

**Policy on Career Advising**

The School directs the Head Administrator or his/her designee to develop a plan for career advising which includes providing:

*A Link between School and Career Fields.* The plan will provide students with grade-level examples that link their schoolwork to one or more career fields. The School may use career connections developed under R.C. 3301.079 for this purpose.

*Career Advising.* The plan will provide career advising to students in grades six through twelve, which may include meeting with each student annually to discuss academic and career pathways.

*Employee Training.* The plan will include training employees on how to advise students on career pathways. This may also include other tools developed by the School that offer resources for students for discovering career interests, exploring career and education options, and supporting development of the student success plan.

*Multiple Pathways to Graduation.* The plan will ensure that there are multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma. This may include opportunities to earn industry-recognized credentials, and postsecondary course credit through credit plus and other appropriate programs as discussed in Policy 3670, College Credit Plus.

*Specific Classes.* The school will communicate courses that can award students both traditional academic and career-technical credit. This communication may include the school's Credit Flexibility Plan-Policy 3620, Post-Secondary Enrollment Program-Policy 3670, and access to educational options.

*Documentation on Career Advising.* The School shall document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The School shall not otherwise release this information without the written consent of the student's parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student, if the student is at least eighteen years old.

*Transition Preparation.* The School shall develop a program to prepare students for their transition from high school to their post-secondary destinations, including any special interventions that are necessary for students in need of remediation in mathematics or English language arts.

#### Additional Interventions for Advising Students at Risk of Dropping out of School

The School shall provide additional intervention and career advising for students who are identified as at risk of dropping out of school. Students shall be identified using a method that is both research-based and locally-based and that is developed with input from the School's classroom teachers, guidance counselors, and other appropriate school officials.

*Student Success Plan.* For each student identified at risk of dropping out, the School shall develop a Student Success Plan (the "Success Plan") that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway. The School may use the Ohio Department of Education's model student success plan as a guide.

*Developing the Success Plan.* The School shall invite the student's parent, guardian, or custodian to assist in developing the Success Plan. If the student's parent, guardian, or custodian does not participate in the development of the Success Plan, the School shall provide to the parent, guardian, or custodian a copy of the student's Success Plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.

*Career Advising.* The School shall provide career advising in alignment with each student's Success Plan and this Policy.

#### Publicizing and Reviewing this Policy

The policy shall be made publicly available to students, parents, guardians, or custodians, local post-secondary institutions, and residents of the areas that the School serves. The School shall post the policy on its website, if it has one

The policy shall be updated at least once every two years

*Ohio:* R.C. 3313.6020; 3314.03

*Cross Reference:* Policy 3550, Core Curriculum Requirements; Policy 3620, Credit Flexibility Plan; Policy 3630, School-to-Work Plan; Policy 3660, Advanced Placement Program; Policy 3670, College Credit Plus.

# Student Success Plan Outline for Grades 6-12

## Grade 6

| Tools and Assessments    | Student Activities   | School Activities  | Resources                      |
|--------------------------|--|--|--------------------------------|
| Learning Style Survey*   | Set up an OhioMeansJobs K-12 account by the end of sixth grade (or through another online tool offered by your school) | Provide students with access to purposeful career exploration activities;  | OhioMeansJobs K-12             |
| Career Cluster Inventory | Complete a learning style survey   | Field trips to area businesses that represent in-demand career fields  | Middle grades course offerings |
|                          | Complete the Career Cluster Inventory or career interest survey  | Career speakers and presentations by area professionals  |                                |
|                          | Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)  | Career mentorships and school partnerships with business and industry  |                                |
|                          | Explore electives available in seventh grade and identify options to explore interests                                 | Advise students as to their learning style survey and career interests results – help them make linkages between their learning and future career options  |                                |
|                          | Begin your Career Pathway Goals – considering how your interests may influence your long-term goals                    | Advise students on choosing electives that will support them with exploring their interests  |                                |
|                          |  | Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: students take on the role of small business owners to solve logistic-related problems by applying related knowledge such as volume, mass and surface area) |                                |

