



Ohio

Career Counseling Pilot Report

OFFICE OF CAREER CONNECTIONS

DECEMBER 31, 2016

Career Counseling Pilot

First-Year Report

OHIO CAREER COUNSELING PILOT

Ohio House Bill 64, the main operating budget of the 131st Ohio General Assembly, included a provision of \$1,008,000 for seven school districts to increase career counseling for their students, targeted at Ohio's in-demand careers. Districts chosen by lawmakers to participate in the two-year pilot may be able to help Ohio build a pipeline of workers who are qualified to meet our state's greatest workforce needs.

This report reveals first-year (2015-2016) activities, student participation and recommendations of the pilot districts. These districts provided all of the information contained in this report.

PARTICIPATING DISTRICTS

- Butler Tech Joint Vocational School District
- Four County Joint Vocational School District
- Pioneer Career and Technology Center
- South-Western City School District
- Gallia-Jackson-Vinton Joint Vocational School District
- Four City Educational Compact
- Madison Local School District in Richland County

ACTIVITY REQUIREMENTS FOR PARTICIPATING DISTRICTS

The requirements established for the participating districts are to:

- (1) Connect students in grades 7 through 12 to career mentors from local civic and business organizations for the purpose of exploring career options and workforce skills necessary for success;
- (2) Provide students in grades 9 through 12 with opportunities for experiential learning through community-based businesses and civic partnerships;
- (3) Provide students in grades 7 through 12 with career pathways that feature academic coursework integrated into career-technical training, including an introduction to these pathways for students in grades 7 and 8;
- (4) Offer career-focused counseling for students that include all of the following components:
 - a) Earning college credit through the College Credit Plus Program;
 - b) Planning for a postsecondary education;
 - c) Earning an industry-recognized credential or state-issued license;
 - d) Participating in experiential learning;
 - e) Using the OhioMeansJobs website; and
 - f) Participating in the Career Connections initiative developed by the Ohio Department of Education.

RECOMMENDATIONS OF PARTICIPATING DISTRICTS

As districts implemented their own unique mixes of career exploration and counseling activities to meet the pilot requirements, their challenges and results varied. Each district shares these under subheadings titled "Results and Recommendations" and found throughout the report.

Three key findings emerged from their individual experiences and recommendations:

1. Districts should dedicate an individual within the district to coordinate partnerships with business and community organizations.

The pilot sites found that when educators collaborate with business and industry, even one-time partnerships and involvement can positively impact students. But coordinating these opportunities takes time and dedication. Educators need time to create plans and processes for mentorship, engage and coordinate schools and partners, train mentors and educators, and implement and evaluate plans. Because of this, pilot schools found ways to dedicate individuals to coordinate this work in 2015-2016 using pilot funds to provide needed resources.

Butler Tech, Buckeye Hills CC, Four Cities Compact, and South-Western City Schools all shifted the responsibilities of the pilot to one educator within the district. This meant that additional individuals were hired to support the work for which these individuals were previously responsible. Pioneer CTC and Madison Local both employed career coaches; however, the coaches' impact was limited based on career coach availability, school scheduling restraints and district financial obligations.

2. Districts should develop strategies to share successful experiential learning with all other districts throughout state.

Pilot districts reported that sharing promising practices between schools helped grow experiential learning opportunities. Experiential learning engages students, and schools can provide multiple opportunities for students of all ages. Pilot districts created business and community partnerships, used existing organizations such as Junior Achievement and trained career center students to provide tours, career fairs, industry days, job shadowing and internships. Districts also purchased equipment and provided professional development for new resources to engage students in hands-on experiences.

Given a forum, schools could share strategies and promising practices from which all Ohio educators could benefit. The Ohio Department of Education could host these strategies on the existing Career Connections webpage and through the Student Success Resource Library established through ORC 3313.6020.

3. Districts should increase professional development for all educators to better connect students to careers through classwork and experiential learning opportunities.

Educators in all roles need to understand how Career Connections relate to their work. One pilot district reported that career counselors and Career Connections are foreign to many on their staff. One counselor connecting with every student is a challenge, and providing adequate training for every teacher, counselor and administrator will ensure all students have the intentional opportunities to plan for their futures.

Educators need professional development time to learn how to collaborate with business partners, identify industry needs and develop the connections in their curriculum to career fields and workplace needs.

Career Connections professional development continues through the Department's Career Connections office and courses on OhioMeansJobs K-12, career advising policies, and career pathways will be deployed through the Department's Learning Management System. The Ohio Department of Education and the Department of Higher Education could further collaborate to incorporate Career Connections strategies in educator and counselor preparation programs, ensuring that incoming teachers and counselors understand the importance of career development in education.

