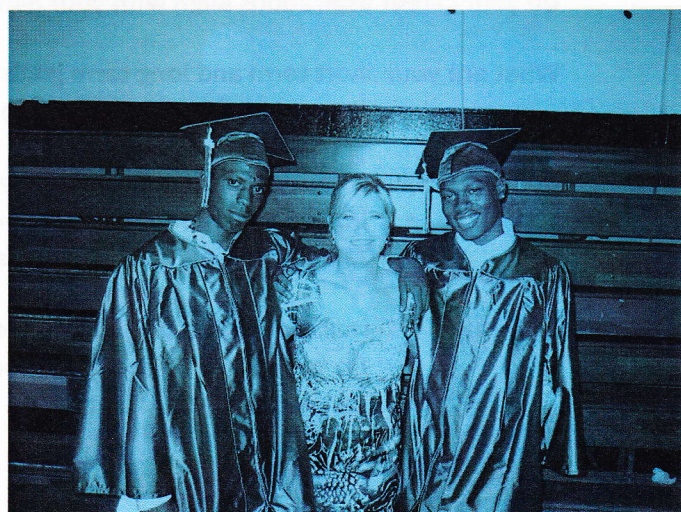


## FLORIDA High School HighTech

# HSHT Post High School Planning Guide for Students, Parents and HSHT Coordinators

Planning for transitioning to life after high  
school





## Welcome

Your child has chosen to become a part of High School High Tech (HSHT), which provides high school students' opportunities to explore a wide variety of careers, participate in activities that allow them to discover more about themselves, build friendships, develop leadership & self-advocacy skills, and prepare for life post high school. These opportunities are designed to help the student make an informed decision of what to do past high school, however these are not the sole tools available. Teachers, parents, guidance counselors and the student themselves are also a part of the process and additional resources.

The greatest responsibility of post-high school planning falls to the student, who must take initiative to fully take advantage of all available opportunities and experiences. While the student must take the initiative, their support team of parents, the HSHT Coordinator, teachers and guidance counselors are there to provide guidance and encouragement throughout the process.



### For the student: Beginning to think about life after high school

In a perfect world, students would realize the importance high school has on their future success as an adult as he/she enters the ninth grade. Often times this is not the case, however the earlier in their high school career the student begins to think about after graduation, the better. Appropriate choices need to be made with regards to class selections and testing that will have a large impact on the choices available to students post-graduation.

To begin the process students should assess themselves as truthfully and openly as possible. This may be an activity the student wishes to undertake by themselves or with the guidance and advice of a trusted adult or parent to assist with the process. It could be difficult for the student to truly address their abilities and shortcomings for the first time.

### Questions the student should consider:

#### Are you taking the appropriate classes to enter the post-secondary option of your choice?

- Are you taking college prep classes in anticipation of attending state college, university or college?
- Will you be graduating with a diploma or will I need to attain a GED?

#### Do your career aspirations align with your abilities and motivation?

#### What are your short term and long term goals?

- Do you need additional help to achieve my goals?

#### Do you complete your assignments in a timely fashion?

- Do you consistently turn your work in on time?
- Are you on time to your classes and school?

#### How much external motivation do you need to be successful in school?

- Do your parents have to stay on top of you to complete your assignments?
- Can you study on your own?



**Do you enjoy attending school?**

- Do you skip classes or school?
- What about school do you find enjoyable?
- Are you ever frustrated with school? What about it is frustrating?

**What is your reading level?**

- Do you find reading to be a difficult task?
- Do you have difficulty decoding unfamiliar words, understanding assignments or completing assignments in reasonable time?

**Do you have a network that will provide you emotional and social support after graduation?**

- What are your friend's plans after high school?
- Are your friends a positive influence?
- Do your parents let you know they support you and your decisions?

**What types of accommodations do I need to be successful in school?**

- Do you need extra time?
- Do you need a note taker?

