Unit 4:
Career Readiness

TABLE OF CONTENTS

1) CAREER AWARENESS

Preparing youth for the careers of tomorrow, whether or not they currently exist, is perhaps one of the biggest challenges to face education in recent years. As a result, there has been (and continues to be) a shift toward "ensuring that students have transcending and transferable skills, including academic, technical, and employability skills" (Cohen, 1) so they are able to access current post-secondary education and training opportunities and future career opportunities.

Out-of-school time programs can play a pivotal role in college and career readiness for their participants in authentic and engaging ways, such as "exposure to and exploration of special interests, building relationships with trusting mentors, and career exploration and preparation" (Cohen, 2). OST programs have an opportunity to contribute to student's career readiness across a continuum from career awareness in the elementary school grades, to career exploration in the middle grades, and career preparation and training in the high school grades. The information, resources, and activities included in this section are all career-facing and focused on career exploration and preparation.

To engage youth in some interesting and fun activities to raise their awareness of careers and explore different careers, you can refer back to the activities included in the "Guiding Youth Through College and Career Decisions" section in this toolkit, or find other activities in the following resources:

- **Career Exploration Activities: How to Help Your Students Find Jobs They'll Love**, Indeed
- **Career Exploration Activity Library**, Exploring.org
- **Middle School Work and Career Readiness Resources**, Junior Achievement
- **High School Work and Career Readiness Resources**, Junior Achievement

It is important to emphasize to youth in high school that it is **okay to change careers!** If students feel locked into one particular choice for the rest of their lives, it may have debilitating effects on their ability to make decisions regarding their future. It's important for youth to know it's okay to change their minds, and to know this as early on as possible in their research about post-secondary opportunities and potential careers.

Job Exploration Sites

To begin increasing awareness of possible careers and gauging career interests, it is critical to create opportunities for youth to explore a variety of careers and learn more about lots of jobs and careers. This can be done in many ways and this list of websites is a great place to get started or go deeper in career exploration.

- Occupational Outlook Handbook, U.S. Bureau of Labor Statistics
- Virtual Reality (VR) Career Expeditions and Tours, Google Expeditions
    - This document features a list of all the VR and AR (Augmented Reality) experiences available through the Google Expeditions app. Many of these are career focused and some have accompanying lesson plans. You do NOT need any VR equipment to view these as you can just watch them in the app without the immersive experience.
- Career One Stop - Explore Careers, U.S. Department of Labor
    - This website allows you to search by occupation or location and provides information about wages, employment trends, skills needed, and more. This site also has career profiles and career videos and the ability to compare occupations.
- My Next Move, U.S. Department of Labor
- Life Skills: Careers Course, Khan Academy
- Career Speakers Video Library, Junior Achievement
    - Explore the various career clusters and meet people who work in each of the clusters in a variety of occupations. Includes accompanying optional assignments. You may be required to complete an interest form to access the videos.
- Natural Resources Careers Camp, Maryland Department of Natural Resources

- Gladeo.org
  - An inclusive, next-generation career navigation site that uses videos, storytelling, and informational interviews to share all kinds of knowledge crucial to successful career development.
- Videos about Government Careers, USA.gov
  - This site features videos that explore and provide information about possible careers in government in the areas of animal care, engineering and science, military and security, creative careers, and healthcare.
- Engineering, Go For It! (eGFI) Career Information and Advice, American Society for Engineering Education (ASEE)
  - This site has mini profiles for careers in engineering as well as lesson plans and activities for teachers and students.
- Science Careers, Science Buddies
  - Great for middle school and elementary audiences. Learn more about careers in science, engineering, and other STEM fields. Each profile contains information about salary, job outlook, degree requirements, videos featuring interviews with real professionals on-the-job, and more.
- Cool Jobs (STEM Jobs), KidsAhead.com
  - Features a variety of activities and information on interesting STEM-related careers.
- We Use Math, Brigham Young University
  - This site features information on careers in math, careers that use math, and resources for teachers.
- KnowItAll.org Career Explorations, South Carolina ETV Commission
  - This site features a huge collection of career education and job shadowing videos to provide insight into a wide variety of professions.
- Carnegie STEM Girls, Duquesne Light Co. Center for STEM Education and Career Development
  - This is a comprehensive site with activities, resources, and links aimed at getting teenagers excited about STEM and features sections for students, teachers, and parents to learn about cool careers.
- Girls Communicating Career Connections, Education Development Center
  - Videos, games, and activities about STEM careers, created by middle school girls.
- Maryland's Labor Market Information, Maryland Workforce Exchange
  - This site hosts the most up-to-date information available on employment, wages, jobs, and training in Maryland.
- Washington Career Bridge, WA Workforce Training & Education Coordinating Board
  - Explore careers, view job trends, and find education all from this career and education planning site.

Interest Inventories

Career interest inventories are a great way for middle and high school youth to figure out where their interests lie and how that might be able to help them find a career path. Career inventories are "a career tool for self-assessment that aids in career planning to assess the likes of particular objects, activities, and personalities, using the theory that individuals with the same career tend to have the same interests" (Business Dictionary). These assessments and inventories will be useful in aiding your students in identifying their interests as they relate to possible careers.

1. **Find Your Calling** helps youth answer the question, "What do you want to be when you grow up?" through the completion of an interest assessment and detailed data matching occupations to interests.

2. **Career One Stop - Self-Assessments,** U.S. Department of Labor
    - This portion of the Career One Stop website offers an interest assessment, skills assessment, and work values matching tool to help youth consider different options and confirm types of careers that might be a good fit for them.
    - The Interest Assessment will generate a list of careers that might be a good fit based on a 30 question quick assessment.
    - These sources can help youth identify their skills and find related types of work:
        ◊ The Skills Matcher helps you identify your skills. Use the Skills Matcher to create a list of your skills and match them to careers that use those skills.
        ◊ Enter your previous occupation in mySkills myFuture to see types of careers your skills and experience will transfer to.
        ◊ Look up your strongest skills in O*NET to see which occupations match them best.

3. **O*NET Interest Profiler,** U.S. Department of Labor
    - This tool is a 60 question interest survey that can help youth find how their interests relate to the world of work and connect them to careers to explore.

4. **Career Clusters Activity,** EducationPlanner.org
    - An online activity for students that explore career "clusters" (groups of careers that share common themes or similar skills) based on their responses to a series of questions. This site also features skill matching, a career search, career videos, and schools for specific careers.

5. **Student Interest Survey for Career Clusters,** Advance CTE
    - This is a career guidance tool that allows students to respond to questions and identify the top 3 Career Clusters of interest based on their responses.

6. **Secondary Transition Toolkit: Career Assessments,** Maryland Department of Education (MSDE)
    - A variety of assessments and inventories to guide students through identification of their interests and careers related to their interests.

CAREER FAIRS

Career Day and Career Fair events can be helpful in exposing students to a variety of career paths, some of which they may not have considered or thought to be not for them. Becoming aware of the opportunities available to them, especially in their local area, can be transformational to their career exploration efforts.

How to Provide Career Fair Experiences

1. Host your own career day / career fair for youth in your program to learn more about local jobs and industries.
    * You may even consider hosting multiple career days / fairs, each one focused on a different type of career or industry. For example, hosting a career day focused specifically on entrepreneurship or jobs in health care. This may help provide a deeper and more specialized understanding about careers in specific pathways.

2. Take a field trip to a career fair near you with a group of youth.

3. Plan a virtual career fair. Here are a few resources that might help you.
    * "These Students Glimpsed Their Future Without Leaving Their Desks", Teach for America
    * "How One Rural District Hosted a Virtual College and Career Fair", District Administration
    * How to Host a Virtual Career Fair, Counselor Clique
    * How to Plan a Virtual Career Fair, Betterteam

4. Help youth practice and prepare for career fairs so they better understand what to expect and what will be expected of them.
    * How to Prepare for a Job Fair, Indeed

Career Fair Resources

* Maryland Career Consortium shares Job Fair events across the state and hosts an annual career fair
* Upcoming Recruitment & Job Fairs, Maryland Department of Labor
* Maryland Career Fairs, National Career Fairs
* Tips for Organizing a High School Career Fair, Kuder
* How to Setup a Mock Career Fair in Your School, Next Gen Personal Finance
* Career and College Day Toolkit, Oregon GEAR UP
* Also check out college and university career fairs! Nearly all MD universities offer career fairs on a somewhat regular basis, though these are mostly offered to enrolled students.

Researching Local Business

Research is a big part of the career and job search process and can help youth identify companies in their field of interest, prepare for interviews, learn more about industries and businesses, find companies that share their values, and more. A simple approach to researching businesses and careers is made up these three steps:

1. Identify Companies of Interest

- Use the U.S Department of Labor's Business Finder to locate and get contact information for employers in the local area.
- Career exploration activities that youth may have completed previously would likely provide useful information for identifying companies of interest.

