

Policy on Career Advising

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. Ohio [law](#) requires all districts to adopt a local policy on career advising beginning the 2015-2016 school year. This guidance document includes two model policies that districts may customize for their use. These models give districts the flexibility to adopt and implement policies that reflect local needs and resources.

Experts generally describe career advising as *an integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals*. Ohio students must have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

Model Career Advising Policy: 1

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted in a prominent location on the district's [website](#).

The district's plan for career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the [Career Connections Learning Strategies offered by the Ohio Department of Education](#).
2. Career advising to students in grades 6-12, [which includes meeting with each student at least once annually to discuss academic and career pathway opportunities](#).
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - i. Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in [OhioMeansJobs K-12](#) and other online sources provided by the district.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, [including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus](#).
6. Information on courses that can award students both traditional academic and career-technical credit [including, but not limited to, the District's policy on credit flexibility and instructions for students to access the educational option](#).
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include [activities that support the student's academic, career and social/emotional development](#).
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

Note: [the highlighted text can be replaced with specific resources available in the district](#)

Model Career Advising Policy: 2

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. This policy is posted in a prominent location on the district's website.

The district's plan for providing career advising includes, providing:

1. Grade-level examples that link students' schoolwork to one or more career field, by initially implementing the Career Connections Learning Strategies offered by the Ohio Department of Education. These will be expanded as capacity grows to allow for ongoing and consistent linkages to careers within the classroom.
 - i. This component aligns with the following evaluation system(s) that the district has adopted;
 - i. Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric
 - ii. Ohio School Counselor Association's Ohio School Counselor Evaluation System
2. Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade 6. Advisors will meet with students at least once each semester to explore, evaluate and plan academic and career pathways.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method, such as the Student Success Dashboard offered by the Ohio Department of Education, with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses the student's academic and career pathway to a successful graduation and the role of career-technical education, competency-based education and experiential learning when appropriate.
 - i. Before a district develops a pupil's Student Success Plan, district staff will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the district will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student. A parent signature or electronic confirmation indicating acceptance of the detailed plan is required.
4. Training for employees on how to advise students on career pathways, including training on advising students using the tools available in [OhioMeansJobs K-12](#). This also includes training on other online tools provided by the district that offer resources for discovering career interests, exploring and researching career and education options and supporting the development of a Student Success Plan.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the District's policy on credit flexibility and instructions for

students to access the educational option.

7. Documentation on career advising provided for review by the student, student's parent, guardian or custodian, and schools the student may attend in the future. [This includes activities that support the student's academic, career and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.](#)
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services for students in need of remediation in mathematics and English language arts.

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Definitions

Academic Pathways

A specific plan of secondary and postsecondary courses, academic programs and learning experiences that students will complete to earn a diploma and related credential.

Career Advising

An integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals.

Career Connections Learning Strategies

Grade-level examples that link students' schoolwork to one or more career fields, as defined by Ohio [law](#).

Career Fields

16 categories of industries and related occupations based on common characteristics, as defined by Ohio [law](#).

Career Pathways

A collective look at education and training, wage, and outlook information for related occupations. Career Pathways offer an overview of the various career options along with education and training that can begin as early as grade 7. A Career Pathway includes Academic Pathways that lead to related careers.

Documentation

Evidence of services provided to students; activities completed by students related to the Career Connections Framework (awareness, exploration, planning and preparation); conversations with students regarding academic, career and social/emotional goals; events available to students; and records of career advising with students and their parents/guardian.

Early Warning System

Data indicators that help identify students who are at risk of dropping out of school.

Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric

A scoring tool that reflects a progression of expectations for all classroom teachers.

Online Tools

OhioMeansJobs K-12, or another similar tool that provides resources, tools and information (e.g., labor market information, postsecondary education programs, assessments and surveys, electronic planning tools) for students to discover their career interests, explore career and education options and develop an individual plan for their future.

Student Success Plan

A formalized process that helps students develop goals and plans for success in their futures. The process is based on strategic activities and reflections in which students discover their interests, explore and evaluate options and make informed decisions.

Successful Transitions and Postsecondary Destinations

Acceptance to and enrollment in a postsecondary education or training program at an institution of higher education, without remediation. This includes apprenticeship, cooperative education, certificate, associate, or bachelor's degree; employment in a high-skill, high-wage career field; or acceptance into the military.

References

Career Connections Resources:

Career Pathways: <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways>

Framework: <http://education.ohio.gov/CareerConnections>

Learning Strategies: <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Resources-for-Teachers>

Model Student Success Plan: <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Advising-Policy-and-Student-Success-Plan>

Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric:
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Teacher-Performance-Ratings>

Ohio School Counselor Association, Ohio School Counselor Evaluation System:
<http://www.ohioschoolcounselor.org/page-1611028> (Note: The State Board of Education and Ohio Department of Education have not endorsed or approved this evaluation system – this is only a resource for districts to review)

Gordon, Virginia N. *Career Advising: An Academic Advisor's Guide* (2006).