**Do you have difficulty taking and passing a wide variety of tests?**

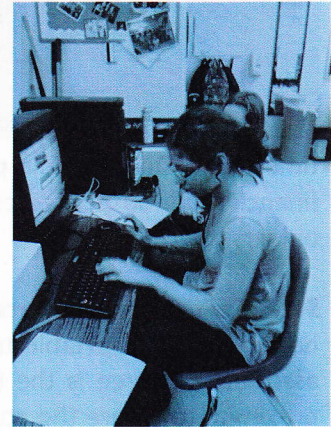
- Do you need extra time on tests?
- Do you need a different room to take a test in?
- Is there a particular style of test that you have more difficulty with than others?

**Do you need external motivation for other activities?**

- Are you on time to clubs and/or sports?
- Are you on time to work?

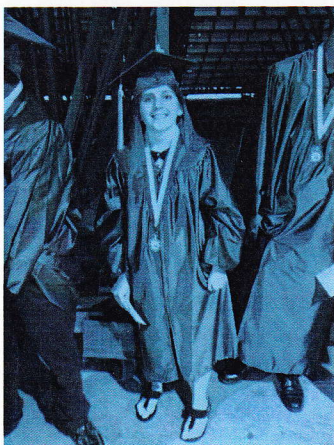
**What are your social goals?**

- Do you enjoy participating in extracurricular activities?
- What are your hobbies?
- What do you do for fun and/or to relax?



**For the student and parents:** What are my choices after high school

Many high school students feel invincible and able to tackle the world and everything it has to offer, but even if they are, their parents are still an important part of the decision of where to go after high school



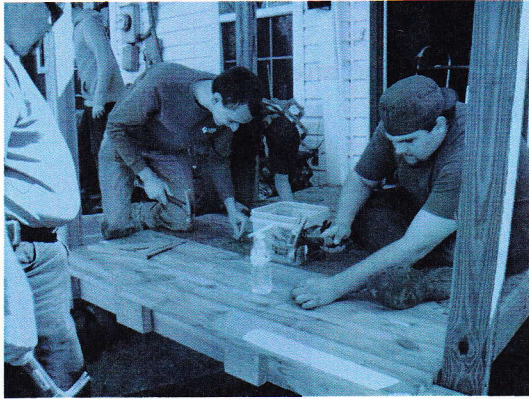
First, because they are possibly financially supporting the decision. Also though, parents are in a state of transition during this time too; from having their child, whom they have loved and taken care of for 18 years, now potentially leaving the home and entering adulthood. Which path you choose depends on your short and long term goals, willingness to put in time and effort, the student's abilities and finally their desires.

**Straight to work.** Directly entering the workforce is still an option for high school graduates, although there are not as many high paying and stable options as there has been in years past. Many of the jobs that only require a high school diploma and pay a living wage are in trade jobs that provide some sort of on-the-job-training for their employees. Another avenue is enlisting in one of the branches of the military, which provides a salary,



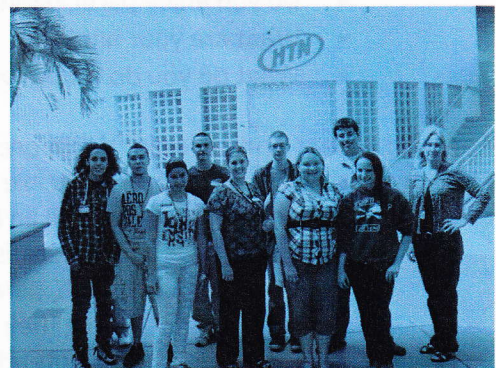
benefits, housing and structure that a young adult may find appealing. Of note though, acceptance to a military branch requires a standard diploma or a GED; a special diploma is not accepted. Additionally there are opportunities to rise up through a company such as Publix with only a high school diploma, where the end jobs provide a high rate of pay and stability. However if taking this route, the student needs to be prepared to put in time, show initiative and consistency during their tenure to have those opportunities made available to them.