2. Conduct Research

- After identifying companies of interest, visit their websites and social media accounts and conduct a Google search on each one to learn more about them.
- The Research Employers resource from the U.S. Department of Labor outlines a series of questions to guide research on each company of interest as well as where to find the answers and information.
- The Complete Guide to Researching a Company resource from Indeed contains a lot of great information on how to work through this step.
- If the company or business is local, it may be helpful to check-in with your network and find out if anyone you know works there and if you could shadow them for a day or visit for a tour. You may also be able to request an informational interview to learn more about the company.

3. Organize Findings

- As research is being conducted, come up with a digital or paper-based way to organize and manage the information.
  - Discard the information that has little or no immediate relevance.
  - Keep the rest organized by adding it to a digital document (such as Word, Google Docs), emailing it to yourself, or printing it out.
- You may want to use the **Company Research student resource** with youth to help guide their research and note-taking efforts. If using this template, students should complete one per company they research.

Job Shadowing

Job Shadowing is a method for learning about a particular job or career by spending time following (or "shadowing") a professional as they work. Accompanying and observing this person as they complete the tasks related to their job can provide a deeper understanding of their career and particular job. Job shadowing experiences look good on resumes and college applications and provide valuable learning experiences.

▶ **Watch and discuss this video series on job shadowing from the HashtagCareerGoals YouTube Channel:**
- **What is Job Shadowing? | How it Can help You Choose a Career Path**
- **5 Benefits of Job Shadowing**
- **Job Shadowing Questions**

▶ **Review and discuss the information found in the Job Shadowing student resource with your youth.**

The following resources contain more information about job shadowing and will aid in your efforts to help prepare students for possible job shadowing opportunities or design additional activities.
- What is Job Shadowing? Complete Guide for Students, Tallo
- The Job Shadow Playbook, Buck the Quo
- Job Shadow Email Templates
- A Day in the Life: Job Shadowing Guide, Hamilton College
  - Includes general information, as well as templates for email communication, sample questions, and more. (Specifics related to their unique program can be ignored).
- Complete Guide: Job Shadowing for High School Students, PrepScholar
- Video: Virtual Job Shadowing Tips | How to Job Shadow Virtually, Ryan Reflects by Dr. Ryan Corte

Individualized Plans & Software Solutions

Regardless of the career path youth would like to pursue, one fact remains the same, they will need to be organized. This means keeping track of application deadlines, organizing information, and managing tasks related to exploration and pursuit of their career path milestones. There are many methods for helping students get and stay organized and on top of this process.

Software Solutions
As is typical for most problems we encounter, there are many software solutions that will help manage the college and career exploration process and track student progress. Naviance, Xello, and Overgrad are three great options. There are plenty more options available in the realm of software solutions and can be found with a quick Internet search.

Naviance Readiness Solution is a leading tool for understanding students' interests, strengths, and needs to aid educators in individualizing support to help them reach their goals. Naviance also offers collaboration across families, staff, and administrators to facilitate a 360 degree support system for students. Naviance is widespread across high schools in most states, but OST programs may not be able to gain access to their district's account.

Xello is an alternative college and career planning software tool to Naviance. Xello puts students at the center of their planning experience. They also offer solutions for elementary and middle school, not just high school.

Overgrad is yet another Naviance alternative that is open to districts, high schools, community-based organizations, parents, students, and Independent Educational Consultants. There are different plans for the variety of needs any one of those groups may have, including a free Essentials version.

Career Prep Binder

While software solutions might be nice, not all programs will have access to those systems or be able to afford the costs associated with them. However, most programs can put together a simple binder for their students to keep track of important information and relevant documents. Here are some suggested documents to include in your Career Prep Binders:

• **Worksheets and activities from this toolkit** would make good additions, such as those from Unit 3: Guiding Youth Through College and Career Decisions.
• Providing **checklists** for students throughout the year to ensure they have everything included in their binder that should be there would be a great idea.
• **Extra copies** of templates and practice worksheets would also be helpful for multiple attempts.
• **Calendars, schedules, and timelines** for applications, exams, or any related events should also be included and utilized.
• Making room for youth to include **brochures or pamphlets** from colleges or company visits would be handy. This could be a folder or pocket divider included in the binder setup.
• If you work with youth to create an **Individualized Learning Plan** (see below) that would be a foundational piece of this system.
• Basically any document or information that will be used by students or aid them as they work through the college and career readiness process should be included.

Individualized Learning Plans

An individualized learning plan (ILP) is a document and a process used by students, with support from counselors, teachers, and parents, to define their career goals and post-secondary plans to help inform decisions about courses and activities in high school. While this specific type of plan is most commonly used among students with disabilities, it is a good idea for all students to develop a similar plan. These resources will help determine if an ILP approach is a good fit for your program and provide more information about developing ILPs.

- Kickstart Your ILP, U.S. Department of Labor
- ILP Checklist, U.S. Department of Labor
- Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Efforts, National Collaborative on Workforce and Disability
- Fact Sheet: Individualized Learning Plans, National Collaborative on Workforce and Disability
- Charting a Path to the Future Through Individualized Learning Plans, Rennie Center on Education Research and Policy
- Individual Learning Plans for College and Career Readiness: State Policies and School-Based Practices, National Association for College Admission Counseling (NACAC)
- Achieving Their Goals: Implementing an Individualized Learning Plan Process to Build Student Success, University of Illinois at Urbana-Champagne
- Webinar: The Use of Individualized Learning Plans to Help Students to be College and Career Ready, American Youth Policy Forum

Green Careers

Green careers or green jobs are occupations that work to preserve the environment found in traditional industries, such as agriculture and manufacturing, as well as "green" industries such as renewable energy. Activities such as energy conservation, alternative energy development, pollution reduction, or recycling and waste management are all categorized as green jobs.

According to the U.S. Department of Labor, green careers typically fall into three categories:

1. **Green Enhanced Skills:** These are jobs focused in traditional industries that are adding new tasks or areas of specialty as a result of the demand for green goods and services. For example, farmers and ranchers who need to expand sustainable farming practices.

2. **Green Increased Demand**: The duties of jobs in this category aren't necessarily changing, but these areas are expected to experience growth and increased demand as a result of the growing demand for green goods and services. For example, bus drivers, who will be needed in areas that experience an increased interest in public transportation.

3. **Green New and Emerging:** These occupations are emerging as a result of the trends toward green initiatives and practices and are often brand new positions and roles within industries or companies. Some examples of these jobs include energy auditors, Chief Sustainability Officers, or wind energy engineers.

Learn more about green careers from these resources:
- Green Careers, CareerOneStop
- Green Jobs, U.S. Bureau of Labor Statistics
- Greening Career and Technical Education, National Wildlife Federation
- The Worldwide Web of EcoCareers: A Resource for Job Seekers, National Wildlife Federation
- Greenforce Initiative, National Wildlife Federation & Jobs for the Future
- A program for community colleges to "green" the skills of our workforce.
- 20 Green Careers for the Environmentally Conscious, Indeed
- Sustainability Careers and How to Get Them Fast, Zety

Career Awareness General Resources

- Maryland Career Development Framework, Maryland State Department of Education (MSDE)
- K-12 Resources for Teachers and Students, U.S. Bureau of Labor Statistics
- K-12 Education Resources Site, Junior Achievement
    Resources for teachers, students, and parents with downloadable resources, teacher-led virtual courses, career speaker videos, and economic resources with a focus on COVID-19.
- Article: Helping Youth Prepare for Careers - What Can Out-of-School Time Programs Do?
- Article: 3 Keys to Building a Career Mindset in High School
- Career Planning for Higher Schoolers, U.S. Bureau of Labor Statistics
- 'What Do You Like to Do?' Career Inventories for Middle Schoolers, National College Attainment Network
- Individualized Career Development Plan for Youth, Institute for Educational Leadership
    This resource contains a process to help youth make decisions and plans for their future by responding to prompts on self-exploration, career exploration, and career planning and management.
- Career Convergence K-12 Archives, National Career Development Association
- CareerVillage Lesson Plans and Resources, CareerVillage.org
- When I Grow Up: Career Lessons and Activities for Grades 9-12, Workforce Solutions
- Career Readiness and Competencies, National Association of Colleges and Employers

