

POLICY ON CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters.

This policy is reviewed annually and made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following.

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades 9 through 12.
3. Train employees on advising students on career pathways, including the use of online tools.
4. Develop multiple, clear academic pathways students can use to earn a high school diploma.
5. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
6. Document career advising provided to each student.
7. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency-based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising.

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LEGAL REF.: ORC [3313.6020](#)

CROSS REFS.: [AFI](#), Evaluation of Educational Resources

[IJ](#), Guidance Program

[IL](#), Testing Programs

[JK](#), Employment of Students

Attachment A:

1. At intake all students and parent(s)/guardian(s) are interviewed to determine the academic level of the student and where they are in regards to their graduating class. They are also questioned about any extenuating circumstances that interfered with their academic progress that kept them from continuing at their traditional programs. Transcripts are then obtained by Eagle Learning Center from the student's previous school to determine whether the student is at least one grade level behind their cohort.

2. All incoming students are administered the STAR test to determine their reading and mathematics levels. Transcripts are requested from their previous high school to determine their academic level on entrance into Eagle Learning Center. These transcripts are then used to place students in the correct classes at Eagle Learning Center and also determine if they need any academic remediation as they begin their education at Eagle Learning Center.

Attachment B:

1. All students upon enrollment are informed that the state of Ohio mandates that all students at Eagle Learning Center take the STAR test, ACT (during their junior year) and six End of Course tests plus a review of State Seals needed to graduate. This information is also included in the Eagle Learning Center handbook. In the fall and spring, students and parent(s)/guardian(s) receive a letter informing them which end of course tests they will be taking and what the state requirements are for students to reach the passing level. Students are encouraged to excel in all of their classes and especially in the six End of Course test classes in order to be better prepared for the tests. Tutoring and extra help is provided each day to prepare students for the End of Course Test. Students are also provided information about where they can access practice tests and previous test items to help them prepare with their preparation.

Attachment C:

Please see attached - Individual Career Plan example

Attachment D:

1. Career Advising Policy No. 3680 (attached)
2. Students are required to meet with the Employability and Work Study Coordinator within the first 10 days of enrolling at Eagle Learning Center. During this initial intake students are given two assessments which are used to measure students career interest levels as well as current skill level. Those assessments are the Career Cluster Inventory and Career Profile as is provided by OhioMeansJobs.com.

After the assessments are completed the student and coordinator meet to review the assessment results, and develop a Student Success Plan. Student Success Plans at Eagle Learning Center are designed to allow the student and teacher specific dates and times to communicate with one another the progression and necessary steps that need to be taken to reach the student's short/long term goals regarding a career path. The career plan is designed

to be flexible and allow the student several opportunities to explore what type of schooling, training, apprenticeships and job/military opportunities are available. Time frames and outcomes are subject to change depending on the student's progression towards graduation and current life situation.

The Employability and Work Study Coordinator provides the support and counseling for the Student Success Plan which is reviewed yearly with each student, by appointment, and when necessary on a quarterly or monthly basis depending on the needs of the individual student and the progression towards graduation. Parents and students will be informed if any updates need to be made to the career plan in writing, via phone contact, and or email.

Eagle Learning Center will continue to use OhioMeansJobs.com, local universities/colleges, local union and trade apprenticeship programs and recruiting agencies. The Employability and Work Study Coordinator, along with the Director, will evaluate the needs of the student(s) and their career pathways. If necessary Eagle Learning Center staff will invite the student and parent(s) for a meeting in regards to how we may better serve the student and his/her career options.

SSID# _____

Student's Success Plan



Oregon Eagle Learning Center

The Student Success Plan is a student-focused process that addresses academic and career goals and resources of individual students to assist in planning and preparing for their post-high school future. The Plan is designed to be a living document that is modified or adjusted quarterly as the student transitions through high school and considers post-high school opportunities. Plans are unique to the student and requires collaboration that includes student, parent/guardian and school guidance staff.