**Gap Year.** A gap year is common in other parts of the world, but growing in popularity in the United States. During a gap year the student takes a year off in between graduating high school and entering post-secondary school to spend time volunteering, traveling or working to gain additional experience and maturity. This time allows the student to spend additional time determining their future career and education path. Students that utilize a gap year apply for admission to a post-secondary institution but defer attendance for a year. The extra year allows students to determine a career and relevant course of action which keeps time spent in college/university/technical school to the standard time, thus saving money in the long run from extending their time there. One possible point of concern with gap years is maintaining eligibility for various forms of financial aid, so proper consulting will need to be done prior to delaying attendance to college or university.



**State College (once referred to as community college).** For many students attending a state college is a natural and comfortable transition to a four-year college or university. For some students attaining an associate's degree is the final stop before entering the work world. State colleges are often in close proximity to where the student lives, have lower tuition costs, smaller class sizes, a smaller campus to navigate, many offer at least one four-year degree. State colleges are also closely connected to the needs of the employers in the region, tailoring course offerings to meet their demands. Additionally state colleges are part of the state's higher education system and are all accredited and the credits earned transfer easily to all the other public colleges and universities. Students graduating with a certificate of completion can be accepted into a state college with acceptable scores on the College Placement Test.

**Vocational/Technical/Trade School.** These types of schools can be private such as ITT Tech, Aveda Institute and Florida Institute of Technology, or public administered by the local school district. Vocational Schools prepare students to enter a specific career field such as auto mechanics, hair stylist and law enforcement to name a few. Programs have a lot of hands on and real world experience rather than a heavier focus on classroom/lecture based learning. Another avenue for attending a vocational program is working through a local union, which often provides training that leads to an apprenticeship program such as with electricians and plumbers. For most programs students will need to pass the TABE for acceptance if they do not have a standard high school diploma. Students with a special diploma or certificate of completion may still be accepted into a public technical center, but will be required to take additional exams such as the college placement test and TABE.







**College and University.** A traditional college or university offer Bachelor degrees in a number of areas and often is the first stop before pursuing a graduate or professional degree such as law, dentistry, engineering or advanced medical degree. A Bachelor's degree is designed to take four years to accomplish with the first two years concentrating on general education classes and the last two on classes in the chosen major. Attending a college or university will usually be the most financially burdensome of all the available choices, but the financial obligation can be offset with scholarships and grants if a student qualifies. Colleges and universities come in many different forms: online, classroom setting, private, public, religious and any combination of the previously mentioned. Student and families need fully research each college or university of interest to ensure the institution meets individual education and accreditation requirements.

There are numerous tools and advice available for picking the best college or university, but the most important thing to remember is that college is completely different than high school. Students need to have a GED or diploma for acceptance along with an SAT or ACT score that meets admission requirements. Colleges and universities have the highest bar of acceptance of any post high school education option.

#### For Student: Comparison Between High School and Post-High School Options

	High School	Post-Secondary Ed	Work
<b>Teachers</b>	Constant Contact, teacher knows student, strong teacher support	Less teacher contact, more autonomy as student, student must make the effort	No teacher; just a supervisor/manager
<b>Atmosphere</b>	Small contained space, not much change to schedule	Large campuses, highly varied change to schedule based on semester	Same location each day, little to no change in work schedule
<b>Classes</b>	Classes are dictated to students; attend for a set time each day	Students pick classes, classes vary throughout day	Supervisor sets schedule
<b>Homework</b>	Regular part of classroom expectations	Little to none depending upon class or program	None, expected to come to work prepared for day though
<b>Freedom</b>	Students have very little freedom of choice	Students have great freedom; choosing classes, attending class, etc	Some jobs provide choice, but ultimately the basic functions of the job must be met
<b>Discipline</b>	Will offer many chances; repercussions for breaking rules	No regular discipline, but if discipline is required it is often severe	Regular discipline; fewer chances
<b>Responsibilities</b>	Fewer responsibilities; numerous adults around to offer support	Many responsibilities; fewer adults around to offer support	High responsibilities, no adults around to offer support