PILOT DISTRICT ACTIVITIES AND RECOMMENDATIONS

Butler Tech

Contact: Megan Reed, Career Counseling Pilot Coordinator

REQUIREMENT 1: CAREER MENTORS

Mock Interviews

Mentors worked with students, as well as educators, to provide a deeper understanding of the connection between business needs, academic coursework and workplace success skills. Business representatives interviewed 942 students through a Butler Tech mock interview event, and provided feedback to the students about their interview skills and postsecondary plans.

Mentors participating in Butler Tech's mock interviews gave the following comments:

"The kids seemed more prepared for the question beyond the question in that they had examples to support their basic answers like 'I'm a hard worker.' They all seemed receptive to the direct feedback given at the end of the formal interview." (Business partner)

"It provided the students an opportunity to communicate/discuss their background, interests, strengths and weaknesses to an interviewer and practice essential non-verbal skills (keeping eye contact with interviewer while keeping hands still). It provided me an inside look at the output of the Butler Tech curriculum and faculty—pretty impressive, I'd say!" (Higher education professional)

Mentoring Model

Butler Tech JVSD developed and piloted a mentoring model called "Together Assembling a Stronger Community." This model pairs businesses with classrooms, where students learn about and create solutions for local business issues of interest. Teachers received professional development in problem-based learning to guide students through this process. Butler Tech JVSD piloted the program with 14 students in one senior exit course in 2015-2016.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

The year one pilot provided time to create a process and begin implementation of mentorship opportunities. Year two will focus on coordinating mentorships with all of Butler Tech's associate schools, including training mentors and fine-tuning the process. CTE programs will have mentors from a related business and industry that will meet with students four times during the year to discuss business and workplace specifics.

Through the Together Assembling a Stronger Community model, Butler Tech attempted to implement the program with other schools and teachers that were interested. However, it was a challenge to implement once the school year was under way, as many teachers already had their scope and sequence created for the year. Several Butler Tech JVSD partner schools are interested in adding the Together Assembling a Stronger Community model in pilot year two. Butler County ESC is collaborating with Butler Tech JVSD to run the program in 2016-2017, and businesses are ready to participate. Butler County ESC will also provide Project Based Learning training for teachers in conjunction with this program to successfully implement this model.

REQUIREMENT 2: EXPERIENTIAL LEARNING

Job Exposure through Junior Achievement

Butler Tech provided pilot funding for 725 grade 8 students from Lakota, Monroe and New Miami School Districts to work in business settings for a day through Junior Achievement. Students chose their sites based

on career assessment information showing their interest areas. Junior Achievement chapters coordinated the planning and experience follow-up.

Internships

Twelve Marshall High School students completed a career readiness program to prepare for internships coordinated by the school. The businesses reported that students were wonderful to work with and they would love to continue the partnership with this program. The students indicated that they gained confidence in being able to enter the workforce and learned that they can do something meaningful with their lives. They stated they felt good about feeling needed and their self-confidence grew.

Middletown High School spent the year planning for an internship program with Middletown Chamber of Commerce, which will create internships for over 50 students in the 2016-2017 school year. Business partners and educators are collaborating to develop a local curriculum for the experience based on Ohio's Family and Consumer Sciences curriculum. Eighteen students were also able to tour Ohio Yaskawa Motoman, a local manufacturing company in Miamisburg, and learn about the internship program that will be available to them in 2016-2017.

Students in multiple Butler Tech programs visited job sites, where they engaged in robust learning environments and furthered their knowledge of careers in industries they plan to pursue. Students were tasked with connecting career-related knowledge with real-world experiences. For instance, students in Butler Tech's vet tech program visited the Columbus Zoo, where they interacted with zoo-based veterinarians to see what a daily job looks like at a large research zoo.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

Some of the schools that have not used Junior Achievement in the past have plans to implement their programs using business mentors in 2016-2017.

Butler Tech, and the schools previously listed, will continue to develop and implement internship opportunities in 2016-2017, with plans to expand to all school districts in the CTPD in the following years. Middletown High School is working with the local chamber of commerce to implement an internship program for year two of the pilot.

Increased internship opportunities with current Butler Tech students will be implemented in 2016-2017, with plans to expand to all CTPD districts in the future. Support for entrepreneurship is also being planned by providing support services for a select number of students in a business incubator setting through Butler Tech's Workforce Services department. This plan includes a Butler Tech marketplace for entrepreneurial students within the CTPD to sell goods and services. This experience will help students learn to manage a business and develop workplace skills.