2) ENTREPRENEURSHIP
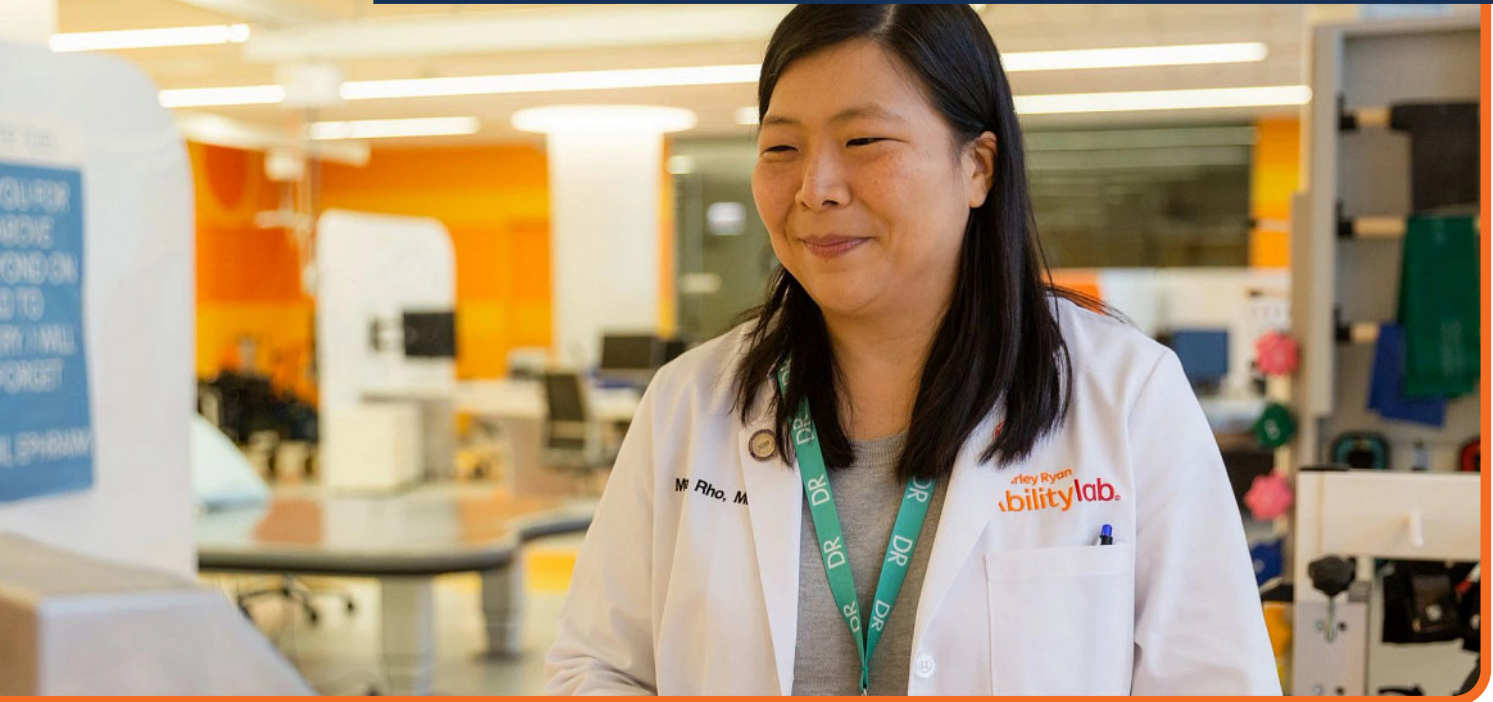
In the work of helping youth become more aware of their career choices and explore the breadth of options, **there is also a responsibility to teach about entrepreneurial pathways.** As the future of work continues to evolve, it has become increasingly important to teach young people about entrepreneurship and the ability to think outside the box to generate creative and innovative solutions. Career possibilities fall within a wide range, including working for others, starting your own business, and making contributions to your community, and youth need to be exposed to all of these possibilities.

Entrepreneurship education focuses on creative problem solving, leadership, effective teamwork, and adaptability, which are also some of the top skills that employers are seeking in candidates. These skills are necessary for success in any field or position in the current and future age of work. The earlier students are taught these skills, the longer they will have to practice before entering the workforce, the more opportunities will be available to them, and the more successful they will be.

Tina Seelig, the Professor of the Practice in the Department of Management Science and Engineering at Stanford School of Engineering, offers a framework for teaching entrepreneurship built upon our natural ability to imagine:

- Imagination is *envisioning* things that don't exist.
- Creativity is *applying* imagination to address a challenge.
- Innovation is *applying* creativity to generate unique solutions.
- Entrepreneurship is *applying* innovations, scaling the ideas by inspiring others' imagination.

Using this framework, educators (at all levels) can "help young people engage with the world around them and envision what might be different; experiment with creative solutions to the problems they encounter; hone their ability to reframe problems in order to come up with unique ideas; and then work persistently to scale their ideas by inspiring others to support their effort" (Seeling).

OST programs are a great place to practice entrepreneurship and have youth engage in entrepreneurial activities to help develop the above mentioned skills. Schools are bound to testing and standards and a long-standing practice of 'one correct answer' teaching and learning, but OST programs have a lot more flexibility. "In this age of educational accountability through standards and assessments with only one right answer and success measured by test scores, we need to keep young minds open for alternative ways of thinking, allow innovative ideas to spark and grow, to create an entrepreneurial culture that will grow great people and great communities" (Coulson) and OST programs are well-positioned to take on this challenge.

Social Entrepreneurship

A growing trend under the umbrella of entrepreneurship is social entrepreneurship. Social entrepreneurs are focused on creating a business to solve societal or environmental problems and work toward the greater good over the pursuit of profit. However, unlike nonprofits, social enterprises are still aiming to make a profit. This avenue may be of interest to your youth as their generation is generally more environmentally and socially conscious than those before them. Here are some resources to check out:

- 5 Reasons Why Social Entrepreneurship is the New Business Model, Forbes
- Social Entrepreneurship: 7 Ways to Empower Student Changemakers, Edutopia
- Video: Building a Culture of Kindness with a Day of Service, Edutopia
  - Features Tilden Middle School in Rockville, Maryland
- Becoming a Social Entrepreneur Lesson Plan (High School), PBS
- Innovation and Social Entrepreneurship Lesson Plan (High School), Wharton High School (Wharton University of Pennsylvania)
- Social Entrepreneurs Lesson Plan, BizKids
- Elementary Social Entrepreneurship: A Perfect STEAM Lesson, User Generated Education

Freelancing and 'The Gig Economy'

Today more people than ever are working as freelancers, meaning independent workers who run their own businesses, rather than being employed by a company. In 2019, approximately 57 million Americans were freelancing, and if trends continue, more than half of Americans will be freelancing in the future (Ozimek).

Freelancers are self-employed, though they take on work from companies. Freelancers can make a good living working for themselves, depending on the industry. There are two different types of independent workers: freelancers and gig workers.

Freelancers are typically found in the knowledge work professions, such as software engineering, copywriting, and graphic design. They are one-person companies responsible for all their own marketing, financial organization, HR, and task management. Freelancers set their own pay rates and must cover all their own costs related to insurance, benefits, and taxes.

Gig workers are technically freelancers, but in modern days this type of work is generally managed through some type of app or software platform. Gig workers earn money on their own, but their marketing and job routing or assignment are often handled by a company. Gig workers may use this type of work to supplement their income from other, more traditional employment. Companies such as Uber, Lyft, TaskRabbit, and DoorDash are all examples of gig economy jobs.

FREELANCING PROS

- **Flexibility** to work where you want, when you want, full-time or part-time, and choose the work you want to do.

- **Work independently** and be able to control how the work gets done, as long as it gets done to client specifications and within the timeline.

- **Set your own price!** Freelancing allows you to set your own price and determine the worth of your time and effort. This means you can often charge more than what you'd make as an employee doing the same work.

- **Low Startup Costs** because there isn't much involved in getting started, especially if you have been doing the same type of work already. Costs will be incurred for equipment, training, and experience.

- **Select your clients.** You will likely take on any client who will hire you initially, but as you grow and gain more experience you can be more selective about who you work with.

- **High Demand** for freelancers who are reliable and deliver quality work. Many businesses only hire freelancers, and the trend is growing.

FREELANCING CONS

- **Client schedules** might conflict with your ideal schedule and preferred working hours, but to get the job done and satisfy the client, you will need to be flexible to meet when they are able and deliver results according to their deadlines.

- **Inconsistent work** can also be problematic. If you are only hired for one job, when that is complete, you will have to put in effort to find more work. This can be helped by working with clients who have a large volume of potential work.

- **It will take time** to be successful. It will take time to get your name out there and build a client base. It will take time for people to trust that you provide quality work.

- **You're completely in charge** of your career. This may be liberating, but it is not for everyone. Invoicing, marketing, and bookkeeping are all parts of the business that you will solely be responsible for. You also need to manage your own work schedule and that can be tricky when you are lacking motivation.

- **Benefits and taxes** need to be accounted for and paid by the freelancer. When you work for a company, they pay half of your taxes into Medicare and Social Security, but freelancers have to cover that cost on their own. Health insurance also falls solely to you to select and cover costs for.

THE IMPACT OF COVID-19 ON FREELANCING

COVID-19 has increased the use of independent contractors, or freelancers, by companies in 2020. Freelancers are most commonly being hired in the areas of writing, creative, web, and software development. Here are some data points from Upwork's 2020 Future Workforce Report:

- 73% of hiring managers are continuing or increasing their usage of freelancers
- 47% of hiring managers are more likely to engage freelancers in the future due to the COVID-19 crisis
- 57% of hiring managers prefer ongoing freelance engagements for large, strategic projects

There is definitely a growing opportunity for freelance work as more companies move to less in-person, more remote situations as a result of the COVID-19 pandemic.

