Innovative Career and Counseling Strategies

Autumn Boyd
College Success Manager, Houston Independent School District

Mia Bradford
Academic Program Manager, Houston Independent School District
OBJECTIVES

Participants will:
• Share best practices of implementing college and career initiatives into their schools
• Identify common college counseling objectives that align to the Texas Essential Knowledge and Skills (TEKS)
• Apply concepts from an example lesson to the college search process
• Identify how to use common resources more strategically
SHARING BEST PRACTICES

• Evenly distribute yourselves amongst chart paper
• Identify 1-2 scribes
• Record ways that you’ve implemented college/career awareness (5 mins)
• Share out 1-2 ideas whole group (2 mins per group)
## USING YOUR RESOURCES: CLASSROOM ACCESS

<table>
<thead>
<tr>
<th>Classroom Presentations</th>
<th>CTE/AVID Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organizational skills</td>
<td>• Visit HS CTE classroom career presentations/activities</td>
</tr>
<tr>
<td>• Importance of grades/calculating GPA</td>
<td></td>
</tr>
<tr>
<td>• Career exploration resources</td>
<td></td>
</tr>
</tbody>
</table>

- **Classroom Presentations**
  - Organizational skills
  - Importance of grades/calculating GPA
  - Career exploration resources
Why College?
How College Relates to Future Careers and Income

Student Objectives and CCRS TEKS Covered (By the end of this lesson, my students will be able to...)

• Students will understand how jobs they see in their surrounding community can become a career or business and how education plays a role in it.
• English/Language Arts CCRS 4. B1. Listen critically and respond appropriately to presentations.
• English/Language Arts CCRS 4. B2. Listen actively and effectively in one-on-one communication situations.
• English/Language Arts CCRS 4. B3. Listen actively and effectively in group discussions.
• Cross Disciplinary Standards CCRS 2 E3. Use technology to communicate and display findings in a clear and coherent manner.
• Cross Disciplinary Standards CCRS 2 E4. Use technology appropriately.
Resources

- Texas Essential Knowledge and Skills for Career Development Subchapter A. Middle School

- Texas College and Career Readiness Standards
Materials / Room Arrangement

• Chart paper/Markers or a white board/markers
• Career Exploration Activity Board
• Career Exploration Activity Pieces
• Projector, Laptop, Speakers, Wifi
Teaching the New Objective

- Career Exploration Activity
  - Split students into groups and have one team captain that will collect materials and vote for the group.
  - Distribute Career Exploration Activity board and Career Exploration Pieces.
  - Presenter: Explain that each career category has a Major and list of colleges that offer that major, a specific career, education needed to obtain that career and the median salary.
  - Give students five minutes to complete the board or you can have a competition and give a prize to the team that completes the board correctly first.
  - Have each team captain vote for major/college, career, education needed, and median salary (record the number of teams that answered correctly) *Use for assessment.
  - Presenter: Display answers for students on large chart or via power point.
  - Ask students about the connection between education and salary.
  - Ask students: How many students would be interested in exploring any of these careers?
# World of College Game Board

## World of Careers

Based on the jobs you see in your community, how can education help you earn the greatest income?

<table>
<thead>
<tr>
<th>Career Industry</th>
<th>Landscaping</th>
<th>Agriculture</th>
<th>Woodwork</th>
<th>Maritime</th>
<th>Oil/Gas</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major/College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright © 2016 Mia Bradford
All rights reserved by author.
Permission to copy for classroom use only.
Electronic distribution limited to classroom use only.
Cut these into pieces for the game boards and mix them up.