<b>Accommodations (related to disability)</b>	School is responsible for identifying and providing support	Student is responsible for notifying school and requesting support	Employee is responsible for requesting accommodations and notifying employer
<b>Grades</b>	Grades are provided often; occasional opportunities for makeups and extra credit	Grades are fewer, no extra credit or makeups	No grades-paycheck instead
<b>The Worst that can Happen</b>	Retained a year; expelled for disciplinary reasons	Expelled for grades or other violation; loss of scholarship due to low grades	Fired, have to find another job with a blemish on resume



It is important to stress to the student the difference in how their disability is handled between high school and post-secondary options. Unlike high school, postsecondary schools are only required to provide appropriate academic accommodations as necessary to ensure that it does not discriminate on the basis of disability. The student is required to take a proactive approach to their disability; taking the initiative to contact the appropriate office and teachers to ensure accommodations are requested and your disability is documented. Additionally, post-secondary schools only offer accommodations as it relates to education, not

to personal needs. If the student's disability requires the services of additional assistance in their personal life, they are responsible for them. This change, although may feel unfair to the student having come from a nurturing high school environment, is preparing the student for entering the work world. Additionally, much to the chagrin of parents, only the student may access their academic records or speak to school administration regarding the student's record. The time the student took practicing advocating for themselves and discussing their disability will payoff once in a post-secondary school or on the job.

**For students and parents:** What tests do I need to take?

**The GED or General Education Development.** Any student not graduating with standard diploma, but wanting to earn an AA, AS, BA or BS degree will need to pass the GED. The GED is offered regularly, depending upon where the student takes the test.

**ACT and/or SAT.** The Act and SAT are college admissions tests required for the entry to a college or university. Students transferring from a state college after earning their degree to a four-year college will not need to take the SAT or ACT. The ACT is an achievement test, testing what a student has learned in school. The SAT is an aptitude test, testing reasoning and verbal abilities. The SAT is offered seven times a year and the ACT is offered six times a year.

**TABE (Test of Adult Basic Education).** The TABE is required for students wishing to participate in a career and technical education program. Each program has specific scores required for admittance; successful completion of the TABE allows for admission to the program. There are exemptions from the TABE, most notably those programs under 450 hours, those students with a completed AA or AS, and those students with FCAT, SAT or ACT scores high enough to allow for exemption. The TABE test is offered as needed.



**ASVAB.** The ASVAB is the military entrance and aptitude exam. The scores earned on the exam will dictate eligibility for each branch of the military and type of positions after enlistment. The ASVAB is offered as needed.

**College Placement Test (CPT).** The college placement test is administered to those students that receive a certificate of completion, once finishing 12<sup>th</sup> grade. The college placement test allows the student to potentially enter a state college for remedial or credit classes. To be eligible to take the college placement test, a student must have earned all other requirements for graduation with the exception of passing the 10<sup>th</sup> grade FCAT. The CPT is offered regularly by state colleges.

### For students and parents: Choosing the right school

Once the student has narrowed down or determined their career options, the next step is to decide on an institution. For some career options the choice is easy depending upon your location; cosmetology for example has the options of attending the local technical school or a private school like Aveda if it is available. Electing to attend a state college or college or university offers several more choices.

Regardless of where the student determines to continue their education each of the student's options should be explored to ensure a proper fit.

#### Items to consider for proper fit:

Visit the institution several times to get a feel for campus life  
Cost

Talk with current students

Talk to professor/teachers

Visit disability resource center

- What services are provided
- Are they attentive to the needs of the student

What is housing like (if applicable)

What is parking like (if applicable)

How do students enroll for classes

Visit career services department

- What services do they offer
- What is employment rate of graduates
- Can they assist with internships