More Resources for Freelancing & The Gig Economy

- A Freelancer's Guide to the Gig Economy, The Balance Small Business
- The Gig Economy Data Hub, The Aspen Institute & Cornell University's ILR School
- Working in a Gig Economy, U.S. Bureau of Labor Statistics
- How Project-Based Learning Prepares Youth for Freelance Nation, Getting Smart
- Resource Center, Upwork

Starting a Business in Maryland

For older youth who may have a business idea or be interested in learning more about starting and owning their own business, there are a few important first steps they will need to be aware of to register their business in Maryland. The steps outlined in Five Steps to Starting a Business in Maryland from the Maryland Chamber of Commerce are a good starting point for learning about the necessary steps to start a business in Maryland. The article also contains links to other resources and departments who handle different parts of the process. Below are more resources:

- Starting a Business in Maryland
  - Resources for starting a business in Maryland including what type of business to start, how to register a business, permits and licenses, tax ID and employer identification numbers, business plan development, and more.
- Maryland Business Express
  - Maryland businesses must register using this portal, which offers a step-by-step process to register a business online.
- Common Business Structures, U.S. Small Business Administration

Local Business Organizations

If youth are interested in small business ownership, it's a good idea to get involved in local business organizations as soon as possible. These organizations provide resources, support, and more to business owners. Young people interested in this topic can access resources on many of the sites and may even be able to attend events for the purposes of learning and networking.

- Maryland Chamber of Commerce
  - Maryland's statewide business advocacy organization works to impact policies that directly affect Maryland business. Offers membership and other resources.
- Local Chambers of Commerce (County, District) in Maryland
- Maryland Small Business Development Center
  - If you are an aspiring entrepreneur or an existing business owner in Maryland, the Maryland Small Business Development Center (SBDC) offers FREE individualized consulting and training programs from start-up to established businesses.
- Maryland's Business Resources - Entrepreneurship
  - Resources for networking and supporting your business
- National Federation of Independent Business, Maryland
- Maryland's Women's Business Center
- U.S. Small Business Administration - Baltimore District
- Greater Baltimore Urban League
  - Offering programs and resources for youth empowerment, education, entrepreneurship, and workforce / professional development.
- Greater Washington Urban League
- Small Business Resource Guide - Maryland, U.S. Small Business Administration
- The 6 Essential Local Small Business Associations You Should Belong To, Forbes
- 18 Best Small Business Associations for Entrepreneurs in 2020, Fundera
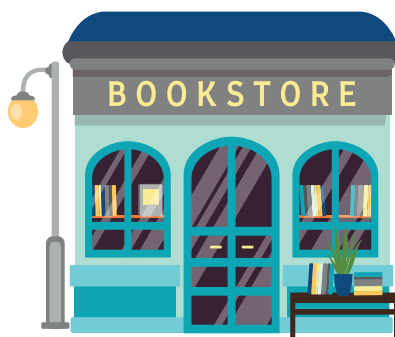
Entrepreneurship Activities & Resources

- VentureLab
  - Free (for non-commercial use) entrepreneurship education curriculum, resources, and activities for grades 1-12.
- 11 Free Youth Entrepreneurship Activities for Learning Pods, VentureLab
  - Learning pods have emerged during the COVID-19 pandemic as an alternative to sending youth back to the school building that families are using to keep their kids engaged, learning, and spending time with peers as safely as possible.
  - These activities can also be used for in-person instruction, even if they need some adaptation.
- NFTE Venture - Entrepreneurial Expedition, EverFi
  - Free youth entrepreneurship curriculum designed to teach students to think entrepreneurially about business and life.
- Advice for Entrepreneurs, Khan Academy
- Middle School Entrepreneurship Resources, Junior Achievement
- High School Entrepreneurship Resources, Junior Achievement
  - These sets of resources from Junior Achievement for middle and high school are downloadable activities aimed at students and parents that could also be used in your OST program
- Entrepreneurship Lessons and Videos, BizKids
- Characteristics of the Entrepreneur Activity, Federal Reserve Bank of Atlanta
- How to Think Outside the Box with your Entrepreneurship Lesson Plans, Applied Educational Systems
- Qualities of an Entrepreneur Activity Sheet, Twinkl
- The Entrepreneur Lesson Pack, Twinkl
- Research an Entrepreneur Activity Sheet, Twinkl
- Entrepreneurial Thinking Activities, Eastern Illinois University
- Young Entrepreneur Pitch Challenge, Young Entrepreneur Institute
- Be Your Own Boss, The Mint
- YE Academy, Youth Entrepreneurs
  - Free, hands-on curriculum
- Young Entrepreneurs Course, U.S. Small Business Administration
- Entrepreneurship Lesson Plans, Wharton High School (Wharton University of Pennsylvania)
- The Youth Entrepreneurship Toolkit, All India Council for Technical Education

3) JOB READINESS SKILLS

Alongside developing strong 21st Century Skills (soft skills, employability skills) in youth, it is important to also focus on job readiness skills that help students prepare for the processes of job searching and interviewing. Preparing youth to get the job begins with aiding them in how they present information about themselves, their skills and knowledge, and their experiences through their resume, portfolio, and LinkedIn. The Job Search Skills lessons and activities found in **When I Grow Up: Career Lessons and Activities for Grades 9-12** from Workforce Solutions would be applicable in this area.

Creating a Resume

For high school youth, the process of writing a resume can be overwhelming and intimidating. How are you supposed to make yourself seem like the best candidate when you probably don't have any formal work experience? However, it's important to help build up their confidence in the skills and experience they do possess, which is likely more than they realize. Providing opportunities for youth to practice writing resumes and evaluating examples is the best way for them to become comfortable with this type of document and creating their own.

TIP: Provide an opportunity for youth to practice writing a high school resume either during the summer between middle and high school, or at the very beginning of their freshman year of high school, as a way to help identify where any gaps may exist in their skills or knowledge and to help inform activities they may want to participate in throughout their high school career. For example, if a student is missing leadership activities on their resume, they may want to consider joining the student government (or some other club) to gain those skills.

CRAFTING A RESUME ACTIVITY

This activity will guide students through the process of learning all about resumes and creating their first high school resume. Students will follow a full writing workshop process to draft, revise, and finalize a resume that can be maintained and updated throughout their high school career. Find the activity guide **here**.

Additional Resume Activities & Resources
- Tailor Your Resume: Have students practice adjusting their resumes to respond to a variety of job postings
- Kahoot Quiz: **What is a Resume?**
- **Lesson Plans: Resumes and Cover Letters for High School Students**, Read Write Think
- **How to Write a High School Student Resume**, resume.io
- **You're Hired! An Introduction to Resumes, Applications, and Job Interviews - Unit Plan**, Scholastic
- **Student Resume Examples, Templates, and Writing Tips**, The Balance Careers
- **Resumes & Cover Letters Career Guide**, Indeed

Portfolio Development

The term digital student portfolio was coined by David Niguidula in 2010 and defined as "a multimedia collection of student work that provides evidence of a student's skills and knowledge" (qtd. in Renwick). Through a collection of artifacts and reflections, portfolios create an opportunity for students to curate the story of their own learning experiences.

In terms of college and career readiness, a digital portfolio is an important supplement to an application, resume, and cover letter when applying for a job, college, or other post-secondary opportunity. Portfolios can provide tangible proof of learning, skills, and abilities and will set individuals apart from other candidates.

What to Include in a Portfolio

Portfolios can serve multiple purposes and include a variety of artifacts - which are any type of content such as text, files,

photos, videos, audio recordings, screenshots, code samples, etc. - to demonstrate learning, progression, and achievement. There are three main classifications of artifacts that can be included in a portfolio:

▶ **Performance** items that show a student's best work. Students should select these items and write an explanation as to why they've selected it as the best work.

▶ **Process** artifacts show multiple versions of a piece of work to demonstrate how the piece developed over time.

▶ **Progress** pieces will demonstrate development over time. This might include something from early on in a student's high school career compared to something from their senior year to show progression and growth in a certain skill set.