REQUIREMENT 3: CAREER PATHWAYS

Career Clarity Plans

Butler Tech JVSD organized the Career Clarity strategy, a career maturity theory stating that individuals are able to make intentional career choices by utilizing career assessment results, exploring career options and participating in active career experiences. Butler Tech offered mini-grants to their partner schools to fund smaller school and district-led Career Clarity opportunities.

Tentative course plans for grades 7-12 are reviewed annually, and schools are required to update their Career Clarity Plan and submit it to Butler Tech in order to receive funding for their plan. Schools also submit an end of year report to share achievements.

Educator Business Visits

Fifteen teachers participated in business visits to learn about the needs of future employees, become familiar with local businesses and network for future connections for businesses and students. The responses from educators were very positive, such as the comments below:

“The main point every business had to say (no matter the industry) about their future hires is they need to be honest, hardworking, willing to learn and be able to communicate with others. It’s great to know many different business fields to be able to encourage or recommend paths for my students to take.” – Michelle H.

“This year I will now be better equipped to discuss career options with my students.... I was very pleased to see all of the businesses we toured were very willing to hire and train.” – Todd M.

“The tours broadened my perspective of career clusters, including multiple clusters within one workplace of employment....During the school year I plan to share this experience with students and families during life skills class and our transition planning meetings.” – Tracie O.

Career Lab

Butler Tech built a Career Lab within Butler Tech’s D. Russel Lee campus to provide experiential learning modules for visiting students. Prior to attending the lab, students take a career assessment to choose modules to work on within the lab. This gives students experience in a career pathway that aligns with their assessment results and interests. Within the lab, students are learning actual skills used within the career pathway and providing an authentic experience for students to “try on” a career. Feedback from students:

“My favorite part about the trip was the module for Culinary Arts. Being able to cook and being able to feel like I was actually working made my passion burst.” – Mike, White Oak MS student

“I liked how we got to try stuff that we are really interested in. We got a little experience of what we like. We got to see a part of our future in a short period of time.” – Jenna, White Oak MS student

“My favorite thing was the Vet Tech part (station). I really look forward to seeing you in the 11th grade. I can’t wait to work with horses and get to work outside.” – Angela, Madison JH student

Career Days

Many Butler Tech CTPD schools participated in schoolwide career days, providing speakers, college and career fairs, and career exploration projects for hundreds of students in the area. Students had the opportunity to engage with community members and business partners to better understand the career pathways available to them. Students took post-event surveys to gain an understanding of what the experience provided to them.

Career Exploration Courses

Madison High School implemented career awareness and exploration activities in a homeroom course, where all students created OhioMeansJobs K-12 accounts and engaged in career activities. Edgewood Middle School made plans to implement a Career Exploration course for all middle school students beginning in the 2016-2017 school year.

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

In 2016-2017, Butler Tech will continue using the Career Clarity Plan to encourage schools to develop, enhance and implement strong Career Connections for their students. Planning is underway for additional opportunities for teachers to visit businesses in their local communities.

A lot of planning occurred this year for implementation in 2016-2017. The year was needed for schools to determine how to best implement with students and staff. The business visits were a huge success. It was good for teachers and counselors to be able to connect with businesses and learn first-hand about the business setting, while also learning what businesses are looking for in their current and future employees.

In 2016-2017, the Career Lab will be fully functional. Eighth grade students from within the CTPD will visit, and the lab will provide professional development to counselors, teachers, community members, the local business community and parents. This lab will host students, teachers, counselors, parents and others from schools within the CTPD. The lab will be used to aid in career exploration and career counseling.

At Ross Middle School, 870 students chose to attend presentations from three out of 38 speakers. In the follow-up survey, 100 percent of 767 students completing the survey stated they “learned something new about at least one of their careers”; while 96 percent viewed a connection between school and their career choices. Fairfield Freshman School had 820 students participate in their career day. Two hundred and eighty Middletown High School students attended the school’s first College and Career Day, greatly exceeding the anticipated attendance of 100 students. At Talawanda Middle School, 260 grade 8 students created “I-Search” projects on careers that were then presented to grade 6 students.

Edgewood Middle School developed a new schedule that will accommodate Career Exploration for each grade 6-8 student. This plan includes a significant schoolwide change to their schedule. To make such a change, planning has occurred throughout the 2015-2016 school year.

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

Career Development Facilitator Training

Career Development Facilitator (CDF) Training is offered through the National Career Development Association, and is a credential for professionals who provide career advising and direction to individuals of all ages. Twenty educators within Butler Tech’s CTPD completed the training during 2015-2016, preparing teachers and counselors to career counsel with students.