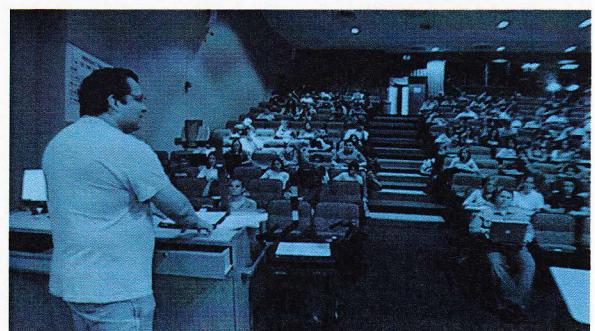
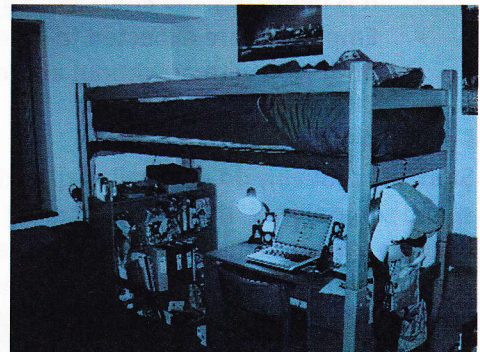
Is the school accredited? By whom?

What types of extracurricular activities are offered?

- Clubs
- Intermural sports
- School sports

What student resources are available?

- Tutoring
- Library
- Gym
- Healthcare services



A word of caution regarding the post high school search, make sure to take time evaluating all available choices. Do the homework with regards to each institution. A good rule to follow: if it sounds too good



to be true then it usually is. When schools are making promises and talking of accomplishments, make sure to follow-up independently to determine if the accomplishments are indeed accurate.

**For students and hsht coordinators:** The ADA as it relates to work life

**Applying and Interviewing for a job:**

- The employer cannot ask any medical related questions
- The employer cannot ask if an applicant has a disability
- The employer cannot ask a candidate to take a medical examination prior to making a formal job offer
- The employer does have to provide accommodations for a candidate to apply and interview for a position
- It is up to the potential employee to disclose their disability
- An employer can ask about the ability to perform certain tasks of the job, if the disability is visible
- The job seeker must be qualified for the position with or without an accommodation

**In the job:**

- The employer does not have to remove essential job functions as an accommodation
- The employee is responsible for requesting an accommodation; and providing necessary documentation
- It is ultimately the employer's discretion regarding accommodations
- Employees are expected to meet the same productivity requirements of the essential functions of the job with or without accommodations

**For student:** Costs to consider

Students probably do not realize all of the costs associated with adult life. It is important for them to spend some time with an adult or older student so they can develop a realistic budget for themselves once they leave high school and their parent's house. Each budget though, will develop a little differently based upon projected expenses and other sources of income available to the student.

**Costs for students to budget:**

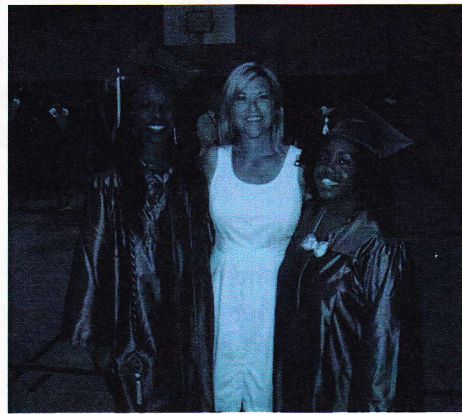
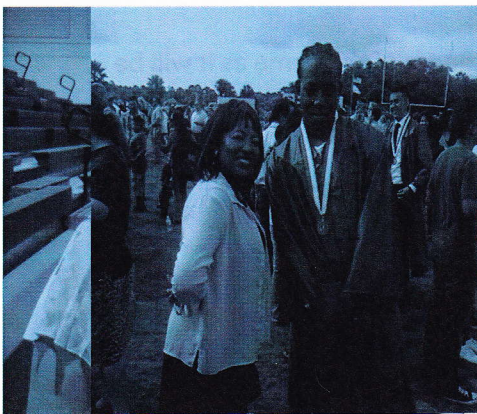
Rent  
Tuition & books  
Utilities: electricity, water, garbage, etc  
Medical Insurance  
Doctor's visits and medicine  
Cable  
Internet  
Car insurance  
Cell phone  
Food: groceries  
Toiletries: soap, shampoo, toothpaste, toothbrushes, deodorant, etc  
Gas  
Clothes  
Fun items: hanging out with friends, entertainment, dating  
Contingency Funds (in case something unexpected happens)