<table>
<thead>
<tr>
<th>Career Industry</th>
<th>Landscaping</th>
<th>Agriculture</th>
<th>Woodwork</th>
<th>Maritime</th>
<th>Oil/Gas</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major/College</td>
<td>Landscape Architecture College(s): Arizona State University, Texas A &amp; M University, Texas Tech University, UT at Arlington</td>
<td>Food Science College(s): Texas Tech University, Texas A &amp; M University, The University of Georgia, Clemson University</td>
<td>Woodworking or Professional Crafts: Wood Program College(s): Rochester Institute of Technology, Santa Fe Community College, Haywood Community College</td>
<td>Marine Engineering &amp; Naval Architecture College(s): Texas A &amp; M University, Galveston College, University of Houston</td>
<td>Petroleum Engineering College(s): Laredo Community College, University of New Mexico, University of Texas, University of Dallas, University of North Carolina at Greensboro, University of Houston, South Texas College, Texas A &amp; M University, Lamar University</td>
<td>Construction Engineering College(s): UT Tyler, Arizona State University, New York University, North Carolina State University, Lamar University</td>
</tr>
<tr>
<td>Career</td>
<td>Landscape Architect</td>
<td>Agricultural and food scientists research ways to improve the efficiency and safety of agricultural establishments and products.</td>
<td>Woodworker (sawing, shaping, and carving wood)</td>
<td>Upholsterer (furniture making)</td>
<td>Woodworkers manufacture a variety of products such as cabinets and furniture using wood</td>
<td>Marine engineers and naval architects design, build, and maintain ships from aircraft carriers to submarines, from sailboats to tankers.</td>
</tr>
<tr>
<td>Education Needed</td>
<td>Master's Degree (4 years)</td>
<td>Bachelor's Degree (4 years)</td>
<td>Associates Degree (2 years)</td>
<td>Bachelor's Degree (4 years)</td>
<td>Bachelor's Degree (4 years)</td>
<td>Bachelor's Degree (4 years)</td>
</tr>
<tr>
<td>Median Salary</td>
<td>$64,570 per year</td>
<td>$31,040 per year</td>
<td>$22,180 per hour</td>
<td>$13,900 per hour</td>
<td>$89,930 per year</td>
<td>$130,090/ year</td>
</tr>
</tbody>
</table>

Copyright © 2018 Mia Bradford
All rights reserved by author.
Permission to copy for classroom use only.
Electronic distribution limited to classroom use only.
Closing Activity

• **Kahoot**- Students will complete an online interactive game asking them 6 questions from the career exploration activity to assess how much of the information they retained. The highest scoring student or team will receive a prize.
High School Research
Chapter 127. Texas Essential Knowledge and Skills for Career Development
Subchapter A. Middle School

§127.3. Exploring Careers. (c) Knowledge and skills.

(1) The student explores personal interests and aptitudes as they relate to education and career planning. The student is expected to:

(A) complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;
(B) explore the career clusters as defined by the U.S. Department of Education;
(G) research educational options and requirements using appropriate technology.

English/Language Arts CCRS IV. Listening A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

English/Language Arts CCRS 4. B1. Listen critically and respond appropriately to presentations.

Cross Disciplinary Standards II. Foundational Skills-E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 3. Use technology to communicate and display findings in a clear and coherent manner. 4. Use technology appropriately.
How Many FBISD MS’s or HS’s Are There?

Group Challenge Instructions:

1. With your group, create a list of all the high schools you can think of.

2. We will record all the ones we can come up with as an entire class.
How many high schools do you think there are in FBISD?
Why do you think it is important to do high school research?

Hint 😊
What’s Important to ME?

1. There are posters in 3 corners of the room labeled: Must Have, Nice to Have, and Don’t Care.

2. I will call out a preference.

3. You will decide if that is a “Must Have,” “Nice to Have,” or “Don’t Care” for YOU.

4. Once you have moved, find one person to talk to:
   - What is your specific preference?
   - Why is it a “Must Have,” “Nice to Have,” or “Don’t Care” for you?
Preferences

1. Location
2. Size
3. Endorsements
4. Campus Life & Culture
5. Diversity
6. Extra-curricular Activities
• What are some of the top priorities within your class? Why do you think that is?

• What are some of the lowest priorities within your class? Why do you think that is?
After I’ve identified what is most important to me, I can use that information to do meaningful high school research.
Plan Your Path

- Pull up Naviance (Family Connection) and go to your Favorite Careers and Clusters.

- Write down your top three Career Interests.