Each artifact that is included in a student's digital portfolio should provide evidence of their education and experience. The **Brainstorm Artifacts** activity from Auburn University guides students through the thought process of selecting artifacts and determining how they represent their skills or knowledge. The following is a list of suggested artifacts to include:

- **About Me** - A brief biography or introduction to the person and their aspirations.
- **Career Goals** - A summary of professional goals to give readers a sense of where they see themselves in the future.
- **Resume** - Include a link to a resume or a copy of the resume itself.
- **Relevant Skills** - This could be included as part of the About Me section and lists essential skills related to a student's career aspirations.
- **Work Samples** - This is the most important component of any portfolio. This should make up the majority of the portfolio and include a student's best work as evidence of their relevant skills. These samples can take nearly any digital form, but should be included in the form that best demonstrates the knowledge and skill that went into the project or experience. Work samples might look like:
  ◊ Artwork or designs
  ◊ Blueprints, renderings, or digital models
  ◊ Essays or papers
  ◊ Capstone Project output
  ◊ Recorded presentations or slideshows
  ◊ Video or audio projects
  ◊ Lab reports
  ◊ Research posters
  ◊ Photos or videos from learning experiences or demonstrations of knowledge and skill

- **Awards or Recognitions** - Including any awards and recognitions students have received is also a worthwhile element to include in a portfolio.
- **Certificates or awards**
- **Newspaper articles or press clippings**
- **Evidence of Internships, Work, Leadership, or Volunteer Experiences** - It is a good idea to include any evidence available of any of these experiences to show well-roundedness and additional experience a student might have had outside of the classroom. Evidence might include:
  ◊ Flyers or brochures from the host organization
  ◊ Written summary of and reflection on the experience
  ◊ Any output / product created by the student during the experience
  ◊ Photos or videos of student participation in the experience
- **Letters of Recommendation** - It never hurts to gather 2-3 letters of recommendation from trusted adults, mentors, teachers, or other adults who have had a positive influence on the student's educational journey and include these in the portfolio as well.
- **Reflection** - A critical component of portfolios is reflection. Students should be given the opportunity to reflect on their learning and experiences and the evidence they gather as part of their portfolio and include these reflections as part of the portfolio also. This can be as simple as why they chose to include a specific artifact or a more involved exploration of how they've developed certain skills. This could be included as written accompaniments to the artifacts or as a blog.

Tools for Digital Portfolios

There are many tools that have been developed specifically for creating digital student portfolios and many other online tools that can be used just as well. The most important consideration for any digital portfolio tool is ensuring that students have access to them outside of your program and that they are shareable with others. If students are to use these portfolios as part of their application processes to post-secondary opportunities, they will need to be able to give a link to external institutions. The following resources contain recommendations for portfolio tools and relevant information:

- Tools for Creating Digital Student Portfolios, Edutopia
- Student Portfolio Apps and Websites, Common Sense Education
- 12 Educational Apps to Create Digital Portfolios, TeachThought
- Top 10 Sites for Creating a Digital Portfolio, Tech & Learning
- How to Create Powerful Student ePortfolios with Google Sites, Shake Up Learning
- K-12 ePortfolios with GSuite, Dr. Helen Barrett
- Video: Google Sites Student Portfolio in Ten Minutes, Granite School District, Salt Lake City, UT
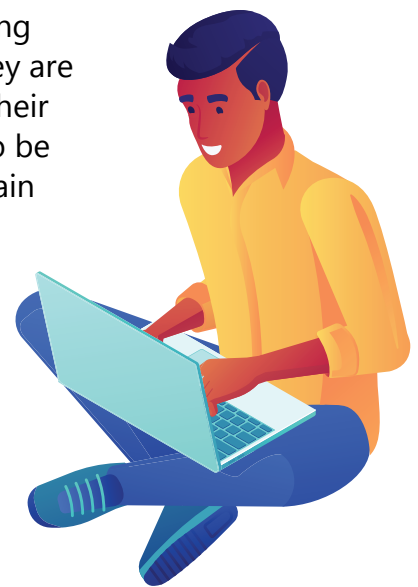
Additional Resources for Digital Portfolios

- [MakerEd's Open Portfolio Project](#) combines research and practice in order to develop a common framework for documenting, sharing, and assessing learning through portfolios.
  - Note: Contains information and resources specifically relevant for OST programs.
- [11 Essentials for Excellent Digital Portfolios](#), Edutopia
- [Digital Portfolios in the Classroom](#), Matt Renwick, ASCD
- [Documenting Learning with Digital Portfolios](#), David Niguidula
- [Grades 6-8: Digital Portfolios,](#) Scholastic
- [How Digital Portfolios Empower Student Ownership of Learning,](#) Getting Smart
- [5 Ways That Digital Portfolios Can Expand Learning Opportunities,](#) EdSurge
- [How to Make a Digital Portfolio That Gets You Hired,](#) Indeed

LinkedIn

There are many benefits to high school youth having a LinkedIn profile including gaining the attention of college admissions officers, looking for internships and part-time jobs, and getting a headstart on crafting their online professional persona. In 2013, LinkedIn lowered its minimum age requirement from 18 to 14, and now high school students are able to join the estimated 660 million people worldwide who are networking, learning new skills, exploring opportunities, and working toward expanding their career horizons.

For more on why high school students should join and participate in LinkedIn, **check out these resources:**

- **Podcast: [The Power of LinkedIn: Why Every High School Student Needs to be on LinkedIn,](#) Smart Social**
- **[Eight Reasons High School Students Should be on LinkedIn,](#) Forbes**
- **[Why Secondary Students Need LinkedIn,](#) Socially Savvy**
- **[Career Development in High School: Why You Need to Create a LinkedIn Profile,](#) Youth Career Compass**

How to Help Youth Get Started with LinkedIn

1) Create Your Own Profile

In order to help youth in your program get started with LinkedIn, you should first set up your own profile, if you don't already have one. Walking through the process yourself first will help prepare you for the type of information students will need to provide and give you ideas on how to best support them in their profile setup.

2) Host a LinkedIn Workshop

If you have a handful of youth who are ready to join LinkedIn, it may be beneficial to host a workshop where you walk them through the setup process, review the basics of LinkedIn, and help them begin populating their profile.

3) Set Up a Photo Shoot

As part of your LinkedIn workshop, or separately, set up a simple photo shoot with students so that they have a professional-looking photo that they can use for their profile. All you need is a mobile phone with a good camera, or an actual digital camera, a clear background, and a way to share photos with students. For your background, find either a solid colored, clean wall or a natural background such as trees or a brick wall. You want something plain enough that it will not be distracting in the photo. You will also want to avoid any green walls as those can be overlaid with any image (think green screen technology). Once you've picked a good background, take headshot-style photos of students from the shoulders up. Make sure students are smiling or look friendly in their photo. No grimaces allowed!

4) Offer Advisory Sessions

After the initial setup, offer to help students further enhance their profile or learn more about LinkedIn through one-on-one or small group advisory sessions. You can even learn about topics together by watching videos or reading tutorials. A quick Internet search will find you just about any information you'd need.

5) Integrate LinkedIn into the Program

Finally, look for ways to integrate LinkedIn into your program. This could be something as simple as setting aside time at the end of a project for students to update their LinkedIn profile with information about the project. You could also build lessons for learning more about using LinkedIn into your program. If all of your students are using LinkedIn, you can use it as a communication tool to share professional resources with them or engage them in discussion about a particular topic related to college and career readiness. Remember, at its core, LinkedIn is a social networking tool.

Additional Resources for LinkedIn for High School Students

- Video: LinkedIn Tutorial for Beginners and Students (2018), ShareSpark
- Video: LinkedIn for Teenagers Applying to College, Smart Social
- Video: Why High School Students Should be on LinkedIn NOW!, Jamila Sams
- Video: A Geek's Guide: LinkedIn for Students, Studious Anjy
- High School Students - How to Write the Perfect LinkedIn Profile Summary, Knowledge Matters
- LinkedIn Tips for High School Students, LinkedIn
- LinkedIn Profile Checklist - High School Students, LinkedIn
- Building a Great Student Profile, LinkedIn

Practice Interviews

As discussed in Unit 4 in the Interviewing Basics section, it is advisable to help students prepare for job interviews as part of their college and career preparation. One way to help them prepare is by staging mock interviews as an opportunity to practice interviewing skills and become familiar with the process.

The activities included here are designed for students to practice interviewing in a variety of scenarios, specifically over the phone and via video. As a result of the COVID-19 pandemic, many interviews and exchanges that are typically held face-to-face have moved to virtual platforms and students will need to be prepared for this shift.

These activities are written so that students are interviewing each other as an entry level to practice. However, you could also arrange mock interviews where students are interviewed by volunteers and professionals from the community, perhaps as a next level up from these activities.

1. **Activity Guide: Phone Interview Simulation**

2. **Activity Guide: Video Chat Interview Simulation**
   - This activity could be modified to model a traditional in-person interview with just a few simple changes.

3. **Interviewing Skills Lesson Plan,** North Carolina Agriculture Teachers Association

You may also want to check out this Kahoot! Quiz on Effective and Ineffective Interview Practices that can be facilitated with students in conjunction with these activities.

Professional Email Habits

Just as it is important for youth to practice their interviewing skills, it is equally important for them to learn and practice professional email habits. As youth get older and are preparing to enter the workforce or college application process, they will find themselves working with adults in a professional context more and more. Knowing how to craft emails in a courteous and competent manner will be critical to communicating effectively.