The Student Success Plan should include supports and counseling that meets the current needs of the student as well as prepares the student for post-high school transition. In addition, the plan must include the following items:

- tools and activities for career development such as OhioMeansJobs;
- coursework and, if applicable, work-based learning;
- tutoring or additional supports; and,
- any specific graduation requirements of the school.

To ensure a successful high-school to post-high school transition, school guidance teams should plan quarterly check-ins with their students.

Table of Contents

Required and Recommended Components	3
Contact Information	3
Program Information	3
Education and Training History	3
Counseling Services and Support Log	4
Organizers	5
Career Pathway Organizer	5
Career Exploration Activities	7
Academic Pathway Plan	8
Assessment Record	9
Additional Learning Activities	10
Career Readiness Skills (earning the OhioMeansJobs Career Readiness Seal)	12
Postsecondary Education and Training Transitions	13
Military Transitions	14
Workforce Transitions and Apprenticeships	15
Planning Checklist	16
Appendix I: Tool and Guidance for Success Plan Activities by Grade Level	18
Grade 9	18
Grade 10	19
Grade 11	20
Grade 12	22
Appendix II: Agreement for Pursuing Online Coursework	24
Appendix III: Application for Credit Flex and Work Based Learning (WBL)	25
Signatures	30
Summary of Evaluations (At Conclusion of Experience)	31
Appendix IV: Resources	32
Ohio Means Jobs Information	32
Work Based Learning	32
Graduation Requirements	32
Seals	32

Required and Recommended Components

STUDENT SUCCESS PLAN

Contact Information

First and Last Name: _____
Home Address: _____

Phone: _____
Email: _____
9th Grade Cohort Year: _____
Enrollment Date: _____

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. **Students enrolled in Dropout Prevention and Recovery (DOPR) must complete all shaded parts.**

Program Information

GENERAL EDUCATION

Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or our-year college program

- Serving in a military branch
- Earning a living wage
- Engaged in a meaningful, self-sustaining vocation

BIRTHDATE:

ALTERNATIVE LEARNING (DOPR AND 16 OR OLDER)

- Enrollment in a two-year degree program
- Acquiring a business and industry credential
- Entering an apprenticeship

EVIDENCE OF:

- Academic Need
- Evidence of Emergency
- Birth certificate on file at school

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)	

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.

Required:

- Contact Information
- Career Pathway goals
- Academic Pathway Plan
- Assessment record
- Career-ready skills
- Career exploration activities

Recommended:

- Resume 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

Counseling Services and Support Log

(Students enrolled in DOPR must complete all shaded parts)

Log support meetings to include meeting date, purpose of meeting, discussion points.

Date	Purpose of Meeting	Those Present and Role	Topics Discussed

Additional Support
 504 Education Plan
 Individualized Education Plan (IE):
 Response to Intervention Plan (RTI)
 English Language Learner
 Other

Date of Most Recent Version

Organizers

Career Pathway Organizer

9th Grade Cohort Year _____ (see attached charting for graduation testing requirements)

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.

To prepare for the future, I plan on preparing for the below listed career pathway goal.

ALTERNATIVE LEARNING (DOPR AND 16 OR OLDER)

- Enrollment in a two-year degree program
- Acquiring a business and industry credential
- Entering an apprenticeship

OR

GENERAL EDUCATION

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program
- Serving in a military branch
- Earning a living wage
- Engaged in a meaningful, self-sustaining vocation

1. What is your career goal(s)?

2. What interests, skills and knowledge support your career goal(s)?

3. What courses do you plan to take in high school to reach your goal(s)?
4. What degree, certification, licensure or specialized training will you need for your chosen career?
5. Has your career goal(s) changed since last year?

If your career goals have changed since your last meeting, please attach a new cover sheet to this career organizer.

Approval of Student Success Plan

Student Signature Date

Parent/Guardian Signature Date

Teacher/Counselor Signature Date

Career Exploration Activities

Use this activity to record experiences that relate to your career goal and to identify new goals or experiences you would like to explore. As you write a brief description in the appropriate space, indicate whether it is a future goal or an activity that you are currently experiencing. You may include longer reports of your actual experiences separately in your Student Success Plan.