Also when first moving out, it may not apply as much to a dorm room, there are a lot of additional one-time expenses to set up your living area. This includes furniture, cooking utensils, pots & pans, silverware, plates, rugs, lamps, shower curtains, and all the other things that make a house a home. Additionally, deposits for rent, utilities, internet, etc. should be considered. All of these additional costs will need to be thought of when the student "strikes out" on their own.

### Final thoughts

High school is a time of personal growth, where many great memories and friendships are made, but also where the foundation for the rest of the student's life is laid. Make sure to help the student put the necessary time in to planning and preparing for the future as they may get caught up with friends and extracurricular activities. This is intended to be the guide, along with HSHT, to assist the student, their parents and the HSHT Coordinator in assisting the student determines their path in life and future successes.



Helpful websites

US Department of Education, Office of Civil Rights

*Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

US Department of Labor, Bureau of Labor Statistics

*Exploring careers for students*

<http://www.bls.gov/k12/>

US Department of Labor, CareerOneStop Employment and Training Administration

*Career Assessments*

<http://www.careerinfonet.org/explore/view.aspx?pageID=4>

US Department of Defense

*Thinking of joining the military*

<http://www.todaysmilitary.com/>

State Colleges of Florida

<http://www.fldoe.org/fcs/colleges.asp>

Virginia Commonwealth University Rehabilitation Research and Training Center

*Going to College for Teens with Disabilities*

<http://www.going-to-college.org/index.html>

Appendix



## For Students, Parents and HSHT Coordinators: Planning and Preparing

The more time put into planning, which includes various career exploration activities, touring post-secondary schools, HSHT workshops, and self-assessments, the easier it will be to make the choice of what to do after high school. Making a thoughtful and intelligent decision about post-secondary options will alleviate many concerns and fears associated with the future.

It cannot be stressed enough to begin planning early and to revisit the plan yearly to ensure the correct steps are being taken to follow the plan. Some of the most important skills students need to have to continue their path post high school will not be learned in a classroom, but are important: time management, stress management, note taking and self-advocacy.

### **9<sup>th</sup> Grade**

Explore different methods of studying and develop a personalized study method

Create an email account to facilitate future correspondence

- Note: when creating an email account keep in mind the appropriateness of the name as it will be often be the most frequent mode of communication with employers, colleges and other adults.

Meet with guidance counselor to plan and design class schedule for high school

Join and participate in an extracurricular activity

Assess interests and capabilities

Develop time management and note taking skills

Clearly understand the nature of your disability and how it affects your learning

Learn how to talk to teachers, counselors and other adults about your disability

If interested in a College/University path take PSAT or a practice PSAT

Explore personal stress and stress management

Join HSHT Program

Talk to parents, teachers, friends' parents, other adults about their post high school education

Begin identifying careers of interest (10-12 max)

Participate in Disability Employment Awareness Month/Disability Mentoring Day (DEAM/DMD)

Participate in job shadowing experiences

Interview professionals in careers of interest

Compile list of short and long term goals

Individual session with program coordinator for HSHT orientation and create an individual career exploration plan

### **10<sup>th</sup> Grade**

Continue honing study, time management, stress management and note taking skills

Continue developing self-advocacy skills and talking to adult about your disability

Meet with guidance counselor to ensure your planned class schedule is still appropriate and you are on track

Take PSAT if interested in college/university path

Begin learning about post high school education opportunities such as admission requirements and costs

Enroll in school CAPE program if appropriate

Continue participating in HSHT

Begin narrowing down career interests (8-10 max)

Revisit and amend short and long term goals



### HSHT Workshops/Lessons

**Simply Careers "All About Me Organizer"** is a good example of a format for recording assessment results and career planning. Pages 55 and 56 are great working Summary Pages for a Career Exploration **Portfolio**. The recording of results, dreams, and plans in one place helps to provide some continuity to the various HSHT activities.