## Grade 8

| Tools and Assessments        | Student Activities  | School Activities  | Resources   |
|------------------------------|---|--|---|
| Career Cluster Inventory     | Revisit your OhioMeansJobs K-12 account to update your information and continue planning  | Provide students with access to purposeful career exploration activities;  | OhioMeansJobs K-12  |
| Strengths/Skills Inventory   | Complete Career Cluster Inventory or career interest survey (if not already completed)  | Field trips to area businesses that represent in-demand career fields  | High school course and program offerings                              |
| Academic and Career Pathways | Complete a strengths/skills inventory or reflect upon experiences you've been involved in when you felt accomplished and successful. Then, identify the skills you needed and that you enjoyed. If you need help getting started, ask your teacher or school counselor. | Career speakers and presentations by area professionals  | High school graduation requirements and pathways to earning a diploma |
| End-of-Course Exams          | Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)   | Career mentorships and school partnerships with business and industry  | Academic and Career Pathways  |
|                              | Create a Venn diagram on strengths/skills and interests to guide your high school course and program selection  | Job shadows with expectations for students to identify linkages between their own learning and the workplace   |   |
|                              | Explore electives available in ninth grade and identify options to explore your interests and expand strengths/skills   | Advise students as to their strengths/skills survey results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options   |   |
|                              | Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.                             | Advise students on choosing electives that will support them with exploring their interests – pay special focus on graduation requirements and the three pathway options for earning a high school diploma   |   |
|                              |   | Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: after researching the various types of maps, students apply that knowledge to identify uses of maps across different careers) |   |

## Grade 10

| Tools and Assessments   | Student Activities   | School Activities  | Resources   |
|---|--|--|---|
| Career Profile  | Revisit your OhioMeansJobs K-12 account to update your information and continue planning   | Provide students with access to purposeful career exploration activities;  | OhioMeansJobs K-12  |
| Academic and Career Pathways  | Research college admissions criteria (i.e., G.P.A., entrance exam scores, essay, interview)  | Field trips to area businesses that represent in-demand career fields  | High school course and program offerings                              |
| End-of-Course Exams   | Complete Career Profile to explore the relationship between personality and career interests   | Career speakers and presentations by area professionals  | High school graduation requirements and pathways to earning a diploma |
| Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB) | Explore electives available in 11th grade and identify options to explore interests and expand strengths/skills  | Career mentorships and school partnerships with business and industry  | Academic and Career Pathways  |
|   | Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)   | Job shadows with expectations for students to identify linkages between their own learning and the workplace   | act.org   |
|   | Begin an initial draft of your résumé and cover letter using the information you documented (i.e., contact information, education and training, experiences). You can use this later to update and submit for a job, college or scholarship. | Internships (paid or unpaid) to gain work experience and workplace skills  | collegeboard.com  |
|   | Explore programs available at your school where you can earn credentials or certificates during high school  | Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects   |   |
|   | Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.  | Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)  |   |
|   |  | Advise students as to their assessment results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options  |   |
|   |  | Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma   |   |
|   |  | Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: creating and using algebraic equations to predict the cost of college and compare total costs across colleges) |   |

## Grade 12

| Tools and Assessments  | Student Activities  | School Activities  | Resources   |
|--|---|--|---|
| Learning Style Survey*   | Revisit your OhioMeansJobs K-12 account to update your information and continue planning  | Provide students with access to purposeful career exploration activities;  | OhioMeansJobs K-12  |
| Career Profile   |   | Field trips to area businesses that represent in-demand career fields  | High school course and program offerings                              |
| FAFSA  |   | Career speakers and presentations by area professionals  | High school graduation requirements and pathways to earning a diploma |
| Applications (work, college, military, scholarship, financial aid, etc.)                                   | Complete applications and submit essay and career narrative as required for your plans after high school – remember to request recommendations and transcripts  | Career mentorships and school partnerships with business and industry  | Academic and Career Pathways  |
| Work Importance Locator  | Document reflection of career exploration activities (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visits, college and career fairs)   | Job shadows with expectations for students to identify linkages to their own learning and the workplace  | act.org   |
| Academic and Career Pathways   |   | Internships (paid or unpaid) to gain work experience and workplace skills  | collegeboard.com  |
| End-of-Course Exams  |   | Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects   | fafsa.org   |
| Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB, ACCUACER, COMPASS) | Update the draft of your résumé   | College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors  |   |
|  | Compile a career portfolio that includes the documentation collected throughout high school, exemplar works, essays, your résumé and other components necessary to support your plans after high school | Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school   |   |
|  |   | Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)  |   |
|  |   | Advise students as to their Work Importance Locator and applicable college or career assessment results regarding any changes to their learning style and career interests and continue to help them make linkages between their learning and future career options  |   |
|  |   | Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Science: using problem-based learning, students will explore implications of a power outage on a community and identify the organizations and jobs necessary to restore power and resolve the issues) |   |

