units of measurement in the calculations, or use the result in further calculations
- Calculate the volume of rectangular solids (e.g., cubes)
- Calculate rates, production rates, rate by time (such as, production rate is 59 cups produced per hour, how many will be produced in an 8-hour shift)
- Identify the correct equation for solving a problem

To find the Applied Math Levels 3, 4, and 5 skills, please refer to the ACT WorkKeys website at www.act.org/workkeys.

ACT WorkKeys Graphic Literacy

Level Score 6

You scored at Level 6. People who score at Level 6 have demonstrated all of the Levels 3, 4, and 5 skills. They also have demonstrated, using graphics designed at the highly complex level, the following skills:

- Locate information in a graphic using information found in another graphic
- Compare two or more pieces of information
- Identify a trend/pattern/relationship
- Make an inference or decision
- Identify the graphic that accurately represents the data

Additionally, using graphics designed at the high-moderate level, they have demonstrated the following skills:

- Compare two or more trends/patterns/relationships
- Interpret a trend/pattern/relationship
- Make a reasonable inference or decision based on one graphic after finding information in another graphic
- Justify an inference or decision based on information
- Identify the most effective graphic given a defined purpose
- Justify the most effective graphic given a defined purpose

To find the Graphic Literacy Levels 3, 4, and 5 skills, please refer to the ACT WorkKeys website at www.act.org/workkeys.

ACT WorkKeys Workplace Documents

Level Score 6

You scored at Level 6. People who score at Level 6 have demonstrated all of the Levels 3, 4, and 5 skills. They also have the skill to read and comprehend longer workplace documents written in lengthy, complex sentences that use advanced vocabulary including unfamiliar words, jargon, and acronyms where the meaning is often implied. In reading these documents, they are able to:

- Infer implied details
- Infer the meaning of an acronym, jargon, or technical term from context
- Apply information/instructions to a situation not directly described in the document or to a completely new situation
- Apply principles inferred in a passage to a situation not directly described in the document or to a completely new situation
- Identify the rationale behind an entire document or a section of a document

To find the Workplace Documents Levels 3, 4, and 5 skills, please refer to the ACT WorkKeys website at www.act.org/workkeys.

Share Your ACT WorkKeys NCRC with Employers

Each certificate is registered in the ACT WorkKeys National Career Readiness Certificate database. To access your certificate, go to www.myworkkeys.com and login to, or create a new MyWorkKeys account. If you take action to share your certificate it may be verified at www.act.org/certificateverify.html. Include information about your achievement on the ACT WorkKeys NCRC on your resume or job applications and invite employers to verify its authenticity.

ACT WorkKeys NCRC Level: [enter the level you have earned]

Registered Certificate #: [enter the ID found on the front of your certificate]

Issue Date: [enter the date on which you earned the certificate]

KATHRYN MCCANN

515 Greenhead Cir Brandon, MS 39047 · 601-665-5175

Kmccann1551765@yahoo.com

EXPERIENCE

MARCH 2025-PRESENT

WORKFORCE DEVELOPMENT INSTRUCTOR, GOODWILL INDUSTRIES MS

- * Deliver workforce development instruction to diverse populations, including individuals in drug and alcohol rehabilitation programs and high school students with disabilities, fostering employability and life skills.
- * Teach digital literacy and technology skills to help clients close the digital divide and build confidence in navigating online job search tools, applications, and workplace technologies.
- * Provide one-on-one and group career navigation services, including career exploration, resume and cover letter development, interview preparation, and job placement support.
- * Empower clients to identify career pathways, set achievable goals, and access training opportunities, certifications, or additional education.

AUG 2023-JULY 2024

MEDICAL BILLING SPECIALIST, JACKSON HEALTHCARE FOR WOMEN

- * Advocated for patients by contacting insurance companies to ensure timely payments and resolve errors on rejected and denied claims.
- * Prepared claim documentation including referrals, treatment plans, or other required correspondence to reduce denials
- * entered adjustments and denials into medical system
- * stayed current with ICD 10 and CPT coding
- * specialized in insurance follow up

SEPT 2021-JUNE 2022

MEDICAL ASSISTANT, MADISON MEDICAL GROUP

- * Demonstrate proficiency in taking patient medical histories, vital signs, as well as performing injections and diagnostic procedures
- * Manage prior authorizations and denials for medications and procedures
- * Schedule radiological procedures and maintained referrals for patients
- * Ensured cleanliness of exam rooms

JULY 2020- NOV 2021

TEAM LEAD COVID COORDINATOR, MEDLOGIC

- * Perform Covid Testing
- * Liaison between lab and nursing homes
- * Manage day to day task and client issues
- * Conduct correct supply counts and order all testing supplies

JAN 2020- JULY 2020

MEDICAL BILLING SPECIALIST, ADVOCATE

- *Follow up on insurance claims and denials in a remote setting

DEC 2018 – DEC 2019

MEDICAL BILLING SPECIALIST, RG SOLUTIONS, LLC

- *Determined prior authorizations for radiology procedures.
- *Identified errors and re-filed denied or rejected claims quickly to prevent payment delays.
- *Maintained current working knowledge of CPT and ICD-10 guidelines, government regulation, and third-party billing requirements.
- *Collaborated closely with other departments to resolve claim issues.
- *Reviewed and verified benefits and eligibility with speed and precision.

JAN 2017 – DEC 2019

REGISTRATION/ SCHEDULING CLERK, RG SOLUTIONS-MADISON MS

- *Created patient accounts in two different EMR's.
- *Interviewed patients to collect accurate demographic information, insurance details, and medical history.
- *EPIC super user for software implementation
- *Coded radiology procedures
- *Performed diagnostic x-rays with in-direct supervision

DEC 2014 – JAN 2017

ADMINISTRATIVE PROFESSIONAL/ SURGICAL TECH, VAN METER ORAL SURGERY

- *Scheduled new and existing patient appointments
- *Checked insurance and collected pre-authorizations from providers
- *Managed patient check -in and check – out procedures and processed payment
- *Reviewed surgical requirements and prepped operating room with appropriate tools, equipment, and instruments
- *Maintained reusable surgical instrumentation and equipment, including documentation, cleaning, sterilizing, storing and distributing

AUG 2012 – JAN 2014

CHECK OUT AGENT, MISSISSIPPI SPORTS MEDICINE AND ORTHOPEDIC CENTER

- *Observed strict HIPAA guidelines at all times according to company policy
- *Processed payments and scanned patient insurance cards
- *Set up appointments for physician visits and procedures

JUL 2010- NOV 2011

CHECK IN, MEA MEDICAL CLINIC

- *Straightened up waiting room
- *Delivered high- quality administrative and customer service to sustain patient and work flows
- *Managed patient check -in and check – out procedures and processed payment
- *Interviewed patients to collect medical information and insurance details
- *Answered phones

EDUCATION

2025

RISE UP CUSTOMER SERVICE AND RETAIL CERTIFICATION, AI GOOGLE ESSENTIALS, FOUNDATIONS OF CAREER NAVIGATING AND COACHING

2018

CPC CODING SPECIALIST -AAPC

2012

SURGICAL TECHNOLOGY-HINDS COMMUNITY COLLEGE

SKILLS

- ICD -10 & CPT
- Microsoft Word
- Fast learner
- Problem solving skills
- HIPAA Compliance
- CPR Certified

REFERENCES

JENNIFER SARTAIN , MANAGER, MEDLOGIC SOLUTIONS 601-940-2797

JENNIFER THOMPSON, COO RG SOLUTIONS 601-624-7849

BRITTANY REEVES, OFFICE MANAGER, MADISON RADIOLOGICAL GROUP 601-826-0440

Hinda Community College



This Certifies That

Kathryn Ann McCann

has successfully completed the prescribed course of study and has
satisfied all other requirements for the Degree of

Technical Certificate

Surgical Technology

with all the rights and privileges pertaining to that degree.

In witness whereof, we have affixed our signatures
under the seal of the College, this
twenty-seventh day of July, two thousand twelve

For the Board of Trustees

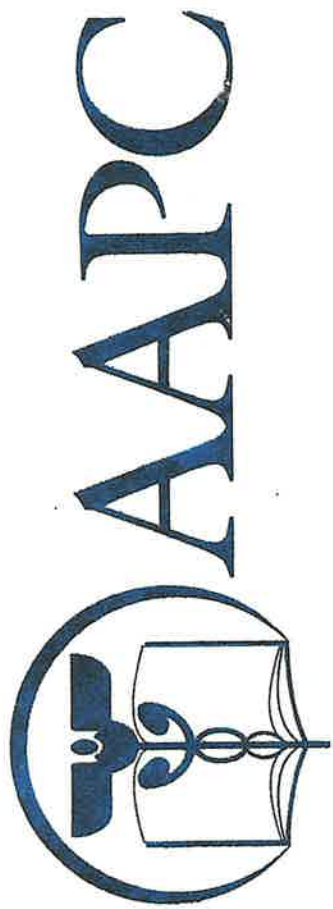
Robert A. Dickert
President

Secretary

Stephen J. Handley

For the Faculty

Clyde Mue
President, Hinda Community College



Hereby confers upon

Kathryn McCann

the title of

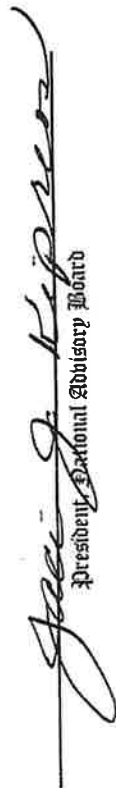
Certified Professional CoderTM - Apprentice

For having satisfied all the requirements and having
successfully passed the examination given by AAAPC.

In witness whereof, this certificate is granted by authority

of AAAPC

this month of June, in the year two thousand eighteen.


President National Advisory Board


President

Pearl High School



THIS CERTIFIES THAT

Kathryn Ann McCann

has satisfactorily completed the Course of Study prescribed by the Board of Education for the High School Department and is therefore entitled to this



Diploma

In Testimony Whereof, we have hereunto affixed our signatures
this 19th day of May, 2009, at Pearl, Mississippi.

Marlon Culbert

PRESIDENT OF THE BOARD

Robert B. Hayes

SECRETARY OF THE BOARD

John D. Fisher

SUPERINTENDENT

Ronald C. Morgan

PRINCIPAL

Christian Meadows

189 Meadows Drive • Florence, Mississippi 39073

Phone: (601) 940-5201 • Email: ChristianMeadows06@gmail.com

Objective

To obtain a front-line position with a dynamic organization where I can contribute my experience in leadership, workforce development, and customer service.

Professional Experience

- Workforce Development Instructor

Goodwill Industries of Mississippi – August 2024 to Present

Design and deliver digital literacy, career readiness, and soft skills instruction for adult learners, including those reentering the workforce or justice system. Facilitate training in resume writing, interview preparation, and job search strategies using standardized curricula such as NorthStar Digital Literacy and Google AI Essentials. Adapt content to meet learners' skill levels. Collaborate with Career Navigators to develop personalized learning plans. Track certifications and employment outcomes, proctor exams, and maintain accurate records for compliance. Build partnerships with local employers and organizations to support job placement opportunities.

- Administrative Assistant / HR Manager

Riggs Manor, Raymond, MS – November 2022 to August 2024

Oversaw new employee onboarding, recruitment, and documentation. Conducted performance reviews, coaching, and corrective actions. Managed payroll, accounts receivable, compliance, and monthly aging reports. Supported daily operations and promoted a positive company culture.

- Store Manager

Goodwill Select Store – Clinton & Byram, MS – May 2019 to October 2022

Managed store operations including inventory assessment, sales analysis, and employee supervision. Designed in-store displays, created employee schedules, and ensured company standards were upheld. Implemented strategies to meet and exceed sales goals and submitted growth reports to management.

- Activities Director / Grounds Manager

The Meadows Golf and Driving Range – February 2010 to March 2017

Planned and managed special events, employee schedules, grounds maintenance, payroll, and budgets. Oversaw safety protocols and enrichment programs for guests.

Education

B.A., Southern New Hampshire University – In Progress

A.A., Hinds Community College – 2024

GED – 2006

Skills

Communication: Verbal, Written, Presentation

Computer: Microsoft Word, Excel, PowerPoint

Leadership, Organization, People, Planning, Problem Solving, Creativity

Certifications

NRF Foundation Customer Service & Sales Certified Specialist – February 2022

Certified Digital Navigator – 2024

Certified Career Navigator – 2025

Hinds Community College



This Certifies That
Christian Hunter Meadows

has successfully completed the prescribed course of study and has
satisfied all other requirements for the Degree of

Associate in Arts

with all the rights and privileges pertaining to that degree.

In witness whereof, we have affixed our signatures
under the seal of the College, this

twelfth day of December, two thousand twenty-four

For the Board of Trustees

James R. Nott
President
Forney Clifton
Secretary

For the Faculty

Stephen Lewis
President, Hinds Community College

Jennifer Ogden

Byram, MS 39272

jen.h.ogden@gmail.com

+1 601 668 8757

Work Experience

Workforce Development Instructor

GOODWILL INDUSTRIES OF MS-Ridgeland, MS

September 2023 to Present

- Conduct client intake, skills and needs assessments to identify skill gaps and develop targeted training plans
- Provide ongoing coaching and support to clients during their learning journey
- Facilitate classroom-style training sessions for groups of up to 15 clients
- Collaborate with subject matter experts to create engaging training materials, including presentations, assessments, and training aids
- Evaluate the success of training through post-training assessments and feedback surveys

Store Manager

Sally's Beauty Supply-Madison, MS

February 2022 to May 2023

- Develop business strategies to expand store traffic and optimize profitability
- Meet sales goals by training, motivating, mentoring and providing feedback to sales staff
- Write and conduct performance appraisals
- Assist staff with S.M.A.R.T. goal setting
- Conduct On-Boarding sessions with all new hires

Store Manager/Training Manager

Goodwill Industries of Mississippi-Ridgeland, MS

March 2012 to October 2021

- Managed a team of 40 employees, providing training, coaching, and performance evaluations
- Mentored employees leading them towards promotions and career growth opportunities
- Oversaw all aspects of store operations, including sales, customer service, inventory management, and staff supervision

Designer/Merchandise Coordinatore/Gift Shop Manager

Green Oak Nursery and Garden Center-Jackson, MS

September 2005 to March 2008

- Provided excellent customer service to all guests
- Created floral arrangements for daily deliveries and customers
- Designed and maintained gift shop with innovative merchandising ideas, pricing and restocking as necessary
- Designed and created seasonal and holiday decor installations for commercial and residential clients
- Lead design team to execute commercial holiday installations for major retailers and businesses

Merchandising Manager

McRae's Department Store-Jackson, MS

August 1988 to May 2002

- Implemented visual merchandising standards across multiple store locations to enhance brand consistency
- Optimized product placement and displays to maximize visibility and drive impulse purchases
- Developed and executed merchandising strategies to drive sales and increase customer engagement
- Managed a team of 50 merchandisers, providing guidance, training, and performance evaluations

Education

Associate's degree in retail management

Phillips Career Collage-Mobile, AL

August 1988 to May 1990

Skills

- Training & development
- Employee Coaching
- Store management
- Supervising Experience
- Employee evaluation

Certifications and Licenses

Google AI Essentials

June 2025 to Present

Client Intake, Assessments, Skill Analysis and Planning

June 2025 to Present

Foundations of Career Navigating and Coaching

May 2025 to Present

Work Keys Customer Service

August 2021 to Present

Driver's License

MISSISSIPPI COMMUNITY



Smart Start Credential

Awarded to

Jennifer Ogden

Given in Recognition of Successful Completion of the

WIOA Mississippi Smart Start Pathway

Including:

National Career Readiness Certificate

Career Awareness and Necessary Skills

Platinum

Level

Sandy Crist

Sandy Crist, Director
Office of Adult Education

9/13/2021

Date

Andrea Mayfield

Dr. Andrea Mayfield, Executive Director
Mississippi Community College Board

Examinee: Ogden, Jennifer
 Realm: DP McGowan

Examinee ID**: 123458314
 Report Date: Sep 13, 2021

Manifest Name	Test Date	Level Score	Possible Range	Scale Score	Possible Range
WorkKeys Applied Math	09/13/2021	6	<3 - 7	85	65 - 90
WorkKeys Workplace Documents	09/13/2021	7	<3 - 7	90	65 - 90
WorkKeys Graphic Literacy	09/13/2021	7	<3 - 7	86	65 - 90

WHAT YOUR SCORES MEAN

WorkKeys Applied Math:

You scored at Level 6. People who score at Level 6 have demonstrated all of the Levels 3, 4, and 5 skills. They also have demonstrated the following skills:

- Use fractions with unlike denominators and calculate reverse percentages.
- Convert units within or between systems of measurement (e.g., time, measurement, and quantity) where multiple-step conversions are required and the formulas are provided, such as converting from kilometers to meters to feet.
- Identify why a mistake occurred in a solution.
- Find the best deal from a group of solutions and then use the result for another calculation.
- Find the area of basic shapes when it may be necessary to rearrange a formula, convert units of measurement in the calculations, or use the result in further calculations.
- Calculate the volume of rectangular solids (e.g., cubes).
- Calculate rates, production rates, rate by time (such as, production rate is 59 cups produced per hour, how many will be produced in an 8-hour shift).
- Identify the correct equation for solving a problem.

WorkKeys Workplace Documents:

You scored at Level 7. People who score at Level 7 have demonstrated all of the Levels 3, 4, 5, and 6 skills. They also have the skill to read and comprehend long workplace documents that contain many details and are written in lengthy, complex sentences that use advanced vocabulary including esoteric words, jargon, and acronyms where meanings must be inferred from context. In reading these documents, they are able to:

- Infer implied details
- Infer the meaning of an acronym, jargon, or technical term from context
- Apply information/instructions to a situation not directly described in the document or to a completely new situation
- Apply principles inferred in a passage to a situation not directly described in the document or to a completely new situation
- Identify the rationale behind an entire document or a section of a document

WorkKeys Graphic Literacy:

You scored at Level 7. People who score at Level 7 have demonstrated all of the Levels 3, 4, 5, and 6 skills. They also have demonstrated, using graphics designed at the highly complex level, the following skills:

ACT[®] WorkKeys[®]

Skill Report

- Compare two or more trends/patterns/relationships
- Interpret a trend/pattern/relationship
- Make a reasonable inference or decision based on one graphic after finding information in another graphic
- Justify an inference or decision based on information
- Identify the most effective graphic given a defined purpose
- Justify the most effective graphic given a defined purpose

Individual Portfolio: Ogden, Jennifer

Report Criteria	
ID:	State:
Test Name: All Tests	District: HOLMES COMMUNITY COLLEGE - AE
Report: All	School: RIDGELAND
Report Date: 09-14-2021	

Note: This report displays all TABE results associated with the selected student found in this system during the selected range.

TABE 11							
Date Tested	Content Area	Level	Test Location	Scale Score	SEM	NRS Level	MSG
08/10/2021	Language	A	RIDGELAND MS20002	636	26	6	N
TABE 12							
Date Tested	Content Area	Level	Test Location	Scale Score	SEM	NRS Level	MSG
09/14/2021	Language	A	RIDGELAND MS20002	601	22	5	N

APPENDIX B- Insurance & Workers' Compensation Coverage

Company Name: Goodwill Industries of Mississippi, Inc.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/9/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Ross & Yerger Insurance, Inc. 100 Vision Drive, Suite 100 Jackson MS 39211	CONTACT NAME: Tori Roan PHONE (A/C, No, Ext): 601-360-8787 E-MAIL ADDRESS: troan@rossandyerger.com FAX (A/C, No):
INSURED Goodwill Industries of Mississippi, Inc. and GIVS 104 E State St Ridgeland MS 39157-4503	INSURER(S) AFFORDING COVERAGE INSURER A: GuideOne Elite Ins Co INSURER B: GuideOne Ins Co INSURER C: INSURER D: INSURER E: INSURER F:
GOODIND-CL	NAIC # 42803 15032

COVERAGES**CERTIFICATE NUMBER:** 617603274**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			CPP010055317	9/1/2025	9/1/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BAP010055332	9/1/2025	9/1/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 2,500			UMB010055333	9/1/2025	9/1/2026	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

General Liability and Automobile Liability policies include Blanket Additional Insured, when required by written contract. General Liability and Automobile Liability policies include Blanket Waiver of Subrogation, when required by written contract. Umbrella Liability policy is follow form of Workers Compensation, General Liability and Auto Liability policies. All above provisions are subject to policy terms, conditions, and exclusions.

CERTIFICATE HOLDER

Mississippi Department of Rehabilitation Services
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, MS 39110

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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MISSISSIPPI WORKERS' COMPENSATION

NOTICE OF COVERAGE

- I. Please take notice that your Employer is in compliance with the requirements of the Mississippi Workers' Compensation Law, and maintains workers' compensation insurance coverage with the following:

LUBA CASUALTY INSURANCE COMPANY
P.O. BOX 98082
BATON ROUGE, LA 70898-9082
1-888-884-5822 / 225-389-5822

- II. Individual workers' compensation claims will be submitted to and processed by:

LUBA CASUALTY INSURANCE COMPANY
P.O. BOX 98082
BATON ROUGE, LA 70898-9082
1-888-884-5822 / 225-389-5822

- III. This workers' compensation coverage is effective for the following period:

04/16/2025 to 04/16/2026

- IV. All job related injuries or illnesses should be reported as soon as possible to your immediate supervisor, or to the person listed below:

Lawrence Rouchea
104 East State Street
Ridgeland, MS 39157

(Name of employer contact person)

Human Resources Dept.
(Title & Department/Division)

- V. Please be advised that any person who willfully makes any false or misleading statement or representation for the purpose of obtaining or wrongfully withholding any benefit or payment under the Mississippi Workers' Compensation Law may be charged with violation of Miss. Code Ann. §71-3-69 (Rev. 2000) and upon conviction be subjected to the penalties therein provided.

APPENDIX C- Mississippi Secretary of State

Company Name: Goodwill Industries of Mississippi, Inc.



Michael Watson
SECRETARY OF STATE

Office of the Secretary of State
Jackson, Mississippi

Certificate of Good Standing

I, MICHAEL WATSON, Secretary of State of the State of Mississippi, and as such, the legal custodian of the records as required by the laws of Mississippi, to be filed in my office, do hereby certify:

That on the 9th day of September, 1955, the State of Mississippi issued a Charter/Certificate of Authority to:

GOODWILL INDUSTRIES OF MISSISSIPPI

That the state of incorporation is Mississippi.

That the period of duration is perpetual.

That according to the records of this office, Articles of Dissolution or a Certificate of Withdrawal have not been filed.

I further certify that all fees, taxes and penalties owed to this state, as reflected in the records of the Secretary of State, have been paid and that the corporation is in existence or has authority to transact business in Mississippi.

That insofar as the records of this office are concerned, the said GOODWILL INDUSTRIES OF MISSISSIPPI is in good standing at this time.

Given under my hand and seal of office
the 9th day of January, 2025

Certificate Number: CN25203933

Verify this certificate online at <http://corp.sos.ms.gov/corpcnv/verifycertificate.aspx>

Goodwill Industries of Mississippi, Inc.

APPENDIX D: Curriculum

1) Job Exploration Counseling

- Career interest assessments and 16 career pathways
- TransfrVR Career Exploration
- Work VIBES Explorer

2) Work-Based Learning Experiences

- Paid internships (for rising seniors & post secondary) at Goodwill MS stores
- “TREK Job Extravaganza”

3) Counseling on Postsecondary Opportunities

- Financial aid process (FASFA)
- ABLE presentation from disability services representatives

4) Workplace Readiness Training

- NRF Rise Up Customer Service & Sales training & certification
- NorthStar Digital Skills training & certification
- Google Artificial Intelligence (AI) Essentials training & certification
- Chatbots & Character AI

5) Instruction in Self-Advocacy

- Basic Self-Advocacy on the Job
- Emotional Intelligence training

Goodwill Industries of Mississippi, Inc.

APPENDIX D: Curriculum

1) Job Exploration Counseling

- Career interest assessments and 16 career pathways
- TransfrVR Career Exploration
- Work VIBES Explorer



EXPLORING CAREERS – CAREER CLUSTERS

Career Clusters are categories of jobs or occupations in the same field of work that require similar skills. You can use Career Clusters to help focus education plans toward obtaining the necessary knowledge, skills, and training for success in a particular field. Following are 16 career clusters with descriptions and related career pathways.



Agriculture, Food and Natural Resources

Processing, production, distribution, financing, and development of agricultural commodities and natural resources.

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems



Architecture and Construction

Designing, planning, managing, building and maintaining the built environment.

- Construction
- Design/Pre-Construction
- Maintenance/Operations



Arts, Audio-Video Technology and Communications

Creating, exhibiting, performing, writing, and publishing multimedia content

including visual and performing arts and design, journalism, and entertainment services.

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts



Business, Management and Administration
Planning, organizing, directing and evaluating functions essential to productive business operations.

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management



Education and Training

Providing education and training services, and related learning support services.

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training



Introduction

CAREER EXPLORATION



Finance

Planning/managing finances and investments; managing banking, insurance, and business finances.

- Banking Services
- Business Finance
- Insurance
- Securities & Investments



Government and Public Administration

Performing government functions at the local, state and federal levels.

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation



Health Science

Providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services



Hospitality and Tourism

Operating restaurants and other food services, lodging, attractions, recreation events and travel-related services.

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism



Human Services

Providing services for individuals and families and serving human needs.

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development Services
- Family & Community Services
- Personal Care Services



Information Technology

Designing, supporting, and managing hardware, software, multimedia and systems integration services.

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

The CareerOneStop has online videos about each of the Career Clusters. Learn more: <https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>

Introduction



CAREER EXPLORATION



Law, Public Safety, Corrections and Security

Providing legal, public safety, protective services and homeland security.

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services



Manufacturing

Processing of materials into intermediate or final products.

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance



Marketing

Performing marketing activities to reach organizational objectives.

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales



Science, Technology, Engineering and Mathematics

Performing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

- Engineering & Technology
- Science & Mathematics



Transportation, Distribution and Logistics

Managing movement of people, materials, and goods by road, pipeline, air, rail and water.