Career Representatives

The Career Counseling Pilot began with selecting career representatives from each middle and high school within the Butler Tech CTPD to create effective career development communication. Butler Tech shared pilot goals, strategies, resources and the Career Clarity Plan at a meeting with the career representatives.

Through Butler Tech JVSD’s Career Clarity Plan, career representatives in each school received training on OhioMeansJobs K-12 resources. The career advisors used the training to work with students on OhioMeansJobs K-12 and train other staff. Five schools chose to hire part-time career advisors and trained them to use OhioMeansJobs K-12.

OhioMeansJobs K-12

Sixteen schools in the Butler Tech CTPD are committed to using OhioMeansJobs K-12 as their career assessment tool. The other 10 schools had previously purchased Naviance and plan to use it as their primary career assessment tool. The schools created plans individually and submitted them through their Career Clarity Building Plan. This was a plan that encompassed the Career Pilot components.

Postsecondary Preparation

Students throughout Butler Tech’s CTPD participated in college visits, college and career fairs, and acquired college-entrance test preparation materials, include ACT and Conover Workplace Readiness Skills.

Butler Tech’s Natural Science Center developed a career and college survey, and all students completed the survey about their career goals. Teachers then mentored students based on those goals. This mentoring involved internships, co-ops and classroom-related opportunities. For students who lacked a clear post-high school goal, the career initiatives team was able to work with students on developing a plan for next year. Students developed career portfolios for job interviews and used OhioMeansJobs K-12 as a resource for career planning and knowledge.

Madison High School also conducted a career planning survey, which students took in both fall and spring semesters. Results showed growth in the quantity and quality of career conversations with teachers and

counselors, and improvements in students' understanding of high school options. The survey creates volumes of information not detailed here and will be useful year after year to assess the progress of our students and the progress of our career programs.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

Through the Career Lab, a Career Academy blended learning course for counselors and teachers is being developed to help better prepare them to career counsel with students. The course will cover career counseling basics (similar to what was covered in the Career Development Facilitator training), as well as OhioMeansJobs information, strong career videos, and a discussion forum using a book written on career counseling and newly written articles. Participants taking the course can earn graduate credit.

During the 2015-2016 school year, 6,308 students in grades 6-12 created OhioMeansJobs K-12 Backpacks, nearly a 700 percent increase of student backpacks created during the 2014-2015 school year. More schools will be implementing OhioMeansJobs K-12 in 2016-2017. In the Career Lab, students will use OhioMeansJobs K-12 interest inventory results to determine career interest areas to explore. Educators will also use OhioMeansJobs K-12 as a professional development resource.

Students used the OhioMeansJobs K-12 Career Cluster Inventory results to identify their main career interests to focus on during school career fairs, job shadowing visits and in preparation for mock interviews. Eighth grade students in Talawanda Schools used OhioMeansJobs K-12 to research for an I-search paper that was then shared with grade 6 students through a peer tutoring model.

Madison High School career survey results included the following:

- Fall surveys showed that 55.4 percent of grade 10 students have discussed career plans with their parents. This increased to 69.3 percent by spring term.
- A bigger change occurred in discussions with teachers and counselors, from 26 percent to 48 percent.
- Reported career experiences outside the classroom improved from 16 percent to 30 percent of students.
- Matching personality to careers improved from 41 percent to 65 percent.
- Forty-six percent reported early understanding of high school options, which increased to 65 percent in the spring.
- Improvement in understanding post-high school options increased from 23 percent to 42 percent.
- A cause for concern is the number of students reporting a detailed plan for education in 11th and 12th grade and beyond: 11 percent in the fall, 31 percent in the spring.
- Changes in attitude toward career planning were not statistically significant, with around 50 percent reporting a positive attitude and 20-25 percent working on a positive attitude.

Gallia-Jackson-Vinton County Joint Vocational School District
Contact: Ellen McCabe, Career Advisor/Placement Coordinator

REQUIREMENT 1: CAREER MENTORS

Educator Mentors

Gallia-Jackson-Vinton JVSD coordinated an immersive experience for educators and regional business and industry partners. The educators attended three days of information sessions and business site visits to learn about industry career opportunities and the education, training and soft skills that students need in order to be successful in a career. One educator reported, *“Overall, the Educator Extravaganza far exceeded my expectations. I learned a lot of information that I can share and use in and outside the classroom!”*

Career Fairs

The Southeast Ohio Regional Job Fair hosted 64 student attendees, where they discovered potential jobs and employers, gained experience in professional appearance and introductions and practiced their elevator speeches. Another 64 students attended the Careers on the Water River Career Fair in Pt. Pleasant, WV, and 20 students attended Career Fairs as participants at Vinton Elementary School in Gallia County and Wellston Middle School in Jackson County.