**Contact Information**

First and Last Name \_\_\_\_\_  
 Home Address \_\_\_\_\_  
 \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 Graduation Year \_\_\_\_\_

The Student Success Plan is one component of the career development process and will assist you in planning for your future. This is a working document that will change as you complete career exploration activities and learn more about your interests, skills and values.

**Education and Training History**

| Name of School                                   | City and State |
|--|----------------|
| Elementary School(s)                             |                |
|  |                |
|  |                |
|  |                |
| Middle Schools(s)                                |                |
|  |                |
|  |                |
|  |                |
| High School(s) and/or Career-Technical Center(s) |                |
|  |                |
|  |                |
|  |                |
| Technical Schools, Colleges and/or Universities  |                |
|  |                |
|  |                |
|  |                |

**Required:**

- Contact information
- Career Pathway goals
- Academic Pathway Plan
- Assessment record
- Career-ready skills
- Career exploration activities
- Planning checklist

**Recommended:**

- Résumé and cover letter
- Letters of recommendation
- Career narrative
- Record of awards earned
- Academic and career-related classroom work
- Career-technical education competency test results, credentials and certificates earned (if applicable)
- College and postsecondary admission test results and transcribed credit earned in high school (if applicable)
- Individual Transition Plan (ITP, if applicable)
- Other items deemed appropriate

## Career Pathway Organizer

Circle one: Grade 6 7 8 9 10 11 12

Begin your career planning by responding to the statements below. Since your career goals may change over time, you should revisit and update this form each year. This document is a tool to help you identify career and educational goals. It will not guarantee employment in a specific job and allows you to change your mind as you learn about various career fields and jobs. After you complete this form, go on to the Academic Pathway Plan to map your courses from grades 8-12.

After high school, I plan to:

- Work full time
- Work part time and attend school
- Attend a two- or four-year postsecondary institution full time
- Attend technical school full time
- Enter the military as a career

1) What is your career goal(s)?

---



---

2) What interests, skills and knowledge support your career goals?

---



---

3) What courses do you plan to take in high school to reach your goal(s)?

---



---

4) What do you plan to do after high school to reach your goal(s)?

---



---

5) What activities and skill training will you need to learn outside of school to reach your career goal(s)?

---



---

6) What degree, certification, licensure or specialized training will you need for your chosen career?

---



---

7) Has your career goal(s) changed since last year?

---



---

8) What other career goals(s) and educational plans have you considered as a second choice?

---



---

Approval of Student Success Plan:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_



### Assessment Record

A record of the assessments that you have taken is an important tool to use to guide you on your career path. Record the results of tests and assessments that you have taken in the appropriate areas. Identify the date taken, assessment tool and your results with appropriate comments.

| Achievement Assessments        | Career Interests | Career Skills and Values | Other          |
|--------------------------------|------------------|--------------------------|----------------|
| College and Career Ready Exams | Date _____       | Date _____               | Date _____     |
| ACT/SAT                        | Tool _____       | Tool _____               | Tool _____     |
| WorkKeys/ASVAB _____           | Results _____    | Results _____            | Results _____  |
| Comments _____                 | Comments _____   | Comments _____           | Comments _____ |
| End-of-Course Exams            | Date _____       | Date _____               | Date _____     |
| ELA _____                      | Tool _____       | Tool _____               | Tool _____     |
| ELA _____                      | Results _____    | Results _____            | Results _____  |
| Math _____                     | Comments _____   | Comments _____           | Comments _____ |
| Math _____                     | Date _____       | Date _____               | Date _____     |
| Science _____                  | Tool _____       | Tool _____               | Tool _____     |
| Science _____                  | Results _____    | Results _____            | Results _____  |
| Social Studies _____           | Comments _____   | Comments _____           | Comments _____ |
| Comments _____                 |                  |                          |                |