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure
- Planning, Management & Regulation
- Warehousing & Distribution Center
- Operations

Source: Based on the national Career Clusters® Framework - Advance CTE: State Leaders Connecting Learning to Work
<https://careertech.org/>

To learn about programs of study related to the Career Clusters, visit WV Department of Education Career Technical Education - Program Area Documents and Programs of Study: <http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html>

O*NET INTEREST PROFILER SHORT FORM

Read the 60 work activities below. Place a check in the box by the activities you would like to do. Do not think about how much education/training is needed or how much money you will make! Count the number of checks for each shaded section and write that total in the box to the right of each section. These are your scores for each interest area.

<input type="checkbox"/> Build kitchen cabinets <input type="checkbox"/> Lay brick or tile <input type="checkbox"/> Repair household appliances <input type="checkbox"/> Raise fish in a fish hatchery <input type="checkbox"/> Assemble electronic parts	<input type="checkbox"/> Drive a truck to deliver packages to offices and homes <input type="checkbox"/> Test the quality of parts before shipment <input type="checkbox"/> Repair and install locks <input type="checkbox"/> Set up and operate machines to make products <input type="checkbox"/> Put out forest fires	Total <input type="text"/> Realistic checks =
<input type="checkbox"/> Develop a new medicine <input type="checkbox"/> Study ways to reduce water pollution <input type="checkbox"/> Conduct chemical experiments <input type="checkbox"/> Study the movement of planets <input type="checkbox"/> Examine blood samples using a microscope	<input type="checkbox"/> Investigate the cause of a fire <input type="checkbox"/> Develop a way to better predict the weather <input type="checkbox"/> Work in a biology lab <input type="checkbox"/> Invent a replacement for sugar <input type="checkbox"/> Do laboratory tests to identify diseases	Total <input type="text"/> Investigative checks =
<input type="checkbox"/> Write books or plays <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Compose or arrange music <input type="checkbox"/> Draw pictures <input type="checkbox"/> Create special effects for movies	<input type="checkbox"/> Paint sets for plays <input type="checkbox"/> Write scripts for movies or television shows <input type="checkbox"/> Perform jazz or tap dance <input type="checkbox"/> Sing in a band <input type="checkbox"/> Edit movies	Total <input type="text"/> Artistic checks =
<input type="checkbox"/> Teach an individual an exercise routine <input type="checkbox"/> Help people with personal or emotional problems <input type="checkbox"/> Give career guidance to people <input type="checkbox"/> Perform rehabilitation therapy <input type="checkbox"/> Do volunteer work at a non-profit organization	<input type="checkbox"/> Teach children how to play sports <input type="checkbox"/> Teach sign language to people who are deaf or hard of hearing <input type="checkbox"/> Help conduct a group therapy session <input type="checkbox"/> Take care of children at a day-care center <input type="checkbox"/> Teach a high-school class	Total <input type="text"/> Social checks =
<input type="checkbox"/> Buy and sell stocks and bonds <input type="checkbox"/> Manage a retail store <input type="checkbox"/> Operate a beauty salon or barber shop <input type="checkbox"/> Manage a department within a large company <input type="checkbox"/> Start your own business	<input type="checkbox"/> Negotiate business contracts <input type="checkbox"/> Represent a client in a lawsuit <input type="checkbox"/> Market a new line of clothing <input type="checkbox"/> Sell merchandise at a department store <input type="checkbox"/> Manage a clothing store	Total <input type="text"/> Enterprising checks =
<input type="checkbox"/> Develop a spreadsheet using computer software <input type="checkbox"/> Proofread records or forms <input type="checkbox"/> Install software across computers on a large network <input type="checkbox"/> Operate a calculator <input type="checkbox"/> Keep shipping and receiving records	<input type="checkbox"/> Calculate the wages of employees <input type="checkbox"/> Inventory supplies using a hand-held computer <input type="checkbox"/> Record rent payments <input type="checkbox"/> Keep inventory records <input type="checkbox"/> Stamp, sort, and distribute mail for an organization	Total <input type="text"/> Conventional checks =

In the boxes below, write the names of the interest areas with the three highest scores. The first box is your highest or primary interest. If there are ties, choose the interest with activities that you think are the best fit for you.

1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------

O*NET Interest Profiler Short Form Career Starter

Name: _____

Congratulations on completing your O*NET Interest Profiler! Interest Areas are a summary of the type of work you like. Now you will:

- Learn about your work interests;
- Discover careers linked to your interests that you might find satisfying and rewarding;
- Explore careers that match your interests based on job preparation level; and
- Experience hands-on activities relating to your career interest choices.

Primary (1), Second (2), and Third (3) Interests

Copy below the three Interests from the bottom of your Interest Profiler. Remember the Interest with the highest score (most number of checks) is your **Primary Interest**.

Primary Interest: 1 _____

Second and Third Interests: 2 _____ 3 _____

What do your Interests mean?

RIASEC Interests

Realistic:	Work involves building, repairing, maintaining, installing, driving, or working with hands. People with Realistic interests often like work that includes plants, animals, electronics, real-world materials like wood, the outdoors, machines, equipment, or tools.
Investigative:	Work involves studying, researching, testing, analyzing, diagnosing, discovering, thinking, or problem solving. People with Investigative interests often like work that includes science, knowledge, laboratory settings, ideas, or facts.
Artistic:	Work involves creating, performing, writing, designing, dancing, composing, or self-expression. People with Artistic interests often like work that includes art, media, music, theatre, or graphics.
Social:	Work involves helping, teaching, educating, guiding, advising, or nurturing. People with Social interests often like work that includes people, service, social activities, health, or communication.
Enterprising:	Work involves managing, supervising, negotiating, marketing, selling, leading, or directing. People with Enterprising interests often like work that includes employees, customers, products, business, law, or politics.
Conventional:	Work involves organizing, recording, filing, sorting, inspecting, or attention to detail. People with Conventional interests often like work that includes information, data, regulations, office environments, procedures, files, or rules.

What is Your Job Zone?

To figure out what careers to explore, it's helpful to know how much education, training, and experience you need to do a job. This level of preparation is known as a **Job Zone**. Careers that require similar levels of preparation are grouped into the same Job Zone. To explore careers, you will need to choose a **Job Zone** that you plan on working towards in the future.

Job Zone 1 — Careers need **Little** or **No** Preparation

- **No previous skills, knowledge, or experience is needed.**
 - May require a high school diploma or GED certificate.
 - May need from a few days to a few months of training.

Job Zone 2 — Careers need **Some** Preparation

- **Usually need a high school diploma.**
 - Some previous skills, knowledge, or experience is usually needed.
 - May need from a few months to one year of working with experienced employees.

Job Zone 3 — Careers need **Medium** Preparation

- **Usually requires training in vocational schools, related on-the-job experience, or an associate's degree.**
 - Previous skills, knowledge, or experience needed.
 - Need one or two years of training.

Job Zone 4 — Careers need **High** Preparation

- **Most careers require a four-year bachelor's degree, but some do not.**
 - Long-term skills, knowledge, or experience needed.
 - Need several years of work-related experience and training.

Job Zone 5 — Careers need **Extensive** Preparation

- **Most of these careers need a graduate school education.**
 - Extensive skills, knowledge, and experience are needed; many requiring more than five years of experience.
 - May need some on-the-job training; however, the person will usually have the needed skills, knowledge, work-related experience, and training before starting the job.

Pick a **Job Zone** from above that matches the education, training, and experience you plan on getting in the **FUTURE**. Careers in **higher** Job Zones often pay more and offer more opportunities. Learn about the type of careers that can match your interests in the **FUTURE!**

FUTURE Job Zone: _____

Exploring Careers Using Your Interests and Your Job Zone:

Using your **Primary Interest** and **Job Zone** allows you to find careers that match your interests and fit your amount of job preparation. The **O*NET Career Listings** document shows careers for each Interest and Job Zone.

1. Find your **Primary Interest** and look over the careers listed.

2. Find your **Job Zone** under your **Primary Interest** and review the careers listed. Do you see any careers that you would like to find out more about? Write down the Career Title for each career you want to explore. On the next page, an **O*NET Careers Worksheet** is provided to write these titles down.

3. Now that you have selected careers to explore, go to My Next Move at: <https://www.mynextmove.org>.

Search careers with keywords or to browse careers by industry. For each career, you can find:

- the types of activities that are performed in those careers;
- the knowledge, skills, abilities, technology, and education that are needed for the careers;
- job postings, training, certification, and apprenticeship information for the careers;
- state-level employment statistics for the careers; and
- the wages and future employment outlook that are predicted for the careers.

4. To find more career choices related to your interests not in your list, go to the Interest Browse function within My Next Move at <https://www.mynextmove.org/find/interests>.

5. If you don't like the careers in your **Job Zone** listed for your **Primary Interest**, you have choices:

- Review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches what you have now.
- Choose a different Job Zone that you want to work towards in the FUTURE.
- Use your second or third highest interests to look at careers.



O*NET Careers Worksheet

The **O*NET Career Listings** document includes a sample of the careers that are linked with the six Interests and the five Job Zones. They are organized first by Interest and then by Job Zone within the Interest.

Copy your Primary, Second, and Third Interests from page 1 of the **Score Report** below:

Primary Interest: 1 _____

Second and Third Interests: 2 _____ 3 _____

Also, copy your Job Zone from page 2 of the **Score Report** below:

Your FUTURE Job Zone: _____

To look at the careers linked with your Primary Interest, locate the section for your Primary Interest in the **O*NET Career Listings** document and then find the career listing for your Job Zone under that section. For a longer list of careers, refer to My Next Move's Interest Browse at <https://www.mynextmove.org/find/interests>.

You can also use your second or third highest interest to look at careers. Find the career listings for your Job Zone under the sections that match your second or third interest.

Write Below the Career Titles You Have Picked to Explore:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Sponsored by the U.S. Department of Labor, Employment & Training Administration and developed by the National Center for O*NET Development

Appendix D: Virtual Reality Career Exploration

Overview: The Virtual Reality Career Exploration course provides an immersive, hands-on learning experience that allows students to explore hundreds of real-world occupations through simulation technology. Guided by digital coaches, participants perform job-specific tasks, receive immediate feedback, and gain a deeper understanding of diverse career pathways—all in a safe, engaging environment.

Learning Experience:

1. **Orientation and Demo** – Students receive a demonstration of the virtual reality system, learning how to operate the equipment and navigate simulations.
2. **Career Simulation Activities** – Students choose and complete two or more simulations from sectors such as health science, architecture, information technology, and manufacturing. These experiences introduce key skills and responsibilities within each career.
3. **Career Exploration Games** – Group activities such as Career Pictionary foster teamwork and discussion of job descriptions, education requirements, and salary ranges.
4. **Applied Exploration** – Students participate in advanced simulations (e.g., nursing, EMT, electrician, welding, or technical trades), completing realistic workplace tasks that last approximately five minutes each.
5. **Reflection and Assessment** – Students complete pre- and post-tests to evaluate growth in career awareness and interest.

Program Notes: Over 300 simulations are available via TransfrVR, with new modules added monthly. Each session can be adapted in length and focus to allow for deeper exploration of specific pathways. Activities align with Job Exploration Counseling and Work-Based Learning Pre-ETS components.

VIRTUAL REALITY PRE-TEST

NAME: _____ DATE: _____

Simulations provide students with a basic introductory knowledge of professions within an industry.

HEALTH SCIENCE SIMULATIONS

- ___ Assist with an Electrocardiogram - *MA*
- ___ Prepare an Intravenous Infusion - *Pharmacy Tech*
- ___ Help an Emergency Patient - *RN*
- ___ Assist with Knee Surgery - *Surgical Tech*
- ___ Perform a Blood Draw- *Phlebotomist*
- ___ Capture an X-Ray of a Leg - *Radiological Technician*
- ___ Help Family Members Connect - *CNA*
- ___ Process a Sample in the Lab - *Laboratory Technologist*

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

- ___ Service a Commercial Airplane- *Aircraft Mechanics and Service Technician*
- ___ Replace an EV Battery- *Automotive Service Technician - Electric Vehicle*
- ___ Change the Oil in an Automobile- *Automotive Service Technician*
- ___ Prepare Truck Route- *CDL Truck Driver*

MANUFACTURING

- ___ Assemble Components of an EV Battery- *Electrical and Electronic Equipment Assembler*
- ___ Repair and Industrial Cooker - *Maintenance and Repair Worker*
- ___ Repair a Mobile Picker Bot - *Robotics Tech*
- ___ Find the Contaminated Microchips- *Semiconductor Manufacturing Technician*
- ___ Fix a Broken Assemble Line - *Welders*
- ___ Make Repairs at a Hotel - *Installation, Maintenance and Repair Worker*
- ___ Test a Prosthetic Leg - *Quality Control Analyst*

INFORMATION TECHNOLOGY

- ___ Fix an App Service Outage- *Network Tech*

- ___ Process Agricultural Data for a Family Farm- *GIS Technician*
- ___ Stop a Cyberattack- *Cybersecurity Analyst*
- ___ Build a Website for a Fashion Brand - *Web Developer*

ARTS, AUDIO/VIDEO TECHNOLOGY

- ___ Redesign a Restaurant Brand- *Graphic Design*
- ___ Fix a Light on a Film Set - *Lighting Technician*

AGRICULTURE, FOOD & NATURAL RESOURCES

- ___ Repair Diesel Farm Equipment- *Diesel Mechanic*
- ___ Care for a Sick Dog- *Veterinary Technician*
- ___ Test New Snack Packaging - *Food Scientist*
- ___ Save a Farm's Wheat Crop - *Soil and Plant Scientist*

ARCHITECTURE & CONSTRUCTION SIMULATIONS

- ___ Rebuild a Communication Tower- *Broadband Tower Construction*
- ___ Drill and Underground System- *Broadband Utility Construction*
- ___ Repair Fiber Internet for a City Block - *Broadband Fiber Installers and Repairer*
- ___ Rebuild a Historic Bakery Roof - *Carpenter*
- ___ Demolish an Overpass- *Construction Laborer*
- ___ Restore Power to a Neighborhood- *Distribution Line Worker*
- ___ Fix Power Outage at a Hospital - *Electricians*
- ___ Prepare a Pipe for Commercial Building- *Plumber, Pipefitter, and Seam fitter*
- ___ Install a Solar Panel on a Home- *Solar Technician*
- ___ Restore Power to an Entire Town- *Transmission Line Worker*
- ___ Design a new building for a school- *Architect*
- ___ Build a Warehouse Structure - *Steel Worker*
- ___ Repair a Hospital Elevator - *Elevator and Escalator Tech*

___Repair a Pool Filtering System - Plumber

FINANCE

___Make an Investment Plan- *Financial Analyst*

___Settle an Insurance Claim – *Claims Adjuster*

HOSPITALITY AND TOURISM

___Prepare and Plate a Signature Dish- *Chef*

___Improve Dining Experience – *Restaurant Manager*

DIAGNOSTIC SERVICES PATHWAYS

___Capture X-Ray of a Leg Wound – *Radiologic Tech*

GOVERNMENT AND PUBLIC ADMINISTRATION

___Plan a New Urban Development- *City Planner*

HUMAN SERVICES

___Perform a Facial Treatment- *Cosmetologist*

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

___Help at a Car Crash – *EMT*

___Respond to a Fire – *Firefighter*

SCIENCE TECHNOLOGY, ENGINEERING AND MATHEMATICS

___Design a Smart Headband – *Biomedical Engineer*

___Design an Electrical System for a Hospital – *Electrical Engineer*

___Test New Snack Packaging – *Food Scientist*

VIRTUAL REALITY POST-TEST

NAME: _____ DATE: _____

HAVE YOU EXPLORED POSSIBLE CAREERS? _____ YES _____ NO

WHAT CAREERS ARE YOU INTERESTED IN EXPLORING?

CAREER SIMULATION ENGAGEMENTS: 1. _____
2. _____

PLEASE RATE YOUR EXPERIENCE WITH THIS CAREER EXPLORATION TRAINING.

Not Good 1 2 3 4 5 6 7 8 9 10 Excellent

Are you interested in the careers you explored today? _____ YES _____ NO

Would you like additional information on the careers you explored today? _____ YES _____ NO

Do you have any suggestions on how to improve this career exploration training?



Product Catalog

March 2023

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Educator Implementation Manual & Lesson Plans

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Introduction

The WorkVibes Explorer is a comprehensive career exploration tool designed to help students understand their work preferences, communication styles, and ideal work environments. This

manual guides educators, transition coordinators, and career counselors on implementing the tool effectively in various educational settings.

Purpose and Benefits

The WorkVibes Explorer serves multiple purposes in career development:

- Helps students identify their natural work preferences and strengths
- Facilitates self-awareness and career exploration
- Provides structure for career counseling conversations
- Supports the development of individualized career plans
- Aids in identifying suitable work experiences and internships

Implementation Guidelines

Pre-Assessment Preparation

1. **Student Readiness**
 - Ensure students have basic self-awareness skills
 - Introduce career exploration concepts beforehand
 - Consider the student's readiness and career exploration stage
2. **Setting the Context**
 - Explain that there are no "right" or "wrong" answers
 - Emphasize that preferences may change over time
 - Discuss how results can inform but shouldn't limit career choices

Administration Best Practices

1. **Timing**
 - Plan for approximately 45-60 minutes for completion
 - Allow additional time for reflection and discussion
 - Consider breaking into multiple sessions for some students
2. **Environment**
 - Provide a quiet, comfortable space
 - Ensure students have privacy for honest responses
 - Make accommodations as needed for different learning styles
3. **Support During Assessment**
 - Be available to clarify questions
 - Encourage thoughtful, honest responses

- Avoid influencing student choices

Post-Assessment Implementation

1. Individual Review

- Schedule one-on-one meetings to discuss results
- Help students connect preferences to potential careers
- Develop action plans based on insights

2. Group Activities

- Facilitate peer discussions about different preferences
- Organize career exploration activities aligned with results
- Create mentoring opportunities based on shared styles

Lesson Plans

Lesson 1: Introduction to Work Preferences

Duration: 45 minutes

Objectives:

- Students will understand the concept of work preferences
- Students will recognize how preferences influence career satisfaction
- Students will prepare to take the WorkVibes Explorer assessment

Materials:

- Sample job descriptions
- Work Preferences Reading (Appendix A)
- Discussion prompts

Activities:

1. Opening Discussion (10 minutes)
 - What makes people enjoy their jobs?
 - How do different people work differently?
2. Scenario Analysis (20 minutes)
 - Present workplace scenarios
 - Discuss different approaches to handling situations
 - Identify various work preferences demonstrated
3. Reflection and Preparation (15 minutes)
 - Journal about personal work experiences
 - Set intentions for taking the assessment
 - Preview assessment format

Lesson 2: Understanding Your Results

Duration: 60 minutes

Objectives:

- Students will interpret their WorkVibes Explorer results
- Students will connect preferences to potential careers
- Students will begin career research based on results

Materials:

- Completed WorkVibes Explorer assessments
- Career research resources (Appendix B)
- Reflection worksheets

Activities:

1. Results Review (20 minutes)
 - Guide students through their profiles
 - Explain preference patterns
 - Address questions about results
2. Career Connection (25 minutes)
 - Match preferences to career fields
 - Research aligned careers
 - Document potential career paths
3. Action Planning (15 minutes)
 - Set career exploration goals
 - Identify next steps
 - Plan follow-up activities

Lesson 3: Career Research and Planning

Duration: 90 minutes

Objectives:

- Students will research careers aligned with their preferences
- Students will create action plans for career exploration
- Students will identify resources for further investigation

Materials:

- Career information resources
- Research guides (Appendix B)

Activities:

1. Guided Research (40 minutes)
 - Use career databases
 - Interview professionals
 - Document career requirements
2. Planning Workshop (30 minutes)
 - Create timeline for exploration
 - Set specific career investigation goals

- Identify needed resources
- 3. Presentation Prep (20 minutes)
 - Organize findings
 - Prepare to share plans
 - Set accountability partnerships

Supporting Different Learning Styles

Visual Learners

- Use charts and graphs to display results
- Provide career videos and visual resources
- Create visual career maps

Auditory Learners

- Incorporate group discussions
- Use career-related podcasts
- Encourage verbal processing of results

Kinesthetic Learners

- Include hands-on career exploration activities
- Arrange job shadowing experiences
- Use role-playing exercises

Accommodations and Modifications

Reading Support

- Offer read-aloud options
- Provide simplified language versions
- Break text into smaller chunks

Processing Time

- Allow extended time as needed
- Break assessment into sections
- Provide breaks between segments

Response Options

- Accept verbal responses
- Allow for dictated answers
- Provide alternative response formats

Follow-Up and Support

Student Support

- Schedule regular check-ins
- Monitor career exploration progress
- Adjust plans as needed

Parent/Guardian Involvement

- Share results and implications
- Provide resources for family discussions
- Include families in career planning

Documentation

- Track student progress
- Document career exploration activities
- Maintain exploration portfolios

Resources and References

Career Exploration Tools

- Online career databases
- Industry information resources
- Professional association websites

Professional Development

- Career counseling resources
- Assessment interpretation guides
- Professional learning communities

Community Connections

- Local employer partnerships
- Mentorship programs

- Internship opportunities

Success Indicators

Short-term

- Completion of assessment
- Understanding of results
- Initial career exploration activities

Medium-term

- Focused career research
- Participation in career activities
- Development of career plans

Long-term

- Career decision-making
- Educational planning
- Work experience alignment

Conclusion

The WorkVibes Explorer is a valuable tool for supporting student career development. Success depends on thoughtful implementation, appropriate support, and ongoing guidance. Use this manual and lesson plans as a foundation, adapting them to meet your students' specific needs and circumstances.

Remember that career exploration is a journey, not a destination. The WorkVibes Explorer is one tool in your career development toolkit designed to start meaningful conversations and guide students toward fulfilling career paths.

Understanding Work Preferences

Have you ever wondered why some people love working in busy offices while others prefer quiet spaces? Or why certain individuals thrive under tight deadlines while others do their best work with flexible timelines? The answer lies in work preferences – the unique combination of conditions and circumstances that help us perform at our best.

What Are Work Preferences?

Work preferences are your natural inclinations about how, when, and where you prefer to work. Think of them as your ideal working conditions. Just as everyone has different tastes in food or music, we all have different preferences in our work environment and style. These preferences aren't just about what makes us comfortable – they can significantly impact our job satisfaction, productivity, and career success. Understanding your work preferences is like having a personal roadmap to career fulfillment.

Key Areas of Work Preferences

1. Work Environment

Your work environment preferences might include:

- Physical space (open office vs. private space)
- Noise levels (buzzing activity vs. quiet concentration)
- Lighting (natural light vs. artificial lighting)
- Temperature (warm vs. cool settings)
- Workspace organization (structured vs. flexible setup)

For example, a graphic designer might do their best work in a bright, creatively decorated space with music playing. At the same time, an accountant might prefer a quiet, organized office with minimal distractions.

2. Work Pace and Structure Consider how you prefer to:

- Manage time (strict schedules vs. flexible hours)
- Handle deadlines (working ahead vs. last-minute push)
- Organize tasks (detailed plans vs. adaptable approaches)
- Balance workload (one task at a time vs. multiple projects)

Some people feel energized by juggling multiple projects with tight deadlines, while others prefer focusing on one task with a comfortable timeline.

3. Collaboration Style

Think about how you like to:

- Work with others (team-based vs. independent work)
- Communicate (frequent check-ins vs. autonomous operation)
- Share ideas (group brainstorming vs. individual reflection)
- Make decisions (collaborative vs. independent)

A sales representative might thrive on daily team meetings and constant client interaction, while a research analyst might prefer working independently with occasional team check-ins.

Why Understanding Work Preferences Matters

Career Success

When your work environment aligns with your preferences, you're more likely to:

- Perform better at your job
- Feel more satisfied with your work
- Experience less stress and burnout
- Build stronger professional relationships
- Advance in your career

Personal Growth

Understanding your preferences helps you:

- Make informed career choices
- Advocate for your needs at work
- Adapt to different work situations
- Develop effective work strategies
- Build self-awareness

How Preferences Develop

Various factors shape your work preferences:

Personal Characteristics

- Personality traits
- Learning style
- Energy levels
- Communication style
- Problem-solving approach

Past Experiences

- School experiences
- Previous jobs
- Family influence
- Cultural background
- Personal successes and challenges

Adapting and Growing

While it's important to understand your preferences, it's equally important to remember that:

1. Preferences Can Change

- As you gain experience
- When you try new approaches
- Through different life stages
- With changing technologies
- As industries evolve

2. Flexibility Is Valuable

- Most jobs require some adaptation
- Different situations may require different approaches
- Being adaptable makes you more resilient
- Learning to work in various ways builds skills

3. Balance Is Key

- Understanding your preferences helps set boundaries
- Knowing when to adapt vs. when to stay firm
- Finding compromises in team settings
- Creating strategies for challenging situations

Using Your Understanding

Once you understand your work preferences, you can:

In Job Searching

- Research company cultures
- Ask relevant questions in interviews
- Evaluate job fits more effectively
- Negotiate better work arrangements

In Current Roles

- Optimize your workspace
- Develop productive routines
- Communicate needs effectively
- Create successful work strategies

In Career Planning

- Choose suitable career paths
- Plan appropriate training
- Set realistic goals
- Make informed transitions

Conclusion

Understanding your work preferences is a powerful tool in your career journey. It helps you make better career choices, create more effective work strategies, and find greater satisfaction in your professional life. While preferences are important, developing flexibility and adaptability is crucial for long-term career success.

As you explore your work preferences, consider how they align with different career options and work environments. Use this knowledge to make choices that will help you thrive professionally while remaining open to growth and new possibilities.

Discussion Questions for Students:

1. What work environments have you experienced (school, part-time jobs, volunteering), and which aspects did you enjoy or dislike?
2. How might your current preferences change as you gain more work experience?
3. What strategies could you use to adapt when your work situation doesn't perfectly match your preferences?
4. How might understanding your work preferences help you make better career choices?
5. What aspects of your ideal work environment seem most important to your job satisfaction?