<input type="checkbox"/> Goal (details below)	Exploration: Research, Workplace Visit with Interview, Job Shadowing, etc. <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Career Mentorship <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Internship/Co-Op/Pre-Apprenticeship <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Community Service and Service Learning <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Work Experience (paid or unpaid) <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Career-Technical Education, College Credit Plus, Competency-Based Education, etc. <input type="checkbox"/> Experience (details below)
<input type="checkbox"/> Goal (details below)	Additional Comments <input type="checkbox"/> Experience (details below)

Academic Pathway Plan

9th Grade Cohort Year _____ (see attached charting for graduation testing requirements)

Begin your course planning by identifying your chosen career pathway goal. You should review your courses annually and make changes and updates as needed. This form will help you decide on the most appropriate educational options to help you reach your career pathway goals. You should use your school's course catalog to determine which courses are offered by your school and career-technical center. Be sure to speak with your parent/guardian and teacher/school counselor to help you make final decisions.

CAREER PATHWAY GOAL - Secondary

	English Language Arts	Mathematics	Science	Social Studies	Health/ P.E.	Career Tech	Other Requirement/ Elective	Other Requirement/ Elective
7								
8								
9								
10								
11								
12								

Assessment Record

9th Grade Cohort Year _____ (see attached charting for graduation testing requirements)

A record of the assessments that you have taken is an important tool to use to guide you on our 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.

END OF COURSE RESULTS

Subject	Testing Date	Results	Subject	Testing Date	Results

Students enrolled in DOPR must complete all shaded parts

WebX/Work Keys	Testing Date	Results	NWEA Student Profile Report Testing Date	Testing 2Xs per Year (fall and spring testing windows)
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached
				<input type="checkbox"/> Testing report attached

Seals, Awards and Recognitions			
Seal, Award or Recognition Title	Awarded By	In Recognition Of	Award Date

Additional interventions or assistance I need to for my future success:

Career Readiness Skills (earning the OhioMeansJobs Career Readiness Seal)
9th Grade Cohort Year _____ (see attached charting for graduation testing requirements)

Listed below are the skills necessary for workplace success. Since you are currently working and your school has helped you find a mentor -- you have acquired many of the key skills employers are looking for in their employees. Your mentor will help you to understand each of the following skills:

- **Drug Free:** The student commits to being drug-free
- **Reliability:** The student has integrity and responsibility in professional settings
- **Work Ethic:** The student has effective work habits, personal accountability, and a determination to succeed
- **Punctuality:** The student arrives to commitments on time and ready to contribute
- **Discipline:** The student abides by guidelines, demonstrates self-control and stays on task
- **Teamwork/Collaboration:** The student builds collaborative relationships with others and can work as part of a team
- **Professionalism:** The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes
- **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 things 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

See attached student *OhioMeansJobs Readiness Seal validation form* or click on the [OhioMeansJobs link](#).

Postsecondary Education and Training Transitions

College Application Activities					
ACT	Composite	English	Math	Reading	Science
Date:					
Date:					
SAT	Writing: Score / %	Math: Score / %	Critical Reading: Score / %		
Date:					
SAT Subject	Subject: Score:		Subject: Score:		
FAFSA PIN	Date Applied:				
FAFSA	Date Submitted				
Postsecondary Applications					
College/Institution 1:	Date Visited:	<input type="checkbox"/> Transcript Submitted		Application Deadline:	
		<input type="checkbox"/> Test Scores Submitted			
		<input type="checkbox"/> FAFSA Sent			
College/Institution 2:	Date Visited:	<input type="checkbox"/> Transcript Submitted		Application Deadline:	
		<input type="checkbox"/> Test Scores Submitted			
		<input type="checkbox"/> FAFSA Sent			
College/Institution 3:	Date Visited:	<input type="checkbox"/> Transcript Submitted		Application Deadline:	
		<input type="checkbox"/> Test Scores Submitted			
		<input type="checkbox"/> FAFSA Sent			
College/Institution 4:	Date Visited:	<input type="checkbox"/> Transcript Submitted		Application Deadline:	
		<input type="checkbox"/> Test Scores Submitted			
		<input type="checkbox"/> FAFSA Sent			
Scholarships					
Title	Amount	Due Date	Date Applied	Renewable Yes or NO	Status
Postsecondary Enrollment					
College/Institution:			<input type="checkbox"/> Deposit/Enrollment Submitted		State Date:

Military Transitions

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

Workforce Transitions and Apprenticeships

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.

