



# career connections

Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Board of Regents, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



## Career Awareness

### Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

## Career Exploration

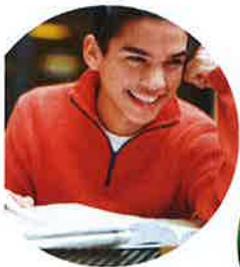
### Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

## Career Planning

### High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.



# career connections FRAMEWORK

## ELEMENTARY GRADES

### Career Awareness (e.g.: describe careers, identify career information, interpret connections between school and future work )

- Workplace visits with career interviews
- Career connections learning strategies
- Classroom career speakers
- Introduction to Ohio career fields and pathways

## MIDDLE GRADES

### Career Exploration & Interests (e.g.: identify interests, develop self-awareness, determine personal motivations related to work and income)

- Advanced academic and technical education
- Student Success Plan
- Career connections learning strategies
- Workplace visits with career interviews
- Career courses
- Career mentorships
- Career research
- Service learning
- Career-technical student organizations
- OhioMeansJobs K-12
- Career pathways

## HIGH SCHOOL

### Career Planning, Decision-Making, & Transition (e.g.: understand career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests)

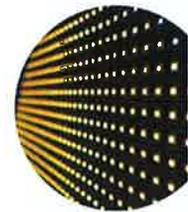
- Advanced academic and technical education
- College Credit Plus
- Career academies
- Career connections learning strategies
- Career pathways
- Career-technical student organizations
- Industry-recognized credentials
- Student Success Plan
- Internships
- Career mentorships
- Pre-apprenticeship programs
- Part-time work
- Service learning
- Cooperative education programs
- OhioMeansJobs K-12

## LIFELONG LEARNING

### Career Preparation and Fulfillment (e.g.: pursue career interests, engage in career-based learning related to established goals, access and navigate resources that lead to continued growth and development, reflect on goals and adjust plans according to economic and interest changes)

- Advanced education and training programs
- Apprenticeships
- Career mentorships
- Cooperative education programs
- Economic viability
- Industry credentials
- Internships
- Professional development
- Reflective career evaluation and changes
- Service learning
- Successful work experiences
- OhioMeansJobs

# career connections



Research shows that a consistent factor in the reason for students dropping out of school is a lack of motivation due to the perceived irrelevance of school. Re-engage students by creating Career Connections in your classroom using these examples.

## How does this fit in to what I'm already teaching? Consider one of these approaches when planning your next unit.

**LEAD-IN:** Introductory activity that establishes career connections (e.g., simulation or real-work problem based upon the academic knowledge or skill)

**STUDENT ACTION:** A project or assignment where students apply Career Connections (e.g., identifying a real-work problem, then researching and developing a solution using academic knowledge and skills)

**REFLECTION:** A follow-up activity or discussion that emphasizes Career Connections (e.g., group or individual response analyzing application of academic knowledge and skills to real-work scenarios)



### CAREER AWARENESS:

Partner with a business or community organization to show students how what they are learning connects to different jobs.

#### SHARED READING OR READ ALOUD:

Choose a book that focuses on an aspect of work, careers or a career field.

**CAREER SPEAKER:** Invite a professional from your community who represents a company, business or industry to share information relative to their career and workplace. Tip: provide them with information ahead of time that explains what students have been learning so that they can include connections in their presentation.

**WORKPLACE VISIT:** Schedule a field trip or virtual tour of a specific company or business where students ask questions of employees to gather information on careers and various aspects of the workplace. Tip: prepare a schedule ahead of time where students learn about jobs with various required education levels and skills.

### CAREER EXPLORATION:

Use OhioMeansJobs K-12 with students to explore careers and begin thinking about their futures.

**JOB OUTLOOK:** Current demand (employment openings), projected growth and labor market trends (e.g.: *What is the future job outlook in your community and across the state?*)

**EDUCATION AND TRAINING (HIGH SCHOOL AND BEYOND):** Secondary and postsecondary academic, extracurricular and experiential learning activities (e.g.: *What are the education and training requirements? What types of classes or activities could you get involved in throughout middle and high school to prepare for this type of work?*)

**CERTIFICATE AND INDUSTRY CREDENTIALS:** Documentation for meeting specific qualifications (e.g.: *Is a license or certificate needed? Are there other minimum qualifications?*)

**SKILLS:** Qualities necessary to perform work (e.g.: *What types of skills are needed? What types of technology do you use in your work?*)