Appendix B: Resource Guide for Lessons

Career Resource Guide for Students

Note to Students: *This guide is regularly updated, but websites and resources may change. Always verify current information and discuss your career exploration with trusted educators and counselors.*

Official Government Resources

O*NET Online (ononline.org)

- Comprehensive database of occupations
- Detailed job descriptions and requirements
- Skills assessments and career exploration tools
- Salary information and employment outlook
- Regular updates with new and emerging careers

Bureau of Labor Statistics (bls.gov/k12)

- Career exploration resources designed for students
- Employment projections and trends
- Salary data by occupation and region
- Industry growth information
- Career outlook articles and guides

CareerOneStop (careeronestop.org)

- Career exploration tools and assessments
- Skills matching resources
- Training and education options
- Job search assistance
- Videos about different careers

College & Training Resources

Big Future (bigfuture.collegeboard.org)

- College planning tools
- Career exploration resources
- Major and program finder • Scholarship search
- College comparison tools

Social Media & Networking

LinkedIn (linkedin.com)

- Create a professional profile
- Connect with professionals
- Follow companies of interest
- Access LinkedIn Learning courses
- Join career-related groups

Professional Twitter Accounts to Follow

- @USAGov
- @BLS_gov
- @CareerBuilder
- @TheMuse
- @GlassdoorHQ

Video Resources

TED Talks Playlist

- "How to Find Work You Love" by Scott Dinsmore
 - <https://www.youtube.com/watch?v=bvAEJ8G9I9U>
- "Why Some of Us Don't Have One True Calling" by Emilie Wapnick
 - <https://www.youtube.com/watch?v=4sZdcB6bjl8>
- "The Way We Think About Work Is Broken" by Barry Schwartz
 - https://www.youtube.com/watch?v=3B_1itcCKHo

Free Online Learning Resources

- Coursera.org (Career-related courses)
- edX.org (Professional certificate programs)
- Khan Academy (khan.org)

Tips for Using These Resources

1. **Start Broad, Then Focus**
 - Begin with general career exploration
 - Narrow down to specific industries
 - Research specific roles
 - Look into educational requirements
2. **Track Your Research**
 - Keep notes on interesting careers
 - Save helpful resources

- Document questions for further research
- Record salary and education requirements

3. **Stay Updated**

- Follow relevant social media
- Subscribe to newsletters
- Join professional groups
- Read industry news

4. **Get Interactive**

- Take career assessments
- Watch career videos
- Participate in virtual job shadows
- Connect with professionals

Safety & Privacy Tips

When using online resources:

- Use strong passwords
- Don't share personal information
- Be careful with social media connections
- Verify website legitimacy
- Use school email for professional contacts

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APPENDIX D: Curriculum

2) Work-Based Learning Experiences

- Paid internships (for rising seniors & post secondary) at Goodwill MS stores
- “TREK Job Extravaganza”



SUMMER WORK-BASED LEARNING PROGRAM

Program Overview: Students can participate in a paid Work-Based Learning (WBL) experience at a Goodwill retail store. This program helps students develop essential workplace skills in a supportive environment, aiming to promote independence, job readiness, and confidence through hands-on work experience.

Work Schedule:

- **Days:** Monday – Thursday; June 2-27, 2025 or July 7-31, 2025
- **Shift Duration:** 4 hours per day; 9am-1pm in June or 12pm-4pm in July
- **Location:** Goodwill Retail Stores in Clinton, Ridgeland, Byram, and Crossgates

Key Objectives:

- Foster teamwork, communication, and time management skills
- Encourage responsibility and workplace etiquette
- Build confidence and a sense of achievement

Supervision & Support: Students will work under the guidance of Goodwill staff to ensure safety and provide support as needed. The environment is structured to accommodate diverse learning styles and abilities.

Transportation: Parents/Guardians are responsible for providing transportation to and from the Goodwill retail store.

What to Wear:

- Comfortable, clean clothing suitable for a retail setting, and closed-toe shoes
- Goodwill will provide a work vest and nametag

Parent/Guardian Responsibilities:

- Ensure your student arrives on time and is prepared for their shift
- Communicate any concerns or updates regarding your student's needs
- Encourage your student to share their experiences and celebrate their progress

Thank you for your support and we would love to have your student participate this summer!

TREK

TRANSITION | READINESS | EXPLORATION | KNOWLEDGE JOB EXTRAVAGANZA



OCTOBER 17TH

Set Up: 8:00 AM - 8:45 AM

Event: 9:00 AM - 2:00 PM

**MADISON COUNTY SCHOOL
DISTRICT OFFICE**

476 Highland Colony Pkwy
Ridgeland, MS 39157

Lunch Provided!

AN INVITATION TO INSPIRE FUTURE TRAILBLAZERS

This isn't your typical jobfair - it's a *career exploration adventure* designed to give students a hands-on look at the world of work. We're inviting businesses and organizations to be part of this exciting journey by sharing real job tasks and insights.

WHAT YOU'LL DO:

- SET UP A STATION WITH INTERACTIVE JOB TASKS OR DEMONSTRATIONS.
- HELP STUDENTS UNDERSTAND THE SKILLS AND TOOLS OF YOUR TRADE.

WHY JOIN THE TREK?

- SPARK CURIOSITY AND CONFIDENCE IN FUTURE PROFESSIONALS.
- SHOWCASE YOUR INDUSTRY AND WORKFORCE IN A MEANINGFUL WAY.

Scan here for
Participation Form:



SPONSORED BY:



Goodwill
Industries of
Mississippi, Inc.

IN PARTNERSHIP WITH:

MDRS

MISSISSIPPI DEPARTMENT OF
REHABILITATION SERVICES

Opportunities for Independence

Goodwill Industries of Mississippi, Inc.

APPENDIX D: Curriculum

3) Counseling on Postsecondary Opportunities

- Financial aid process (FASFA)
- ABLE presentation from disability services representatives

Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION

Published on <https://fsapartners.ed.gov/knowledge-center/topics/afsa-simplification-information/afsa-frequently-asked-questions>

FAFSA Frequently Asked Questions

This page collects questions the Department has often received from institutions, state agencies, and others involved with the processing of the *Free Application for Federal Student Aid* (FAFSA®). Stakeholders should bookmark this page.

This listing of Frequently Asked Questions (FAQs) will be updated periodically and include the date of the update. New and/or updated questions and answers will be marked NEW or UPDATED.

The questions below are grouped by the following categories:

- [General \[GEN\]](#)
- [Applications \[APP\]](#)
- [ISIRs and FAFSA Submission Summaries \[ISIR\]](#)
- [Social Security Number Issues \[SSN\]](#)
- [Corrections \[CORR\]](#)
- [Verification \[VER\]](#)

General [GEN]

Go to [Top](#)

GEN-Q1: When and where can students view the status of their FAFSA form?



Starting in the first half of March, applicants may check the status of their 2024–25 FAFSA form on StudentAid.gov. To check the status, applicants should do the following:

1. Log in using their account username and password (FSAID).
2. Navigate to their account Dashboard.
3. Select "2024-25 FAFSA Form" from the "My Activity" page. The application status will be one of the following:

Draft: Your section of the FAFSA form is incomplete.

In Progress: You provided your consent, approval, and signature to your section of the FAFSA form, but the FAFSA form has not been submitted yet.

In Review: You have submitted your form and your application is still processing.

Processed: Your application was processed successfully. No further action is needed.

Action Required: Your application requires further action from you or your contributor(s). In some cases, you may need to contact your college or career/trade school to resolve the issue.

Closed: Your FAFSA form was never submitted and can no longer be submitted because the federal FAFSA deadline passed.

MISSISSIPPI ABLE PROGRAM

FACTS & FAQs



History of ABLE

In December of 2014, the United States Congress passed the Stephen Beck, Jr. Achieving a Better Life Experience (ABLE) Act which added Section 529A to the federal tax code. This enables eligible individuals with disabilities to save money in tax-advantaged accounts that may be used for qualified disability expenses while keeping their eligibility for federal public benefits. On April 11, 2017, the Mississippi Legislature passed SB 2311, establishing Mississippi's ABLE Act. The members of the Mississippi ABLE Board were appointed by Governor Phil Bryant and held their first meeting on May 8th, 2018.

After much research and consideration, the Mississippi ABLE Board voted in October 2018 to join with the National ABLE Alliance.

Why the need for ABLE accounts?

Many individuals with disabilities and their families depend on public benefits (such as SSI, SNAP and Medicaid). To be eligible for public benefits, you must not have savings of more than \$2,000 (SSI) or \$4,000 (Medicaid).

The effort for ABLE accounts originated with a group of parents of children with disabilities who recognized the unfairness of not being able to save funds in their child's name for fear of losing essential benefits that allow their child to live independently in the community. An ABLE account is much easier and less expensive than establishing a special needs trust and is easier to maintain. A qualified ABLE account holder may also be the beneficiary of a special needs trust.

How much money can be put in ABLE accounts?

The maximum yearly limit for contributions to an ABLE account is the annual gift tax exemption amount (\$19,000 in 2025). An individual who is working may contribute an additional amount not exceeding their income or the federal poverty level, whichever is less. The maximum balance for an ABLE account is \$235,000. Once an account goes over \$100,000, SSI benefits will be suspended. Other benefits are not affected by any account total.

What is an ABLE account?

ABLE accounts are tax-advantaged savings accounts for individuals with disabilities. Income earned in the account is not taxed if spent on qualified disability-related expenses. Contributions can be made to an account by anyone and may qualify for a state tax deduction. The account can be used for daily transactions, as well as for long-term savings.

Who may open an account?

An ABLE account may be opened by the disabled beneficiary who meets the eligibility requirements or by another person, including the guardian or conservator for the individual with a disability. For further details on eligibility, please see the applicable federal law.

Who is eligible?

The ABLE Act provides eligibility for individuals with a disability (as defined by the SSA) that began before their 26th birthday—or before their 46th birthday starting January 1, 2026, under the ABLE Age Adjustment Act.

If you meet this age criteria and are also already receiving benefits under SSI and/or SSDI, you are automatically eligible to establish an ABLE account.

If you are not a recipient of SSI and/or SSDI, but still meet the age of onset disability requirement, you could still be eligible to open an ABLE account if you meet Social Security's definition and criteria regarding significant functional limitations and receive a letter of certification from a licensed physician. You need not be under the age of 26 to be eligible for an ABLE account.

How do you open an ABLE account?

You can enroll online, or print a paper application, by visiting mississippiable.com.

How much will it cost someone to open an account?

There is no cost to open an ABLE account. The fee to maintain a Mississippi ABLE Account will be \$3.75 per month. This fee may decrease as enrollment in the program increases. Additional fees may apply.

Are contributions tax deductible?

Contributions made into ABLE accounts may be deductible on your Mississippi income tax return. Please see ABLE's enabling legislation for further details on possible tax benefits of ABLE contributions.

How will the money be invested?

Mississippi's ABLE program offers diverse investment options, ranging from FDIC insured to higher risk stock and bond options.

How can funds be used?

Funds in the account can be used to purchase "qualified disability-related expenses." A "qualified disability-related expense" is any expense related to the designated beneficiary's disability that assists him/her in increasing and/or maintaining their health, independence and/or quality of life. These may include expenses related to education, housing, transportation, employment training and support, assistive technology, personal support services, health care expenses, financial management and administrative services and other similar expenses.

How will someone withdraw their money?

While the Mississippi ABLE account offers a great way to save money, participants may also choose to withdraw their money through real-time debit cards, electronic transfers and/or paper checks.

How do you manage an ABLE account?

ABLE accounts are a unique savings and investment vehicle for individuals with disabilities. They allow eligible individuals with disabilities to build assets through savings and investments in order to help them better reach their financial goals and create a more promising economic future. ABLE accounts allow for significant amounts of money to be put into a tax-advantaged saving and investment account without affecting eligibility for means tested programs such as SSI or Medicaid. The account owner is the manager and beneficiary of the account.

The funds contributed into an ABLE account can be invested in a range of different options. This allows account owners to accumulate assets, or possibly lose assets, based on the performance of their investment choices. ABLE account owners do not need to put all their funds in just one investment choice (although they can if they would like to).

Each investment option is typically associated with its own asset-based fee. ABLE account owners can change their investment options up to two times per calendar year. The Mississippi ABLE program offers an "FDIC-insured account." These account options offer risk-free savings, as opposed to the various investment options which could fluctuate in terms of gains and losses.

Who can make a contribution to an ABE account?

Anyone can make a contribution to an ABE account. The account owner is the manager and beneficiary of the account. There are many ways to contribute to an ABE account, they are as follows:

- Check
- Electronic Funds Transfer
- Payroll Direct Deposit
- Recurring Contributions
- Rollover from a 529 Plan or another state's ABE program
- Ugift

Who are the Mississippi ABE Board Members?

The nine Mississippi ABE Board Members include:

- David McRae, State Treasurer
- Billy Taylor (Vice-Chairman), Executive Director of the Department of Rehabilitation Services
- Wendy Bailey, Executive Director of the Department of Mental Health
- Richard Courtney (Chairman), 1st Supreme Court District and Attorney
- Michael Schloegel, 2nd Supreme Court District and Senior Vice-President, Hancock Whitney Bank
- Justin Bobo, DeSoto County Market President, First Commercial Bank
- Jayne Buttross, Attorney, Board Member of Coalition for Citizens with Disabilities
- Pam Dollar, Executive Director of Coalition for Citizens with Disabilities
- Paul Rogers, Attorney, Board Member of Coalition for Citizens with Disabilities

Where can I get more information on the Mississippi ABE Program?

The Mississippi ABE Program was established in 2017 through Senate Bill No. 2311 and is now found at Mississippi Code Section 43-28-1 et. seq. This legislation established an ABE Board which is working with the Mississippi Department of Rehabilitation Services. The ABE Board keeps information updated on the MDRS website (www.mdrs.ms.gov) and also the Mississippi ABE website (www.mississippiable.com).

Any questions not addressed on these websites can be directed by email to MDRS at msableinfo@mdrs.ms.gov or by calling Josh Woodward, MS ABE Director at (601) 853-5257.



SIGN UP NOW
www.mississippiable.com
(888) 609-3469

**Disclaimer: The information provided in this flyer is general background information only, is given in summary form, and does not purport to be complete. If you are considering opening an ABE account, you should seek competent advice concerning the effect of opening and contributing to an ABE account on the eligibility or continued eligibility for federal and state government benefits. Funds remaining in an ABE account may be subject to Medicaid recovery upon the death of the account owner. You should also seek the advice of a professional concerning any financial, tax, or legal implications related to opening and maintaining an ABE account. Participating in Mississippi's ABE Program may involve investment risk including the possible loss of principal.*

Goodwill Industries of Mississippi, Inc.

APPENDIX D: Curriculum

4) Workplace Readiness Training

- NRF Rise Up Customer Service & Sales training & certification
- NorthStar Digital Skills training & certification
- Google Artificial Intelligence (AI) Essentials training & certification
- Chatbots & Character AI

Appendix D: Customer Service & Sales Training and Certification (NRF Rise Up)

Overview: The Customer Service & Sales Training and Certification program uses the National Retail Federation's (NRF) industry-developed curriculum to build essential employability and customer-service skills. This credential is widely recognized by employers and serves as an entry point into a variety of career pathways that value communication, problem-solving, and teamwork.

Program Design: Goodwill Industries of Mississippi has successfully implemented this training with students of varying ability levels, including those in self-contained classrooms. For participants who do not complete the national certification exam, Goodwill awards a Certificate of Completion through the Goodwill Customer Service Academy to recognize achievement.

Five-Day Workshop Structure:

- Day 1 – Welcome to Retail: Introduction to retail environments, customer interactions, and workplace expectations.
- Day 2 – Products, People & Service: Understanding customer needs and effective communication.
- Day 3 – Elevating Your Skills: Building confidence, handling difficult situations, and time management.
- Day 4 – The CRAVED Model & Review: Integrating customer engagement strategies; comprehensive review.
- Day 5 – Test & Celebration: Assessment and recognition of student accomplishments.

Program Notes: Includes pre- and post-tests to measure skill gains. Instructional materials include teacher's manual, PowerPoints, and videos. Success stories highlight students gaining independence and employment at organizations such as Chick-fil-A, Walmart, Home Depot, and Goodwill.

Pre-ETS Alignment: Supports Workplace Readiness Training and Work-Based Learning.



NRF FOUNDATION®
RISEUP™

**CUSTOMER
SERVICE & SALES**

CERTIFIED SPECIALIST

CUSTOMER SERVICE AND SALES

LEARNER GUIDE

NRF FOUNDATION®
RISEUP™

Customer Service Certification Workshop

Student Syllabus

Welcome!

This 5-day workshop will prepare you with the foundational knowledge and practical skills needed to succeed in a customer service or retail role. You'll participate in engaging discussions, hands-on activities, and real-world roleplay scenarios. On Day 5, you'll complete a certification assessment and celebrate your accomplishment.

Daily Schedule Overview

Day 1: Welcome to Retail!

Day 2: Products, People & Service

Day 3: Elevating Your Skills

Day 4: The CRAVED Model + Review

Day 5: Test & Celebrate!

Day 1: Welcome to Retail!

Learning Objectives:

- Define retail and identify different types of distribution channels
- Understand multichannel and omnichannel retailing
- Describe the changing future of retail
- Recognize customer motivations and loyalty factors
- Explain how company brand and service impact the customer experience

Key Vocabulary:

- **Retail:** The sale of goods or services directly to consumers.
- **Distribution Channel:** The path a product takes from manufacturer to consumer.
- **Multichannel:** Selling to customers through more than one channel (e.g., in-store + online).
- **Omnichannel:** A seamless customer experience across all channels.
- **Customer Loyalty:** The likelihood that a customer will return or recommend a brand.

Notes & Reflections:

Day 2: Products, People & Service

Learning Objectives:

- Differentiating between product features and benefits
- Use questioning and listening techniques to assist customers
- Make customer connections and understand their needs
- Apply selling strategies: upselling, cross-selling, and loyalty programs
- Handle transactions accurately and professionally

Key Vocabulary:

- **Feature:** A fact or characteristic of a product.
- **Benefit:** How the product helps or improves the customer's life.
- **Upselling:** Encouraging the purchase of a more expensive item.
- **Cross-selling:** Recommending additional, related products.
- **Open-Ended Questions:** Questions that encourage longer, more detailed answers.

Notes & Reflections:

Day 3: Elevating Your Skills

Learning Objectives:

- Recognize and apply appropriate body language in customer service
- Professionally manage multiple customers and complaints
- Maintain a positive and professional attitude
- Communicate effectively via phone and digital platforms
- Set realistic and achievable goals using the SMART method

Key Vocabulary:

- **Nonverbal Communication:** Communicating without words (e.g., gestures, posture, facial expressions)
- **Professionalism:** Acting with responsibility, integrity, and respect in the workplace.
- **SMART Goals:** Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

Notes & Reflections:

Day 4: The CRAVED Model + Review

Learning Objectives:

- Identify the six CRAVED characteristics of commonly stolen items
- Understand how loss prevention protects stores and staff
- Review customer service knowledge and prepare for certification

Key Vocabulary:

- **CRAVED:** A model explaining why certain items are targeted for theft:
 - Concealable
 - Removable
 - Available
 - Valuable
 - Enjoyable
 - Disposable
- **Loss Prevention:** Strategies to reduce theft and inventory loss in retail environments.

Notes & Reflections:

Day 5: Certification Exam & Celebration

- Proctored final assessment (written and/or hands-on)
- Group celebration and photos!

My Goal After This Workshop:

Customer Service Pre-Test
Get to Know Your Customer

1. What is one important thing to do when handling upset customers?
2. Sometimes when customers are dissatisfied with a service what will they do?
3. What is the first stage in handling a customer's complaint?
4. What is a good phrase to use when listening to an upset customer?
5. What is an out-of-control customer defined as?

Customer Service Post-Test
Get to Know Your Customer

- 1. One important thing to do when handling upset customers is to**
 - A. never speak to them when they are upset.
 - B. stay calm and listen.
 - C. forget about what they are saying.
 - D. never smile.

- 2. Sometimes when customers are dissatisfied with a service they**
 - A. will tell others about the poor customer service.
 - B. won't damage the store's reputation.
 - C. won't be happy with anyone.
 - D. won't remember the poor customer service.

- 3. The first stage in handling a customer's complaint is**
 - A. to not listen to them and immediately call the manager.
 - B. to listen to the customer.
 - C. to tell the customer that you can't help them.
 - D. to tell the customer to calm down.

- 4. A good phrase to use when listening to an upset customer is**
 - A. "I'm really sorry you are having this problem, how can I make this right?"
 - B. "We all have our problems, get over it!"
 - C. "I can't understand why you are so upset!"
 - D. "It's not my problem, I'm on break!"

- 5. An out-of-control customer is defined as a**
 - A. difficult customer.
 - B. young customer.
 - C. person who is not against the company.
 - D. very nice, calm person.

Customer Service Pre-Test
Meet Your Customers' Needs

1. What is the best way for a sales associate to solve a complex problem?
2. If you give the customer too many alternatives, what will it cause the customer to do?
3. What is the biggest reason why customers don't shop at a store?
4. What are customers called that like to shop for fun?
5. When a customer enters a store, what is the most important thing they want the sales associate to do for them?

Customer Service Post-Test
Meet Your Customers' Needs

1. **The best way for a sales associate to solve a complex problem is**
 - A. to ignore it and hope that the problem will go away.
 - B. to go on your lunch break and think about it.
 - C. to call for your supervisor or manager right away.
 - D. to tell them that you can't solve the problem, go away.

2. **Too many alternatives will cause the customer:**
 - A. to become confused.
 - B. to think of the sales associate as being too pushy.
 - C. to realize that the sales associate can do anything.
 - D. to become angry.

3. **The biggest reason a customer will not shop at your store is because**
 - A. they receive poor customer service.
 - B. the store is too big.
 - C. they are afraid.
 - D. the store does not have parking space.

4. **Customers that like to shop for fun are called**
 - A. "Grocery Store Shoppers."
 - B. "Thrift Store Shoppers."
 - C. "Recreational Shoppers."
 - D. "Walmart Shoppers."

5. **The most important thing a customer needs a sales associate to do is**
 - A. to assist them.
 - B. to leave them alone.
 - C. to influence them to buy things they don't want.
 - D. to promise them a refund.

Customer Service Pre-Test
Build a Continuous Relationship

1. Who benefits from a company being profitable and successful?
2. Why is positive customer contact important?
3. How do most customers choose where they shop?
4. Why do customers develop relationships with companies?
5. What is an important factor to remember about how to treat customers?

Customer Service Post-Test
Build a Continuous Relationship

1. Who benefits from a company being profitable and successful?
 - A. The Owner
 - B. The Employees
 - C. The Customers
 - D. All of the above

2. Positive customer contact important because
 - A. it keeps customers from getting angry.
 - B. it makes it easier for the sales associate to do their job.
 - C. it helps to pass the time
 - D. it makes loyal customers.

3. Most customers choose where they shop because
 - A. of the price.
 - B. of great customer service.
 - C. of the convenience.
 - D. all of the above

4. Customers develop relationships with companies that
 - A. they can rely on.
 - B. they can't rely on.
 - C. they don't like.
 - D. don't treat them fairly.

5. An important factor to remember about how to treat customers is
 - A. to treat all customers with courtesy and respect.
 - B. to treat some customers with courtesy and respect.
 - C. to not treat customers with courtesy and respect.
 - D. to treat customers with disrespect.

Appendix D: Digital Skills & Artificial Intelligence Training

Overview: This dual-track program equips students with the digital competencies and emerging technology skills required for success in a 21st-century workforce. Using two nationally recognized learning platforms—Northstar Digital Literacy and Google AI Essentials—students build foundational computer skills and gain hands-on experience with responsible AI use.

Northstar Digital Literacy: A self-paced, interactive platform that helps learners master: Basic computer operations, email, online communication, productivity software, social media, and cybersecurity. Students earn Northstar Digital Literacy Certificates recognized nationwide.

Google AI Essentials: Developed by Google experts, this course introduces the fundamentals of artificial intelligence and its application in education and work. Students learn how AI functions, apply AI tools to problem-solving, and understand ethical use in modern workplaces.

Pre-ETS Alignment: Supports Workplace Readiness Training and Counseling on Postsecondary Opportunities by fostering essential digital literacy, problem-solving, and ethical technology practices.



Essential Computer Skills

- [Phone Keyboard Basics & Logging In](#)
- [Basic Computer Skills](#)
- [Internet Basics](#)
- [Using Email](#)
- [Windows 11](#)
- [Mac OS](#)

Essential Software Skills

- [Microsoft Word](#)
- [Microsoft Excel](#)
- [Microsoft PowerPoint](#)
- [Google Docs](#)

Using Technology in Daily Life

- [Social Media](#)
- [Information Literacy](#)
- [Career Search Skills](#)
- [Accessing Telehealth Appointments](#)
- [Your Digital Footprint](#)
- [Supporting K-12 Distance Learning](#)
- [Cybersecurity Basics](#)

Essential Computer Skills

Phone Keyboard Basics & Logging In — Assesses your ability to type on a smartphone, switch between letters/symbols, and securely log in to apps and accounts.

Basic Computer Skills — Assesses your ability to use a mouse/trackpad and keyboard, manage files and folders, adjust simple settings, and shut down or restart properly.

Internet Basics — Assesses your ability to use a web browser, search effectively, navigate websites, download/upload files, and recognize safe vs. risky online content.

Using Email — Assesses your ability to create and send messages, reply and forward, attach files, organize your inbox, and spot common phishing or spam.

Windows 11 — Assesses your ability to navigate the Start menu and taskbar, use File Explorer, manage settings and updates, and customize accessibility options.

Mac OS — Assesses your ability to use Dock and Finder, organize files, adjust System Settings, install updates, and apply basic shortcuts.

Essential Software Skills

Microsoft Word — Assesses your ability to create and format documents, use headers/footers, lists and tables, and save/share files correctly.

Microsoft Excel — Assesses your ability to enter and format data, use basic formulas, sort/filter information, and create simple charts.

Microsoft PowerPoint — Assesses your ability to build slide decks, apply layouts and design elements, insert images/shapes, and run a presentation.

Google Docs — Assesses your ability to create and format documents online, collaborate with comments and sharing, and manage versions in the cloud.

Using Technology in Daily Life

Social Media — Assesses your ability to create profiles, post and message appropriately, adjust privacy settings, and interact safely and respectfully online.