Email Writing Simulation Activity

In this activity, students will use templates to craft emails for specific professional use cases. In the second part of the activity, students will be prompted with unique scenarios and be asked to draft professional emails in response. **Find the activity guide here.**

Additional Resources for Professional Email Habits

- A Comprehensive Guide to Email Etiquette for High Schoolers, CollegeVine
- How to Write a Professional Email: A Guide for Students, The Scholarship System
- The Best First Writing Lesson of the Year: Email Etiquette 101, TeachWriting.org
- Lesson Plan: Email Etiquette, Common Sense Education
- The 7 Best Lesson Plans for Teaching Email in Middle School, Applied Educational Systems Applied Educational Systems
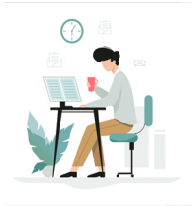
Cultural Considerations

Most workplaces today employ people from diverse cultural backgrounds. As a result, students will need to be culturally aware as they enter the workforce. Depending on their career, students may also need to be prepared to interface with international colleagues or travel internationally for business. In these situations (and, perhaps, many others), they will encounter differences in cultural expectations and customs surrounding dress, communication, timeliness, and greetings in the workplace. Making students aware of some of these differences they may encounter out in the world, not just in the workplace, will go a long way to make them more culturally aware.

From an article titled "How to Bridge Workplace Issues That Arise from Cultural Differences", Catherine Skrzpinski highlights some of the cultural differences that appear in the workplace, including:

- **Dress Code:** "In North America, safety in the workplace trumps wearing religious [attire]. For example, a Sikh must remove his turban to put on a helmet if working on a construction site."

- **Concept of Time:** "In North American, being 'on time' typically allows for a 5-minute grace period...In contrast, 'on time' in Germany is arriving 5-minutes early, while in Mexico, time is more flexible - colleagues may show up within a 30-minute time frame."

- **Office Layout:** "Open-plan offices are becoming more commonplace in North America. In Japan, many offices are set up like North American university lecture halls, where a senior manager sits front and center, facing everyone."

These are just a few examples of the cultural differences that can be present in a workplace. For more information on cultural considerations in the workplace, see the resources listed below.

Additional Resources on Cultural Considerations

- Professional Development: Culture in the Classroom, Teaching Tolerance
- How to Bridge Workplace Issues That Arise from Cultural Differences, SHRM
- When Culture Doesn't Translate, Harvard Business Review
- Why Cultural Differences are Vital for Business, University of Notre Dame
- A Deeper Look at Cultural Awareness in the Workplace, Anne Loehr
- How to Properly Shake Hands in 14 Different Countries, Business Insider
- Avoiding Cross Cultural Faux Pas: Clothes, MindTools
- Examples of Cultural Differences in Business, Chron
- 6 Examples of Cultural Differences in Business Communication, Berlitz

4) WORK EXPERIENCE

After learning some job readiness skills and figuring out some potential career paths, the next step youth should take is to gain some work experience. Work experience is any activity in which a student is at a worksite doing real work for pay. This can take the form of internships or apprenticeships, work-based learning experiences arranged through a school's CTE program, or part-time employment.

Work experiences are designed to:
- Promote hands-on, real-world experience in a field of interest
- Provide productive value for the employer
- Offer opportunities to develop, practice and demonstrate employability skills
- Build occupational knowledge
- Create awareness of the education needed to be successful in the industry ("Work Experience Fact Sheet")

Teaching youth about the value of work experience as early as possible in the middle grades is helpful because by the time they are of age to work (14 years old in Maryland) they can begin seeking out opportunities that will provide them with experience and information about the world of work and career paths of interest.

Student Resource: Work Experience is an accompanying resource for students to reference for similar information to what is found here. You can also check out these lessons on employability skills for grades 9-12 from Workforce Solutions.

The Value of Work Experience*

1) Having prior work experience will make you more likely to be successful in your job search.

2) Work experiences are a great way to explore different career paths, industries, types of work, and workplace environments. If you are unsure about your desired career, work experiences can help you figure it out.

3) It's the best way to understand a particular job or industry. You will have opportunities to see the job in action, ask questions and learn from actual employees in the industry, and gain firsthand experience in the career field. This is a great way to know if it is for you or not.

4) Seeking out and participating in work experiences such as internships or part-time jobs in your chosen field demonstrates interest and dedication. It tells future employers that you are motivated to work in that field.

5) If you are struggling with career decisions, or have no clue what you'd like to do for a career, trying out a variety of work placements may help you narrow down your options and make decisions about your potential career path.

6) Internships, service learning, and part-time or summer jobs can all help you learn what it means to be an employee and about work in general. This is definitely valuable to figure out before your first full-time job.

7) Experiencing work will teach you about yourself. Learning what you like and dislike about that particular industry, what your skills and strengths are, any potential weaknesses or areas that need improvement, and more before you land your first "real world" position will be beneficial.

8) These experiences may lead to a job offer! If you enjoy the work and are doing a good job in your position, you may be offered more responsibilities or even a full-time position.

9) Work placements are a great opportunity to network with people in your community and/or desired career path. This will help you build your contacts and could lead to possible recommendations or referrals.

10) Work experience builds your resume. Having a couple experiences described on your resume will put you further ahead than those without work experience.

*Adapted from Why is Work Experience Important? From All About Careers

Paid Internships

Paid internships are a type of pre-professional work experience where students "gain relevant knowledge and the skills required to succeed in a specific career field while making some money through an hourly wage, weekly salary, or stipend over the course of the internship" (Loretto). Companies will offer paid internships because they understand the value that interns can bring to the company and that they may be investing in a future employee.

Internships can open the door to employment opportunities, either within the company of the internship or otherwise. Internships on a resume tell employers that a candidate has had some hands-on experience and that will outshine those who do not have an internship on their resume. Internships also offer an immersive learning experience showing what it is like to work in a particular field that research and informational interviews cannot provide.

What to Expect

- Prospective interns should seek out internship opportunities in their career field(s) of interest.
- There will likely be "busy work" that is required of interns. Tasks such as making copies or other menial tasks may be required.
- Interns need to be professional and exhibit good work habits. Things like being on time (or a few minutes early), dressing appropriately, and keeping conversations and actions inclusive and appropriate at all times are expected.
- Interns will make mistakes and have to ask for help. That's okay! It's expected that there will be a learning curve to any position and that mistakes will happen.
- Interns may be paid weekly, bi-weekly, monthly, or provided a stipend (a fixed amount paid as a salary or allowance).
- For 2019, the average hourly wage earned by bachelor-level interns was $19.05 ("2019 Internship & Co-op Survey Report" 5).
- Internships may require between 8-40 hours per week.
- Finding an internship can be achieved through networking, online databases and listings, and through school guidance offices or college career centers.
- An internship may lead to an offer of employment, but it is not guaranteed. In 2019, the offer rate for interns was 70.4 percent ("2019 Internship & Co-op Survey Report" 4).
- Internships for high school students may be volunteer positions, or unpaid.
- Internships at smaller companies may offer more access to mentorship and networking opportunities that may be more helpful than an internship at a larger company.

QUESTIONS FOR PROSPECTIVE INTERNS TO CONSIDER

1. Is this internship in my career field(s) of interest?

2. Is this a paid internship?

3. How much of my time is required each day / week?

4. Where is the internship located? Is this near or far from home and school?

5. How will I travel to and from the internship?

6. What is the size of the company? How might this impact my experience?

7. What will I be working on during this internship? Will this lead to new skills that I can show prospective employers?

8. What is most exciting about this opportunity to me?

9. What would I like to gain from this experience?

Resources to Learn More or Find an Internship Opportunity

- What is a Paid Internship?, The Balance Careers
- Paid vs. Unpaid Internships: How to Decide, WayUp
- The Differences Between Paid and Unpaid Internships, Internship Finder
- Internship Opportunities for Students of Color, The Balance Careers
- Top 10 Things You Should Look for in an Internship, WayUp
- 9 Common Mistakes Students Make When Applying for Internships, WayUp
- Building Your Resume: How Many Internships Do You Need?, WayUp
- Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act, U.S. Department of Labor
- Internships, Thurgood Marshall College Fund
- Internships on WayUp
- Paid Internships on Internships.com
- Internship Finder
- Internships in Maryland, Internships.com
- Maryland State Internships & Resources, Maryland.gov

Virtual Internships

Virtual (or Remote) Internships allow students to gain work experience without physically showing up to an office. This type of internship is solely completed online. Virtual internships have gained popularity as more companies are offering remote work to their employees, meaning that more people are working from home. Virtual internships are also popular among students who do not live in the city where they wish to intern or do not have transportation available to them.

The COVID-19 pandemic has also had an impact on internship programs. By the end of April 2020, more than 80% of reporting companies planned some type of change to their internship program ("Special Report: Coronavirus"). Many companies have opted for virtual internships in 2020 as a result of the lockdowns and closures due to coronavirus and this may continue into the coming years. It is likely that your students will encounter virtual internships as part of their search and the information and resources below will aid in helping them decide if it's a good fit for them or not.