Fifteen CTE programs hosted mentors from local and regional businesses to discuss career options and workforce skills necessary for job success with students at Gallia-Jackson-Vinton JVSD. Students gained a better understanding of the professional skills they need when preparing to enter the workforce.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

Every high school and middle school in Gallia-Jackson-Vinton's CTPD had educators who chose to participate in the Educator Extravaganza event, totaling 72 participants. This exceeded the goal for participation and proved to be a valuable experience that will be repeated in 2016-2017. Additional career fairs are planned for 2016-2017, with a focus on how to increase student participation.

REQUIREMENT 2: EXPERIENTIAL LEARNING

Career Fridays

Gallia-Jackson-Vinton JVSD students provided hands-on experiences for every grade 6 class from all partner districts. Eight-hundred and eighty six students and 68 educator chaperones attended sessions consisting of information about industry-specific occupations and hands-on activities related to career fields. The sessions consisted of 15 minutes of information about careers specific to a career field (job opportunities, education and training requirements, salaries, etc.) and 15 minutes of hands-on activities related to the career field. CTE program students were the presenters for all events, which allowed them to develop professional skills in presenting, public speaking and working with students. The CTE students were instructed to talk about the career field in which their program was a part, but not specifically about their program. This opportunity helped open students' eyes to many future career possibilities and challenged generalizations that often come with careers. One chaperone commented, *"As they were walking into the Construction Cluster, a student was overheard saying, 'Oh, this is a guy's thing.' The girls presenting (Building Trades and Welding) really proved that to be different."*

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

Career Fridays exceeded expectations as the majority of grade 6 students from all CTPD districts attended, and all schools participating plan on attending again in 2016-2017. School officials received positive feedback through exit surveys, and one Vinton County Schools' administrator said, *"Thank you again for putting together Career Friday for our students. We have received positive feedback from many of our students and parents!"*

REQUIREMENT 3: CAREER PATHWAYS

Career Advising Teams

Gallia-Jackson-Vinton JVSD leaders met with superintendents and principals from each partner district to discuss their career advising policies and recommend development of career advising teams. Team leaders were selected for each building, and they assisted in selecting educators from their schools to be part of the career advising teams. Teams met and developed career advising plans for grades 7-12 at each school, with implementation scheduled for the 2016-2017 school year. Team leaders met regularly to discuss and evaluate the individual plans and offer input and suggestions. They shared final plans in May 2016, with a special emphasis placed on using OhioMeansJobs K-12 as well as the Career Connections resources in each plan.

Career Development Facilitator Training

As a part of the Career Advising Team strategy, all 14 partner districts chose a career advising team leader who completed 120 hours of training to become an NCDA nationally certified Career Development Facilitator. This provided a foundation of career development training to educators who may not have had formal education in this area. One teacher commented, *“I think the opportunity to discuss, compare notes on what others are doing, etc., is so important. It was awesome- helped clarify many questions or uncertainties; gave me new direction.”*

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

Career advising teams will continue to work throughout the 2016-2017 school year to implement career advising in all CTPD districts. Support for the teams and each districts' strategies will continue through Gallia-Jackson-Vinton JVSD. The NCDA trainer was impressed by the work of this group, commenting that, *“This is the best group I have ever worked with, and these are the best Career Development (Career Advising) Plans I have ever seen. Great job, you guys are rock stars!”*

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

OhioMeansJobs K-12

Teachers at Gallia-Jackson-Vinton JVSD, as well as educators in all partner districts, received OhioMeansJobs K-12 training, with many also attending OhioMeansJobs Reporting Tools training. Four hundred and fifty Gallia-Jackson-Vinton JVSD students used OhioMeansJobs K-12 for career exploration, interest inventories and analysis, career pathways research, budgeting activities and resume writing.

“Check and Connect” Advising

Gallia-Jackson-Vinton JVSD students were each assigned a teacher as an advisor for a new “Check and Connect” concept. Once a month, all students had time to review their personal attendance, grades and other school measures to identify strengths and opportunities for growth with their teacher-advisors. This provided students the time to evaluate how they are progressing toward their long-term career plans and ensured a caring adult in the school for every student, guiding them to success. This program was successful in raising awareness of attendance, behaviors and credits for both students and staff and will be expanded in the 2016-2017 school year.