<table>
<thead>
<tr>
<th>Careers I’m interested in...</th>
<th>Endorsement</th>
<th>Potential High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan Your Path

- Write down which Endorsement lines up with that career using the next handout on careers related to endorsements.

<table>
<thead>
<tr>
<th>Careers I’m interested in...</th>
<th>Endorsement</th>
<th>Potential High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 1: Research the High School

A school may fit your preferences and still not be a school that will end up on your list.

You **need to learn more** to decide.

**Tools**
2. The school’s website/visiting the school during Open House.
Step 2: Use Plan your Path

- This will allow you to see which high schools have multiple paths and endorsements you may be looking for in one place. It is at the end of the CTE booklet.
Plan Your Path

Go to: http://www.houstonisd.org/Page/110994

### PLAN YOUR PATH
Paths and Endorsements Offered at HISD High Schools

<table>
<thead>
<tr>
<th>STEM (Science, Technology, Engineering, and Mathematics)</th>
<th>BUSINESS AND INDUSTRY</th>
<th>ARTS AND HUMANITIES</th>
<th>PUBLIC SERVICES</th>
<th>MULTI-DISCIPLINARY</th>
</tr>
</thead>
</table>
| CAREER TECHNICAL | COMPUTER SCIENCE | SCIENCE | INDIAN ARCHITECTURE | EDUCATION | VISUAL | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STUDIES | SOCIAL | EDUCATION | FINE | ARTS | ENGLISH | LANGUAGE | ARTS | SOCIAL | STU...
Key Point #2

You will need to use several different websites, tools, and resources in order to find the information you need.
Step 3: Visit Campuses

- Open House Schedule
- Find out when you can visit the campuses interested in.
USING YOUR RESOURCES: CAMPUS VISITS

Middle/High Schools
• Campus tour
• Organized activity or panel discussion with student leaders

Colleges/Universities
• Rice University
• University of Houston
• UT Dallas
• Texas Tech University
• Texas A&M - Galveston
## USING YOUR RESOURCES:

### EVENTS

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NACAC STEM College &amp; Career Fair</td>
<td>Sept. 25, 2016</td>
</tr>
<tr>
<td>FBISD College Fairs</td>
<td>October 5 &amp; 12, 2016</td>
</tr>
<tr>
<td>FBISD Military Service Academy Information Night</td>
<td>October 26, 2016</td>
</tr>
<tr>
<td>FBISD HBCU Fair</td>
<td>Oct. 29, 2016</td>
</tr>
<tr>
<td>NACAC Visual &amp; Performing Arts Fair</td>
<td>Nov. 1, 2016</td>
</tr>
<tr>
<td>Houston Black College Expo</td>
<td>Nov. 12, 2016</td>
</tr>
<tr>
<td>Parent Nights (at middle or high schools)</td>
<td>Various</td>
</tr>
<tr>
<td>Academic Signing Days – various FBISD high schools <em>(note: schools may or may not have these events)</em></td>
<td>April/May</td>
</tr>
</tbody>
</table>

Want to know about local college fairs? Access the following site: [www.gotocollegefairs.com](http://www.gotocollegefairs.com)
Duke TIP

- Talent identification program
- College exposure & enrichment
- 4th – 6th and 7th – 8th grade cohorts

Student Organizations

Mentoring:
- PALs
- Junior Achievement

Service:
- YES
- Interact
- JROTC

USING YOUR RESOURCES:
SUPPLEMENTARY SUPPORT PROGRAMS
This person typically has access to:

- Scholarship opportunities
- Summer programs
- Campus-based college or career event information
- Counselor “updates”
Q&A and APPLICATION

• What is one idea that you found out today that you can commit to implementing?
• What is one idea that you would like to implement, but you’d like advice on how to do this?
Resources

Elementary School Career Resource:
http://www.wrksolutions.com/for-individuals/career-exploration/when-i-grow-up

Middle school scope and sequence with lessons:

Access to the Why College? Lesson Plan:
https://www.teacherspayteachers.com/Store/Early-College-Awareness-For-Middle-School