



## 2021-2023 Mid-East CTC Policy on Career Advising

Ohio [law](#) requires all districts to adopt a local policy on career advising beginning the 2015-2016 school year. This is Mid-East Career and Technology Center's (Mid-East CTC) Career Advisement Policy (CAP) and Student Success Plan (SSP). This document is meant to facilitate career advisement; in the classroom and beyond. While there are elements that are specific to how our staff advise students, we think it is important to note there will be flexibility to implement policies that reflect our students' needs, the needs of business and industry and college and career expectations. Additionally, we will continue to work proactively to access cutting edge resources; with the understanding that these could be limited to what is available and/or needed at any given time.

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.

## Mid-East CTC Career Advising Policy (CAP) & Student Success Plan (SSP)

*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](#).*

1. Grade-level examples that link students' schoolwork to one or more career fields. Examples of such tasks and/or activities for grade 10 include the following. (Please note: grades 11 and 12 are addressed under number two).
  - a. Grade 10 (current students) - Disadvantaged students who have been accepted to attend Mid-East CTC as sophomores receive career-based intervention coursework as well as in-depth exposure to labs that match their pathway.
  - b. Grade 10 (prospective students) – All students from our Partner Schools receive an overview of Mid-East CTC and then select programs to tour at our annual “Mid-East Showcase” days.
  - c. Grade 10 (prospective students) – At our annual “Career Night”, Mid-East CTC opens our doors to prospective students and their families to come and tour the facilities prior to applying.
  - d. Grade 10 (accepted students) – Mid-East CTC hosts a “Signing Day” for all accepted students and their families.
2. Career advising deepens for students attending Mid-East CTC in grades 11-12 as these individuals have selected a career pathway focus. Students receive the following types of guidance and advisement as part of our CAP:
  - a. One on one scheduling advice to ensure students are accessing required and elective coursework that will lead them to access their career goals.
  - b. During the first week activities we hold an assembly for students with a motivational speaker to give them success strategies and motivate them to pursue their career and life goals with passion.
  - c. Weekly “Career-Tree” discussions where students research and present on their ‘For Now’ decision, what they want to accomplish, and what they have to do to meet their career goals. Students put their name and planned career on a tree visual, but can change it as needed as they research and become more educated about their career choices.
  - d. Quarterly grade counseling with conversations centered specifically on the correlation between high academic standing and career and college success.
  - e. Ongoing counseling demonstrating the correlation between attendance and success in careers.
  - f. All students have access to belong to a Career Technology Student Organization (CTSO).
  - g. All students receive regular exposure to placement opportunities. These include but are not limited to: an annual Employability Expo; Career Night/Opportunity Fair; Job Placement overview assembly; Job Placement support once it is obtained; ePortfolios; etc.
  - h. All Students receive resume templates in their English class and receive guidance on completing them and uploading them to their ePortfolios.
  - i. All Students receive exposure to OhioMeansJobs and learn to navigate it for career and college-based research as well as job searches.

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- j. Students are educated on career exploration activities and provided days to complete them. Such activities include but are not limited to the following: job shadowing, college visitation, community service, self-guided projects, interviewing experts in the field, etc.
  - k. Regular guidance is provided to all students and is done so in a variety of formats. Such guidance activities include but are not limited to: Mid-East CTC guidance class presentations; “Mid-East CTC Counselor in the Commons”; pre-arranged informational lunch tables for students to gain information from those such as military, college, etc; monthly visits with partner school principals and counselors; featured guest speakers; guidance from College Guides with specific help on college applications, scholarships, etc; providing students with guidance information about ACT/SAT, career events, college events, scholarship opportunities, etc. Such information provided via social media (e.g., Facebook, Twitter, Google Voice, email, Mid-East CTC web site, etc.) and/or via a quarterly Student Services Newsletters.
  - l. Updated career field expectations based on industry-based input provided at our annual Advisory Committee meetings with instructors or share this information with students and use it to guide their instruction and technical skill development planning.
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 are offered to all students. These include opportunities to earn industry-recognized credentials, college credit plus, articulated credit, CTAG credit and pathways to postsecondary success.
6. Information on courses that can award students both traditional academic and career-technical credit are part of every student’s plan.
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.

# Mid-East CTC Career Advising Policy (CAP) & Student Success Plan (SSP)

## 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/guardians.

### 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.

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## 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).