<input type="checkbox"/> I have updated (and changed, if needed) my <i>Student Success Plan</i>			
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
<input type="checkbox"/> I know and can describe my interests and work traits. Comments:			
<input type="checkbox"/> I know and can describe my academic strengths. Comments:			
<input type="checkbox"/> I know how to locate and use career information resources. Comments:			
<input type="checkbox"/> I understand Ohio's 16 career clusters. Comments:			
<input type="checkbox"/> I can describe the educational options available to me. Comments:			
<input type="checkbox"/> I know the high school graduation requirements. Comments:			
<input type="checkbox"/> I know the educational requirements to reach my chosen career goal. Comments:			
<input type="checkbox"/> I understand labor market trends for my chosen career goals. Comments:			
<input type="checkbox"/> I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher. Comments:			
<input type="checkbox"/> I can locate and identify local job opportunities. Comments:			
<input type="checkbox"/> I can identify nontraditional career options. Comments:			

I received information on diploma seals. Click on the [Graduation 2021 and Beyond Guidance Document](#) for more information.

Comments:

I plan on achieving the following OhioMeansJobs Readiness Seals.

I plan to work towards the following seals:

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:

My plan includes matriculating to a two-year degree program, acquiring a business and industry credential, or entering in to an apprenticeship.

Comments:

Appendix I: Tool and Guidance for Success Plan Activities by Grade Level

Tools and Guidance to Create a Student Success Plan

Grade 9

Tools and Assessments	Student Activities	School Activities	Resources
<p>Click on the OhioMeansJobs website link and OhioMeansJobs backpack tools links for additional information.</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>Explore electives available in 10th grade and identify options to explore interests and expand strengths/skills</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>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.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>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</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p>

Grade 9

Tools and Assessments	Student Activities	School Activities	Resources
		<p>the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: career research paper on their career pathway of interest)</p>	

Grade 10

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Profile</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Research college admissions criteria (i.e., G.P.A., entrance exam scores, essay, interview)</p> <p>Complete Career Profile to explore the relationship between personality and career interests</p> <p>Explore electives available in 11th grade and identify options to explore interests and expand strengths/skills</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>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.</p> <p>Explore programs available at your school where you can earn</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p>

Grade 10

Tools and Assessments	Student Activities	School Activities	Resources
	<p>credentials or certificates during high school</p> <p>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.</p>	<p>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</p> <p>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</p> <p>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)</p>	

Grade 11

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Profile Scholarship Search</p> <p>College and Postsecondary Education and Training Search</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT,</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Connect college search and majors to career interests; schedule college visits to tour campuses, meet with admissions and talk with financial aid advisors</p> <p>Construct a college and career comparison chart to evaluate your options and begin to make choices for your plans after high school</p> <p>Update the draft of your résumé and cover letter with any new experiences or accomplishments</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area business that represent in-demand career fields</p> <p>Career speakers/presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages to their own learning and the workplace</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p>

Grade 11

Tools and Assessments	Student Activities	School Activities	Resources
<p>PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Create a Venn diagram and synthesize your Work Importance Locator results with your strengths/skills and interests to guide your career pathway goals</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visit, college and career fairs)</p> <p>Explore electives available in 12th grade and identify options to explore interests and expand strengths/skills</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p>	<p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors</p> <p>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</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their Work Importance Locator and applicable college and career 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</p> <p>Advise students on senior electives and programs offered where they may earn credentials, certificates or college credit</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: career interviews where students</p>	

Grade 11			
Tools and Assessments	Student Activities	School Activities	Resources
		research careers and related education and training requirements, wage and outlook data for various career pathways)	