**Career Interest Assessment(s)** – identifying a career cluster that is a good match  
Interest Areas Sheet (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) from Choices **Profiler** is a good reinforcement sheet.

**4Career Interest Assessment(s)** – Typefocus provides more specific results within career clusters.  
Work Values Sorter and Work Settings Preferences.

**Learning Styles Survey** to identify preferred style of learning. Another good choice for this assessment is from **Dare to Dream** pp. 31 and 55-57: "Interests, Aptitudes, and Skills" & "Sharing What is Best About Myself".

**Family input: Simply Careers Family Survey** (person centered) and Positive Student Profile.

Job Shadowing Prep Workshops: appropriate dress, introductions, conduct (Skills to Pay the Bills Mock Interview Lesson).

**The Power of a Positive Attitude - Skills.**

**Dare to Dream: Dream, Plan, Path** (pp. 8,10, 13,18,19,20, 29).

**Rocking Chair Story – Skills.** Pair this with a budgeting workshop for "How choices may impact my standard of living."

Practice and group discussion of standardized tests like FCAT Reading and Math, PERT, or ACT.

### HSHT Activities

Tour of and introduction to programs available at local technical center.

Shadowing a specific technical program.

Participate in DEAM/DMD

Continue to participate in job shadowing experiences

Interview additional professionals of narrowing list of careers

Participate in volunteering and volunteer career experiences

### 11<sup>th</sup> Grade

Identify appropriate post high school programs for career interests

Go on college/vocational school tours and fairs

Begin practicing the GED if appropriate

Begin practicing the TABE if appropriate

Take the SAT or ACT if appropriate

Identify disability service agencies that can assist post high school (Vocational Rehabilitation, workforce board, etc) and connect with their services

Share post high school goals with parents, HSHT coordinator and other appropriate adults

Continue in school CAPE program if appropriate

Explore scholarship and grant requirements

Talk with current students at potential college/school sites

Reassess interests and capabilities

Continue participating in HSHT

Continue to narrow career focus (4-6 max)

Participate in DEAM/DMD

Continue participating in job shadowing experiences

Continue volunteering

Participate in internships

Explore having a part-time job



## **12<sup>th</sup> Grade**

Learn legal responsibilities of being 18

Learn responsibilities of disability management and advocacy after graduating high school

Submit applications to post high school education facilities

Take SAT or ACT if applicable

Practice TABE if applicable

Practice GED if applicable

Continue college/vocational school tours

Apply for scholarships and fill out FASFA

After acceptance to post high school college/program, contact disability resource office

Explore all options for paying for school/college

Practice interview skills

Create resume and cover letter

## **Workshops/Lessons**

Workshop with practice; online and paper applications

Workshop; application to post-secondary education

Mock interviews – at the very least interview role-playing with peers or coordinator (think Skills to Pay the Bills #9).

Student resume workshop highlighting how to capitalize on their strengths and experiences without formal/paid work experience

Road to Successful Transition or transition assessment/checklist

## **Activities**

Participate in DEAM/DMD

Continue participating in job shadowing experiences

Continue volunteering

Participate in internships

Continue participating in HSHT

Explore having a part-time job

Individual session with program coordinator for HSHT orientation to reevaluate individual career exploration plan

Shadow a post-secondary school

Work related to career interest and skills. Ex, if digital design is the interest: screen shots of items designed; if writing: works from their personal blog, journal, or an article for the school paper.