Information Literacy — Assesses your ability to evaluate sources, check facts, spot misinformation, and make informed decisions about what you read and share.

Career Search Skills — Assesses your ability to find jobs online, complete applications, upload résumés, communicate professionally, and track next steps.

Accessing Telehealth Appointments — Assesses your ability to use patient portals, join video visits, check audio/video settings, and protect personal health information.

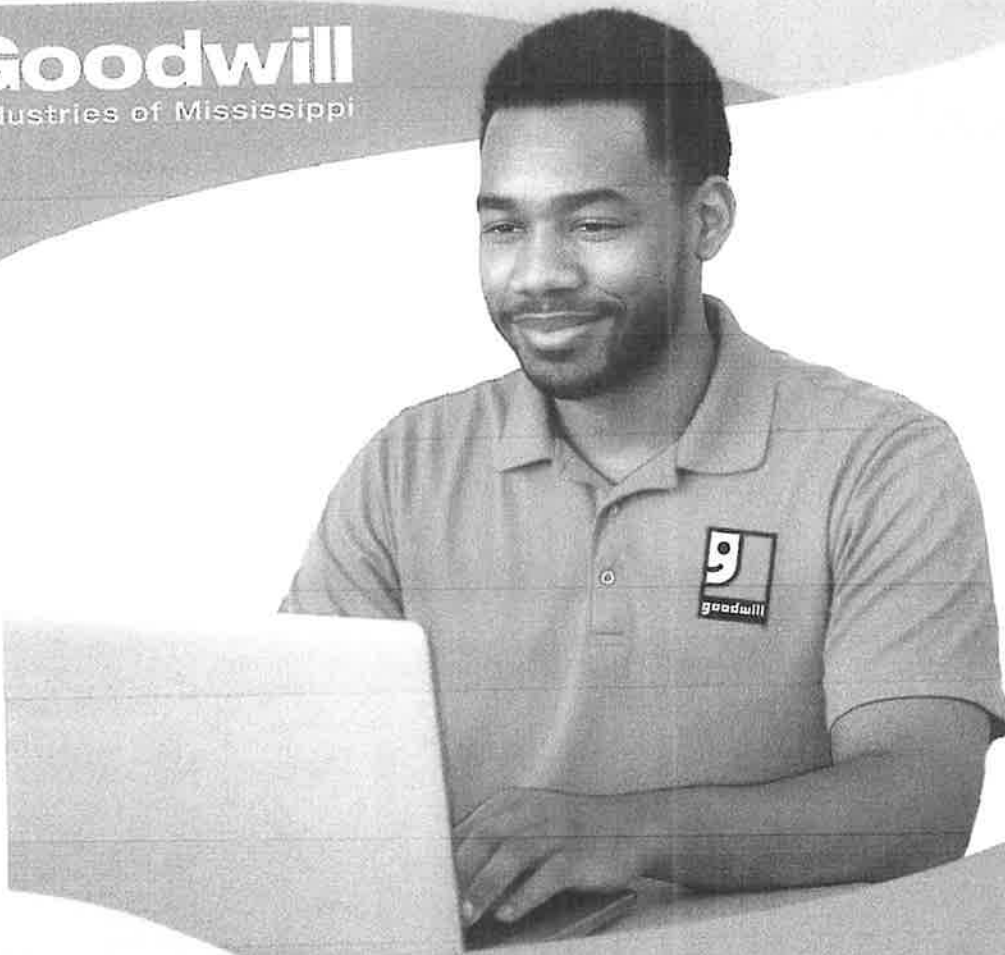
Your Digital Footprint — Assesses your understanding of how online actions leave a trail, and how to manage privacy, reputation, and data settings.

Supporting K–12 Distance Learning — Assesses your ability to use learning platforms, submit assignments, communicate with teachers, and manage notifications at home.

Cybersecurity Basics — Assesses your ability to create strong passwords, use two-step verification, recognize scams, update devices, and stay safe on Wi-Fi.

AI Activities for Beginners

Goodwill
Industries of Mississippi



Cover Photo Courtesy of ChatGPT



Transforming lives through lifelong learning & meaningful work.

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How to Use the AI Activities for Beginners

Complete Activity Guide with Prompts and Instructions

Developed by Goodwill Industries of Mississippi
with the help of Claude AI by Anthropic

Welcome to Your AI Learning Journey

This guide will introduce you to practical ways of using artificial intelligence Tools (pick one) in your daily life and work. As you progress through these 10 activities, you'll learn how to:

- Interact effectively with AI through well-crafted prompts
- Refine AI outputs to better meet your needs
- Create your own custom prompts for real-world situations

Each activity follows a consistent pattern:

1. **Try a starter prompt** - Copy or type these into your chosen AI tool
2. **Refine with a follow-up** - Learn how to improve initial results
3. **Create your own prompt** - Apply what you've learned to your unique needs

These activities use completely free AI Tools (pick one) and require no prior experience. They're designed to build your confidence while exploring different applications of AI technology that can help with communication, creativity, planning, and more.

By completing these exercises, you'll develop practical AI skills that can enhance your personal and professional life, helping you become more productive and tech-savvy in today's digital world.

Activity 1: Email Drafting and Tone Refinement

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- Gemini (gemini.google.com)

Email in word document

Starting Prompts (Copy/Paste):

Write a job application email for a Retail Associate position. I helped customers at my school store and am good at organizing displays. This would be my first official job.

OR

Draft an email to ask about volunteer opportunities at the local animal shelter. I love animals and have a pet cat. I'm available weekends and want to help.

Follow-up Instructions:

1. Review the generated email and identify its current tone (formal, casual, persuasive, etc.)
2. Now use this follow-up prompt:

Revise this email to make it more [casual/formal]. I want to sound more [approachable/professional].

Create Your Own Prompt:

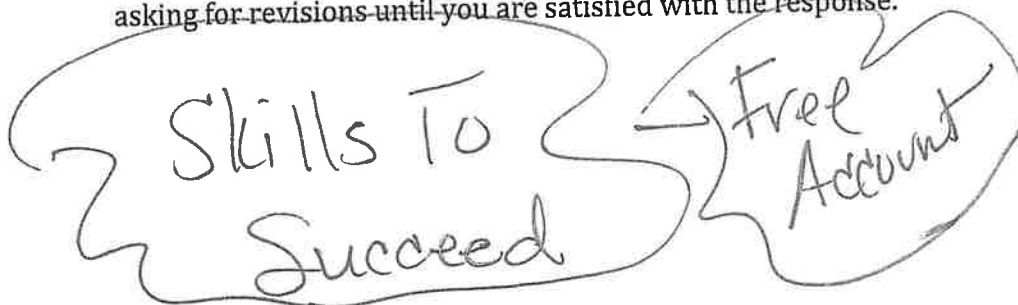
Start a new chat and create an email prompt for a real-life situation you might encounter. Consider:

- A request to a service provider
- An introduction to a networking contact
- A question about services

Be specific about the tone you want and key information to include.

Pro-Tip:

Working with AI is like a back and forth conversation with the AI tool. Feel free to keep asking for revisions until you are satisfied with the response.



Activity 2: AI Image Generation

Tools (pick one): Free Versions

- Bing Image Creator (bing.com/images/create)
- Leonardo.AI ([Leonardo.ai](https://leonardo.ai))
- Playground AI (playground.com)

Starting Prompts (Copy/Paste):

Mountains at sunset with a lake and pine trees along the shore

OR

A futuristic classroom with holographic displays, students using technology, and plants around the room

Follow-up Instructions:

1. Review the generated image and identify elements you'd like to modify
2. Use this follow-up prompt:

Change the image by making the [specific element] more [new description]. Make the style more [realistic/cartoon/watercolor].

Create Your Own Prompt:

Start a new conversation and create an image prompt about:

- A place you'd like to visit
- A scene from a story
- Your workspace reimagined
- A concept visualized

Be specific about style, colors, lighting, and key elements.

Pro-Tip:

Most AI Image Generators have a big problem with adding in complex text into the image. If you need text, it may be better to get the image first with room for the text, and add it later in another program (like Canva).

Activity 3: Text Summarization

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- Quillbot Summarizer (quillbot.com/summarize)

Starting Prompts (Copy/Paste):

Find a news article, blog post, or document and copy its content. Then use:

Suggested sources for articles:

- News sites: BBC.com, NPR.org, AP News (apnews.com)
- Educational content: National Geographic (nationalgeographic.com), History.com
- Technology blogs: TechCrunch, The Verge, Wired
- General interest: Medium.com, Wikipedia articles

Summarize this text in 3-5 bullet points highlighting the key information: [Paste text here]

OR

Create a one-paragraph summary of this article: [Paste text here]

Follow-up Instructions:

1. Review the summary and consider what might be missing
2. Use this follow-up prompt:

The summary is good, but tell me more about [specific aspect] from the original text.

Create Your Own Prompt:

Start a new chat and find a document relevant to your interests:

- A technical document
- A news article
- A textbook chapter
- A research paper

Create a specific request that defines what you want from the document (key arguments, methods, context, etc.).

Pro-Tip:

For long documents, try summarizing one section at a time rather than the whole thing - you'll get better, more detailed summaries.

Activity 4: Creative Writing Assistance

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- NovelAI (novelai.net)

Starting Prompts (Copy/Paste):

Write a short story about someone who can talk to plants. Set it in a city with a surprise ending. Keep it under 500 words.

OR

Write a poem about overcoming challenges. Use nature imagery with a hopeful tone. About 12 lines long.

Follow-up Instructions:

1. Review the creative content generated
2. Use this follow-up prompt:

Revise the [character/section] to make it more [emotional/suspenseful]. Also, add more [dialogue/background/description].

Create Your Own Prompt:

Start a new chat and create a prompt for a creative piece:

- Choose a format (story, poem, dialogue)
- Give a unique premise
- Specify tone and style
- Include any characters or settings
- Request a specific length

Pro-Tip:

Don't just accept the first draft - AI writing improves dramatically when you ask for specific changes like "make the dialogue more realistic" or "add more emotion."

Activity 5: Language Translation and Cultural Learning

Tools (pick one): Free Versions

- DeepL (deepl.com/en/translator)
- Google Translate (translate.google.com)
- Claude AI (claude.ai) (for cultural context)

Starting Prompts (Copy/Paste):

Step 1: First use DeepL.com or Google Translate to translate one of these phrases to a language of your choice:

- "Thank you for your hospitality"
- "It's nice to meet you"
- "I'm looking forward to working with you"

Step 2: Copy both your original text and the translation, then ask Claude AI about cultural context:

```
I translated this English phrase to [language]:  
Original: [paste original phrase]  
Translation: [paste translation]  
Please explain:  
1. Is this translation accurate?  
2. Are there any cultural nuances I should know?  
3. When would this phrase be appropriate to use?
```

Follow-up Instructions:

1. Review the cultural explanation
2. Use this follow-up prompt:

```
Please give me more phrases in [language] for [specific situation].  
Are there any gestures that go with these expressions?
```

Create Your Own Prompt:

Start a new chat about a language/culture you're interested in:

- Ask about a social situation
- Request info about a cultural practice
- Learn how to express something appropriately
- Ask about communication differences

Activity 6: Personal Budget Creation

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- Gemini (gemini.google.com)

Starting Prompts (Copy/Paste):

Create a monthly budget for someone earning \$1,600 after taxes. Include housing, food, transportation, and savings. Give realistic estimates and tracking tips.

OR

Help me budget to save \$1,500 in 6 months. I earn \$2,000 monthly. My expenses: \$1,000 rent, \$200 car, \$150 utilities, \$200 groceries. How should I allocate the rest?

Follow-up Instructions:

1. Review the budget suggestions
2. Use this follow-up prompt:

The amount for [category] needs adjustment because [reason]. Revise the budget with this change and suggest ways to reduce spending here.

Create Your Own Prompt:

Start a new chat with a prompt about your finances or a hypothetical situation:

- Include income and major expenses
- Mention financial goals
- Ask for help with problem areas
- Request tracking tips
- Ask about useful financial Tools (pick one)

Pro-Tip:

Start with real numbers from your bank statements rather than estimates - AI can give much better advice when working with accurate data.

Activity 7: Resume Creation and Optimization

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- Gemini (gemini.google.com)

Starting Prompts (Copy/Paste):

Create a resume for a Customer Service job. I worked 2 years at Walmart as cashier and 1 year in a fast food restaurant. I have a high school diploma and good people skills.

OR

I'm creating my first resume with no work experience. I recently graduated high school, and I have volunteered at a food bank. Help me make a skills-based resume for retail jobs.

Follow-up Instructions:

1. Review the resume content provided by the AI
2. Identify a specific section that could be improved
3. Use this follow-up prompt:

Enhance the [skills/experience/summary] section of my resume. Make it more action-oriented and add specific achievements.

Create Your Own Prompt:

Start a new chat and create a prompt about a job you're interested in. Include:

- The job title
- Your qualifications and experience
- What specific resume help you need
- Skills you want to highlight

Pro-Tip:

Feed the AI the actual job posting you're applying for - it can then customize your resume to match the specific keywords and requirements employers are looking for.

Activity 3: Interview Preparation

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Microsoft Copilot (copilot.microsoft.com)
- Gemini (gemini.google.com)

Starting Prompts (Copy/Paste):

Help me prepare for a Customer Service job interview. Give me 5 common questions, what the interviewer wants to hear, and example answers showing communication skills.

OR

I have an Administrative Assistant interview next week. How should I answer "Tell me about yourself"? How can I discuss my limited experience positively?

Follow-up Instructions:

1. Review the interview guidance
2. Use this follow-up prompt:

For the question "[specific question]," help me craft a better answer. I have [brief experience]. What follow-up questions might come after my response?

Create Your Own Prompt:

Start a new chat about a job interview:

- Name the position and industry
- Mention your background
- Ask for help with specific questions
- Request guidance on addressing concerns
- Ask for questions you should ask them

Pro-Tip:

Ask the AI to role-play as the interviewer and have a back-and-forth conversation to practice handling follow-up questions.

Activity 9: Research Assistant

Tools (pick one): Free Versions

- Perplexity (perplexity.ai)
- Elicit.org (elicit.org)
- You.com (you.com)

Starting Prompt (Copy/Paste):

What are the main causes and effects of plastic pollution in oceans? Find 3-4 key facts from reliable sources.

OR

Tell me about electric cars vs. gas cars. Compare their cost, environmental impact, and how far they can travel.

Follow-Up Instructions:

1. Review the research findings and identify an area to explore further
2. Use this follow-up prompt:

I want to learn more about [specific aspect]. Can you find details about [specific question]? Are there any debates among experts on this topic?

Create Your Own Prompt:

Start a new chat about a topic you're curious about:

- Make your question specific
- Say what information you want (history, statistics, opinions)
- Specify the depth needed
- Ask about specific aspects
- Request different perspectives

Pro-Tip:

Always ask the AI to provide the sources for its information so you can verify facts and dive deeper into topics that interest you.

Activity 10: Personalized Learning Path Creation

Tools (pick one): Free Versions

- Claude AI (claude.ai)
- Gemini (gemini.google.com)
- Perplexity (perplexity.ai)

Starting Prompts (Copy/Paste):

Create a 3-month plan to learn web development. I'm a beginner with no coding experience. I can study 5 hours weekly. Include resources and projects.

OR

Help me improve my public speaking for work presentations. Make an 8-week plan from beginner to intermediate with practice exercises and free resources.

Follow-up Instructions:

1. Review the learning plan and identify an area you'd like more detail on
2. Use this follow-up prompt:

I want to learn [skill] in [number] weeks, give me daily activities and free resources. How can I practice this in real situations?

Create Your Own Prompt:

Start a new chat and create a prompt for learning a skill you want. Include:

- Your current level
- Available time
- Your goals
- Learning preferences
- Request milestones

Pro-Tip:

Ask the AI to build in regular review sessions and practice tests to help information stick - spaced repetition is key to actually learning new skills.



Thank you

You are welcome



CHATBOTS & CHARACTER AI

© Technology Realm Resources





A chatbot is a kind of computer program that you can **talk to**, just like you would talk to a friend through text. When you ask the chatbot a **question** or tell it something, it reads what you said and tries to understand it. Then, it gives you an answer or **response** based on what it knows.

GENIUS AT
WORK



The information a chatbot knows is called a knowledge base. The process of inserting new data into that **knowledge base** is called "**feeding**". So, you feed the chatbot new info in order for it to expand its knowledge base.

HOW DOES A CHATBOT WORK?

From a user's
point of view



1. **You type a message:** You send the chatbot a question or a command, like, "What's the weather today?" or "Tell me a joke."
2. **The chatbot reads your message:** The chatbot looks at the words you wrote and tries to figure out what you mean.
3. **It searches for the answer:** The chatbot uses its memory (information it has been trained on, the knowledge base) or searches the internet to find the best answer.
4. **It sends you a reply:** The chatbot sends a response back to you, like, "It's sunny today!" or "Here's a joke: Why don't skeletons fight? Because they don't have the guts!"

CHATBOT EXAMPLE

ChatGPT

What is the weather like in Paris?



Searched 5 sites

The current weather in Paris is sunny with a temperature of around 64°F (18°C). It's expected to reach a high of 78°F (26°C) later in the day. Winds are blowing from the northeast at about 10 to 20 mph, making for a pleasant, breezy day. No rain is forecast, and it will remain mostly clear through the evening.



CHATBOT EXAMPLE

Prompt

Source of information

ChatGPT

What is the weather like in Paris?



Searched 5.18s

The current weather in Paris is sunny with a temperature of around 64°F (18°C). It's expected to reach a high of 78°F (26°C) later in the day. Winds are blowing from the northeast at about 10 to 20 mph, making for a pleasant, breezy day. No rain is forecast, and it will remain mostly clear through the evening.



Response

WHAT IS A PROMPT?

Ask, and I shall
answer!

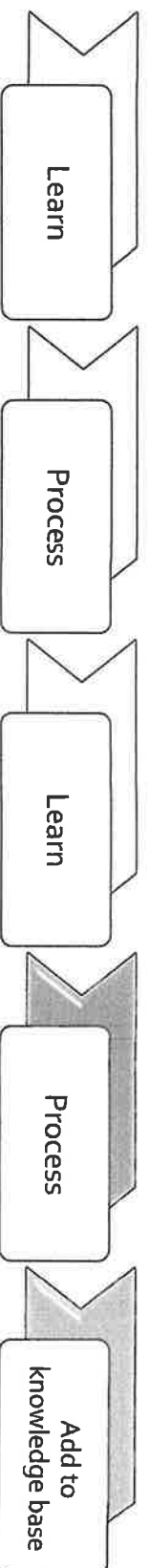


A prompt is like a little instruction or message you give to a chatbot to tell it what you want. Think of it like giving a friend a clue or asking them a question, and then they respond based on what you said.

For example, if you ask, "Who is Ada Lovelace?" – that's a prompt! You're telling the chatbot what you want to know, and it will reply to you with an answer, taking the information either from its knowledge base or from the Internet (if it has an open and working connection).



HOW DO CHATBOTS UNDERSTAND WHAT WE SAY?



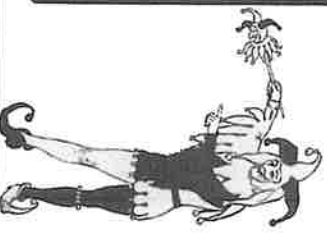
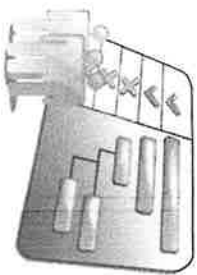
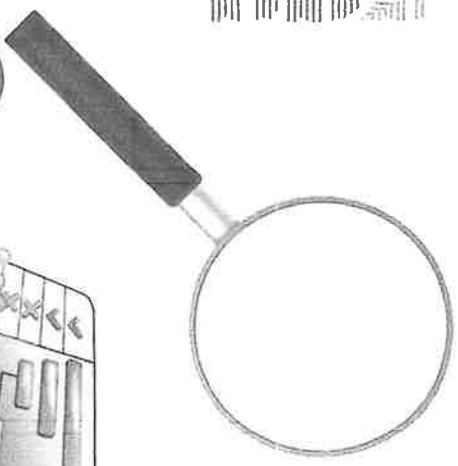
Most chatbots use something called Artificial Intelligence (AI). AI helps the chatbot **learn** how people talk by looking at lots of conversations. It starts to understand the meaning of words and sentences after you **feed** it the right amount of data. Some chatbots get **smarter** the more people “talk” to them! It’s a very long process of learning from data, processing it, learning more, going through filters, adding and removing info and keywords from the knowledge base and then starting all over again, and imagine this being done millions of times! *Wow, AI is really hardworking! And really smart!*



WHY ARE CHATBOTS USEFUL?

A couple of examples:

- Answer questions, very cool if you are in a hurry or if you don't feel like researching at the moment
- Help you order food 😊
- Give you information like the weather or news
- Help you with a project
- Even play games with you! Jokes! Endless supply of them!





What is the most popular
chatbot in the world at
the moment?

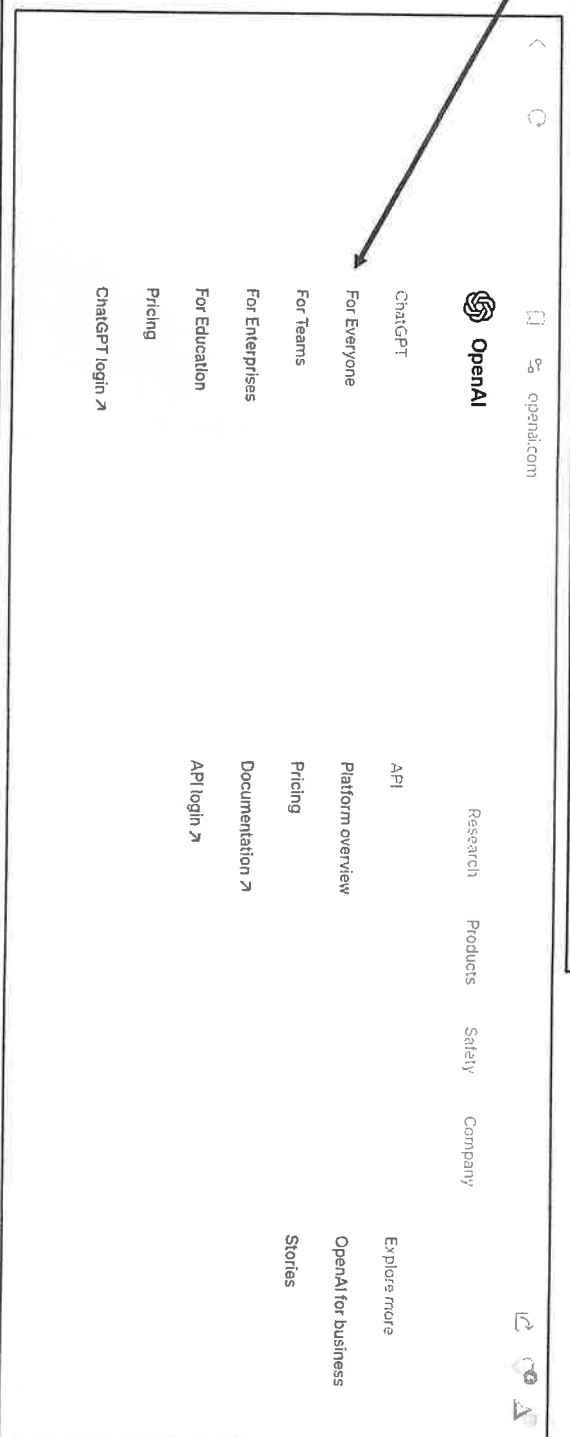


It's called ChatGPT,
created by a company
called "Open AI". Let's
explore it!

TASK 1

Go to:

Click on "Products", select "ChatGPT for Everyone" and then click on "Start now". Make a quick registration or log into your existing account.



The interface of their website constantly changes, so even if it looks a bit different for you, look for the same options in the menu.

TASK 1

Try doing the following prompts and see what you get as a response. Play around with the answers ChatGPT is giving you. You can say, for example, "I want the text to be suitable for elementary students and little kids" or "Ask me questions based on that text, see my response and tell me if I answer them correct".

- I am creating a project on the Atanasoff-Berry computer. Give me general guidelines of what to include.
- What's the weather like in Rome right now?
- Explain what binary is like you are a little kid.
- Generate a Fall bucket list of 10 activities for me.

Hey, I'm doing a research for a project on the Atanasoff-Berry computer. Give me some general guidelines of what to include.

For your research on the Atanasoff-Berry Computer (ABC), consider covering the following key points:

1. Historical Context:

- Time period: It was developed during the late 1930s and early 1940s.
- Technological landscape: Discuss the existing technologies at the time (like mechanical calculators) and the challenges that led to the need for faster and more efficient computation tools.

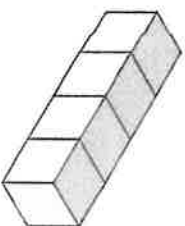
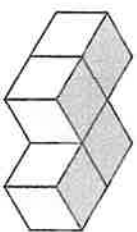
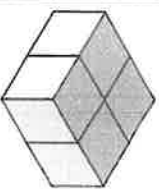
2. Development Team:

- John Atanasoff: A professor of physics and mathematics at Iowa State College.
- Clifford Berry: A graduate student who worked closely with Atanasoff on building the computer.

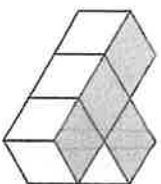
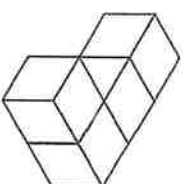
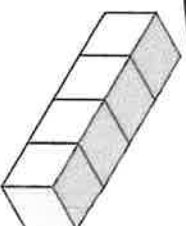
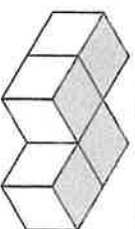
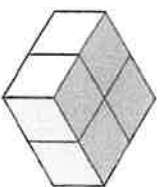
3. Design Goals:

- Purpose: The ABC was designed to solve... simultaneous linear equations, a key challenge in many scientific and engineering problems.

Image Prompt:



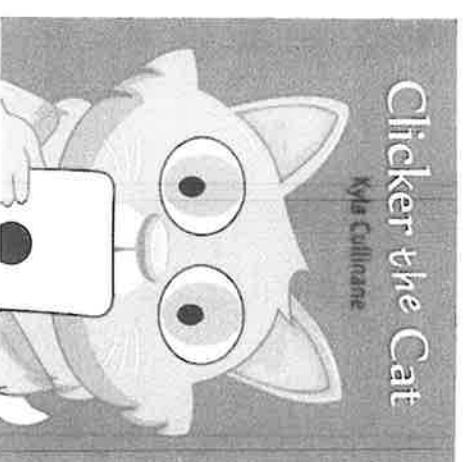
**Do you want to try and
create our own chatbot?
It sounds like fun to me!**



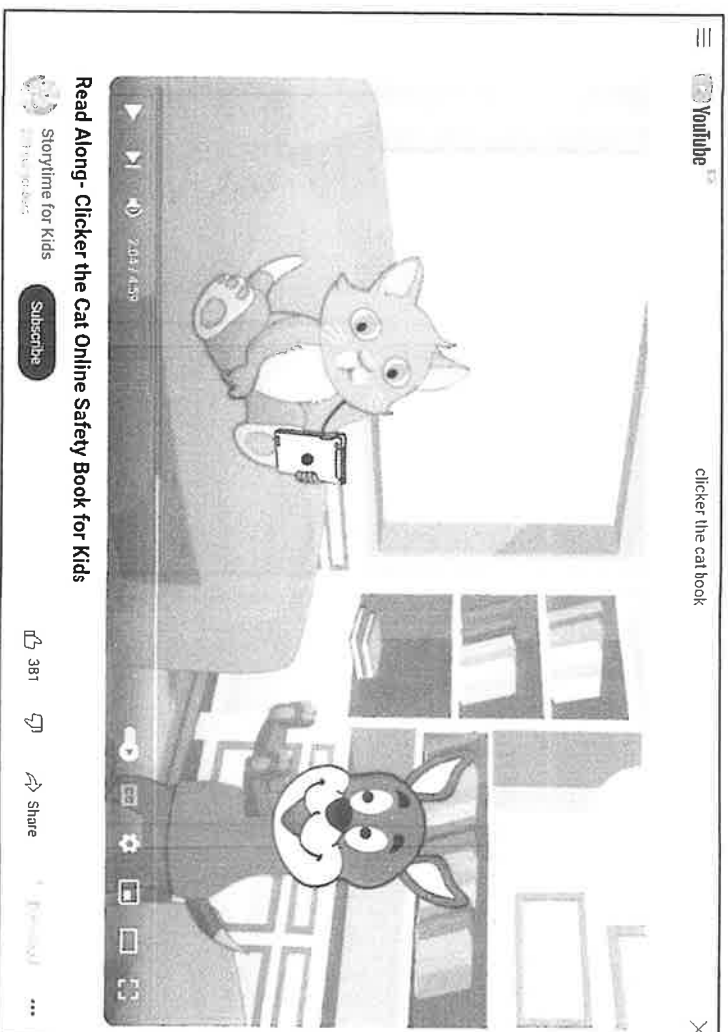
TASK 2

We are going to create our own chatbot that will impersonate a character from a book. Then we will be able to speak to that character and ask questions to check for the level of understanding of our newly created chatbot.

1. Let's first get to know the character we are going to use as a **knowledge base** for the chatbot. He is called **Clicker the Cat** and he is from a popular Technology-themed Online Safety book for kids, written by Kyla Cullinane.



TASK 2



Go to this link (or click the picture on the left) to go to YouTube and watch a 5 minute read-aloud of the book. Get to know Clicker, in order to understand how the chatbot should react and answer afterwards.



TASK 2

Now that you know who we're going to use as a knowledge base for our chatbot, let's continue.

2. Go to the website

www.character.ai

and create a registration for yourself (or use the class registration that your teacher created already). Log in.



TASK 2

The AI chatbot tool “character.ai” has lots and lots of public, pre-made chatbots, trained for a specific purpose (fed specific data), like: Gym coach, German language teacher, Essay write, etc. You can play around with those for 5 minutes before we continue.

Try these



Practice a new language
with HyperGlot



Plan a trip
with Trip Planner



Practice interviewing
with Interviewer



Write a story
with Creative Helper



Brainstorm ideas
with Brainstormer



Play a game
with Text Adventure Game



Get book recommen
with Librarian Linda

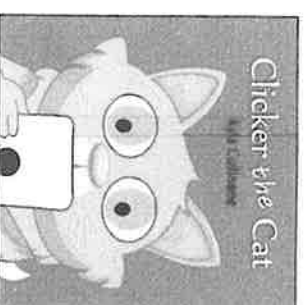
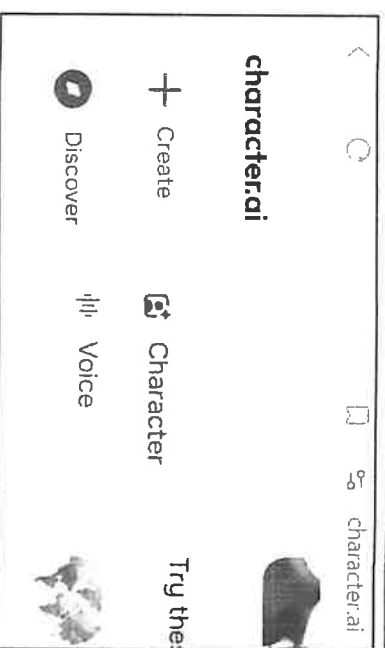


Help me make a dec
with DecisionHelper

TASK 2

3. Go to the main page and click the "+ Create" button to start creating your chatbot. Choose "Character".

4. Go to Google or some other search engine and look up "Clicker the cat" in the images section. Download the picture of Clicker from the first book about him (currently there's 5 Clicker the Cat books). The picture you need is on the right here →



5. Click the pencil and add Clicker's picture as the chatbot's main picture. On the character name write "Clicker the Cat"

6. On tagline try to describe Clicker. Example that you can use: Gamer cat Fictional Character Technology book Kids

7. You have 5 minutes to write a description of Clicker's character, who he is, what he loves, but written like he is saying it. Feel free to use the text below instead.

My name's Clicker, the coolest cat around. I'm super curious and love to explore—especially the internet! I carry my tablet everywhere I go. I'll play games on it for hours and sometimes it's hard for me to quit. People say I do too much screen time. But I'm not just about fun and games. I learned my lesson the hard way and now I know that playing games is not the most important thing in the world. Friends, family, real life, trees, the sun, outdoors playing, playgrounds, are more important!

The screenshot shows a character creation interface for a chatbot. It includes several input fields and a settings menu. Arrows from the instructions point to the 'Character name', 'Tagline', and 'Description' fields.

- Character name:** A text input field with a pencil icon on the right.
- Tagline:** A text input field with a pencil icon on the right.
- Description:** A larger text input field with a pencil icon on the right.
- Greeting:** A text input field with a pencil icon on the right.
- Voice:** A dropdown menu showing 'Andra'.
- More options:** A dropdown menu with a downward arrow.
- Visibility:** A toggle switch currently set to 'Public'.

8. Write a greeting that the chatbot will be using when a chat starts, like "Hello, my name's Clicker!".

9. Choose a voice for the chatbot, in case you decide to listen to the responses, instead of reading them. "Cat cat" sounds very fun and a lot like Clicker would!

10. Write a definition for your chatbot, explaining how Clicker behaves, who he is, his emotions, etc. This will be the basis of the style and mood of the chatbot's responses. Feel free to copy the text from the example. *

11. Keep the visibility to Public if you want your chatbot to be available for everyone on the website. Now click "Save and Chat".

Save Changes

Save and Chat

** The text is going to be written in bigger and more clear letters on the next page*

Greeting

Hello, I am the fictional character Clicker the Cat, from the popular Technology book for kids by Kylie Culik's name. Ask me anything!

Voice

Cat cat

More options

Definition

Clicker the Cat carries his tablet everywhere he goes. He'll play for hours and doesn't know when to quit. Everyone keeps telling him he does too much screen time, so he is a bit colder and sarcastic. That is until his friend, Digi the dog, comes along. Clicker is in the process of learning to balance his screen time with outside play. It's a valuable lesson for any child growing up in this digital age! Clicker's friend Digi the dog comes to his house everyday and begs him to play with him in the rear ate, outside, on the playground. Clicker refuses several times in his typical grumpy and tired style. Finally, Clicker decides to go outside for a little bit but brings his tablet with him. He sits by the pool but doesn't enjoy it at all. He accidentally breaks his tablet on the floor near the pool and he's very sad about that. Since that moment, Clicker changes. He comes to the conclusion that he may use his tablet only after he has played outside before that as well. He becomes a happy, often smiling cat. He also learns that friends, the sun, the trees, the playground, the pool life - are far more enjoyable than his digital games.

☒ Keep Character definition private

Visibility

Public

+ User message + Character message + End of dialog

Clicker the Cat carries his tablet everywhere he goes. He'll play for hours and doesn't know when to quit. Everyone keeps telling him he does too much screen time, so he is a bit bitter and sarcastic. That is until his friend, Digi the dog, comes along. Clicker is in the process of learning to balance his screen time with outside play. It's a valuable lesson for any child growing up in this digital age! Clicker's friend Digi the dog comes to his house everyday and begs him to play with him in the real life, outside, on the playground. Clicker refuses several times in his typical grumpy and tired style. Finally, Clicker decides to go outside for a little bit but brings his tablet with him. He sits by the pool but doesn't enjoy it at all. He accidentally breaks his tablet on the floor near the pool and he's very sad about that. Since that moment, Clicker changes. He comes to the conclusion that he may use his tablet only after he has played outside before that as well. He becomes a happy, often smiling cat. He also learns that friends, the sun, the trees, the playground, the pool, life - are far more enjoyable than his digital games.



TASK 2

Your chatbot is ready now! Time to test it out!

Try your chatbot with a couple of questions, see if it really acts like the grumpy cat Clicker.
Example prompts:

- How are you?
- What did you learn last?
- Have you been to the pool recently?
- Did you bring your tablet with you to the pool?
- Did you get a new tablet after breaking your old one?
- It was nice talking to you, Clicker! Bye!



Clicker the Cat

Gender and Ethnicity Don't Matter. Technology Matters
by Clicker the Cat

Clicker the Cat

Hello, I am the fictional character Clicker the Cat, from the popular Technology book for kids by Kyla Culmone. Ask me anything!

FaithfulTornade283

How are you?

Clicker the Cat

I'm good, thanks. I've been exploring the Internet for cool cat memes and trying to find my screen time (advice from many humans). I'm so aging outside more, thanks to a friend (Digi).

C ☆ ☆ ☆ ☆

FathulTorque209

What did you learn last?

Clicker the Cat

I learned that being outside, playing with friends and enjoying the sun is more rewarding than playing on my tablet. Spending too much time on my tablet not only affects my mood, it also affects my overall health.

FathulTorque209

How?

Clicker the Cat

Spending too much time on the tablet reduces the time I have to play outside, get in the sun, explore nature and do physical strength and most importantly – build my social skills and engage with real friends.

☆☆☆☆

Clicker the Cat

Remember to always play safely and well!

character.ai



Clicker the Cat
By @FaithfulTomato288



+ Create

Discover

Q Search for Characters

Today

c Clicker the Cat



Clicker the Cat c.ai

Yes. I did. After breaking my previous tablet, I was upset at first. I had grown very attached to it and thought I'd be lost without it. However, with the help of my human caregivers, I was able to get a new tablet, which I am now more careful with.

FaithfulTomato288

It was nice talking to you, Clicker! Bye!



Clicker the Cat c.ai

It was wonderful chatting with you as well! Take care and enjoy your day!

C ☆ ☆ ☆ ☆

[Privacy Policy](#) • [Terms of Service](#)

Try c.ai

Message Clicker the Cat...



Take a look at Clicker's answer here

There's never been a mention of "caregivers"! Not in the book, and not in the text we fed the chatbot!



AI hallucinations

An AI hallucination happens when a computer or chatbot makes something up or gives you an answer that isn't true or doesn't make sense. It's kind of like when you dream about something that isn't real – the AI "imagines" something that isn't right, even though it seems like it knows the answer.





AI HALLUCINATIONS

How Does an AI Hallucination Happen?

- **You ask the AI something:** You give the AI a prompt, like "Who was the first person on Mars?" (Even though no one has been to Mars yet!)
- **The AI gets confused:** The AI tries to come up with an answer, but instead of saying "No one has been to Mars," it might make up a person's name or a story that isn't true.
- **It gives a made-up answer:** The AI might say something like, "John Smith was the first person on Mars!"—which isn't true because no one has been to Mars yet.



AI HALLUCINATIONS

Why Do AI Hallucinations Happen?

AI sometimes tries too hard to give you an answer, even when it doesn't know the real one. It looks at the patterns of words it's learned and guesses what seems like a good answer, but it might be completely wrong!



QUESTIONS?

**THANK YOU FOR YOUR
ATTENTION!**

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Teacher notes

Instructions

Requirements: The most important thing is a computer/smart device per student or per 2 students, and an active and working Internet connection. Also, the students will need to have a working e-mail they have access to, because both practical tasks in this resource require a registration with an e-mail address. You could try creating a whole-class e-mail for everyone to use. Just be sure to turn on 2-factor Authentication for password changes, so students won't be able to mess around with that.

Intro to AI: Before diving into this lesson on chatbots, I highly recommend starting with an introductory lesson on Artificial Intelligence. This will give students essential background knowledge, making it easier for them to grasp AI concepts and engage meaningfully with the topic of chatbots. You can use this link or click the picture on the right: [AI Artificial Intelligence INTRO introduction presentation and a practical task](#)



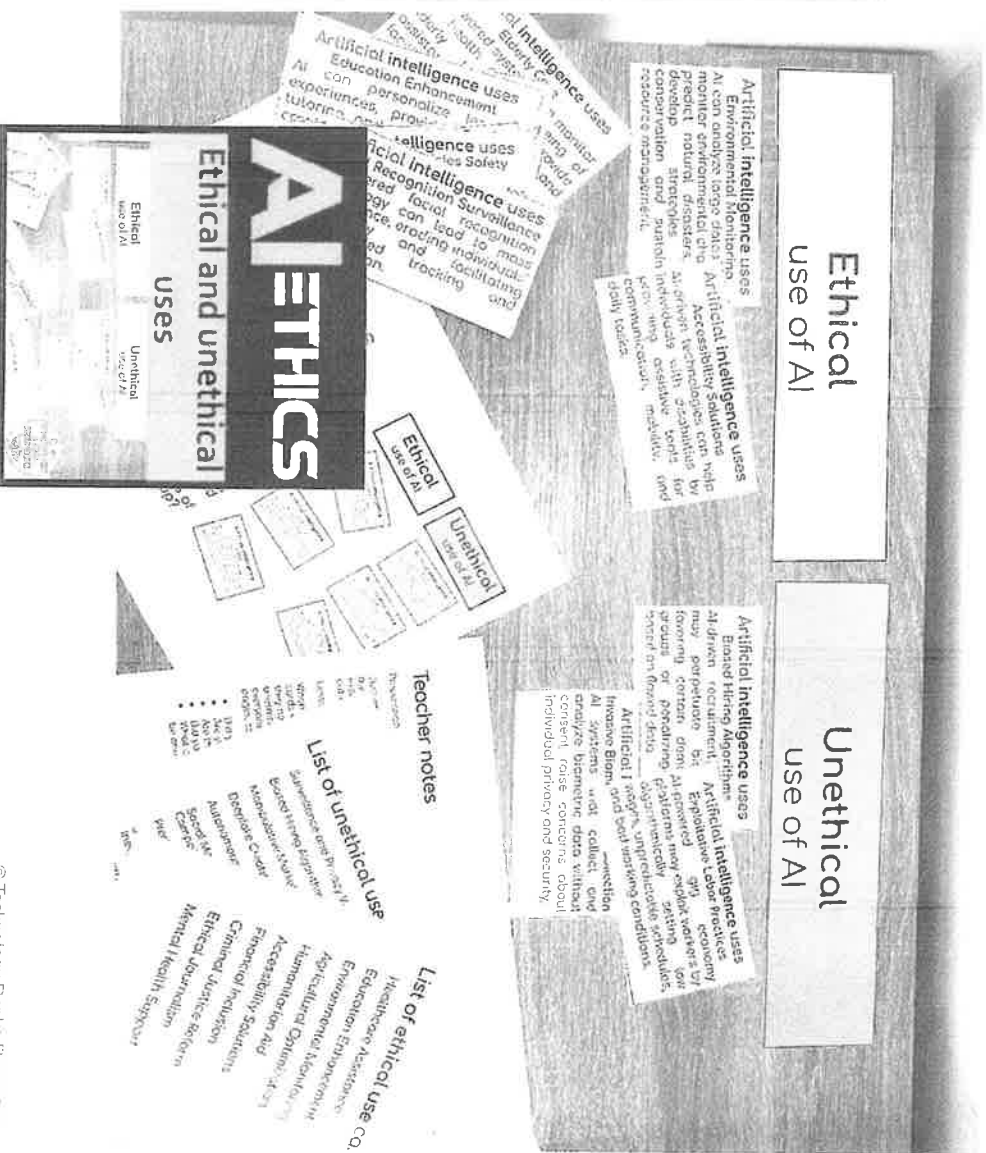
Teacher notes

Instructions

Lesson structure: Start with the first page and go through the theoretical part of the lesson. Before you do that, you could ask your students if they've ever used a chatbot before, which one, what for, did they enjoy the experience, was it any help, etc.

Page 9 covers various real-life applications of chatbots that I've considered. This topic is extensive and also touches on the ethical and unethical uses of AI in everyday life. If this topic is interesting to you or your students, you could check out this task card sorting activity: [AI task cards practical task](#)

[Artificial Intelligence Ethical and Unethical uses task cards practical task](#)

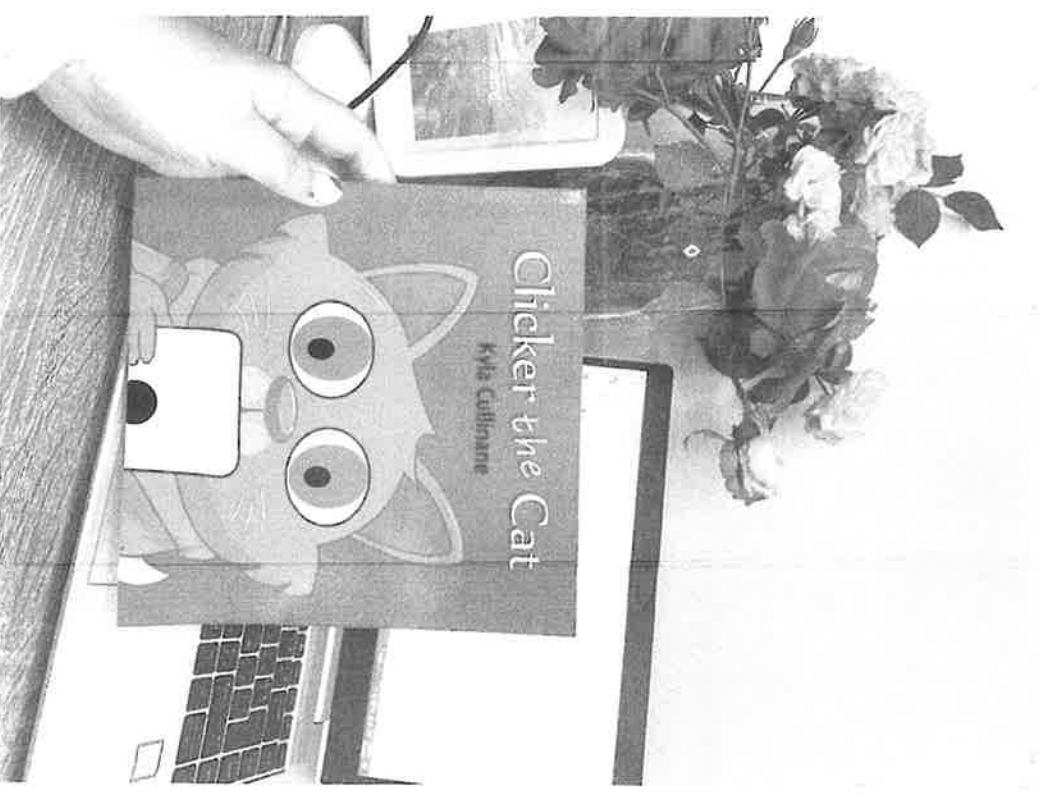


Teacher notes

Instructions

Lesson structure: Task 1 starts after the theoretical part and it's about trying out the most famous chatbot in the world currently – ChatGPT.

Task 2 is the main part of this lesson. It's about using a free online tool that creates chatbots which circle around a specific topic. In our case, the students will create a chatbot that impersonates a character from the famous book "Clicker the Cat" by the author Kyla Cullinane. My elementary students love that book and it truly is written for a younger audience, but it does NOT mean you can't use it with older students as well! The book is fun, the story and characters are simple and straightforward, and this really makes the task more understandable and easier to digest and complete. If you have the book at hand – you can show it to the students, or read it together, or just use the link to the YouTube read-aloud (it's exactly 5 minutes long) that I provided on page 15, for everyone to see and hear. Follow the steps and screenshots to complete the task.



How can the use of artificial intelligence empower teachers to improve student engagement and focus in the classroom?

Artificial intelligence (AI) enhances student engagement and focus in several key ways:

Personalized Learning: AI can tailor tasks and generate follow-up questions or tests for students at various levels, keeping them engaged.

Quick Feedback: AI provides instant feedback on student work, such as essays, highlighting errors and suggesting improvements, which helps students learn and improve swiftly.

Differentiated Learning: AI analyzes student data to recommend resources suited to individual learning styles, ensuring each student progresses effectively.

Early Intervention: AI can identify students who may need additional support, allowing for timely assistance.

Digital Literacy: AI introduces students to AI concepts and ethical considerations, preparing them for a tech-driven future.

Overall, AI's strengths lie in personalizing education, offering quick feedback, and fostering digital literacy. I've found AI immensely beneficial in my own teaching. I'd love to hear your thoughts on AI and its use in your classroom or daily life. Feel free to share your experiences with me, I'd love that! Send me an e-mail at aragana.kambalovya@gmail.com or leave a comment at the comment section of the blog post linked below!

Read the whole blog post by clicking [here](#) →

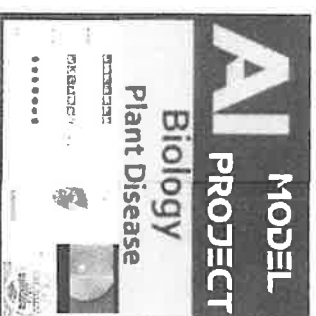


SIMILAR PRODUCTS

AI Artificial Intelligence Face
recognition intro and
Practical tasks Beginners



AI model practical project
Plant disease detection
Artificial intelligence



AI model practical project
Chest and knee disease X-
ray Artificial intelligence



AI Artificial Intelligence
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practical activities



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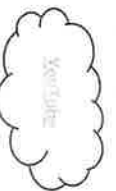
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THANK YOU!

FOLLOW ME HERE, LET'S BE FRIENDS:



APPENDIX D: Curriculum

- 5) Instruction in Self-Advocacy**
- Basic Self-Advocacy on the Job
 - Emotional Intelligence training

Appendix D: Self-Advocacy Training

Overview: The Self-Advocacy Training curriculum empowers students to understand their strengths, communicate their needs, and navigate the responsibilities of adult life and employment. The course helps students develop confidence, communication, and decision-making skills essential for success in postsecondary education and the workplace.

Core Lessons:

1. Self-Advocacy at Your Job
2. Soft Skills: The Keys to Success
3. Taking Inventory of Your Strengths and Talents
4. Communicating Your Strengths and Talents
5. Understanding Disability Disclosure
6. Requesting Accommodations
7. Knowing Your Rights as an Employee
8. Finding Help and Support at Work

Program Design: Each lesson is approximately one hour, with flexibility for extended discussion and practice. Includes pre- and post-tests to measure learning outcomes. Guest speakers and professionals provide real-world insights into effective self-advocacy. The Emotional Intelligence module adds a modern dimension to social awareness and self-management skills.

Pre-ETS Alignment: Directly fulfills the Instruction in Self-Advocacy requirement.

Introduction

This curriculum is offered as a framework for guiding students in their development of self-advocacy knowledge and skills. Its content is divided into eight major sessions: Session 1: *Self-Advocacy at Your Job*; Session 2: *Soft Skills – Important Skills to Have at Any Job*; Session 3: *Self Inventory of Strengths and Talents*; Session 4: *Speaking Up About Your Strengths and Talents*; Session 5: *Disclosure of Your Disability*; Session 6: *Accommodations – What You Need to be Successful on the Job*; Session 7: *Your Rights as an Employee – Focus on ADA*; and Session 8: *Finding Help at Work*. Each session includes both academic instruction and related activities, with an emphasis on skills practice.

The sessions are designed to be one hour in length, with the assumption that a session is only a portion of students' instructional day. The sessions follow a deliberate sequence, but most can be taught as standalone units. The organization of the individual sessions was planned with an at-a-glance structure and considerable flexibility for instructors. The intent was to be respectful of instructors' time and their knowledge of their students' abilities and level of familiarity regarding self-advocacy in the workplace.

At the end of each session, both students and instructors are asked to complete brief evaluations for each session. As this is the initial version of the curriculum, the information collected will be particularly valuable in informing revisions for a final product.

DEVELOPING SELF-ADVOCACY KNOWLEDGE AND SKILLS FOR THE WORKPLACE

A Mini-Course for Adolescents in Transition-to-Work Programs

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Session 3: Self Inventory of Strengths and Talents	10
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Session 5: Disclosure of Your Disability	19
Session 6: Accommodations - What You Need to be Successful on the Job	23
Session 7: Your Rights as an Employee - Focus on ADA	27
Session 8: Finding Help at Work	30



Session 1: Introduction to Self-Advocacy at Your Job

Learning Objectives

- Define self-advocacy
- Describe the key components of self-advocacy
- Identify critical communication skills

Key Terms and Concepts

- Advocate
- Self-advocacy
- Needs versus wants
- Negotiate/negotiating
- Rights
- Responsibilities

Information to Cover

- This is the start of a series on self-advocacy. We will cover lots of information in our sessions that will help you speak up for yourself at your job—and in other parts of your life.
- Self-advocacy is speaking up for yourself.
- There are several steps to successfully advocating for yourself
 - Knowing what you need
 - Asking for what you need
 - Negotiating (working with others to reach an agreement that will meet your needs)
 - Knowing your rights and responsibilities
 - Using resources available to you
- We will be learning about each of these steps in the days ahead.
- Good communication skills are essential for successfully advocating for yourself
 - Respectful
 - Appropriate words, tone, body language
 - Clear (specific)
 - Careful listening
 - Asking questions (when you don't understand or when you need more information)

Materials and Supplies

- Envelopes containing communication scenarios.
- Small sheets of paper listing an emotion.

Session 1: Introduction to Self-Advocacy at Your Job

Activity Examples

- **Discussion [What's been your experience?]** - Ask participants if they have been in situations where they needed to speak up. What were the circumstances? What did they do? What happened? How did they feel? If they could do it over again, would they change what they did? What did they learn?

- **Participants role play [Different people/different ways to communicate]** - Instructors prepare envelopes containing various scenarios. Participants break into small groups or pairs (or some participants can be chosen). Participants select an envelope, review the scenario, and determine who will be in the role play and what they will say. Possible scenarios include:

- The boss comes in to talk with you at work. How would you greet him or her?
- Your boyfriend/girlfriend work at the same store as you. How would you say hi to him/her at work?
- The phone rings at work. What would you say to answer it?
- You see your boss at the mall. How would you greet him or her?
- You see your friends at the mall. How would you greet them?

- Discuss with the full group when finished.

- *(Adapted from Skills to Pay the Bills)*

- **Instructor role play [Speaking respectfully and making your request clear] - 1)** Instructor role plays the contrast of speaking respectfully to a boss or supervisor and speaking inappropriately. Ask participants to comment. 2) Likewise, role play the contrast of requests that are unclear/vague and requests that are clear/specific (e.g., "It's not good here. You have to fix it." vs. "It's very noisy in the building and it makes it hard for me to do my work. What can you do to make it easier to hear?"). Ask participants to comment.

- **Quick game and discussion [Sending a message without words]** - On separate small sheets of paper, write down an emotion or attitude (e.g., angry, bored, that's stupid, upset, confident, understanding, etc.). Ask for volunteers to pick one of the sheets—without showing it to others—and ONLY use body language (no speaking!) to demonstrate what's written. Explain that they can use facial expressions, body positions, and movements to express themselves. Ask the other participants to guess what messages the actors are sending.

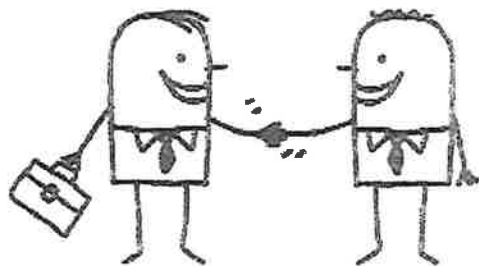
- When finished, discuss with the group the effect body language has when talking to people, especially at a job.

Session 1: Introduction to Self-Advocacy at Your Job

- Briefly recap the content covered
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Important Skills to Have at Any Job*)

Resources

- www.selfadvocacyonline.org
 - Includes short videos of self-advocates and general information about self-advocacy, in easy to understand terms. The site is sponsored by the Research and Training Center for Community Living at the University of Minnesota.
- www.ncwd-youth.info/tip-sheet/becoming-a-self-advocate
 - This is the site of the National Collaborative on Workforce and Disability—for Youth (NCWD), which contains broad array of information regarding preparing youth for transition to adulthood. This link is for one of NCWD's information sheets, *Youth in Action! Becoming a Stranger Self-Advocate*.



Session 2: "Soft Skills" - Important Skills to Have at Any Job

Review

- Briefly summarize key points from the previous session (*Self Advocacy at Your Job*)
- Address questions and comments, as time permits

- Define and identify "soft skills"
- Recognize the relationships between soft skills, getting a job, being successful at work, and keeping a job

Key Terms and Concepts

- "Soft skills"
- Communication
- Enthusiasm and attitude
- Teamwork
- Networking
- Problem solving and critical thinking
- Professionalism

Definition of Soft Skills

- "Soft skills refer to the traits, work habits, and attitudes that all workers across all occupations must have to obtain, maintain, and progress in employment." (from *Skills to Pay the Bills*, Office of Disability Employment Policy)
- Soft skills are important for any job and are the skills most often desired by employers.
- You should emphasize these skills and qualities in job interviews and job applications.
- Here are some general categories of soft skills:

- **Soft skill: Communication** – Someone with this skill communicates well to others and listens or receives information from others well. We need to think of communication in the broadest terms: spoken, and unspoken (body language) ways, as well as written/visual forms. **All** of the other soft skills depend on having good communication skills.
- **Soft skill: Enthusiasm & Attitude** – Someone with these qualities is upbeat and eager to work; shows interest in their work and gets the job done; is willing to listen, learn, and try new things; and looks for ways to help others.
- **Soft skill: Teamwork** – Someone with this skill cooperates with others, works together with others on assignments and projects, contributes ideas to the group and respects differences in opinions.
- **Soft skill: Networking** – Someone with this skill makes connections with other people to help himself/herself find jobs and build his/her career; talks with friends, family members, and other people about his/her goals and interests.
- **Soft skill: Problem solving & Critical thinking** – Someone with these skills can identify problems and think of possible ways to solve the problems.
- **Soft skill: Professionalism** – Someone with this quality demonstrates the other five soft skills combined together, is honest, gets along with others, is flexible and adapts to changes, manages time well, works hard and does their best because they know it's the right thing to do.
- [Information adapted from *Skills to Pay the Bills*]

Session 2: “Soft Skills” - Important Skills to Have at Any Job

Materials

- Internet access
- Projector and screen

Activities (Approximate Time: 45-60 minutes)

- Discussion [*What do the soft skills look like?*]- Instructor asks participants to give examples of various soft skills at the workplace and why they would be important at a job.
- Video viewing [*Soft skills depicted*] - <https://www.dol.gov/dol/media/webcast/20121015-softskills/>
- The *Skills to Pay the Bills* Curriculum includes video examples of soft skills. Best video clips to view: Soft Skill #2: Enthusiasm & Attitude; Soft Skill #4: Networking; and Soft Skill #6: Professionalism. Discussion should follow after each clip. (The clips are very brief. It may be helpful for participants to view a clip twice.)

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy.
- Ask participants to complete the evaluation form. (Allow time in session.)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Self Inventory of Skills & Talents*)

Resources

- <https://www.dol.gov/odep/topics/youth/softskills/>
- The *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success* Curriculum, which was developed by the Office of Disability Employment Policy of the U.S. Department of Labor, is found at this site. The full curriculum can be downloaded. Links for video examples of the soft skills and various related resources are included.



Session 3: Self Inventory of Strengths and Talents

Review

- **Briefly summarize key points from the previous session (*Important Skills to Have at Any Job*)**
- **Address questions and comments, as time permits**

Learning Objectives

- **Identify personal strengths and talents**
- **Define hard skills and contrast these with soft skills**
- **Recognize the hard skills required for specific jobs**
- **Identify soft skills and hard skills related to personal career interests**

Key Terms and Concepts

- **Strengths**
- **Talents**
- **Hard skills**
- **Soft skills**
- **Job-specific**
- **Formal education**
- **On-the-job training**
- **Realistic self-assessment**

Additional Information

- **Hard skills are job-specific skills, knowledge, and abilities. They are usually acquired through formal education programs and training, including training, on-line courses, certificate programs, as well as on-the-job training.**
- **Examples of hard skills include writing, math skills, computer programming, medical skills, automotive skills, construction, mechanical skills, etc.**
- **Hard skills are usually listed in job announcements or job descriptions.**
- **To get and keep a job you need a combination of hard and soft skills.**
- **It is essential to recognize how your personal strengths and talents relate to your career.**
- **It is important to be realistic about your career.**
- **Your strengths and talents and training may not be sufficient for what you see as your ideal job.**
- **If you can't qualify for your ideal job, you may be qualified for other work related to your ideal job—what you CAN do. (For example, you can have a strong interest in TV and may want to be a TV reporter, but you do not have all the education and skills needed for that job. You can still work in a related job at the television station, maybe as a clerk or setting up the equipment, etc.)**

Session 3: Self Inventory of Strengths and Talents

Materials

- List of soft and hard skills
- Easel paper (or individual sheets of tablet paper for participants)
- Self-inventory (strengths, talents, previous work experience, job interests)

Activity Examples

- Group activity - Soft skills v. hard skills [*Sorting it out*] – Instructor posts two sheets of easel paper, one labeled “soft” and one labeled “hard.” Instructor reads the numbered list of skills provided. Participants can call out whether the skill is soft or hard. Instructor asks participants to explain their answers and then writes the skill on the appropriate sheet. Variation: Participants make two columns (Soft – Hard) on a sheet of paper. As the instructor reads the skills, participants list the number (e.g., #4 Willingness to learn new things) in one of the columns. Participants compare lists when finished.
 - Self-reflection* – Participants complete a Personal Inventory, including information about their strengths, talents, previous work experience, and job interests.
- **Note:** * This activity is essential for upcoming sessions and should be a priority for the session.

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Speaking Up about Yourself*)
- **IMPORTANT:** Ask participants to bring their personal inventories to the next session

Resources

- Blogs
 - “Soft versus hard skills” is a common topic on business and training program blogs. A quick search of the Internet yields numerous sites.
- <http://www.careeronestop.org/Toolkit/toolkit.aspx>
- Comprehensive source for information on career exploration, training, and jobs. Includes information on writing resumes, designing a skills profile, etc. Notable section allows users to enter current or past jobs to find possible career matches. Site is sponsored by the U.S. Department of Labor.



ACTIVITY: SORTING HARD SKILLS AND SOFT SKILLS

1. Cooperation
2. Spelling and grammar
3. Mechanical skills
4. Team skills
5. Honesty
6. Reading and comprehension
7. Use of case registers
8. High school diploma
9. Manufacturing skills training
10. Communication skills with fellow workers, supervisors, and customers
11. Math
12. Courtesy
13. Motivation to do a good job
14. Adaptability
15. Driver's license
16. Staying with a task until it's finished
17. Use of technology tools
18. Neat personal appearance
19. Willingness to listen
20. Carpentry
21. Problem solving skills
22. Common sense
23. First aid course
24. Being on time
25. Work experience

SELF INVENTORY WORKSHEET

NAME _____

MY STRENGTHS (Consider your soft skills.)

MY TALENTS (Consider your hard skills.)

MY WORK EXPERIENCE

MY JOB INTERESTS

Session 4: Speaking Up About Your Strengths and Talents

Review

- Briefly summarize key points from the previous session (*Personal Inventory of Strengths and Talents*)
- Address questions and comments, as time permits

Learning Objectives

- Articulating strengths and talents
- Giving and receiving feedback

Key Terms and Concepts

- Preparation
- Self-inventory
- Job description
- Rehearsing
- Feedback
- Constructive criticism

Important Facts to Remember

- For interviews, appointments to talk with an employer, or other important meetings, it is always best to prepare ahead of time.
- Your personal inventory contains valuable information for an employer, but this is not a document that you give to an employer or read to an employer.
- A Self inventory is a way for you to think about your strengths, talents, and interests and to collect your thoughts.
- You need to use that information to develop a summary.
- You need to pick out the most important qualities and skills to share with an employer. Usually, individuals who are applying for a job or who want to change jobs within their current worksite look at the job description for that position and emphasize the qualities and skills that match the particular position.
- Practicing what you want an employer to know about you—strengths, talents, previous work experience, interests—will help you feel more comfortable and less nervous when you do talk with an employer.
- Be sure to keep in mind all the things your teachers have said to you about speaking, like having good posture, making eye contact, organizing your thoughts before speaking, etc.
- It is helpful to practice with people you trust and to get their feedback. Often the feedback gives you clues as to how you can improve what you're saying.
- When you give feedback to others, it should always be respectful and constructive.

Session 4: Speaking Up About Your Strengths and Talents

Materials

- Paper for participants to develop summaries based on the Self Inventory Feedback Sheet (each participant will need multiple copies to rate peers)

Activities

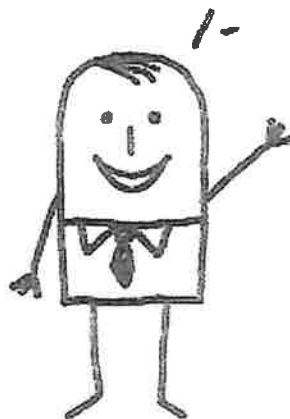
- Summarizing strengths and talents, etc. – Participants use the Personal Inventory they completed in the past session to write a summary. Instructor reminds participants **that** they have to prioritize the most important information.
- Practice – Each participant will present his or her personal summary and receive feedback comments from the other participants. Based on the time available and the individuals in the class, the instructor can decide whether participants present to the full group or whether they practice in small groups. After each presentation, the remaining participants will share feedback with the presenter. (Participants can use a worksheet to record their feedback/comments **before sharing with the group.**)

Summary

- Briefly recap the content covered. Relate **back** to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (Disclosure)

Resources

- <http://www.wikihow.com/Be-a-Good-Speaker>
- Briefly explains 13 general steps for good speaking. Includes cartoon-like illustrations.



Name of speaker _____

CONSIDER THESE:	Circle the words below that describe the speaker's presentation.		
Voice	too loud	hard to hear	good
Speaking pace	too fast	too slow	good
Posture	needs improvement		good
Eye contact	needs improvement		good
Message/Ideas	unorganized	unclear	good
Timing	too long		okay
Attitude	negative/bored	positive/enthusiastic	

What did the speaker do well?

How can the speaker improve?

Session 5: Disclosure of Your Disability

Review

- Briefly summarize key points from the previous session (*Speaking Up about Your Strengths and Talents*)
- Address questions and comments, as time permits

Learning Objectives

- Define disclosure
- Identify advantages to disclosure
- Identify disadvantages to disclosure
- Consider your personal view of disclosing a disability

Key Terms and Concepts

- Disclosure
- Intentional
- Personal decision
- Advantages and disadvantages
- Confidential
- Accommodations (to be covered in detail in the next session)
- Exclusion
- Self-image

Important Points to Remember

- In general, "disclose" means to tell something or reveal something. When we disclose, we are intentionally providing personal information about ourselves.
- For this session, when we talk about "disclosure," we specifically mean telling or revealing information about our health or disability.
- Disclosing information about a disability is a personal decision—about what and to whom you want to give the information.
- There are advantages and disadvantages to disclosing information about your disability. (Handout included)

Session 5: Disclosure of Your Disability

Materials

- **Link to Difficulties of Disabilities Disclosure:** <https://sixbyfifteen.org/2015/08/19/difficulties-of-disability-disclosure/>
- **Handout of disclosure advantages and disadvantages.**
- **Reference 8-5 & 8-6 of *The 411 on Disability Disclosure* for discussion ideas.**

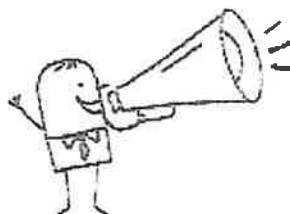
- **Read Aloud - Read Emily Ladau's blog outloud on the "Difficulties of Disability Disclosure"**
- **Discussion -** After reviewing the handout listing advantages and disadvantages of disclosure, instructor asks participants about their views (positive or negative) in general.
- **Instructor provides examples of situations when participants might choose to disclose. Participants offer pros and cons of disclosing in each situation.**
 - **Third-party phone call or reference**
 - In a letter of application or resume
 - In a cover letter
 - **Pre-interview**
 - On the employment application
 - At the interview
 - After he or she has been offered a job
 - During the course of employment
 - Never

Summary

- **Briefly recap the content covered. Relate back to overarching theme of self-advocacy**
- **Ask participants to complete the evaluation form (Allow time in session)**
- **If time permits, ask participants to share comments—based on their evaluation comments or other thoughts**
- **Inform participants of the upcoming topic (*Job Accommodations*)**

Resources

- **<http://www.ncwd-youth.info/411-on-disability-disclosure>**
- **This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. It is the premier "Go To" site for information about accommodations.**



DISCLOSURE OF YOUR DISABILITY

*Adapted from 411 Disability Disclosure

Advantages

- It allows you to receive reasonable accommodations so that you can work more effectively.
- It provides legal protection against discrimination (as specified in the Americans with Disabilities Act).
- It reduces stress, since protecting a "secret" can take a lot of energy.
- It ensures that you are getting what you need in order to be successful (for example, through an accommodation).
- It can improve your self-image through self- advocacy.
- It increases your comfort level.

Disadvantages

- It could lead to the experience of being excluded.
- It could lead to your being treated differently than others.
- It could bring up conflicting or negative feelings about your self-image.
- It could cause other people to view you as needy, not self-sufficient, or unable to perform as well as your peers.
- It could cause you to be overlooked for a job, team, group, or organization.
- Disclosing personal and sensitive information could be extremely difficult and/or embarrassing.

Session 6: Accommodations - What You Need to be Successful on the Job

Review

- Briefly summarize key points from the previous session (*Disclosure of Your Disability*)
- Address questions and comments, as time permits

Key Objectives

- Define accommodations
- Identify accommodations needed for specific jobs
- Communicate with an employer regarding personal accommodations needed

Key Terminology Concepts

- Accommodations
- Environment
- Equal access

Information to Remember

- Previous discussions/sessions focused on how both soft skills and hard skills are needed to be successful on the job. These are important “ingredients” that you are responsible to bring to your job.
- Sometimes a person may have good soft skills and hard skills, but still need some supports to be able to do a job or to do a job well. These supports are called *accommodations*.
- Job accommodations are adjustments made to the environment, the workspace, the building, or the work task.
- A job accommodation allows an individual with a disability to apply for a job, do the job, or enjoy equal access to benefits available to other individuals in the workplace.
- Accommodations are based on an individual’s needs to be able to do their job.
- Some accommodations may be simple (e.g., more time to do a task, a picture sequence for the steps of a task) and some may be more complicated and more expensive (e.g., a table with height adjustments for a wheelchair, special computer software).
- There is a special website that can help you identify accommodations that you might need: Job Accommodation Network. The web address is www.aslqan.org.

- Accommodations Worksheet
- Internet access
- Projector and screen

Session 6: Accommodations - What You Need to be Successful on the Job

Activity Examples

- **Discussion** – Instructor asks participants about accommodations they may be using currently: **How do they help? Are there other supports that they would like to have—and why?**
- **Information research** – Instructor explores the Job Accommodation Network (JAN) website, www.askjan.org with participants. Be sure to examine the section titled **A to Z of Disabilities and Accommodations**. It offers information on accommodations and can be searched by three major categories: **disability, related topics, and specific limitations**.
- **Identifying specific needs** – Instructor directs participants to complete the brief **Accommodations Worksheet**. Participants can refer to the Ask JAN website for relevant information.
- **Role play** [*Talking with an employer about accommodations*]– Instructor pairs up participants to role play talking to an employer about accommodations they may need. Each participant should take a turn to practice. Participants can use the bulleted list at the end of the **Accommodations Worksheet** as a guide for their statements to their employer.

- Briefly **recap the content covered**. **Relate back to overarching theme of self advocacy**
- Ask participants to **complete the evaluation form** (Allow time in session)
- If time permits, ask participants to **share comments**—based on their **evaluation comments or other thoughts**
- Inform participants of the upcoming topic (**Rights at Work**)

Resources

- **www.askjan.org**
 - This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. It is the premier “Go To” site for information about accommodations.
- **http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf**
 - Unit 5 of this 411 Disability Disclosure manual by the National Collaborative on Workforce and Disability for Youth (NCWD) focuses on accommodations.



ACCOMMODATIONS WORKSHEET

Name _____

How does my disability show itself? What does it look like?

What job am I working at or interested in?

What accommodations/help do I need in this job?

ASKING FOR ACCOMMODATIONS

When you talk with your employer to ask for accommodations, you should

- **Introduce yourself**
- **Share some of your strengths and job-related talents**
- **State your disability and difficulties you are having with your job**
- **Explain what you do to accommodate your disability**
- **Ask for specific accommodations**
- **Thank your employer for talking with you**

(Adapted from Stepping Forward – Connecticut Parent Advocacy Center)

Session 7: Your Rights as an Employee – Focus on the ADA

Review

- Briefly summarize key points from the previous session (*What You Need to Be Successful on the job*)
- Address questions and comments, as time permits

Learning Objectives

- Define discrimination
- Describe the employment rights under the Americans with Disabilities Act for an individual with a disability
- Recognize the responsibilities of an individual with a disability according to ADA
- Recognize situations in which the rights of an individual with a disability are being denied or negatively affected in the workplace

Key Terms and Concepts

- Discrimination
- Americans with Disabilities Act (ADA)
- Federal law
- Equal opportunity
- Access
- Rights and responsibilities
- Reasonable accommodations
- Undue burden/Undue hardship
- Violate/violation

Information to Courtesy

- We know that it is wrong to discriminate against people because of their race, color, religion, sex, age, disability, or where they were born. In the United States there are laws against discrimination.
- The Americans with Disabilities Act (ADA) is perhaps the most important federal law regarding the rights of individuals with disabilities.
- The ADA is considered an "equal opportunity" law for people with disabilities and prohibits discrimination in many aspects of daily life, for example as in access to public facilities and transportation.
- Regarding employment and the workplace, the ADA makes it unlawful to discriminate against individuals in key practices: recruitment, hiring/firing, training, assignments, pay, benefits, leave, etc.
- Under the ADA, individuals with disabilities who are attempting to get a job or who are employees already also have certain responsibilities: a) They must be qualified to do the job; b) They must disclose their disability (self identity) to the employer if they intend to request accommodations; c) They must ask an employer to provide the needed accommodations that are not currently available to them.
- Under the ADA, an employer has to provide accommodations that are considered "reasonable" and do not cause "undue burden" for the employer.
- A "reasonable accommodation" may be any change or adjustment to a job, the work environment, or the way work is done that allows a qualified person with a disability to perform the essential functions of a job or to receive the benefits and privileges of employment, which are available to employees without a disability. This is equal access.
- Under ADA, the accommodation must be appropriate, but may not be exactly what the individual with a disability wants.
- "Undue burden" or "undue hardship" generally means that the change would be extremely difficult to make, so would disrupt the business and/or would be extremely expensive.

Session 7: Your Rights as an Employee – Focus on the ADA

Materials

- None needed.

Activity Examples

- Discussion [Would the ADA support doing this?]- Instructor presents scenarios and asks participants to indicate whether or not the actions are supported by the ADA – and why. This can be full group activity or participants can discuss these in pairs or small groups.
- Jose applies for job at library checking returned books for damage before they are placed back on the shelves. Last year, Jose worked at a different library doing the same job and earned the “Worker of the Month” award several times. Jose is deaf and wears hearing aids, but he can speak and can understand speech when someone is directly facing him. The interviewer tells Jose that he’s sorry but they can’t hire him. The interviewer says that others will have difficulty communicating with him because of his hearing loss. [Answer: This is a clear violation of ADA. Jose is qualified. The interviewer is discriminating against Jose because of his disability.]
- Eva works at a lab in the hospital. She has cerebral palsy and uses a wheelchair. Eva takes the bus to work because she doesn’t have a car. She learned that there has been a change in the bus schedule and the bus that has a wheelchair lift will be coming an hour later. Eva will ask her supervisor to let her start work an hour later. [Answer: Eva has the right to request this accommodation. Her employer will likely honor it because it is a reasonable accommodation and does not disrupt work. If the employer does not honor it, filing an ADA claim is appropriate.]
- Tran works at the reception desk for a small business. He has a spinal disorder and needs a chair with special back support. He likes a particular brand of adjustable chairs that have other convenient features like cup holders and side pockets. He asked his employer to purchase a chair that can support his back and gave his boss information about the brand that has the cup holders and pockets. His employer bought an adjustable chair from another company. The chair does not have cup holders or pockets. [Answer: Although the chair that the employer purchased is not exactly what Tran requested, it is an appropriate accommodation because it does provide the back support needed for Tran to do his job effectively.]
- Ashleigh is applying for a position as an office clerk. Her resume indicates that she has worked as an office clerk at another business for two years. She voluntarily tells the employer at the new site that she has an intellectual disability and will need to have a daily written list of tasks she is responsible for, or some type of assistive technology device that can remind her what needs to be done. The employer said that he could have one of the managers send an email list to her on her cellphone each work day. [Answer: This is a very appropriate accommodation.]
- Add other scenarios to the discussion, as time permits. The content for this session is majority of the session.

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (Finding Help at Work)

Resources

- <http://askjan.org/links/adalinks.htm>
- This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. This specific link is to their ADA library, a comprehensive source of information on the ADA.
- http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf
- Unit 4 of this 411 Disability Disclosure manual by the National Collaborative on Workforce and Disability for Youth (NCWD) focuses on ADA rights and responsibilities.



Session 8: Finding Help at Work

Review

- Briefly summarize key points from the previous session (*Your Rights as an Employee*)
- Address questions and comments, as time permits

- Understand the role of a self-advocate as it relates to seeking help at work
- Recognize the different types of support available at work
- Know when and where to seek advocacy support for workplace rights
- Know what to do in case of experiencing discrimination at work

Key Terms and Concepts

- Natural supports
- Job coach
- Advocates
- Legal support
- Human Resources Department
- Charge of discrimination
- Equal Employment Opportunity Commission (EEOC)

Activities

- None needed.

Session 8: Finding Help at Work

Information to Remember

- When someone is hired for a job it is generally not expected that they automatically know how to do everything that may take place in that job. Even when someone has a job, new things come up and there are new things to learn.
- Being a self-advocate does not mean doing everything independently. Everyone—from the boss on down—needs help at some time.
- Self-advocates recognize their need for help, know how to get the help they need, and use their best communication skills to speak up and ask for help.
- There is a broad range of supports available to workers with disabilities:
- **Natural supports** – These are naturally occurring supports; that means they are generally part of the environment. At work, this can be support that is provided by supervisors or co-workers, who can answer questions, demonstrate how to do a task, help find materials that an individual needs, etc. Natural supports have special advantages: they foster social integration with co-workers, are automatically part of the workplace—so are more permanent, and more easily available than paid job coaches. Natural supports are an important factor in job retention. [adapted from *One Stop Toolkit* website]
- **Job coaches** – Some workers with disabilities have job coaches who can help individuals to learn and do their jobs. Job coaches provide individual, one-on-one training specific to an employee's needs. The goal of a job coach is to train and help an individual to be able to do the job without assistance.
- **Manuals** – Most often there are manuals at a workplace that explain the procedures for various jobs and general information about the workplace, like when paychecks are distributed, times allowed for breaks, etc. Individuals with disabilities have the right to ask that the information in the manuals be provided in a way that they can have access to it. This may include an auditory version, an easy-to-read version, an electronic version, or other forms.
- **Advocates** – These are individuals who are specially trained to assist in upholding the rights of people with disabilities. Advocates may be paid or work as volunteers. Individuals with disabilities can check with the local Vocational Rehabilitation Center to find advocacy services in their area.
- **Circumstances for special support** – Often, a supervisor or boss can resolve problems at the work. At times, however, individuals with disabilities may need special support, especially if they believe they have been discriminated against at work. (Remember what we learned about the ADA and workers' rights.) It may be necessary for an individual to get special support, including possible legal support, to resolve the issue.
- if you experience discrimination at work, there is a general procedure you can follow to help resolve the problem:
 - **1. Get an advocate** – The advocate knows the law and the rights of individuals with disabilities in the workplace. They are trained to support you and can help you get your message across clearly and accurately.
 - **2. Go to the Human Resources (H.R.) Department** – Request a meeting with an HR representative. Bring the advocate with you to the meeting. Also bring a written description of the discrimination. This should be a clear statement about what happened. (If the company does not have an H.R. department, go to the owner of the company or your boss. Do NOT do this if the owner or the boss is the person who you believe discriminated against you.)
 - **AS A LAST RESORT...**
 - **3. File a formal charge of discrimination** – If you have gotten advice from someone you trust (e.g., advocate, job coach, mentor, etc.) and you are positive that you are being discriminated against at work because of your disability, the next step is to file a charge of discrimination. This is a formal complaint to the Equal Employment Opportunity Commission (EEOC), which is responsible for enforcing federal laws regarding discrimination in the workplace. You may need an advocate or lawyer to help you. The EEOC is also available to support you in filing a complaint.

Session 8: Finding Help at Work

Activity Examples

- Role play - split the class into pairs and have the participants brainstorm ways a job coach can support them once they get a job vs. the ways other colleagues and natural supports on the job can support them. Have all pairs share their ideas with the full group.
- Discussion - *[Course wrap up]* Instructor lists the major topics that have been covered in the sessions one-by-one and asks participants what they remember or what they thought was most important in the session.
- Self-advocacy at work
- Soft skills
- Self-inventory
- Speaking up
- Disclosure
- Accommodations
- ADA rights
- Finding help

Evaluation

- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts

Resources

- **MyPathNY.org**
 - A FREE online tool that connects young people with disabilities in NYS to the people and resources they need to find and keep a job.
- <https://www.eeoc.gov/youth/downloads/general.pdf>
- <https://www.eeoc.gov/youth/filing>
 - These links for the Equal Employment Opportunity Commission address rights and responsibilities at work and information on the process of filing a formal charge of discrimination.
- <http://www.careeronestop.org/Toolkit/toolkit.aspx>
 - This is a comprehensive source for information on career exploration, training, and jobs.



Pre/Post-Test

Name: _____ Date: _____

1. How should you introduce yourself to a professional person you do not know?
 - a. Say "hello"
 - b. Shake hands
 - c. Say "my name is ____"
 - d. All the above
2. Self-awareness means?
 - a. To be informed about yourself
 - b. To be able to tell people about yourself
 - c. To be aware of where you live
 - d. To be aware of your school
3. Self-advocacy means?
 - a. Being able to tell people who you are
 - b. Being able to speak up for you needs/ideas
 - c. Being able to talk about yourself in a crowd
 - d. Being able to express your opinion
4. Attitude is the most important factor in getting a job
 - a. True
 - b. False
5. When do you leave parts of a job application blank?
 - a. You don't know the answer
 - b. You don't have information to include (e.g. you don't have job experience)
 - c. You don't leave any parts blank
 - d. You don't know how to spell something
6. When completing a job application you must
 - a. Check and edit for spelling
 - b. Use a pen or computer to complete it
 - c. Print
 - d. All the above
7. Self-disclosure in the workplace means?
 - a. Telling your boss you needed work schedule and salary requirements
 - b. Telling your boss about your living situation
 - c. Telling your boss about your disability and needed accommodations
 - d. Telling your boss about your family
8. Do you have the same rights in college or the workplace that you have in high school?
 - a. Yes
 - b. No
 - c. I don't know
9. List 3 positive work behaviors

1. _____
2. _____
3. _____

Emotional Intelligence Training

Goodwill
Industries of Mississippi



Lay it on the line

Self-regard is the ability to respect and accept oneself as you are. Place an X on the chart below to indicate on each line where you rate yourself. In which areas are you satisfied or dissatisfied? What could you do to improve the areas that need improvement?

Note: Balance is the key.

Total Slob Room should be condemned.	Neat Freak Room is spotless...you could eat off the floor.
Hot Head Get angry about every little thing.	Cool Operator Takes a great deal to get me angry.
Class Clown I say things that usually make others laugh.	Quiet and Reserved I rarely tell jokes.
Total Jock I love playing sports.	Non-Athletic I am not the least bit interested in sports.
Pessimist I see the glass half empty.	Optimist I see the glass half full.
Leader I have to be the boss.	Follower I never want to be in charge.
Chatterbox I love to talk.	All Ears I'd rather listen.
My Lips are Sealed I would never spread rumors.	Gossiper I love to tell "juicy" stories.
Couch Potato TV and some junk food for me.	Health Fanatic Exercise and healthy foods are a must.

Name Game

In the one of the blank shapes below, vertically, write your first and last name. Using the letters of your name, create words that express your positive traits. (Refer to the example given.)

Use the remaining shape to write the first and last name of someone who has influenced your life. Using the letters of their name, create words that express why they have influenced you.

Example:

J joyful
A assertive
N nice
E energetic

D delightful
O optimistic
E even tempered

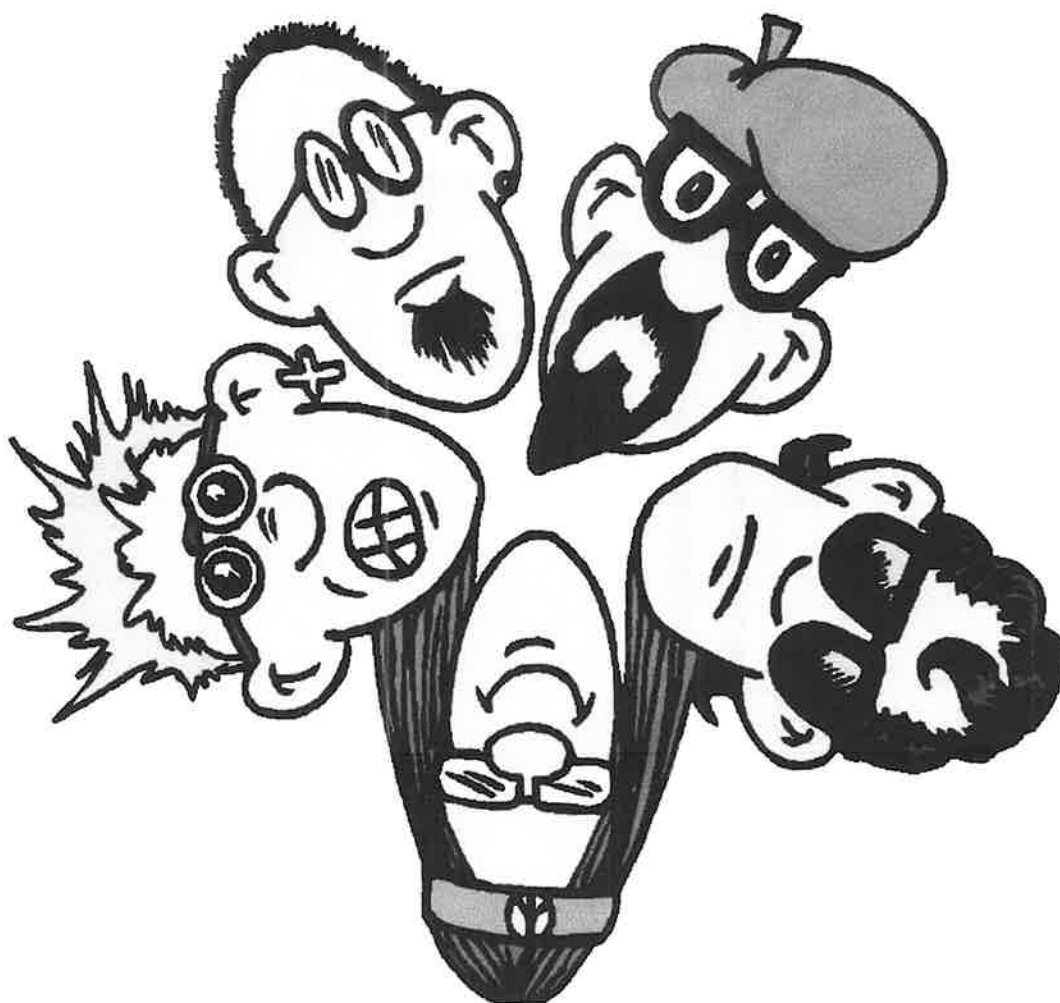




Learn to deal with your feelings in a positive way.

Today I Feel...

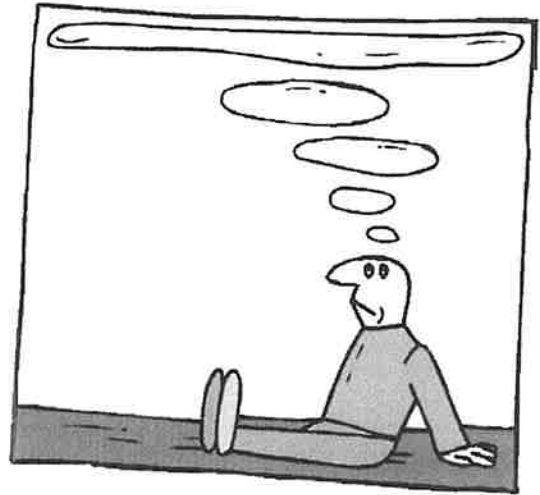
Use the picture below to identify how you feel today. Once you determine your emotional feelings, you can respond by making smart choices as you interact with others throughout the day. Recognizing your feelings and making a conscious decision to react positively to your feelings is the difference between a good day and a bad day. You have the capability to make this the best day of your life.



How do you feel today?

I Am...

Emotional self-awareness is the ability to recognize one's feelings. In the spaces below complete each statement based on how you feel. Use the blanks to add your own feeling words.



Example:

I am most happy when _____.

I feel embarrassed when _____.

I think negative thoughts about myself when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

Finish this statement: I think the world needs...



Am I Assertive?

Assertiveness is the ability to express your wishes and beliefs in a positive way. Too little assertiveness can make you a doormat. Too much, and we can be bossy and aggressive.

Think of a time when you were a doormat.



What happened? _____

What did you do? _____

How did you feel? _____

Now, think of a better way to handle that situation in the future. Write a better response and practice it.

Think of a time when you were too bossy.



What happened? _____

What did you do? _____

How did you feel? _____

Now, think of a better way to handle that situation in the future. Write a better response and practice it.

Get a Grip on Anger

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (*) in the boxes of the methods that are healthy ways to deal with anger.



**It really isn't
"My Way or Else!"**

- ☐ Throw things
- ☐ Scream
- ☐ Count to 10
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
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- ☐ _____

Setting Goals

Listed below are guidelines for setting goals that will help you achieve independence. Answer the questions and try setting some reasonable goals for yourself. Goals are easier to accomplish when they are clear, specific, and broken down into steps you can manage and measure.

How to Set Goals

1. Understand Yourself

What do you do well?

What do you enjoy doing?

What are the most important things in your life?

2. Make Clear, Specific Goals

A goal should tell you exactly what you want and should be measurable. For example, "I want to score ten goals in soccer this season" is both clear and specific.

3. Goals Should Be Positive

Say "I want to lose 5 pounds before the prom" rather than "I will never fit into my dress."

4. Set Time Limits

Give yourself a reasonable deadline in which to accomplish your goal.

5. Break Your Long Term Goals Down Into Smaller Parts

If your ultimate goal is to be a professional basketball player, a realistic, specific short-term goal would be to make the varsity basketball team this year.

6. Write Your Goals Down

Keeping your written goals where you can see them will help keep you focused on achieving them.

7. Check Your Progress

Evaluate your progress towards your goals. Are you doing what needs to be done to meet your goals? If not, what can you do to get back on target?



Now, It's Your Turn



Write three clear, specific, manageable goals for this coming week:

1.

2.

3.

To Do List

On the form below list all of your assignments, after school activities, practices, community events, appointments, etc. Use the "to do list" as a guide to assist you in managing your time wisely. Include as much information as possible for each event. Draw a line through each item as you finish it.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Teen Spotlight

Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting **YOURSELF**. Include your greatest accomplishment, a self-portrait of you doing something that you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name.

Headline			
Feature story about Your greatest accomplishment	Self-portrait		Favorite foods
	Story about your friends		Funniest thing that happened to you
			Your future plans
	Favorite songs or groups		
	Personal ad listing your strengths		

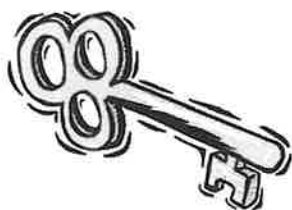


CONFIDENCE EXAM

SETTING AND ACHIEVING GOALS BUILDS SELF-ACTUALIZATION. THIS HELPS DEVELOP GOOD SELF-CONFIDENCE. PREPARE FOR THIS SELF-CONFIDENCE EXAM BY TAKING A CLOSE LOOK AT YOURSELF. READ EACH STATEMENT THEN CIRCLE THE NUMBER THAT INDICATES WHERE YOU THINK YOU BEST FIT. TOTAL THE CIRCLED NUMBERS AND CHECK YOUR RESULTS IN THE KEY BELOW.

	NEVER	OCCASIONALLY			USUALLY
1. BASICALLY, I AM SATISFIED WITH MYSELF.	1	2	3	4	5
2. I AM HAPPY WITH THE WAY I LOOK.	1	2	3	4	5
3. I AM PLEASED WITH MY RELATIONSHIPS.	1	2	3	4	5
4. I CAN ACCEPT CRITICISM WITHOUT GETTING UPSET.	1	2	3	4	5
5. I KEEP TRYING WHEN THINGS DON'T GO MY WAY.	1	2	3	4	5
6. I AM GLAD FOR OTHERS WHEN GOOD THINGS HAPPEN.	1	2	3	4	5
7. I AM WILLING TO SEEK HELP IF I NEED IT.	1	2	3	4	5
8. I ENJOY THE CHALLENGE OF TRYING NEW THINGS.	1	2	3	4	5
9. I FEEL COMFORTABLE MEETING NEW PEOPLE.	1	2	3	4	5
10. I SET GOALS AND EXPECTATIONS FOR MYSELF.	1	2	3	4	5

TOTAL SCORE _____



KEY

TOTAL SCORE

41- 50 YOUR SELF-CONFIDENCE IS GREAT!

31- 40 YOU ARE MOSTLY SATISFIED WITH YOURSELF.

21- 30 YOUR SELF-CONFIDENCE IS LACKING.

10- 20 YOU NEED TO WORK ON YOUR SELF-CONFIDENCE.

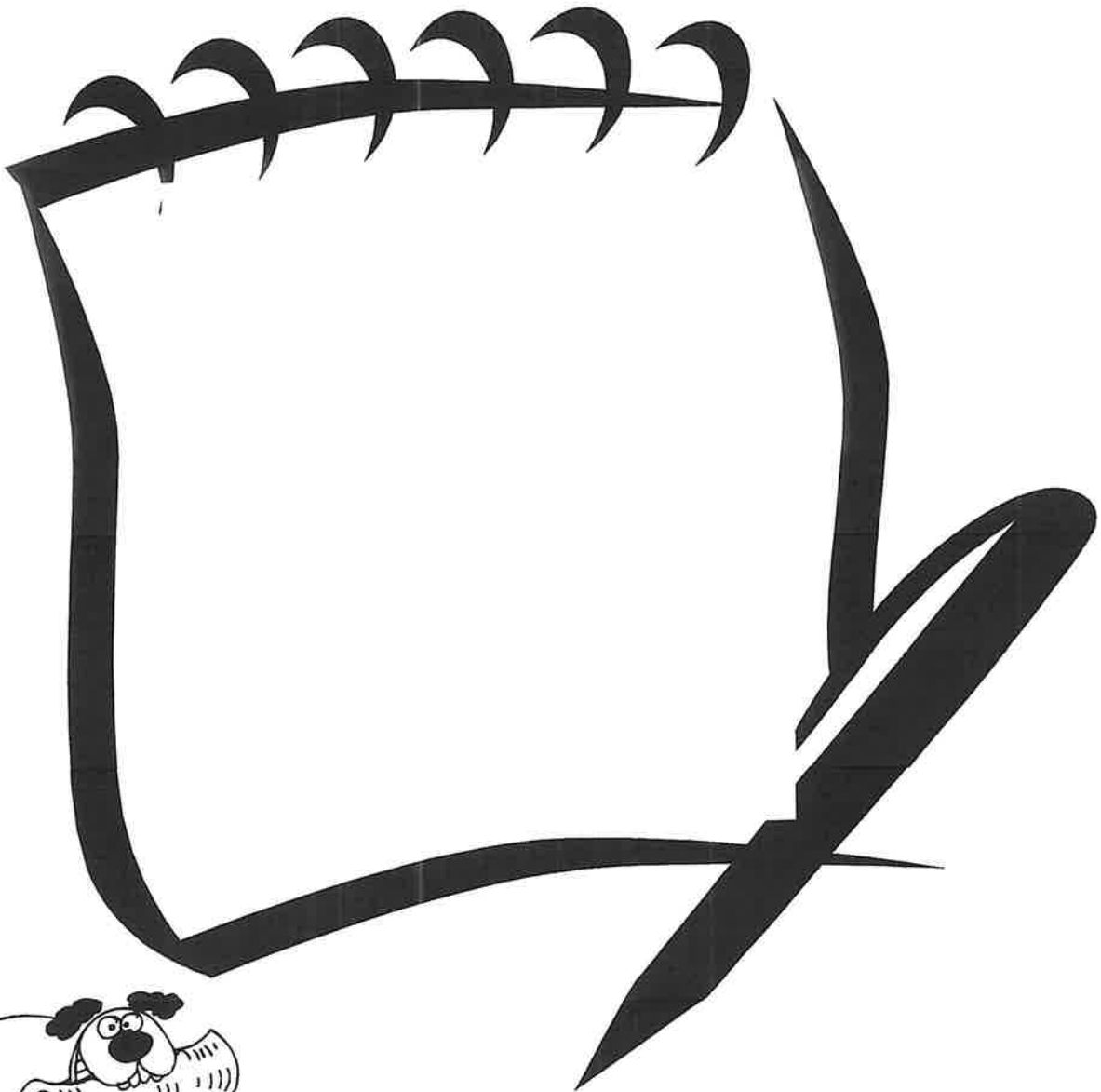
DO YOU HAVE THE CONFIDENCE THAT YOU DESIRE? IF SO, GOOD FOR YOU! IF NOT, MAKE SOME CHANGES AND KEEP TRYING!

Dear Responsible Friend...

Write a brief letter to someone you really trust. The letter should consist of a request for advice concerning a real problem, present or past. It's ok to describe someone else's problem, as long as you know enough about it to be specific. Please include enough facts and clues as to the emotions of the people involved to allow someone reading the letter to empathize with their feelings and point of view. Sign your letter with a fictitious name. Wait until instructed to pass your letter to another person. Once you receive a letter and read the request you must follow-up with a response in writing.



When finished read aloud your letter and response to the group.
How much empathy did you feel for your correspondent in the situation described?



High Five (Group Activity)

Building self-esteem in yourself and others is an easy task when giving and receiving compliments.

You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon.



Each person will move around the room and write at least one positive comment on every other person's paper. Comments should draw attention to that person's strengths.

When finished, ask each person to remove the paper and read what others have said about him or her.

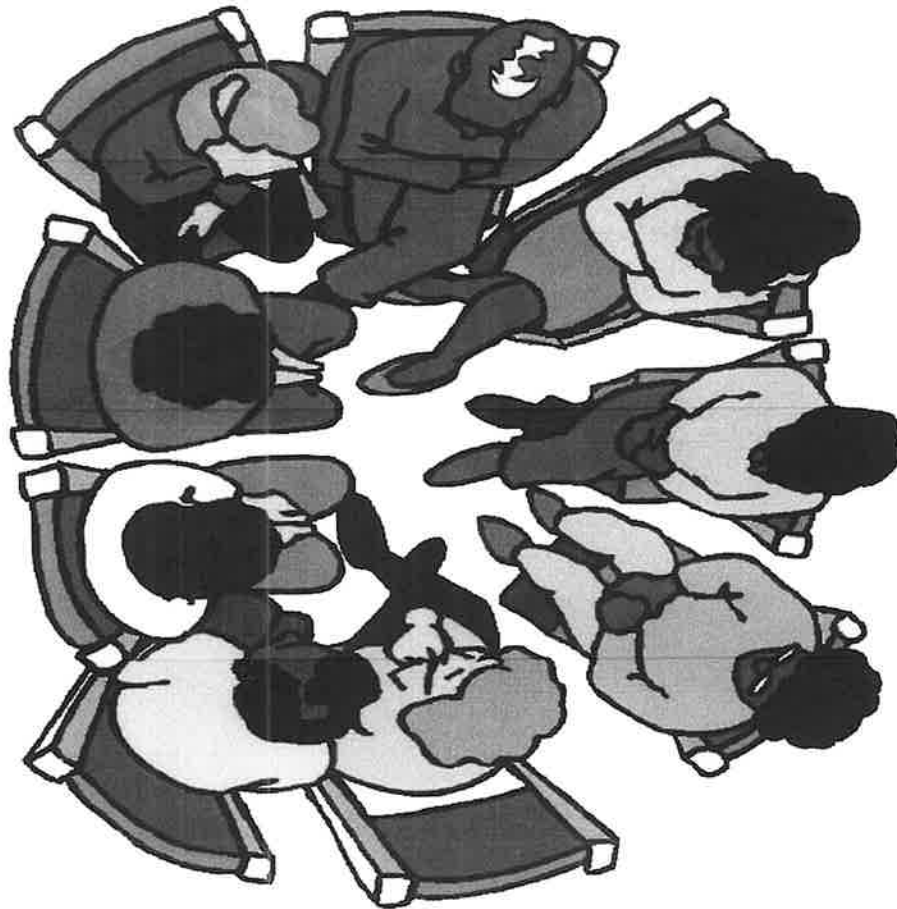
Open discussion should follow based on the comments shared.

Focus Group

Form a focus group to debate an issue to find a solution. Share your feelings, beliefs and thoughts on one of the following statements.

As a group, come to an agreement about the best way to address the topic.

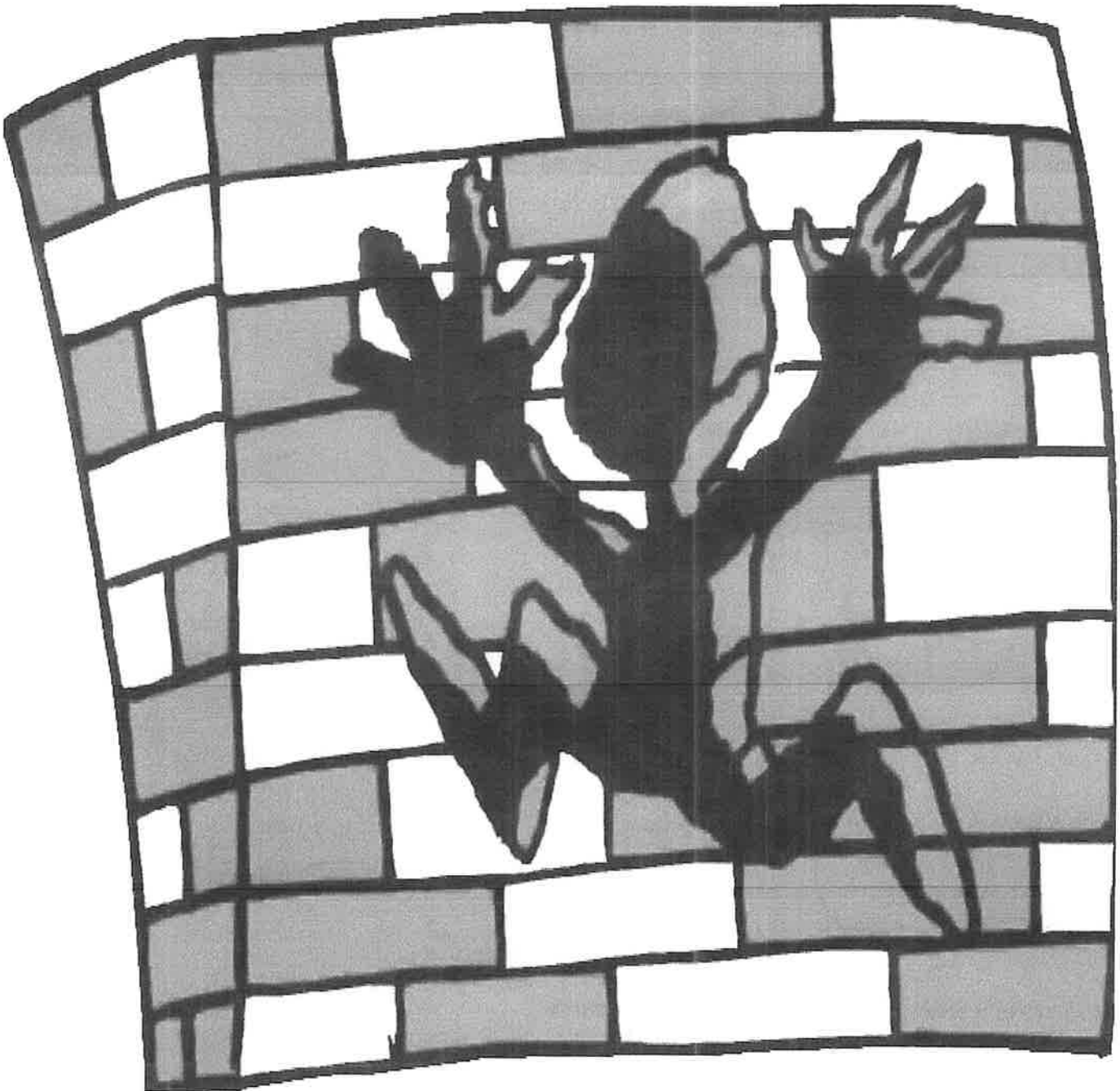
1. Volunteering is a good way to learn responsibility.
Why and why not?
2. The only person that I should really compete with is myself.
Why and why not?
3. If I am a team member, I should put the good of the team before my own desires.
Why and why not?