Grade 12			
Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Profile</p> <p>FAFSA</p> <p>Applications (work, college, military, scholarship, financial aid, etc.)</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB, ACCULACER, COMPASS)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete applications and submit essay and career narrative as required for your plans after high school – remember to request recommendations and transcripts</p> <p>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)</p> <p>Update the draft of your résumé</p> <p>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</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages to their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors</p> <p>Advise students on options to finance their postsecondary education (i.e., grants, loans,</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p> <p>fafsa.org</p>

Grade 12

Tools and Assessments	Student Activities	School Activities	Resources
		<p>scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>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</p> <p>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)</p>	

For Online Coursework ONLY

Appendix II: Agreement for Pursuing Online Coursework

To the **STUDENT & PARENT/Legal Guardian**:

Please read the following statements and then initial next to the statements indicating that you have read and understand the policies related to online coursework through credit flexibility. To earn credit for your course, this form must be returned to your **Educational Options Coordinator**, _____ by (date) _____, along with the completed **Educational Options Application**.

I understand and acknowledge that:

Student/ Legal Guardian (student and legal guardian must initial each statement below)

____ I hold primary responsibility for the successful completion of this course.

____ I am responsible for ensuring that I have met graduation requirements by established deadlines to participate in senior graduation (your school counselor can help you!).

____ My online course does not factor into my eligibility for extracurricular activities.

____ I am subject to the policies and procedures of the online/correspondence institution through which I am completing my coursework.

____ I will adhere to the Academic Integrity policies of the online/correspondence school AND my current school while completing this course.

____ I must complete the coursework both within the timeline specified by the online institution and by my current school.

____ The grade that I earn may appear on my transcript. I have three days after completion of the course to accept/deny the final grade, which will be calculated into my grade point average (GPA).

____ If I am unable to complete the course for any reason, I must meet with my **Educational Options Coordinator** and a **School Administrator** and **Parent/Legal Guardian** to discuss my options.

Your signature indicates that you have discussed the above statements with your parent/guardian, understand the commitment you are making, and agree to the policies listed above.

Student Signature: _____ Date: _____

To the PARENT/GUARDIAN of the student submitting this application: Please read and discuss the above policies with your student. Your signature indicates that you have read the above statements and agree to these policies.

Parent/Legal Guardian Signature: _____ Date: _____

Printed Name of Legal Guardian _____

Legal Guardians contact information:

Phone: _____

Email: _____

Address: _____

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

Appendix III: Application for Credit Flex and Work Based Learning (WBL)

Part A: General Information – All Applicants

Student's Name: _____	Grade: _____
School Name: _____	Date: _____
Street Address: _____	
City: _____	Zip Code: _____
Phone: _____	Student's Email: _____

Employer Information

Worksite:	_____
Supervisor:	_____
Address:	_____
City/Zip:	_____
Start Date:	End Date:

Typical Weekly Work Schedule

Day	Time of Work		Total Work Hours
	From	To	
Mon			
Tue			
Wed			
Thu			
Fri			
Sat			
Sun			
	Total		

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

Type of Work Based Learning (WBL) Experience

- Apprenticeship or Pre-Apprenticeship (Registered)
- Clinical
- Cooperative Education
- Internship
- Transition (Paid or Unpaid)
- Service Learning
- Employment (Paid)
- Other:

Consider this Experience for Credit Flexibility *(Please refer to your school district's local policy on credit flexibility for additional details regarding earning credit for your experience.)*

Yes

No

Part B: Complete for Demonstration of Proficiency or Independent Study

Content area(s) being addressed: _____
Course Title or Test you are applying to take: _____
Course Title you are replacing: _____
Course Duration you are replacing: _____
Amount of Credit you anticipate earning: _____
Grading Criteria: <input type="checkbox"/> Pass/Fail (Attach course description or passing grade of test to this application from the organization offering the course or test)
<input type="checkbox"/> Grading Scale (Attach grading scale and course description)
Name of Institution offering course (if different from the school): _____
Institutional Contact Information:
Name: _____ Phone: _____
Email Address: _____

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

Assessment Methods and Dates

Part C: Complete for Educational Options (Credit Flexibility)