Continue to narrow career focus (1-2 max)

Career focus areas

Interest Assessment, like typefocus

Learning Styles

Work Values Sorter

Work Settings Preferences

## **For Student and HSHT Coordinator: Exploring careers**

There are a multitude of career interest surveys and quizzes available online to help introduce new careers or match personality to careers; some are paid others are free. Regardless of the tool used, the student will need to answer the questions truthfully, take the process seriously and put time into following up with the results. Following up with the results will entail doing further research about the career options presented to the student, researching the educational requirements, taking part in interviewing professionals, job seeking and hopefully interning. It is important be aware these quizzes



and surveys are only narrowing the list of careers that may be a good fit for the student. It does not mean the careers listed are always perfect fit for the student's personality, skills and abilities.

Another tool available for students to explore their career options is the list of fast growing and in-demand careers that the Florida Department of Economic Opportunity (DEO) compiles. This list shows by county which careers are growing the fastest, which industries are adding the most jobs, and which careers are actually growing the slowest. In addition, the list is specific to local areas and shows the educational requirements and the average rate of pay. Some careers on the list will not be easily recognizable, and that is the result of the archaic and obscure ways government agencies classify careers, but a quick Google search will easily explain the career. The biggest benefits of using this list in the student's career exploration journey is:

- 1) They are specific to geographic area
- 2) Show real-time demand and wages
- 3) Lists jobs that are growing

While the other quizzes and surveys list all available careers, they do not differentiate which are growing or in demand, and if they do it may be nationwide instead of the student's county/area. It is best to utilize both tools to get a truly accurate list of careers for the student to spend time and energy exploring further.

#### For Student and HSHS Coordinator: Types of Career experiences

Engaging in career experiences allows the student to learn more about potential careers he or she is interested in, learn about new careers, learn what careers he or she doesn't like, and assists in narrowing the student's career focus.

It is important for the student to have numerous career experience opportunities throughout high school, but more importantly is the quality of the experience. A quality experience will allow the student to make informed decisions about future educational needs.

**Guest Speakers/professional interview.** Guest speakers are the most benign career experience a student can have. It allows the student to remain fairly passive as they learn about a career or profession. A professional interview can take place over the phone or through email, thus removing anxiety from a face-to-face meeting.

Benefits: very short, removes pressure from student, informational

Negatives: one way interaction, short, limited

**Job Shadowing.** Job shadowing affords the student a more intensive experience but through a visit the work site and time spent with a professional learning first-hand what work is like. To be successful the student must be confident and mature enough to spend a significant period of time with the adult and be able to engage them throughout the experience.

Benefits: Provides one-on-one experience, actual work setting

Negatives: short, may not see full range of work

**Internship.** An internship is a highly structured, intense career experience for a predetermined amount of time. It is a learning experience for the student allowing them to be at a job site; performing work in an area they are interested in pursuing. The internship allows the student to learn things that otherwise would not be learned in the classroom or to put things into action that were learned in a classroom. Internships can be paid or unpaid, but regardless of which it is, it will be an invaluable learning experience related to the student's future career goals.



Benefits: provides accurate representation of work, lengthy, provides real-life education

Negatives: may be menial tasks, sometimes unpaid

**Part-time employment.** Many high school students will hold a part-time job at some point during their high school career. Most often the motives are to have additional money to spend on fun items. Without a doubt invaluable experience will be had from a part-time job, whether it is at Publix, McDonald's, or a retail store in the mall, but it is not the same type of experience that is gained from an internship. However, a student can at times find a part-time job that is related to their future career goals, which is an ideal situation. A part-time job can last as long as the student and the employer want to maintain the relationship; there is no predetermined time that it will end. Additionally a part-time job is not a dedicated learning experience but rather a mutually beneficial relationship between two parties.

Benefits: paid, learning a job, could lead to full-time employment

Negative: potentially unrelated to career interests, takes time away from school & exploring career interests

The student should be an active participant in identifying career experience opportunities and taking part in them. There are benefits and negatives to each of the above career experiences, so the student should attempt to participate in as many as possible. It is important for the student to remember their short-term and long-term goals when planning which experience to take part in.