

Model Career Advising Policy

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 school's website.

The School'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.

Student Success Plan

A Student Success Plan is one component of the Career Connections K-12 Framework. This outline provides an example of the supports, services, tools and activities that comprise a comprehensive career development experience for students. It can serve as a model for staff when developing Student Success Plans with students. Note that this outline is not exhaustive and other curricula and services are required. Individual student readiness should be considered when determining the most appropriate age or grade for each respective component of this outline. Leveraging an online career planning tool to document activities and experiences, such as OhioMeansJobs K-12, is highly recommended.

Overview of the Student Success Plan Outline

| | 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 |

Student Success Plan Outline for Grades 6-12

Grade 6

| Tools and Assessments | Student Activities | School Activities | Resources |
|---|---|---|---|
| <p>Learning Style Survey*</p> <p>Career Cluster Inventory</p> | <p>Set up an OhioMeansJobs K-12 account by the end of sixth grade (or through another online tool offered by your school)</p> <p>Complete a learning style survey</p> <p>Complete the Career Cluster Inventory or career interest survey</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in seventh grade and identify options to explore interests</p> <p>Begin your Career Pathway Goals – considering how your interests may influence your long-term goals.</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>Advise students as to their learning style survey and career interests results – help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</p> <p>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)</p> | <p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p> |

Grade 7

| Tools and Assessments | Student Activities | School Activities | Resources |
|---|---|--|---|
| <p>Career Cluster Inventory</p> <p>Academic and Career Pathways</p> | <p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete Career Cluster Inventory or career interest survey (if not already completed)</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in eighth grade and identify options to explore interests</p> <p>Explore courses offered in eighth grade for high school credit</p> <p>Revisit and update your Career Pathway Goals – considering how your interests may influence your long-term goals. Begin your Academic Pathway Plan using the information you’ve learned from exploring and researching careers and the 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>Advise students regarding any changes to their learning styles and career interests – continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</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: students select an instruction manual that represents a career field of their interest and determine the applications of skills and knowledge learned in the classroom to related careers – careers that may use or create the manual)</p> | <p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p> <p>Academic and Career Pathways</p> |

Grade 8

| Tools and Assessments | Student Activities | School Activities | Resources |
|--|---|---|--|
| <p>Career Cluster Inventory</p> <p>Strengths/Skills Inventory</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> | <p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete Career Cluster Inventory or career interest survey (if not already completed)</p> <p>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.</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Create a Venn diagram on strengths/skills and interests to guide your high school course and program selection</p> <p>Explore electives available in ninth grade and identify options to explore your interests and expand strengths/skills</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>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 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., Social studies: after researching the various types of maps, students apply that knowledge to identify uses of maps across different careers)</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>Learning Style Survey*</p> <p>Career Cluster Inventory</p> <p>Strengths/Skills Inventory</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>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 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> | <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 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 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>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 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> | <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 |
|---|---|--|---|
| Career Profile Scholarship Search | 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 |
| College and Postsecondary Education and Training Search | Connect college search and majors to career interests; schedule college visits to tour campuses, meet with admissions and talk with financial aid advisors | Field trips to area business that represent in-demand career fields | High school course and program offerings |
| Work Importance Locator | Construct a college and career comparison chart to evaluate your options and begin to make choices for your plans after high school | Career speakers/presentations by area professionals | High school graduation requirements and pathways to earning a diploma |
| Academic and Career Pathways | Update the draft of your résumé and cover letter with any new experiences or accomplishments | Career mentorships and school partnerships with business and industry | Academic and Career Pathways |
| End-of-Course Exams | Create a Venn diagram and synthesize your Work Importance Locator results with your strengths/skills and interests to guide your career pathway goals | Job shadows with expectations for students to identify linkages to their own learning and the workplace | act.org |
| Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB) | 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) | Internships (paid or unpaid) to gain work experience and workplace skills | collegeboard.com |
| | Explore electives available in 12th grade and identify options to explore interests and expand strengths/skills | Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects | |
| | Explore programs available at your school where you can earn credentials or certificates during high school | College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors | |
| | | 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 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 | |
| | | Advise students on senior electives and programs offered where they may earn credentials, certificates or college credit | |
| | | 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 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, 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> | <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> |

*Additional Resources:

[OhioMeansJobs K-12](#)

Assessment and Training Center, online practice tests and test prep resources
Career Cluster Inventory, career interest survey
Career Profile, career interest survey

<http://www.educationplanner.org/students/self-assessments/index.shtml>

Learning style survey
Study habit survey

http://www.odessa.edu/dept/govt/dille/brian/courses/1100orientation/learningstyleinventory_survey.pdf

Learning style survey

<http://www.vark-learn.com/english/page.asp?p=younger>

Learning style survey

<http://www.vocopher.com/>

Career development assessment and survey tools

<http://www.careertech.org/student-interest-survey>

Career interest survey

<http://www.onetcenter.org/tools.html>

O*NET Ability Profiler
O*NET Interest Profiler
O*NET Computerized Interest Profiler
O*NET Interest Profiler Short Form
O*NET Work Importance Locator
O*NET Work Importance Profiler

<http://www.asvabprogram.com/>

ASVAB information for teachers and counselors

Contact Information

First and Last Name _____
 Home Address _____

 Phone _____
 Email _____
 Graduation Year _____

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 | |
| | |
| | |
| | |

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
- 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

Academic Pathway Plan

Begin your course planning by identifying your chosen career cluster. 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 talk with your parent/guardian and teacher/school counselor to help you make final decisions.

Career Pathway Goal:

| | | English Language Arts | Mathematics | Science | Social Studies | Health/P.E. | Career Tech | Other Requirement/ Elective | Other Requirement/ Elective |
|----------------|------------------------|-----------------------|-------------|---------|----------------|-------------|-------------|-----------------------------|-----------------------------|
| Secondary | 7 | | | | | | | | |
| | 8 | | | | | | | | |
| | 9 | | | | | | | | |
| | 10 | | | | | | | | |
| | 11 | | | | | | | | |
| | 12 | | | | | | | | |
| Post-Secondary | Year 1 1st Semester | | | | | | | | |
| | Year 1 2nd Semester | | | | | | | | |
| | Year 2 1st Semester | | | | | | | | |
| | Year 2 2nd Semester | | | | | | | | |

Programs, experiences and activities to support my academic and career goals:

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

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-Ready Skills

Listed below is an example of the skills necessary for workplace success. Use this worksheet to describe your abilities to perform skills. As you demonstrate specific skills, write a brief description in the appropriate space. Note: your school may have additional skill requirements for career readiness. Check with your teachers and school counselors before completing this worksheet.

Resources: Identifies, organizes, plans and uses resources and time effectively.

Interpersonal: Works as a team member, teaches others, serves customers, leads, negotiates and works successfully with people from diverse backgrounds.

Information: Acquires and uses information and data, organizes and maintains files, interprets and communicates, and uses computers to process information.

Systems: Understands complex interrelationships, monitors and corrects performance and improves systems.

Technology: Works with a variety of technologies and applies them to specific tasks.

Career Exploration Activities

Use this activity to record experiences that relate to your career goal or to identify those experiences you would like to have. As you write a brief description in the appropriate space, indicate whether it is a goal or an actual experience. You may include longer reports of your actual experiences separately in your Student Success Plan.

Exploration: Research, Workplace Visit with Interview, Job Shadowing, etc.

Career Mentorship

Internship/Co-Op/Pre-Apprenticeship

Community Service and Service Learning

Work Experience (paid or unpaid)

Career-Technical Education, College Credit Plus, Competency-Based Education, etc.

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:
