Resources for Career Development

Middle School to Postsecondary and Beyond

Contents

Introduction

The *ACTE Quality CTE Program of Study Framework™* (2018) identifies student career development as one of its 12 high-quality CTE elements. "This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that help students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services" (ACTE, 2018).
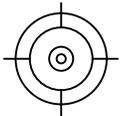
This document provides resources for students, families, and school counselors related to sub-element e) "students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, financing, and their projected educational, employment and earnings outcomes."

This document was developed by a team of staff from ACTE and Xello in collaboration with the Vice President and Vice President-Elect of ACTE's Counseling and Career Development Division.

Contributors:

- **Teresa "Gibby" Gibbons**, Vice President, ACTE Counseling and Career Development Division
- **Brooke Kusch**, Vice President-Elect, ACTE Counseling and Career Development Division
- **Catherine Imperatore**, Research Director, ACTE
- **Laura Scott**, Director, Strategic Partnerships, ACTE
- **Bugie Lo**, Senior Partnerships Development Manager, Xello
- **Megan Santos**, Senior Content Marketing Manager, Xello

If you are a school counselor or college and career counselor and would like to suggest resources to add to this document, please email Laura Scott at lscott@acteonline.org.

How to Use This Document

For Students & Families, Sections 1 and 3 of this document provide both state-specific and nationwide resources related to CTE, career exploration, and postsecondary education and training. Section 2 of the document includes checklists that students and families can utilize during two transitional periods in the educational process: the middle to high school transition and the high school to postsecondary transition.

For School Counselors (including College and Career Counselors), this document is designed to serve as a starting-point for those new to working on student career development activities or with CTE programs, or for those who may be interested in improving their practice related to student career development. Sections 1 and 3 provide both state-specific and nationwide resources related to CTE, career exploration, and postsecondary education and training. Section 2 of the document includes checklists that counselors can utilize to help students during two transitional periods in the educational process: the middle to high school transition and the high school to postsecondary transition. Finally, Section 4 provides sample lesson plans and activities that can be used with students from 6th through 12th grade.

Why Student Career Development Matters

Federal & State Legislative Priorities

Strategies that help students gain career knowledge and engage in education and career planning and decision-making have been a major focus of CTE programs in recent years, both before and since reauthorization of the Carl D. Perkins Career and Technical Education Act in 2018. The current version of the law, which is informally known as Perkins V, expanded the definition of "career guidance and academic counseling" to include sharing a broader array of information with students and families—not only postsecondary, financial aid and career options but also opportunities for dual enrollment, work-based learning and more—as well as providing support services for special populations. The law also encourages greater sharing of data, information and resources for career guidance and exploration among education and workforce development partners. In addition, it allows Perkins funding to be used to support students as early as grade 5 (down from grade 7 in the previous iteration of the law). This enables Perkins grants to do more to support career planning and exploration in the middle grades.

Career exploration through work-based learning has been another critical focus area for Perkins V through state and local Perkins plans, accountability, and required and optional uses of funding. Most notably, student participation in work-based learning is one option among several that states were presented with for measuring program quality on the secondary level.

In response to this focus in the Perkins V legislation, states have been prioritizing career development in several ways in their Perkins

plans. Twenty-two states signaled that career advisement on the secondary level is a priority through mechanisms like the required comprehensive local needs assessment and use of state leadership funds (Advance CTE, 2020). In addition, 90% of states enable Perkins funding to support middle grades, and about half of states are enabling funds to reach down to grade 5. For work-based learning, 24 states factor work-based learning into decisions to approve new or existing CTE programs and 27 states have chosen work-based learning for at least one of their program quality indicators.

In state-level policy, 22 states enacted new policies related to career counseling, guidance and planning in 2022 (Advance CTE & ACTE, 2023). This includes policies related to encouraging and expanding use of individual career and academic plans; ensuring that students, families and counselors have access to information about various CTE pathways and opportunities such as dual enrollment and work-based learning; and increasing FAFSA completion. In addition, 48 states enacted new policies supporting work-based learning and industry partnerships.

Policymakers are particularly interested in student career development because of its potential to benefit special populations, historically marginalized groups and other learners.

Providing more and better information, targeted guidance and opportunities for exploration can help students identify their interests, strengths and goals earlier and embark on pathways toward achieving those goals. In addition, research demonstrates that middle grades are a time when students can particularly benefit from career exploration (Advance CTE & ACTE, 2020). At this age, learners are forming their vocational identities and beginning to plan more realistically for high school coursework, postsecondary education and careers. For high school students who are considering postsecondary education, research also shows that targeted advising can help students complete the FAFSA (Hodara, 2017) and transition more successfully to college (Jenkins, Lahr & Mazzariello, 2021).

The *ACTE Quality CTE Program of Study Framework*™ (ACTE, 2018) includes student career development as one of its 12 high-quality CTE elements. Educators and administrators who are interested in learning more can explore the framework and use the self-evaluation instrument to assess their program's current practices.

Section 1.
State Resources List

This section of the document provides links to state-specific resources related to CTE in the K-12 and postsecondary settings for 10 states across ACTE's five regions. Future versions of this document will include additional states, with an end goal of identifying resources for all 50 states.

For each of the ten states highlighted in this document, you will find one link to a resource in each of the following categories:

ACTE state fact sheet	Updated annually, ACTE's state fact sheets summarize data on CTE participation and its impact on the state's skills gap(s).
State WBL resource	Work-based learning describes a continuum of experiences that prepare students for careers. Each state has its own definitions for the types of experiences that comprise the WBL continuum and criteria for if and how those experiences may count as academic credit.
List of CTE programs and/or CTE staff	CTE course offerings typically vary by school and district/county.
CTE Programs of study (POS)	Federally defined in Perkins V as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that: • incorporates challenging, state-identified academic standards; • addresses academic and technical knowledge, as well as employability skills; • is aligned to the needs of industries in the state, region, Tribal community, or local area; • progresses in content specificity; • has multiple "entry and exit points" that allow for credentialing; and • ultimately culminates in the attainment of a recognized postsecondary credential.