What to Expect
- Virtual Internships require increased planning and preparation on the part of the intern and their supervisor to ensure success.
- It should be expected that interns will spend a lot of time on the computer and sitting at their desk. This is one key difference between in-person internships and virtual.
- A reliable Internet connection and video call capabilities will be required.
- Interns still get to be part of the team. Just because the internship is not taking place in person does not mean that teams are any less effective or communicative and interns will be included.
- Interns will still receive support and mentorship from their supervisors and teammates and will not be expected to figure everything out on their own.
- There may be increased flexibility in terms of schedules in a virtual internship.
- In a virtual internship, one will not be required to travel to an office, except, perhaps for the rare occasion.
- Well-developed written communication skills will be more important in a virtual internship because most communication will be taking place via email, chat, or comments in a project management system. Interns will have to be able to express themselves clearly in writing, both formally and informally.
- It will be important to maintain a professional attitude, presentation, and environment even though you are working from home.
- Working from home is not for everyone. It requires a person to establish boundaries between home life and work life and routines that support both. When working from home, work hours can easily extend into all hours of the day and it may cause burn out if it seems like there is no end to the work day.

Resources to Learn More or Find an Internship Opportunity

- What is a Virtual Internship?, Virtual Internships
- How Virtual Internships Work, The Balance Careers
- How to Make the Most of a Virtual Internship, Princeton University Center for Career Development
- Video: How to Excel at a Virtual Internship, Forbes
- Video: How to Be Successful at a Virtual Internship!, The Intern Queen
- Video: Preparing for Your Virtual Internship, Afzal Hussein
- Video: How to Build Relationships During Your Virtual Internship, The Intern Hustle
- What a Virtual Internship is Really Like as Told by a Current Intern, USC Career Center
- All About Virtual Internships, FastWeb
- Virtual Internships, Notre Dame of Maryland University
- Internship Guidance During COVID-19, University of Maryland

Apprenticeships

An apprenticeship is a program designed to train individuals for a specific type of job through on-the-job learning under another, more experienced employee. Apprenticeships combine a company's need for highly skilled employees with a training program for new hires or employees who need to upgrade their skills. It is common to find apprenticeship programs in manufacturing and construction industries, but they are also becoming more widely available in growing industries such as IT, healthcare, energy, transportation, and logistics ("What is an Apprenticeship?").

What to Expect
- An apprentice is typically paid throughout the program.
- An apprentice will "undergo hands-on training under the guidance of an experienced mentor" ("What is an Apprenticeship?").
- Many apprenticeships will require accompanying academic courses to gain knowledge related to the industry or career.
- As an apprentice gains new skills and knowledge and reaches pre-determined goals and milestones throughout the program, they may be compensated with pay increases and increased responsibilities.
- Typically a nationally accredited certification is awarded at the completion of an apprenticeship program. This will be valid in all states that participate in the program.
- Apprenticeships may last between 1-6 years depending on the occupation and program design.

Resources to Learn More or Find an Internship Opportunity

- [Maryland Apprenticeship and Training Program (MATP)](#), Maryland Department of Labor
    - [Be an Apprentice](#), MATP
- [Apprenticeship Maryland](#), Maryland State Department of Education (MSDE)
    - A youth apprenticeship program for ages 16 and older
- [Apprenticeship.gov](#)
- [Discover Apprenticeship Fact Sheet](#), Apprenticeship.gov
- [American Institute for Innovative Apprenticeship](#)
- [6 Differences Between an Internship and Apprenticeship](#), Glassdoor
- [What is an Apprenticeship? Career Guide](#), Indeed

Community Service Learning / AmeriCorps

Another work experience option is participation in community service learning opportunities through organizations such as AmeriCorps. AmeriCorps is the only federal agency in America tasked with elevating service and volunteerism. They work with local partners to help "Americans improve their lives and the lives of their fellow citizens through service" (AmeriCorps).

AmeriCorps works to connect individual members and volunteers to nonprofit organizations in communities of high need so they can serve directly to address "critical community needs like increasing academic achievement, mentoring youth, fighting poverty, sustaining national parks, preparing for disasters, and more" (AmeriCorps). Students looking to make a difference in their communities or in the U.S. may be interested in joining AmeriCorps before entering the workforce or attending college.

How does it work?

- Choose where you want to serve.
- Pick your organization to serve with.
- Choose your focus.

Benefits

- Earn an education award.
- Earn a living allowance.
- Gain professional skills.

Learn More

- [AmeriCorps NEW Site](#)
- [AmeriCorps / CNCS Legacy Site](#)
    - [AmeriCorps Programs](#)
    - [AmeriCorps FAQ](#)
- [AmeriCorps YouTube Playlist](#)
- [National Service in Maryland](#), AmeriCorps
- [Maryland Governor's Office on Service and Volunteerism](#), Maryland.gov

Maryland Corps / Service Year Option

In late 2023, Maryland Governor Wes Moore established the [Maryland Department of Service and Civic Innovation](). This department was charged with creating two new streams of service opportunities here in Maryland: Maryland Corps and Service Year Option.

The Service Year Option is "the first-in-the-nation public service year program for high school graduates" (Office of Gov. Wes Moore, 2023). This is a local service opportunity for young people who have recently graduated high school. According to the Office of Governor Wes Moore (2023), Service Year Option members will "earn at least $15 an hour and work at least 30 hours a week...gaining both hard and soft skills through a service placement aligned with their area of interest, in addition to working with support coaches to develop and refine their post-service plans... including college, career, or continued service."

Maryland Corps, however, is a program that offers service opportunities for people of all ages. Members will earn a minimum of $15 an hour "working in organizations that provide job training and professional development. Program partnerships with both Maryland's Historically Black Colleges and Universities and community colleges provide an additional level of collaboration and support for members, in addition to alignment with skilled trades and apprenticeship programs to facilitate the transition into continued education or the workforce" (Office of Gov. Wes Moore, 2023).

In addition to payment throughout the experience, "following completion of their service year, participants in both programs will earn a completion award of $6,000 that may be accessed as a direct payment or as a deposit into a Maryland 529 Education Account for those pursuing their studies" (Office of Gov. Wes Moore, 2023). "Host organizations include non-profit organizations, for-profit companies, public agencies, and schools that cover the education, health, public safety, climate, conservation, public service, historic trades, and information technology sectors" (Office of Gov. Wes Moore, 2023).

How does it work?

- Members will be paired with an apprenticeship program, non-profit, business, or government agency that supports their professional development.
- Members serve full time at their sponsoring organization and participate in targeted professional development for 40 hours per week between the two areas of focus.
- Members must be at least 18 years old to serve.
- Service length is one (1) year.

Benefits

- Job training, on-site mentorship, and resources
- Earn at least $15 per hour
- Career coaching and job seeking assistance during the Service Year, and upon completion of year of service
- Members also receive $6,000 that can be paid out as a taxable cash stipend or deposited into a Maryland 529 account toward your future tuition costs.

Learn More / Find Options

- [Maryland Department of Service and Civic Innovation (DSCI)]()
- [Maryland Corps / Service Year Option Prospective Members: Fact Sheet]()
- [Maryland Corps / Service Year Option Member Application]()
- Press Release: [Governor Moore Launches Service Year Option First-in-the-Nation Public Service Year Program for High School Graduates]()
- VIDEO: [Governor Wes Moore Introduces Inaugural Class of Maryland Serves]()

Conservation Corps

In addition to AmeriCorps, with a specific focus on environmental conservation, an option for volunteer service work experience is Conservation Corps. This program of the American Conservation Experience, is for Americans aged 18-35 who are interested in land management as a career path or course of study. These volunteers serve under a professional supervisor as part of a team to "explore future outdoor careers, learn practical field skills, and develop confidence as emerging leaders in the field of conservation" ("Conservation Corps"). Participants in the program learn and train under the guidance of staff from the National Park Service, U.S. Forest Service, Bureau of Land Management, U.S. Fish and Wildlife Service, and more.

"ACE's Conservation Corps and Conservation Volunteer projects represent the spectrum of practical environmental restoration work accomplished on America's public lands. In 2012 ACE completed crew projects for 22 National Parks, 13 National Forests, 7 Wildlife Refuges, 7 Bureau of Land Management Field Offices, and in partnership with dozens of local parks, non-profits, and land trusts" ("Conservation Corps").

How does it work?

- Serve for a minimum of 12 weeks with the possibility to serve for up to 6 months or longer.
- No prior experience in practical conversation necessary to participate.

Benefits

- Work in the great outdoors!
- Earn an education award.
- Earn a stipend during service.
- Gain professional skills in the area of environmental conservation and land management.