Postsecondary Preparation

Gallia-Jackson-Vinton JVSD students and many CTPD students participated in various activities to prepare them for successful postsecondary transitions. Career advisors, school counselors, and other educators provided the following opportunities for students:

- Facilitated College Credit Plus face-to-face meetings with students and parents, as well as informational mailings for all students and parents/guardians.
- Held individual advisory meetings with students for one-to-one college and career readiness planning.
- Conducted numerous individual and group ACT and college advisory meetings with all interested students.
- Scheduled and transported students to college visits and placement test sites.
- Helped students apply to college, register for the ACT, and complete the FAFSA.
- Facilitated mock interviews for all seniors at Gallia-Jackson-Vinton JVSD, which included job application completion and interviewing etiquette.
- Offered the Armed Services Vocational Aptitude Battery (ASVAB) to any student interested, resulting in 50 students taking the exam in December 2015.
- Recognized hundreds of students who earned industry-recognized credentials and certificates at the 2016 Buckeye Hills Career Center Certificate Ceremony.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

OhioMeansJobs K-12 professional development was initially provided to all schools from a Department Career Connections consultant, and Gallia-Jackson-Vinton County JVSD has now taken the lead in supporting CTPD districts in using the website. Each district is implementing OhioMeansJobs K-12 usage through their career advising plans in various ways, engaging students from grades 6-12 in career awareness, exploration and planning.

The “Check and Connect” advising model has been enhanced for the 2016-2017 school year so the process is more efficient. An incentive program has also been added for 2016-2017, providing more immediate incentives for students throughout the school year.

Four County Joint Vocational School District Contact: Tina Short, Career Advisor

REQUIREMENT 1: CAREER MENTORS

Mentoring Model

Four County JVSD adapted Butler Tech’s “Together Assembling a Stronger Community” model. A local manufacturing company, CK Technologies of Montpelier, partnered with Four County JVSD’s pre-engineering program. This model pairs businesses with classrooms together, where students learn about and create solutions for local business issues of interest. Mentors and program teachers developed a problem-based unit around an issue in engineering. The mentors helped the students identify problems and develop their own lean manufacturing A3 model to determine solutions. Four County JVSD also coordinated student visits to the company and attended the students’ final project presentations.

Business Partnerships

Four County JVSD engaged business partnership efforts throughout the CTPD 2015-2016, resulting in helping coordinate job fairs at local schools and collaborating with county economic development offices in the region. Four County JVSD has an office dedicated to job placement for students. For the school year 2015-2016, 35 students were placed at 28 different companies.

Additional business partnerships are continuously being sought out to grow the opportunities available to students. For example, Nature Fresh, a new international company in Fulton County, is enthusiastic about collaborating with Four County JVSD and potentially providing company tours, mentorship and employment opportunities for students in pilot year two. The goal is to reach all students in the 22 CTPD school districts and Four County JVSD.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

The mentoring model program expanded in 2016-2017. With a CTPD coverage area of 1,600 square miles, there are time consuming processes necessary to contact businesses, coordinate schedules and complete a project model. An individual dedicated to this work is critical to its effectiveness in coordinating efforts and communicating opportunities to students throughout the CTPD.

Over 700 students attended multiple college and career fairs at Four County JVSD and CTPD schools from January to May 2016. The main challenges to growth are keeping in contact with 22 associate schools for assistance in business partnerships and developing OhioMeansJobs K-12 and job fairs. These challenges exist due to the guidance office’s many responsibilities.

Many connections are developing through outreach to economic development offices in the Four County area, and strategies are being discussed to better coordinate communication of opportunities throughout all CTPD

schools. One strategy is the development of a database of business and community connections and opportunities that will be shared throughout the CTPD. Over 900 contacts are estimated to be a part of the database when development is completed.

As business partners are sought, the organizations must evaluate how they can best connect with schools. For instance, Nature Fresh is currently establishing and building their company. They are located on 174 acres and continue to add on to the building, but do not have a clean room needed to allow for visitors. The clean room keeps bacteria to a minimum when others visit their facility. Nature Fresh and Four County JVSD are excited to find a solution to offer students this innovative opportunity to visit their facility.

Job placement staff are in constant contact with students and employers to continuously improve the program and placement opportunities available. While it is open to students in 11th and 12th grades and business partnerships are growing, the main barriers to student participation are transportation and distance from the businesses.

REQUIREMENT 2: EXPERIENTIAL LEARNING

SMART Lab

Four County JVSD developed a makerspace for use in the school and a traveling unit for partner districts. Through the pilot, Four County assisted with the statistics needed for a SMART grant, which supported the development of a robotics initiative and SMART lab.