Overcoming Problems

"Breakthrough not Breakdown"

Problems often seem hard to solve. For some it's like facing a brick wall. Knocking down the barriers and pushing through the brick wall is a remarkable feat. Without taking the problem on yourself, whom would you help and what problems would you help them solve? On each brick below write the name of the person you would like to help, and the problem you would like to help them remove.


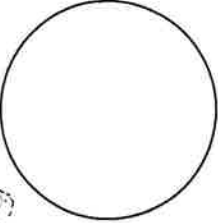

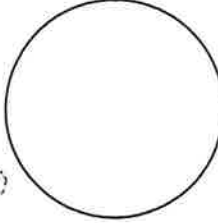

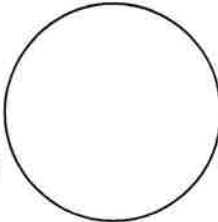

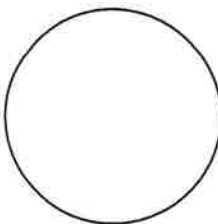

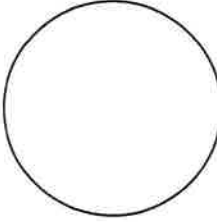

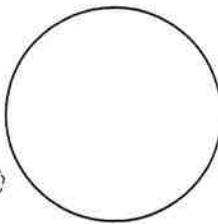

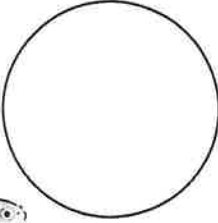

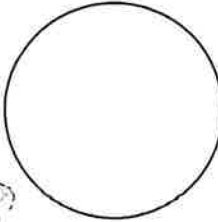

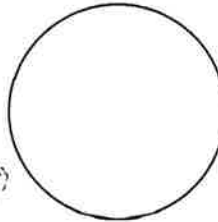

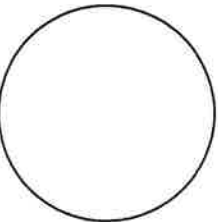

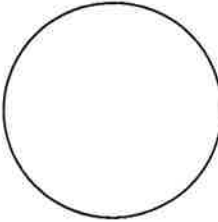

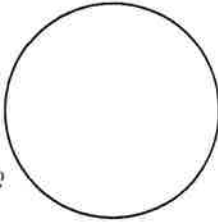




Name

Fishing for Compliments

We all need compliments once in a while. Write your name in the space provided, and then pass this paper around to someone in your group. When you receive a paper, in the spaces provided, write a compliment to the person whose name is at the top. Continue to pass the paper around until it is filled with compliments then return it to the owner.

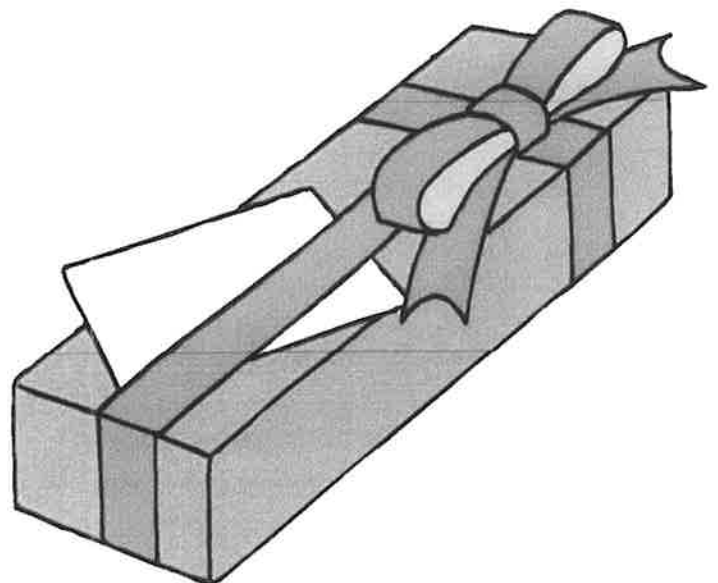
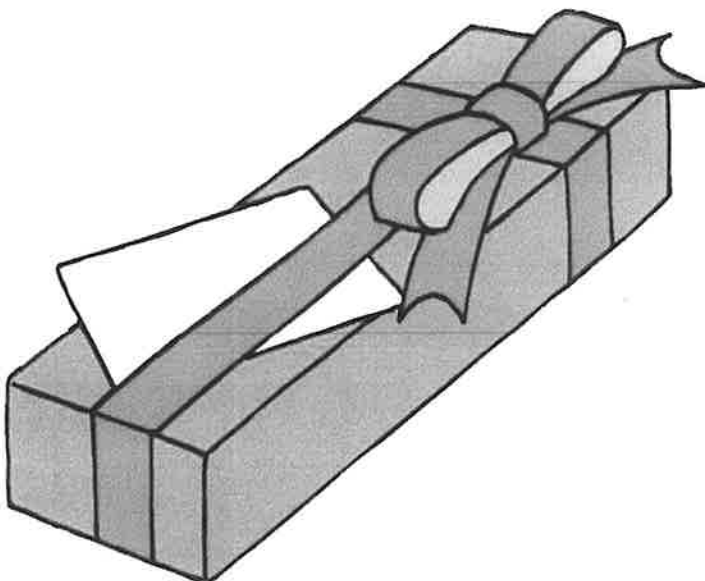
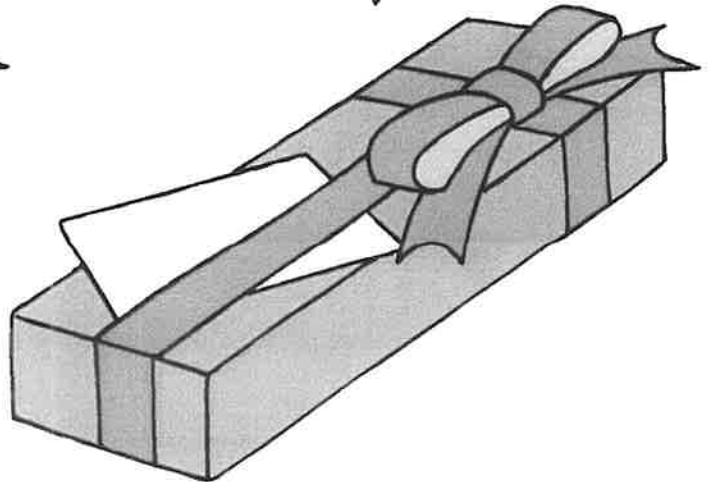
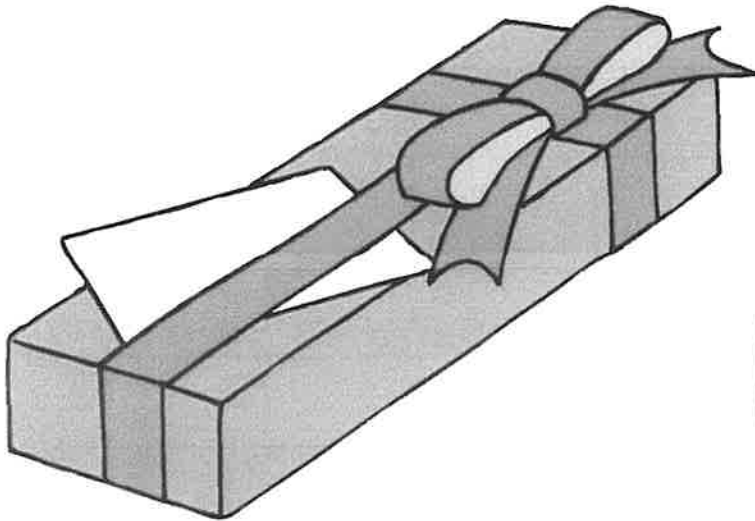
					
					
					
					

How does it feel to receive so many compliments?

If I Had a Million Dollars!

WAIT A MINUTE! MONEY ISN'T EVERYTHING!

On each gift tag below, write the name of a person you would like to give a gift. Around each gift box, write the gift that you would like to give that person. The gift should be something that will help develop a real friendship, like a smile or an encouraging word. Now, think of other gifts you can give to anyone at anytime.



Things Are Not Always As They Seem ...

Think of a time that you jumped to a conclusion and said or did something you regretted. Knowing the truth helps us make better choices. In the space below describe the...

Tigger Event (what happened): _____

Reference (how you incorrectly evaluated the situation): _____

Unhealthy Response (what you did or said that you now regret): _____

Truth (what was really going on): _____

Healthy Response (what you can do or say better the next time): _____

Understanding Emotions

Understanding emotional competence will help you know yourself and learn ways to fine-tune your relationship skills.

Using the definitions listed on the right side of the page, place the letter of the correct definition on the space for each Emotional Intelligence Competency term listed. There is only one correct choice for each term.

1. _____ Stress Tolerance
 2. _____ Independence
 3. _____ Empathy
 4. _____ Self-Regard
 5. _____ Optimism
 6. _____ Impulse Control
 7. _____ Problem Solving
 8. _____ Social Responsibility
 9. _____ Assertiveness
 10. _____ Flexibility
 11. _____ Interpersonal Relationship
 12. _____ Emotional Self-Awareness
 13. _____ Happiness
 14. _____ Reality Testing
 15. _____ Self-Actualization
- a. I am a responsible, cooperative and contributing member of society. I am socially conscious and concerned about others.
 - b. I am able to resist or delay an impulse, drive or temptation when I choose.
 - c. I am able to achieve my potential and get involved in things that lead to an interesting, exciting and meaningful life.
 - d. I understand, accept and respect myself.
 - e. I am sensitive to what, how and why people feel and think the way they do. I care about others and show interest and concern for them.
 - f. I am self-reliant and autonomous in my thoughts and actions.
 - g. I am able to look at the brighter side of life and maintain a positive attitude even when times are tough.
 - h. I am able to identify problems as well as generate and implement solutions.
 - i. I know what I feel and why I feel the way I do.
 - j. I am able to establish and maintain mutually satisfying relationships. I am comfortable giving and receiving affection.
 - k. I am able to withstand stressful situations without falling apart by actively and positively coping with stress.
 - l. I feel good and at ease in school, work and leisure situations. I am able to relax and enjoy my life.
 - m. I am able to adjust my feelings, thoughts and behaviors to changing situations and conditions. I am open to different ideas and ways of doing things.
 - n. I am able to tune into the immediate situation and can see things objectively; the way they are, rather than how I wish or fear them to be.
 - o. I am able to express my thoughts and feelings and can ask for what I need. I can defend my rights in a constructive manner.

Understanding Emotions

Answer Key

1. **k** Stress Tolerance
2. **f** Independence
3. **e** Empathy
4. **d** Self-Regard
5. **g** Optimism
6. **b** Impulse Control
7. **h** Problem Solving
8. **a** Social Responsibility
9. **o** Assertiveness
10. **m** Flexibility
11. **j** Interpersonal Relationship
12. **i** Emotional Self-Awareness
13. **l** Happiness
14. **n** Reality Testing
15. **c** Self-Actualization

Responsibility Journal



What does personal responsibility mean to you?

Being flexible means we can change in order to become more responsible.

Think about some responsible things that you did during the last week.

Write down things you said or did that were responsible. Also, write down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the "what I have learned" section.

Responsible:

ACTION	CONSEQUENCE

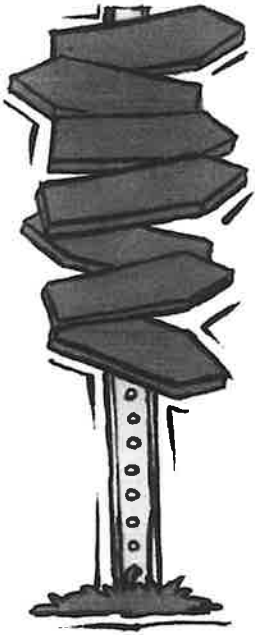
Not Responsible:

ACTION	CONSEQUENCE

What I have learned...

Thought Questions:

1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve?



"But We Always Do It This Way"

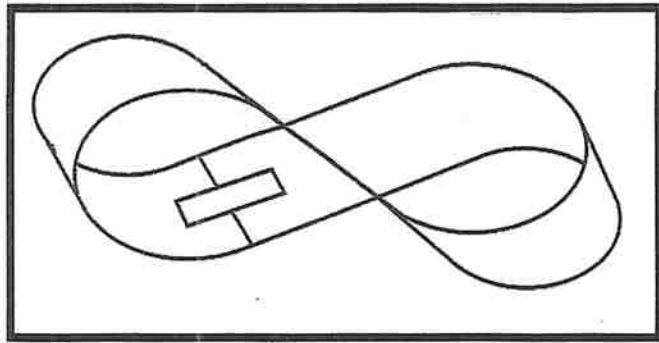
Flexibility means that you are able to adapt to change and sometimes do things differently. Flexibility skills can be learned and improved. If we refuse to try new ideas or accept change, we may miss great opportunities to mature.

Use this situation: You are a teacher and the Vice-Principal, Counselor and Custodian all have the flu and called in sick.

Think of ways that being flexible will be very helpful for you as you make sure your students have a good day. Think of some examples of problems that will occur if you refuse to be flexible.

Write a short story to describe your day.

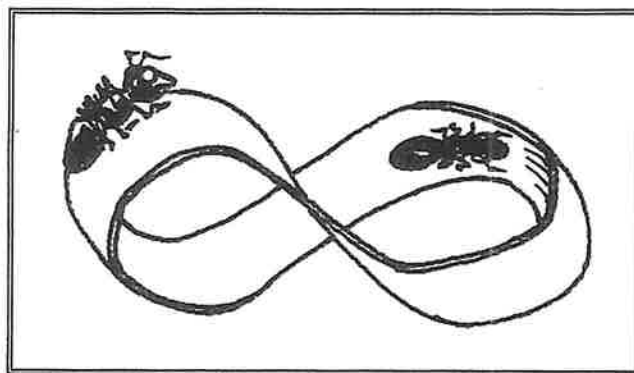
Möbius Strip



Problem solving can be fun! Here is one of the strangest loops you will ever see. It's called a Möbius strip in honor of the German mathematician who first investigated its properties. To build a Möbius strip, you need a strip of paper about one inch wide and ten inches long. Coil the paper into a simple loop. Then put a single twist in the loop before securing the ends together with a piece of tape. Use a marker to color one side of the strip red and the other side blue. You will soon discover that this loop has only one side!

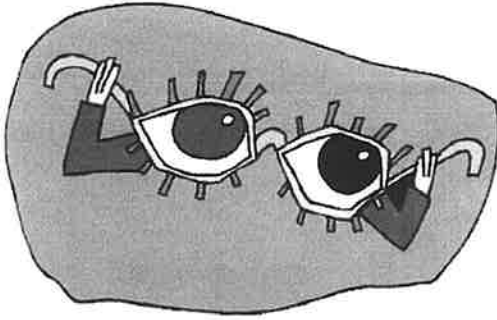
Now, for some problem solving fun!

If we place two ants side by side on a Möbius strip and start them off in opposite directions, will they pass each other? If so, at what point? (Answer: Below)



Answer:

No, they will never pass each other. One ant will be walking on the top side of the strip, while the other will be on the bottom side.



How I See It!

Are the beliefs that you have about yourself TRUE or FALSE? Do you see yourself as being a loser? Really stupid? Not fitting in with your group of friends? Even though your friends say you are NOT a loser—and tell you how smart you are—and what a wonderful friend you are? It is still hard for you to think that they are being honest and real with you. Our perception is our reality; therefore we must work at changing how we see ourselves.

Write three words that describe how you SEE yourself.

Write three words that describe how you FEEL about yourself.

Write three reasons why those beliefs about yourself are RIGHT or WRONG in your eyes.

Now it is time to note your good qualities. Name three of your good qualities.

Take A Look At This

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.



Physical

- ☐ headaches
- ☐ stomach aches
- ☐ dizziness
- ☐ back pain
- ☐ neck stiffness
- ☐ ulcer sores on mouth
- ☐ jaw pains
- ☐ weight loss
- ☐ weight gain
- ☐ twitches (eyelids, face)
- ☐ weakness
- ☐ nausea
- ☐ indigestion
- ☐ excessive sleeping
- ☐ overeating
- ☐ loss of appetite
- ☐ inability to sleep
- ☐ skin problems
- ☐ constant fatigue
- ☐ cold hands or feet
- ☐ excessive sweating
- ☐ chest pains
- ☐ high blood pressure
- ☐ rapid or difficult breathing

Emotional

- ☐ mood changes
- ☐ lack of concentration
- ☐ nightmares
- ☐ panic attacks
- ☐ anxiety
- ☐ anger
- ☐ irritability
- ☐ crying
- ☐ thoughts of suicide
- ☐ depression
- ☐ confusion
- ☐ feelings of helplessness
- ☐ restlessness
- ☐ racing thoughts
- ☐ aggressiveness

Behavioral

- ☐ smoking
- ☐ nail biting
- ☐ tapping
- ☐ pulling hair
- ☐ grinding teeth
- ☐ use of alcohol
- ☐ use of medication
- ☐ compulsive dieting
- ☐ hair chewing
- ☐ nervous laughter
- ☐ pacing
- ☐ lateness
- ☐ putting things off
- ☐ not caring about physical appearance
- ☐ compulsive overeating



Stress Journal

Before you can deal with stress, you must learn to recognize what causes it. Think about last week and list as many events as you can remember that caused you stress. Use the chart below to record the stressful events. Include all the information that will help you determine if there is a pattern to your stress. This journal will help you recognize what causes the most stress in your life. Be sure to rate each event as "high", "medium", or "low." Think of your reaction to the stress. For example, Did your heart start to pound? or Did you feel your temperature rise? Write your reaction in the space provided. Now, think of some ways to relieve the stress so you can keep your cool!

Date	Time	Event (who, what, where)	Stress Level (high, medium, low)	My Reaction



DON'T LOSE YOUR COOL

We all have certain things, situations, or people that cause us to lose our composure from time to time. Determine what causes YOU to "lose your cool" by completing this activity. When you begin to identify your stressors, you can become skilled at preventing negative consequences. Place an X next to each factor that causes you stress. There are blank spaces provided so you can add your own.

Don't Push the Panic Button!

What causes you to "lose your cool"?

_____ being late
_____ too much homework
_____ speaking in public
_____ babysitting
_____ going to the dentist
_____ arguments with friends
_____ restrictions at home
_____ chores
_____ lack of sleep
_____ no date for a dance
_____ zits
_____ physical education class
_____ math class
_____ English class
_____ other class _____
_____ cafeteria food
_____ boredom
_____ rude people
_____ no money
_____ no transportation
_____ playing on a sports team

_____ being cut from a sports team
_____ losing something valuable
_____ parents fighting
_____ getting detention
_____ your job
_____ taking tests
_____ video games
_____ using a computer
_____ closed-in spaces
_____ commercials
_____ interruptions while busy
_____ getting an injection
_____ arguments with parents
_____ fight with boyfriend/girlfriend
_____ losing
_____ careless drivers
_____ slow drivers
_____ loud people
_____ baby crying
_____ disrespectful children
_____ a friend betrays you



EMOTIONAL SQUARES

In each square write what you do when you experience the emotion listed. Include both productive and destructive behavior.

Aggravated?

Angry?

Depressed?

Content?

Scared?

Worried?

Happy?

Energized?

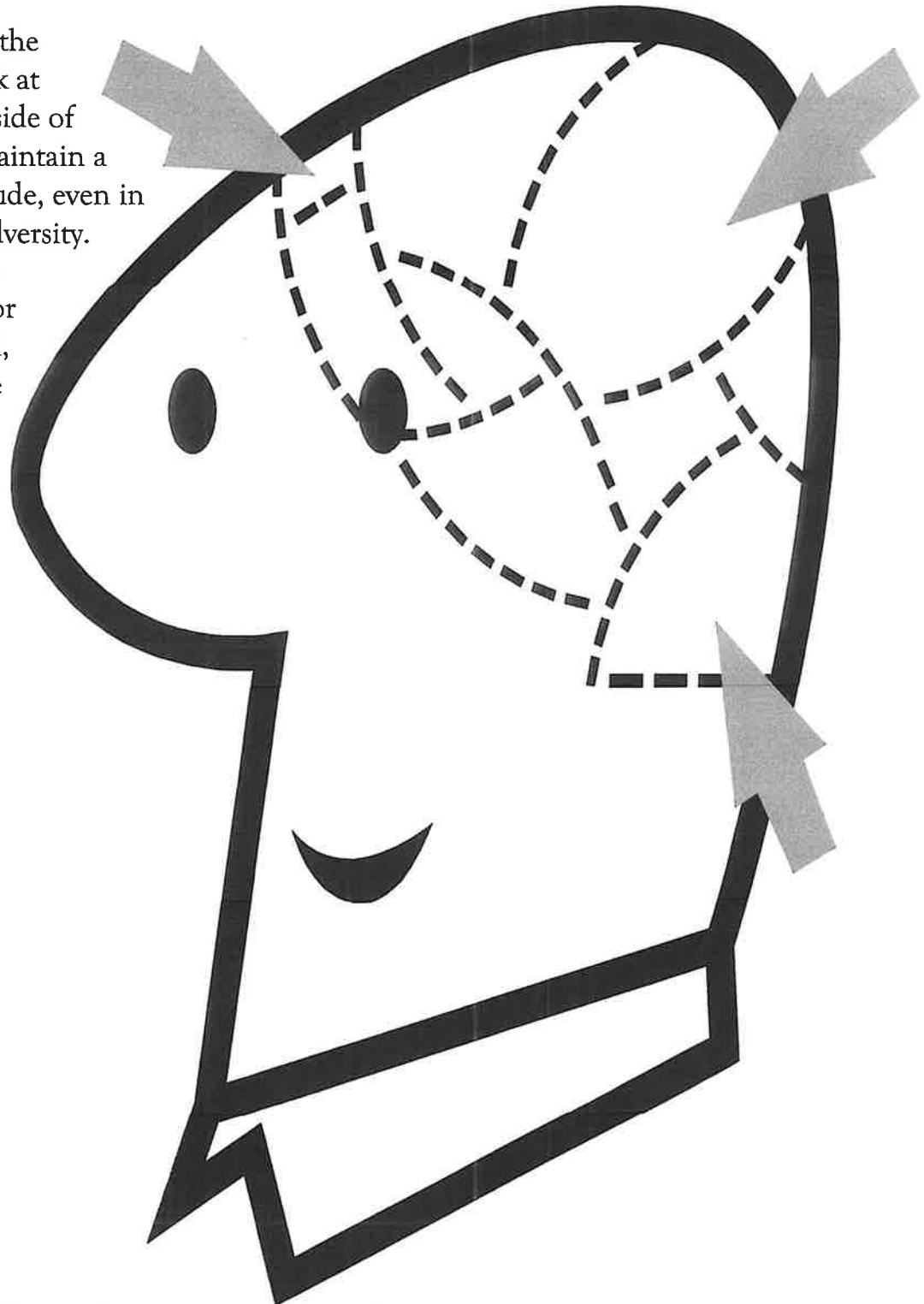
Do you have more positives or negatives listed? Having someone you trust to talk to when you are feeling out of sorts helps you avoid negative behaviors and consequences.

IT'S ALL IN YOUR HEAD

What does your brain contain? The picture of the head is divided into sections. In each section write or draw what you spend the most time thinking about.

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.

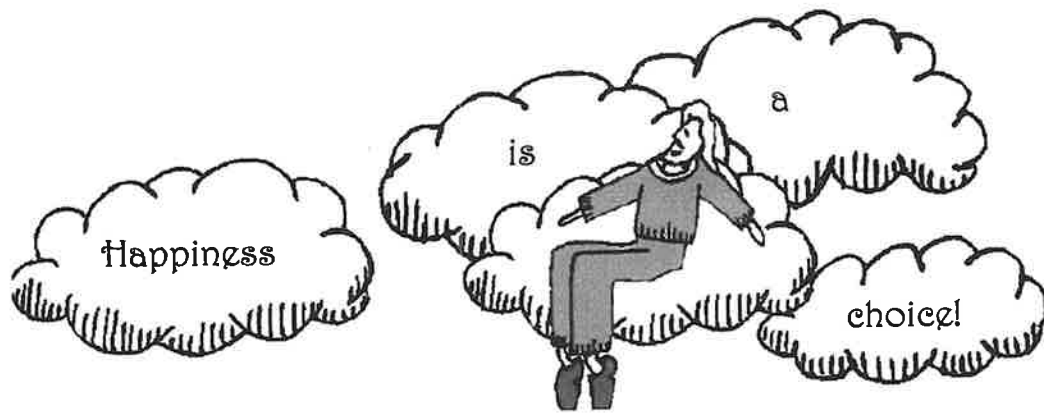
Next, using a different color pen or pencil, write positive thoughts to fill your brain.



Extra, Extra, Read All About It!

On the newspaper below, write a story that highlights the #1 goal that you want to achieve in your life. Be sure to describe the steps you need to take to meet your goal. Now, be honest, every goal is achievable if you take the right steps.





The Best Day of My Life

Spend a few minutes thinking about what the best day of your life would be like. Then write a story describing in detail everything about that day. What makes this one day the best day of your life?