Content area(s) being addressed: _____			
Why do you want to participate in an Credit Flexibility Educational Option?			
What Academic/Career Goals do you have that directly relate to the Credit Flexibility option you are applying for?			
Goal	Instructional Environment	Instructional Activities	Resources to be used or consulted to attain goal

Student's primary learning responsibilities will include:		
<u>Ohio's Learning Standards</u> <u>Ohio Career Field Technical Competencies</u> (Select a Career-Field) <u>OhioMeansJobs Readiness Seal Competencies</u>	Work Based Demonstration	Additional Study Demonstration

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

By signing below, I understand that I will comply with the following requirements as it applies to me:

EVERYONE

- All parties agree that the primary purpose of this employment-based experience is educational.
- The agreement will not be terminated without the knowledge of all parties concerned.
- Learning experiences and job tasks will be planned and managed utilizing this plan.
- The coordinating educator and mentor/supervisor will jointly develop and update this plan.
- The student may withdraw or transfer from a training station after providing appropriate notification when it would enhance the student's educational opportunities.
- The student will work a minimum of __ hours each week but not more than __ hours each week.
- All complaints should be addressed to and resolved by the coordinating teacher and assigned supervisor/mentor.

STUDENT (_____ NAME)

- I will uphold the policies, rules and regulations of the school and the business.
- My actions, attitudes and appearance will reflect positively on the school and the business.
- I will provide advance notification of absences to the employer and the coordinating teacher unless due to illness.
- I will attend functions that show appreciation for the employer.
- I will complete records of work experiences and submit those records as required by the school.
- My work-based activities will be chosen and completed as designated by the coordinating adults.
- I will obtain approval from the coordinating teacher before quitting or changing jobs.

PARENT/GUARDIAN

- I am responsible for the personal conduct of the student at school and work, along with the student.
- I will ensure that transportation to and from the worksite must be provided or approved.
- I will encourage my student to carry out duties and responsibilities effectively.

EMPLOYER – SUPERVISOR/MENTOR

- We will employ the student for an average of not less than __ hours a week or more than __ hours a week.
- We will assign a supervisor/mentor who will work with the coordinating teacher in developing the student's learning agreement and evaluating the student.
- We will ensure that state and federal employment and compensation regulations are followed and apply to the student.
- We will provide activities for the student to complete on the job.
- We will counsel the student about his or her progress on the job.

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

COORDINATING EDUCATOR

- I will periodically observe and evaluate the student's on-the-job performance.
- I will assist the student in securing an appropriate employment-based experience.
- I will work with the employer to develop this learning agreement.
- I will counsel the student about his or her progress on the job.
- I will determine the student's final grade for any credit granted.
- I will reinforce on-the-job experiences through mentorship or educational activities.
- I will fairly enforce policies, rules and regulations.

Signatures

Student:	Date:
Parent or Guardian:	Date:
Coordinating Teacher:	Date:
Work-based Learning Coordinator:	Date:
School Administrator:	Date:
Employer:	Date:

Application for Pursuing Educational Options (Credit Flexibility and Work Based Learning)

Summary of Evaluations (At Conclusion of Experience)

Demonstration of competency:		
<u>Ohio's Learning Standards</u> <u>Ohio Career Field Technical Competencies</u> (Select a Career-Field) <u>OhioMeansJobs Readiness Seal Competencies</u>	Level of Competency Demonstrated (0 – Not Demonstrated to 4 – Mastered)	Evaluator Comments

Appendix IV: Resources

Ohio Means Jobs Information

<http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal>

<http://education.ohio.gov/getattachment/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal/OMJ-Readiness-Seal-Validation-Form.pdf.aspx?lang=en-US>

<https://jobseeker.ohiomeansjobs.monster.com/>

<https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx>

Work Based Learning

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Work-Based-Learning>

<http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Ohio-Work-Based-Learning-Overview.pdf.aspx?lang=en-US>

Graduation Requirements

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Graduation-Req-by-Cohort-Overview.pdf.aspx?lang=en-US>

Seals

http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Graduation-2021-and-beyond_Guidance-Document.pdf