School Opportunities

Four County JVSD and partner districts developed experiential learning opportunities for students in grades 5-12. Some activities were in correlation with another school district to expose students to career opportunities with hands-on learning activities. Teachers developed learning strategies during professional development time to connect academic content to career fields.

In one groundbreaking event, 197 students visited a baseball stadium, where they learned about the sports industry and what it takes to “run the show.” While coordinating this opportunity was a challenge, its success led to the planning of similar events for Four County and partner districts in pilot year two.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

Four County JVSD will repeat the baseball stadium visit for the 2016-2017 school year and evaluate other events in the future for all 22 schools within the CTPD, with anticipated challenges of time, manpower and funding. The funds available through the pilot will assist in the planning and participation. The pilot will not be sustainable without funding.

Four County JVSD is collaborating with its region’s state support team career technical planning district consultant to design professional development for educators to create Career Connections learning strategies for their content areas.

Event surveys were distributed to gain insight from the students and teachers on the experiences above and their opinions on how it could be improved. Additional supports were offered to enhance curriculum, including eduFactor online resources, job ethics resources and non-traditional student materials.

REQUIREMENT 3: CAREER PATHWAYS

Career Planning Course

Four County JVSD and Northwest State Community College collaborated to offer students a Career and Life Planning college course through the College Credit Plus program. The course focuses on career awareness, personal awareness and education awareness as they relate to the process of career choice. Students learn about decision-making strategies, resume writing, interviewing skills and job search techniques.

Career Clarity Grants

Based on the Butler Tech JVSD model, Four County JVSD offered Career Clarity grants to their partner districts. Grants submitted included adding Career Connections curriculum and semester courses in schools, and Archibold ROCKS, where over 30 students learned about various career fields. Career Clarity grants also supported STEM clubs and labs, using the STEM Job magazine in science classes throughout the CTPD, providing non-traditional career resources for girls, using Strengths Finder 2.0 tools with students, and creating career event field trips and CEO days.

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

While the Career Clarity grants were offered to all 22 partner districts, only five responded and were awarded grant funds. In 2016-2017, additional communication and support will be provided to encourage all districts to participate.

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

OhioMeansJobs K-12

Four County JVSD conducted workshops for teachers and staff to learn about Career Connections and OhioMeansJobs K-12 resources, including presentations on the use of Career Connections as a classroom resource to school district counselors, teachers and staff.

Four County JVSD incorporated Career Connections and OhioMeansJobs K-12 with over 450 grade 11 students to research occupations and the education needed for careers in which they are interested. Throughout the CTPD, students created over 1,000 OhioMeansJobs K-12 Backpacks. Student backpacks were used with many Four County JVSD students during career advising to help align their coursework and experiential learning opportunities to their goals. OhioMeansJobs K-12 resources also helped instructors identify additional credentials available for career-technical programs.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

Continued professional development for Career Connections and OhioMeansJobs K-12 is scheduled for 2016-2017, building on the workshops from the first year. The Global Career Development Facilitator certification, through the National Career Development Association, is being evaluated as a professional development opportunity to enhance career advising throughout the region.

Pioneer Career and Technology Center Contact: Greg Nickoli, Superintendent

REQUIREMENT 1: CAREER MENTORS

Career Coaches

Pioneer CTC provided career coaching services to nine of 14 partner districts and two other Richland county districts, as well as career center students at Pioneer CTC. Each district opted for varying degrees of implementation, including pre- and post-assessments on students' postsecondary plans, individual meetings with students and group sessions.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

Career Coaching data shows the number of each district's student meetings and class presentations.

The bulk of the pilot funds supported the employment of career coaches. Most worked part-time and were retired educators who had an interest in continuing to work with students. The main challenge in year one was identifying and employing acceptable Career Coaches for districts given the lateness of the notification of the pilot funds. This strategy will continue in 2016-2017 with continued professional development for the coaches.

REQUIREMENT 2: EXPERIENTIAL LEARNING

School Opportunities

Students from Pioneer CTC's 14 partner districts and two additional Richland County districts took students in grades 7-12 to area businesses in an effort to create greater awareness of regional employment opportunities. Pilot funding provided multiple opportunities for students to take field trips to visit local businesses and industries as well as the local community college and campus of The Ohio State University. Students heard directly from both human resource professionals and employees in various occupations during the site visits. Pioneer CTC plans to host grade 4 students at a local conference center to provide hands-on career field experiences in November 2016.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

Pilot funds were used to provide bus transportation for field trips and campus visits, and additional funds were used to provide lunches and cover other miscellaneous expenses during these trips. Pioneer CTC will continue to support these visits in 2016-2017, and is searching for sustainable options to cover the transportation expenses in the future.