## Career Readiness Skills - Continued

---

**Learning Agility:** The student desires to continuously learn new information and skills.

---

**Critical Thinking/Problem Solving:** The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.

---

**Oral and Written Communication:** The student articulates thoughts and ideas clearly and effectively in written and oral forms.

---

**Digital Technology:** The student has an in-depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.

---

**Global/Intercultural Fluency:** The student values, respects and learns from diverse groups of people.

---

**Leadership:** The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.

---

**Creativity/Innovation:** The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.

---

**Career Management:** The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.

---



## Military Transitions

| Preparation for Armed Services |  |
|--------------------------------|--|
| Entrance Requirements          | Preferred Branch   |
| Physical Exam                  | <input type="checkbox"/> Scheduled<br><input type="checkbox"/> Completed |
| ASVAB                          | <input type="checkbox"/> Completed                                       |
| Entrance Requirement:          | Score:<br><input type="checkbox"/> Requirement Met                       |
| Entrance Requirement:          | <input type="checkbox"/> Requirement Met                                 |
| Recruiter Information          |  |
| Name:                          | Phone:   |
| Branch:                        | Email:   |
| Name:                          | Phone:   |
| Branch:                        | Email:   |

## Workforce Transitions

| Job Search Activities                     |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Resume Completed | <input type="checkbox"/> Mock Interview Completed |  |   |
| <input type="checkbox"/> Resume Reviewed  | <input type="checkbox"/> Cover Letter Completed   |  |   |
| <input type="checkbox"/> Resume Revised   |   |  |   |
| Job Search Activities                     |   |  |   |
| Job Title                                 | Company   | <input type="checkbox"/> Application Filed | <input type="checkbox"/> Resume and Cover Letter Sent |
| Job Title                                 | Company   | <input type="checkbox"/> Application Filed | <input type="checkbox"/> Resume and Cover Letter Sent |
| Job Title                                 | Company   | <input type="checkbox"/> Application Filed | <input type="checkbox"/> Resume and Cover Letter Sent |
| Job Title                                 | Company   | <input type="checkbox"/> Application Filed | <input type="checkbox"/> Resume and Cover Letter Sent |
| Job Title                                 | Company   | <input type="checkbox"/> Application Filed | <input type="checkbox"/> Resume and Cover Letter Sent |

## Planning Checklist

Use this checklist to help ensure that you have gained the knowledge, information and skills necessary to develop and maintain your education plans and career goals. When you demonstrate specific skills, you will check the box next to them. Keep this form in your Student Success Plan so that you can update your skills each year. Provide comments, as appropriate, to document your understanding.

- 
- I have updated (and changed, if needed) my Student Success Plan (6□); (7□); (8□); (9□); (10 □); (11 □); (12 □).

Comments:

---

- I know and can describe my interests and work traits.

Comments:

---

- I know and can describe my academic strengths.

Comments:

---

- I know how to locate and use career information resources.

Comments:

---

- I understand Ohio's 16 career clusters.

Comments:

---

- I can describe the educational options available to me.

Comments:

---

- I know the high school graduation requirements.

Comments:

---

- I know the educational requirements to reach my chosen career goal.

Comments:

---

- I understand labor market trends for my chosen career goals.

Comments:

---

- I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.

Comments:

---

- I can locate and identify local job opportunities.

Comments:

---

- I can identify nontraditional career options.

Comments:

---

- I know how to navigate and complete applications.

Comments:

---

- I have discussed my plans for after high school with my parent/guardian and counselor/teacher.

Comments:

---

- I have taken action on my plans for after high school.

Comments:

---