**WORKING CONDITIONS:** Setting and environment of typical work (e.g.: *What are the typical working conditions?*)

**TYPICAL DUTIES:** Tasks performed most often on the job (e.g.: *What are the common tasks? What types of tools, resources and equipment do you use for your work?*)

**WAGE/SALARY/EARNINGS:** Expected income for working full-time (hourly and annually) (e.g.: *How much would you expect to be paid starting out?*)

**RELATED INFORMATION:** Pathways and occupations with similar skills, knowledge and working conditions (e.g.: *What pathways and related occupations are available within this same career field? What other resources are available for further exploration and investigation? How does this career field, pathway and occupation align with your interests, skills, abilities and future goals?*)

### CAREER PLANNING:

Use the Career Plan tool in the OhioMeansJobs K-12 Backpack to allow students to reflect on their experiences and create goals for their futures.

#### GENERAL REFLECTIVE WRITING PROMPTS FOR STUDENTS:

- What are your career interests, skills and values?
- What are your career goals?
- What courses will you take in high school to reach your goals?
- What activities will you participate in, through high school and beyond, to reach your goals?
- What education and training will you complete through high school and beyond?

#### SPECIFIC CLASSROOM REFLECTIVE PROMPTS:

- What knowledge, information and ideas did you learn through **[insert learning target]** that relate to careers you are interested in?
- Which of the skills that you used through **[insert learning target]** translate to the skills needed to be successful in the workplace; how are these skills applied in the careers that you are interested in?
- How did learning **[insert learning target]** impact your career interests? Which areas of **[insert learning target]** are you interested in exploring further and finding out more about related careers?

## Career Connections Requirements

***A Career Connections Policy must be adopted by the start of the 2015-2016 School Year and must be submitted to the Ohio Department of Education by 9/30/2015***

1. The policy must be available to students, families and the community and be posted in a prominent location on the district's website.
2. The policy **MUST** address these three topics:
  - a. **Career Pathways**
    - i. Schools should have staff members trained on how to advise students on appropriate use of Ohio Means Jobs or other career interest/inventory activities
    - ii. Documentation should exist that students were exposed to options to award both traditional academic and career-technical credit or integrated flex credit
  - b. **Career Planning**
    - i. Students must meet with an advisor or guidance counselor at least once each year to monitor and plan academic and career goals
    - ii. Documentation for a student success plan must be kept for each student identified by the Early Warning System
  - c. **Career Learning**
    - i. Schools must provide grade-level strategies that link student coursework to career fields for grades 6-12
    - ii. Documentation should exist showing that students have been exposed to age appropriate career resources to help research their education options, supporting the development of their individual student success plan
3. The Policy **MUST** include a process to identify and perform interventions for students at risk of dropping out
  - a. Schools should use ODE's "Early Warning System" (still in development) and must document use of this system for the appropriate students
4. Documentation
  - a. **"The district will need to maintain evidence of activities completed by students that support their academic, career and social/emotional development."**
    - i. **Categories of Required Documents:**
      1. Students
      2. Parents
      3. School
      4. District

***A detailed list of required documentation is attached***

## Required Documentation Details

- **Student Documents**

- Student Required Documents by grade level:

	6	7	8	9	10	11	12
Learning style	X			X			X
Career interests	X	X	X	X	X	X	X
Strengths/skills				X	X	X	X
Work values						X	X
Academic and career pathways	X	X	X	X	X	X	X
School courses and programs	X	X	X	X	X	X	X
Career exploration activities	X	X	X	X	X	X	X
Postsecondary education and training programs			X	X	X	X	X
College and career planning and preparation					X	X	X

- Evidence of annual meetings with advisor or guidance counselor for students identified by the Early Warning System
- Evidence of supports given to students to aid in successful transition from high school to post-secondary destinations, including intervention and services necessary for remediation in math and English.

- **Parent Documents**

- Evidence of review or notification of student success plan
- Evidence that the student and parent have been given information on courses that can award students both traditional academic and career-technical credit

- **School Documents**

- Evidence of Curriculum Supports for grades 6-12
- Evidence of Career Advising/Exploration Events
- Lesson plans used in each academic classroom which shows relevance of what the students are learning to a career path
- Career Pathways Charts for course scheduling use

- **District Documents**

- Career Advising Plan
- School Year Checklist
- List of Responsibilities
- Evidence of Intervention Plan for students identified by the Early Warning System