CTE delivery system information

At the local level, CTE is delivered at the middle school, high school, postsecondary and/or adult levels. It may be offered by the following institutions:
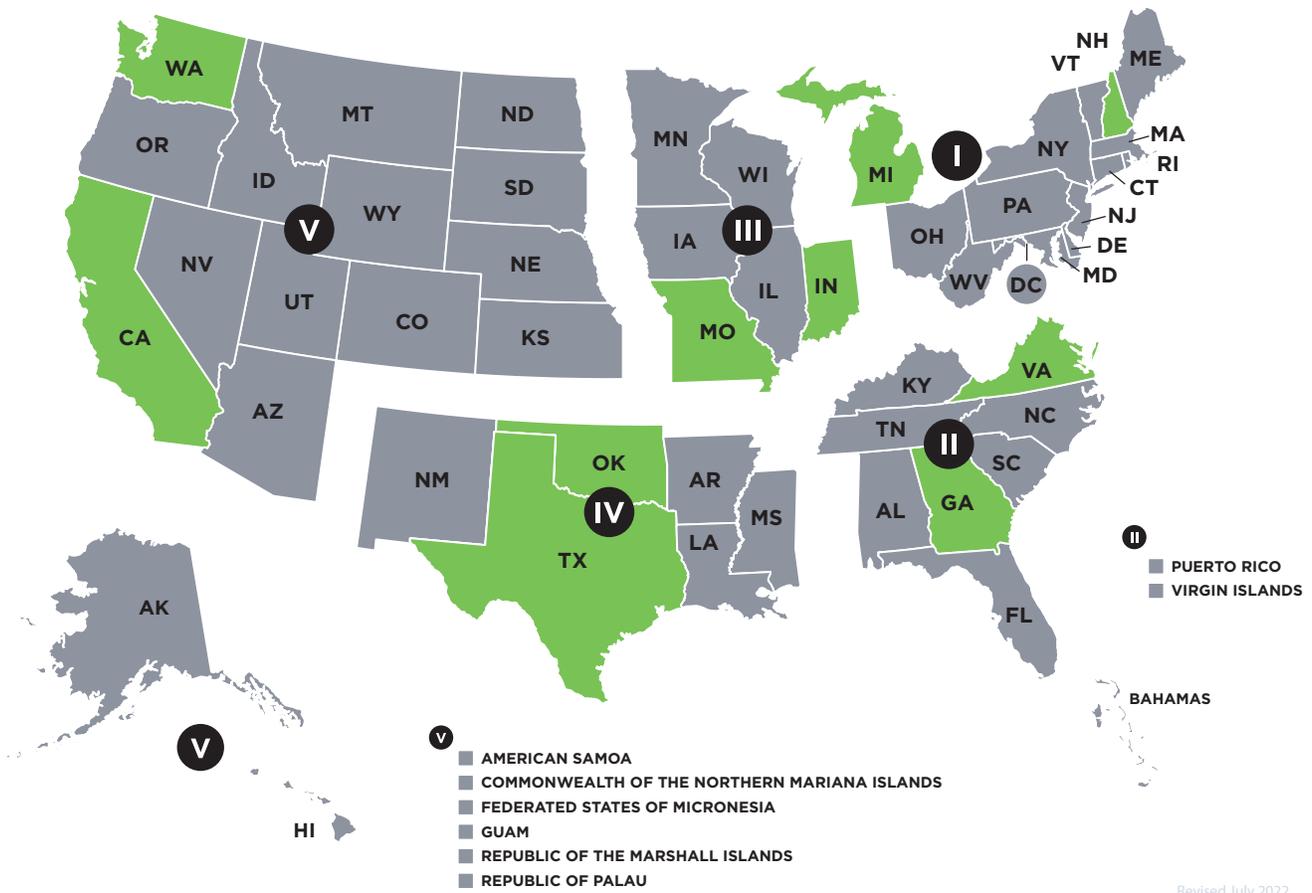
- **Middle schools**, which offer CTE programs and/or career exploration experiences for students in the middle grades.
- **Comprehensive high schools**, which provide both academic and CTE courses for secondary learners.
- **Career academies**, which are small learning communities, usually within a comprehensive high school, that integrate academic and CTE courses around a career theme.
- **Area CTE/technical centers**, which are facilities that offer CTE programs for learners from across schools, school districts, counties or educational service areas. These shared-time centers may serve secondary, postsecondary and/or adult students.
- **CTE/vocational-technical high schools**, which provide both academic and CTE courses, with a greater emphasis on CTE than is typical of comprehensive high schools.
- **Community/technical colleges**, which offer CTE programs to postsecondary and adult learners that lead to postsecondary certificates, associate degrees and/or industry credentials.
- **Four-year colleges/universities**, which offer CTE programs to postsecondary and adult learners that lead to postsecondary certificates, associate degrees and/or industry credentials. In addition, CTE educators may receive preparation to teach CTE or gain ongoing professional development through programs at four-year institutions.
- **Correctional/juvenile justice facilities**, which offer CTE programs to individuals involved in the justice system.

Community college locator/list

in many states, postsecondary career and technical education is delivered through a state community college system. Programs offered may vary by location.

Financial aid resource

Paying for postsecondary education and training can be a strain on many individuals and families. Many states have state-specific scholarships available to in-state residents.

NH
VT
ME
WA
MT
ND
MN
MI
NH
VT
ME
MA
RI
CT
NJ
DE
MD
OR
ID
SD
WI
NY
PA
OH
WV
DC
I
NV
WY
IA
IL
IN
MO
III
CA
UT
CO
KS
KY
VA
II
AZ
NM
OK
AR
TN
NC
SC
AL
GA
IV
TX
LA
MS
AK
FL
V
HI
v

II
PUERTO RICO
VIRGIN ISLANDS

BAHAMAS

AMERICAN SAMOA
COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS
FEDERATED STATES OF MICRONESIA
GUAM
REPUBLIC OF THE MARSHALL ISLANDS
REPUBLIC OF PALAU

Revised July 2022

Region I

Michigan

- CTE in Michigan: ACTE State Fact Sheet
- Michigan Work-Based Learning Manual
- Michigan OCTE Staff Directory
- Michigan OCTE Quick Reference Guide
- Michigan OCTE Overview
- Michigan CTE Delivery Systems
- List of Michigan Community Colleges
- MI Scholarship Search

New Hampshire

- CTE in New Hampshire: ACTE State Fact Sheet
- NH Work-Based Learning Resources
- List of CTE Programs in New Hampshire
- Map of NH CTE Centers
- New Hampshire CTE Program Grid
- Community College system of New Hampshire Academic Programs at a Glance
- New Hampshire Charitable Foundation—Scholarship Search

Region II

Georgia

- CTE in Georgia: ACTE State Fact Sheet
- Georgia Work-Based Learning
- GA DoE CTAE staff contact list
- GA CTAE programs of study documents
- Technical College System of Georgia
- Scholarships & Grants—GA Futures

Virginia

- CTE in Virginia: ACTE State Fact Sheet
- Virginia High-Quality Work-Based Learning
- Alphabetical list of CTE administrators
- List of Regional CTE Centers
- Community College locator
- SCHEV degree/certificate search
- Virginia SCHEV Financial Aid

Region III

Indiana

- CTE in Indiana: ACTE State Fact Sheet
- Indiana Office of Work-Based Learning and Apprenticeship
- Indiana GWC Office of Career and Technical Education Staff
- Indiana Next Level Programs of Study
- Learn More Indiana college search tool
- Indiana 21st Century Scholars Program

Missouri

- CTE in Missouri: ACTE State Fact Sheet
- Missouri Career Pathways
- Missouri Department of Elementary & Secondary Education—CTE webpage
- 2022-2023 Missouri Career Education Program Directory
- Missouri College & Degree Search tool
- Missouri Grants & Scholarships

Region IV

Oklahoma

- CTE in Oklahoma: ACTE State Fact Sheet
- Oklahoma Work-based Learning
- Oklahoma Career Clusters
- Oklahoma CTE Courses & Pathways
- OK State Programs by Tech Center District & Campus
- OKCareerGuide
- Alphabetical Listing of Oklahoma Colleges & Universities
- OkCollegeStart—Financial Aid

Texas

- CTE in Texas: ACTE State Fact Sheet
- Texas Work-Based Learning
- Statewide Program of Study Contacts—Texas
- Approved Statewide CTE Programs of Study—Texas
- Regional Programs of Study Frameworks—Texas
- Texas CTE Resources for Counselors
- Texas Community Colleges
- State of Texas Financial Aid

Region V

California

- CTE in California: ACTE State Fact Sheet
- California Work Experience Education
- California DoE Career Technical Education Leadership Office Staff Directory
- California Career Resource Network
- California Community Colleges—Find a College tool
- CalJobs search tool
- California Student Aid Commission

Washington

- CTE in Washington: ACTE State Fact Sheet
- Statewide Course Equivalencies | OSPI (www.k12.wa.us)
- Washington Work-Based Learning
- Washington Career and Technical Education State Contacts
- List of Washington CTE Skill Centers
- Washington CTE Programs of Study
- Washington Community and Technical Colleges search tool
- Washington Career Bridge
- Washington Student Achievement Council—Financial Aid

Section 2.
Transition Checklists

The term **transition planning** is likely familiar to school counselors and families of students with disabilities. Section 300.320 of the Individuals with Disabilities Education Act (IDEA) mandates that individualized education programs (IEPs) address transition planning no later than by age 16. Transition plans for students with disabilities include the needs, strengths, and skills required for a student to move from the public high school setting into postsecondary life (PACER, 2023).

School-aged students typically experience two significant transitions:

1. The transition from middle school to high school (in this case, 8th to 9th grade), and;

2. The transition from high school to post-secondary education, training, and/or employment.

The checklists below aim to assist counselors and students as they approach these two important milestones in the educational journey. These lists are designed to serve as a reference and starting point and should be adapted by students, families, and counselors to best fit their needs.

This document (and the following checklists) focuses on a broader definition of transition as "a change or shift from one state, subjects, place, etc. to another" (Merriam-Webster, 2023).

Middle School (7th or 8th grade) ➜ High School (8th or 9th grade)

Student Checklist

☐ Complete an interest inventory
☐ Participate in high school visit/orientation
☐ Develop an academic plan for high school
   ☐ Review HS course offerings
   ☐ Complete and submit course selection sheet
☐ As desired, apply for alternate high school options (lottery-based programs, content-specific programs, academies)
   ☐ Update resume/portfolio
   ☐ Request letters of recommendation, as needed

High School (12th grade) ➜ Postsecondary/Employment

Student Checklist

☐ Review graduation requirements
   ☐ Ensure that course requirements are met
   ☐ Pay any required class dues/fees
☐ Prepare for and take/retake postsecondary entrance exams (ACT, WorkKeys, SAT, ASVAB)
☐ Attend college & career fairs
☐ Apply to postsecondary choices
   ☐ Update resume and/or portfolio
   ☐ Request letters of recommendation
☐ Prepare a financial plan
   ☐ Complete FAFSA
   ☐ Apply for scholarships
☐ Review and update career goals
☐ Participate in work-based learning activities

Section 3.
Nationwide Resources

Career Awareness & Exploration

Career awareness activities help students learn about career options. Career exploration activities help students continue their awareness journey, with some opportunity for them to apply skills that they have learned.

- ACTE Sector Sheets—ACTE's Sector Sheets describe CTE's role in growing the qualified workforce for vital industry sectors.
- Career one-stop—Learn about careers, find career information, and locate career resources and advice, Sponsored by the U.S. Department of Labor.
- ACTE's Taking Business to School Series—sponsored by Xello, this series of publication briefs and resources to delve deeper into topics within ACTE's Quality CTE Program of Study Framework: Business and Community Partnerships.
- Youth.gov—Career Exploration & Skill Development—youth.gov is the U.S. government website that helps you create, maintain, and strengthen effective youth programs.
- ACTE's CTE Working Wonders—Explore career pathways and salary information provided by industry associations and other ACTE partners.

Postsecondary Education & Training
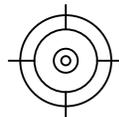
Community/technical colleges offer CTE programs to postsecondary and adult learners that lead to postsecondary certificates, associate degrees and/or industry credentials.

Four-year colleges/universities offer CTE programs to postsecondary and adult learners that lead to postsecondary certificates, associate degrees and/or industry credentials. In addition, CTE educators may receive preparation to teach CTE or gain ongoing professional development through programs at four-year institutions.

College/Program Locators & Resources

- AACC Community College Finder
- Council for Higher Education Accreditation database
- National Student Clearinghouse Research Center
- BigFuture—Resources for Parents

Scholarship Finders

- Horatio Alger Association Scholarship
- BigFuture Scholarship Search
- U.S. News Scholarship Finder

Resources for Special Populations

Perkins V defines the following learner groups as special populations:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for careers that are non-traditional for their gender
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

States and local recipients of Perkins funding must report disaggregated data for these learner groups. There are additional provisions in the law about providing funding and services to special populations.

- Military OneSource—Children, Youth & Teens Resources
- Housing Insecurity & College
- First in the Family
- Transition Guide—Post-Secondary Education & Training—I'm Determined (imdetermined.org)
- Transition Guide—Employment—I'm Determined (imdetermined.org)
- Disclosure Decisions to Get the Job Worksheet

Section 4.
Lesson Plans

Career Exploration Activities

The pages that follow contain three lessons excerpted from Xello's eBook titled "Career Exploration Activities: 9 Engaging Career Exploration Activities to Introduce in Your K-12 Classrooms".

Elementary School

- Career Discovery: Tools for a Job (pp. 17 - 19)

Middle School

- Interview a Professional (pp. 20 - 22)

High School

- Job Shadowing (pp. 23 - 25)

Download the full Xello eBook

Are you looking to implement career exploration activities into your classroom? You've come to the right place.

Our step-by-step lessons will help you feel prepared as you introduce students to career exploration, which will in turn boost their confidence as learners and help them acquire future-ready skills.

But First, What is Career Exploration?

Career exploration is just that: exploring the many careers, possibilities, and pathways that the world has to offer.

You may be thinking: "But 65% of children entering elementary school will end up in jobs that don't even exist yet!"

Our response? Exactly.

It's important for students to be in tune with their interests, strengths, and preferred school subjects. When students have a good understanding of themselves, they can start solving the puzzle of what they want their future to look like. They can then prepare for this future by setting goals, choosing courses, and focusing on extracurricular activities that support that dream.

When educators embed career exploration into the framework of every child's education, students begin connecting the dots between what they're learning and how it's applicable to their future.

We use the term "explore" because, as educators know, kids and young adults are on a journey to discover who they are not only as a student, but as a contributing member to society. And when they have a good understanding of the working world, they can imagine how they might fit into it someday.

Introduction

So now that we've talked high-level, let's get down to what career exploration actually looks like in the classroom.

Career Exploration IS	Career Exploration IS NOT
✅ Scaffolded and age-appropriate for learners of all abilities.	❌ Predicting what career a child will choose.
✅ The reflection and development of one's own interests, strengths, skills, values, and preferences.	❌ Guilting students into completing assignments in order to be successful down the road.
✅ Learning about fields of study, industries, and specific occupations.	❌ Pigeon-holing oneself into a career pathway due to grades or parental pressure.
✅ Creating short and long term goals to achieve post-graduation success.	❌ Telling students that they must go to college to have a fulfilling career.
✅ Recognizing that everyone's pathway may be different, and determining what fit is best.	
✅ Understanding the connection between school courses and the working world.	

Since you are one of their guides on this exploratory journey, equip yourself with the knowledge that, like any adventure, there will be twists and turns along the way. But by prioritizing your students' needs and development, you will be positioning them for a better future.

CASE STUDY
How the School District of Lancaster Uses Xello to Engage Students in Future Readiness Activities

Read Their Story

Further Benefits to Career Exploration

Need further convincing that career exploration positively impacts students? Below are additional results to investing in college and career readiness programs, implementing future-ready activities, and partnering with families:

- ✓ Improved engagement
- ✓ Strengthened self-esteem
- ✓ Higher graduation rates
- ✓ Refined executive functioning skills
- ✓ Higher achievement levels
- ✓ Reduce absenteeism
- ✓ Matured social-emotional learning skills

How to Make the Most of Our Career Exploration Activities

We have created three age-appropriate career exploration activities for students in elementary, middle, and high school. For each activity we've provided a focus, instructional planning suggestions, and lesson delivery instructions. Following each activity, we've recommended enrichment opportunities to increase students' depth-of-knowledge.

We have also aligned Common Core State Standards (CCSS) and American School Counselor Association (ASCA) Mindsets & Behaviors to each lesson. Please note that the CCSS have been chosen for a particular grade level, but you can adjust the standards accordingly.

Like any cooking recipe, lesson plans are a jumping off point. We encourage you to make the activities your own, altering what you see fit to best engage your students.

Let's get started!

Career Discovery: Tools for a Job

Activity Overview

Students will learn that every career has tools to get the job done. Students will use critical thinking skills, as well as possible research, to determine what tools are used for which jobs.

Common Core State Standards	ASCA Mindsets & Behaviours
CCSS.ELA-LITERACY.SL.2.4 Recall information from experiences or gather information from provided sources to answer a question	**B-LS 1.** Critical-thinking skills to make informed decisions

Instructional Planning

Materials Needed:

- Presentation slides with each slide showcasing a different tool (example: baking sheet of cookies, bulldozer, stethoscope, space shuttle)
- Career Book (suggestions: The ABCs of What I Can Be, Clothesline Clues to Jobs People Do, and Whose Tools are These?)
- Student computers or construction paper, writing utensils, crayons, and markers

Career Discovery: Tools for a Job

Lesson Delivery

Step 1

With your class, determine the definition of a job. Tell students that every job has tools to help them be successful. Ask them what a tool is and for examples of tools.

Step 2

Read one of the suggested books above to help students start connecting tools to careers.

Step 3

Brainstorm with your class what tools are needed for different people at school. Roles to consider:

- Students
- Teachers
- Cafeteria workers
- Principals
- Assistants
- Custodians
- Specials/Arts teachers

Step 4

Before you present the slideshow, set the expectation that all guessers need to raise their hand and not shout out the answer. Slide by slide, ask the class what job matches the tool on the screen. Feel free to include some ones that have multiple answers, such as a handsaw or swimming goggles! This will generate discussion, and students can practice being respectful of other ideas.

Career Discovery: Tools for a Job

Lesson Delivery

Step 5

After working through the slide show, students will make "slides" of their own. If they know how to do one on the computer, they can create one matching your model. Alternatively, they can hand-draw their tools on a piece of paper.

Step 6

Finally, have students present one-by-one to the class to see what careers and tools are being showcased!

Enrichment Opportunities

1 Switching slides with other classes in the building to learn about other jobs not discussed in your room.

2 Creating slides for a character in a book. What tools and accessories best describe who they are, what they believe in, and what they do?

Interview a Professional

Activity Overview

Students will proactively seek a family friend or school staff member to gather information about a career.

Common Core State Standards	ASCA Mindsets & Behaviours
CCSS.ELA-LITERACY.SL.7.1.D Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **CCSS.ELA-LITERACY.SL.7.1.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**B-SS 3.** Positive relationships with adults to support success

Instructional Planning

Materials Needed:

- Q&A worksheet, half filled with questions and half blank for students to write in their own
- Secure a list of teachers willing to be interviewed by students.

Interview a Professional

Lesson Delivery

Step 1

Assign a quick-write to students, having them generate a list of adults they know and what jobs they hold.

Step 2

Introduce the activity: Students will be interviewing a professional, preferably not someone from their immediate family. Students can use the adults from the quick-write as a jumping off point, or can choose someone entirely different.

Step 3

Pass out the Q&A worksheet with detailed questions, including:

- What educational requirements were needed to acquire your job?
- What was your personal career path?
- What are your day-to-day responsibilities?
- What are some aspects you like about your career?
- What are some challenges within your role?

Interview a Professional

Lesson Delivery

Step 4

Give students time to brainstorm some remaining questions to ask, although they may be more inspired during the actual interview.

Step 5

Once all interviews have been conducted, there are a lot of options on how to continue. Students could share their findings in small groups, switch completed interviews to read with classmates, or share two things they learned with the class, using specific examples. This could also become a full-blown presentation, complete with visuals, note cards, and direct quotes.

Enrichment Opportunities

1. Encourage a "dress up" or "show-and-tell" day to make career presentations come to life.

2. If students use Xello, have them compare and contrast their interview to the profession's description on Xello.

Job Shadowing

Activity Overview

Students will seek out job shadowing opportunities in order to get hands-on experience at a job site.

Common Core State Standards	ASCA Mindsets & Behaviours
CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes **B-SS 3.** Positive relationships with adults to support success **B-SS 3.** Positive relationships with adults to support success

Instructional Planning

Materials Needed:

- All students should have access to a device to research and email.
- Video on Job Shadowing (such as this one).

This activity may spread into two days, depending on the amount of time needed for research.

Job Shadowing

Lesson Delivery

Step 1

Watch a video on job shadowing in, such as the one suggested above.

Step 2

As a class, review the benefits of job shadowing.

Step 3

Students should choose a career they are interested in pursuing.

Step 4

Next, task students with brainstorming trusted adults they know in that profession. They may also research local companies in the community to find additional opportunities.

Step 5

Students will craft an email requesting a job shadowing opportunity. They may need to locate or acquire the appropriate email address after school in order to complete this step.

Job Shadowing

Lesson Delivery

> ### Step 6
>
> Remind students of formal email etiquette. Students may need to send a practice email or receive teacher approval before pressing "Send." Email etiquette includes:
>
> - Emailing from school email address
> - Short and focused subject line
> - Salutations
> - Proper grammar and spelling
> - Block paragraphs
> - Link to resume, if applicable

Enrichment Opportunities

1. Task (as a grade-level or building initiative) students to actually shadow a parent, family member, or family friend at their place of employment! Students can report back on responsibilities, needed skills, and key takeaways.

2. Organize students to volunteer running the school spirit store, selling tickets and concessions, and ushering at school plays.This will give students real-life experience with responsibilities and interacting with customers.