Learn More

- Conservation Corps, American Conservation Experience
- Maryland Conservation Corps, Maryland Department of Natural Resources
- The Corps Network
- Chesapeake Conservation Corps, Chesapeake Bay Trust
- Natural Resources Careers Camp, Maryland Department of Natural Resources

Full-Time / Part-Time Employment

In the United States, full-time employment is categorized primarily as working between 30 and 40 hours per week and part-time employment generally captures anything less than 30 hours per week. Part-time and full-time employment can also be confused for hourly and salaried employees, but the two have nothing to do with one another. "A salaried employee is paid an annual salary, while an hourly employee is paid a specific rate per hour worked" (Murray) regardless of whether they work full- or part-time hours.

Full-time jobs tend to be what we think of when we think of a career. But part-time jobs are valuable as well, especially if a student wants to incorporate freelance work into their career plan. Part-time jobs typically allow for more flexibility in schedule and work well with attending school or seeking educational opportunities. It is often a good experience for high school students to obtain a part-time job to help prepare them for the world of work and give them hands-on experience in a workplace.

Full-time	**Part-time**
• Work at least 30 hours per week • Receive the full range of employee benefits • Insurance, paid time off, retirement, etc. • More rigid schedule	• Work less than 30 hours per week • May receive none, some, or all employee benefits depending on the employer • Flexibility in scheduling

Resources to Learn More or Find an Employment Opportunity

- How to Decide Whether Part-Time or Full-Time Work is Right for You, Flexjobs
- How to Get Your First Part-Time Job for Teens, The Balance Careers
- Full-Time Employment, U.S. Department of Labor
- When Should a Part-Time Employee Be Reclassified as Full-Time?, SHRM
- State of Maryland Job Openings
- Maryland Job Resources, Maryland.gov
- Maryland Workforce Exchange, Maryland Department of Labor
- Job Search Sites:
    - Indeed, Monster, Glassdoor, FlexJobs, Snagajob

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) is legislation that was passed in 2014 to replace the Workforce Investment Act (WIA) of 1998. The act is "designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers" ("Workforce Innovation and Opportunity Act"). This is achieved by helping those looking for jobs find employment, education, training, and support services. To learn more about WIOA and access relevant information, visit these resources:

- 5 Things You Should Know About WIOA, Ed.gov - U.S. Department of Education
- Workforce Innovation and Opportunity Act, U.S. Department of Labor
- Workforce Innovation and Opportunity Act (WIOA) Resource Page, Maryland Dept. of Labor
- Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan - 2018, Maryland Dept. of Labor
- Maryland Eligible Training Provider List - WIOA, Maryland Department of Labor

WORKS CITED

"Additional Initiatives: Green Occupations." O*NET Resource Center. U.S. Department of Labor. www.onetcenter.org/initiatives.html#green-occupations . Accessed Nov. 16, 2020.

AmeriCorps, nationalservice.gov/ . Accessed Oct. 14, 2020.

Cohen, Marjorie D., et al. Afterschool Programming as a Lever to Enhance and Provide Career Readiness Opportunities. Washington DC: American Institutes for Research, ccrscenter.org/sites/default/files/Afterschool%20Career%20Readiness.pdf. Accessed Oct. 7, 2020.

"Conservation Corps." American Conservation Experience. www.usaconservation.org/programs/conservation-corps/. Accessed Nov. 16, 2020.

Coulson, Gene. "Why Entrepreneurship Education K-12, Every Student, Every Year?" Getting Smart, Oct. 29, 2014. www.gettingsmart.com/2014/10/entrepreneurship-education-k-12-every-student-every-year/. Accessed Oct. 7, 2020.

Doyle, Alison. "High School Resume Examples and Writing Tips." The Balance Careers. Jul. 23, 2020.www.thebalancecareers.com/high-school-resume-examples-and-writing-tips-2063554. Accessed Nov. 16, 2020.

Doyle, Alison. "How to Build a Resume in 7 Easy Steps." The Balance Careers. Dec. 12, 2019. www.thebalancecareers.com/easy-steps-to-build-a-resume-4122296. Accessed Nov. 16, 2020.

"Future Workforce Report: 2020." Upwork. www.upwork.com/i/future-workforce/fw/2020/. Accessed Oct. 9, 2020.

"How to Write an Entry Level Cover Letter (With Examples)." Indeed. www.indeed.com/career-advice/resumes-cover-letters/how-to-write-an-entry-level-cover-letter-with-examples. Accessed Oct. 12, 2020.

interest inventory. BusinessDictionary.com. www.businessdictionary.com/definition/interest-inventory.html. Accessed Oct. 5, 2020.

Loretto, Penny. "How to Get Paid for an Internship." The Balance Careers. Oct. 25, 2019. www.thebalancecareers.com/what-is-a-paid-internship-1986731. Accessed Oct. 14, 2020.

Office of Governor Wes Moore. (2023, October 27). Governor Moore launches Service Year Option, First-in-the-nation public service year program for high school graduates [Press Release]. https://governor.maryland.gov/news/press/pages/governor-moore-launches-service-year-option-firstinthenation-public-service-year-program-for-high-school-graduates.aspx

Ozimek, Adam. "Report: Freelancing and the Economy in 2019." Upwork. www.upwork.com/press/releases/freelancing-and-the-economy-in-2019. Accessed Oct. 9, 2020.

Murray, Jean. "What Is the Difference Between Full-Time and Part-Time Employees?" Aug. 13, 2019.www.thebalancesmb.com/difference-between-full-and-part-time-employees-398262. Accessed Oct. 14, 2020.

Renwick, Matt. "Digital Portfolios in the Classroom." Association for Supervision and Curriculum Development (ASCD). www.ascd.org/publications/books/117005/chapters/Defining-Digital-Portfolios.aspx. Accessed Nov. 16, 2020.

"Resume vs. Curriculum Vitae: What's the Difference?" UC Davis Internship and Career Center. icc.ucdavis.edu/materials/resume/cv. Accessed Oct. 12, 2020.

Seelig, Tina. "Why It's Imperative to Teach Entrepreneurship." Medium, Aug. 15, 2020. medium.com/@tseelig/why-it-s-imperative-we-60d545ab978b. Accessed Oct. 7, 2020.

Skrzpinski, Catherine. "How to Bridge Workplace Issues That Arise from Cultural Differences." Society for Human Resource Management (SHRM). www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/how-to-bridge-workplace-issues-that-arise-from-cultural-differences.aspx. Accessed Oct. 13, 2020.

"Special Report: The Impact of the Coronavirus on Higher Education, College Recruiting, and New College Graduates." National Association of Colleges and Employers (NACE). www.naceweb.org/talent-acquisition/trends-and-predictions/special-report-the-impact-of-the-coronavirus-pandemic-on-higher-education-college-recruiting-and-new-college-graduates/. Accessed Oct. 14, 2020.

"2019 Internship & Co-op Survey Report: Executive Summary." National Association of Colleges and Employers (NACE). career.fsu.edu/sites/g/files/upcbnu746/files/2019-nace-internship-and-co-op-survey-executive-summary.pdf. Accessed Oct. 14, 2020.

"What is an Apprenticeship?" Indeed. Dec. 12, 2019. www.indeed.com/career-advice/finding-a-job/what-is-an-apprenticeship. Accessed Nov. 16, 2020.

"Why is Work Experience Important?" All About Careers. www.allaboutcareers.com/careers-advice/work-experience/why-is-work-experience-important. Accessed Nov. 16, 2020.

"Work Experience Fact Sheet." New York City Department of Education. wbltoolkit.cte.nyc/work-experience/. Accessed Oct. 14, 2020.

"Workforce Innovation and Opportunity Act." U.S. Department of Labor, Employment and Training Administration. www.dol.gov/agencies/eta/wioa. Accessed Oct. 14, 2020.

Strom, Stephanie. What Does 'Career Readiness' Look Like in Middle School?. New York: The Hechinger Report, hechingerreport.org/what-does-career-readiness-look-like-in-middle-school/ . Accessed Sep. 22, 2020.

The CROWN Act. The CROWN Coalition, www.thecrownact.com/ . Accessed 30 Sep. 2020. "Town Hall Circle." Facing History and Ourselves. www.facinghistory.org/resource-library/teaching-strategies/town-hall-circle . Accessed Sep. 23, 2020.

"Types of Interview Formats and Styles." Indeed, Feb. 25, 2020. www.indeed.com/career-advice/interviewing/interview-format . Accessed Oct. 1, 2020.

"What to Expect in an Interview and 10 Steps to Prepare." Indeed, Sep. 14, 2020. www.indeed.com/career-advice/interviewing/what-to-expect-in-an-interview . Accessed Oct. 1, 2020.

"Why is Financial Literacy Important for Youth?." National Financial Educators Council (NFEC). www.financialeducatorscouncil.org/why-is-financial-literacy-important-for-youth/ . Accessed Oct. 2, 2020.

The Career and College Readiness Toolkit is an initiative of the Maryland Out of School Time Network. To learn more and find more resources, visit www.mostnetwork.org/initiatives/CCR.