REQUIREMENT 3: CAREER PATHWAYS

Professional Development

Pioneer CTC provided two professional development activities for their partner school districts. First, several teachers were permitted by their districts to attend professional development activities on school days. They visited local businesses to learn about employment opportunities for their students and the connection between what they teach and in-demand jobs within their communities. The second opportunity was a stipend for 40 teachers to attend a full-day in-service with similar goals and outcomes. Both variations produced positive responses from teachers and business partners.

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

Professional development costs included teacher stipends and substitute coverage. Additional funds were used to provide lunches, planning time and cover other miscellaneous expenses. Additional professional development will be offered in 2016-2017 with the goal of expanding its reach to additional educators.

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

Career Advising with Coaches

Career coaches worked with hundreds of students in each of the 11 participating school districts, including surveys of student postsecondary aspirations, individual and group meetings, community events and field trips. Over 3,800 students from grades 7-12 received individual career advising among the participating schools.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

Group career advising sessions had 467 participants, and 754 students went on field trips to various sites. Through the career coaches' work, the number of students stating that they had not decided on their postsecondary plans decreased from 13 percent to 9 percent between the pre- and post-assessment.

South-Western City Schools

Contact: Amy Schakat, Coordinator, Career-Technical Education

REQUIREMENT 1: CAREER MENTORS

Mentoring Opportunities

Ninety-one South-Western City School District students participated in various mentoring opportunities with 27 business partners to expand their knowledge of careers and career fields. Students were matched with employees at the respective businesses and focused on observing and learning about the jobs and careers available in the related industry.

The shift to incorporate business mentors for grades 7-12 has brought a partnership with the Incubatoredu curriculum. This curriculum is centered on business mentors teaching students alongside the teacher. This experience will expand the student's understanding of entrepreneurship while exposing students to multiple career fields and local industries.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

The mentors will number in the 30-40 range and will be connected not only to the high school students but to the middle grades as well. A portion of the budget will cover the one-time cost of the curriculum and business mentor model and template.

REQUIREMENT 2: EXPERIENTIAL LEARNING

Career Days

South-Western City Schools arranged Career Days, where 1,632 students and staff experienced 14 different career fields in February 2016. Students experienced the tools and skills used in a variety of career fields, including operating a virtual welder, making dental forms, taking blood pressure, securing data and cutting a "model's" hair. Business and industry partners displayed the variety of careers available in each field and explained the education and skills necessary for each career.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

The South-Western City School District reported that Career Days created a buzz throughout the district. Students were excited about career opportunities, and counselors and teachers became more aware of how they could connect their classwork to career fields.

REQUIREMENT 3: CAREER PATHWAYS

Career Exploration Courses

From grades 7-12, students can take courses from the following list that incorporates career exploration and planning:

- Grade 7
 - Digital Communication Course
- Grade 8
 - Exploring Careers using OhioMeansJobs K-12. (Business mentors will be a part of these courses.)
 - Gateway to Engineering
- Grades 9-12
 - College and Career Readiness, with Envision IT curriculum and OhioMeansJobs K-12
 - Intro to Business
 - Intro to Marketing
 - Programming Fundamentals
 - Intro to Technology - Network Security
 - Business Law
 - Personal Finance
 - Strategic Entrepreneurship

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

Business mentors will be part of the grade 8 Exploring Careers course as well as the Strategic Entrepreneurship course. These courses rely heavily on business mentors and business coaches, with the business mentor working alongside the teacher. Students will explore various industries as they partner with their mentor.

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

Professional Development

The South-Western City School District provided OhioMeansJobs K-12 and Career Connections training to district educators. This training supported the goal of all educators understanding their role in the career development of their students. Educators had the opportunity to consider and discuss why they teach, and align with the goal of preparing students for successful futures. With this goal in mind, educators worked to embed career advising within classroom content to enhance existing lessons.

OhioMeansJobs K-12

All students in grades 7 and 8 took the Career Cluster Inventory in OhioMeansJobs K-12 and a strengths assessment through their English or social studies classes. The interest inventories were used to communicate career interests and assist students in developing course plans for high school. Eleventh grade students used OhioMeansJobs K-12 to research occupations and then aligned their academic choices to their potential career interests.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

The 2015-2016 budget focused primarily on training and professional development for teachers and counselors. The South-Western City School District provided pre- and post-training data to understand the impact of the professional development. Survey results indicated career counseling and Career Connections are foreign to many staff members. Another challenge is making intentional connections for all students using current staff, and continued training is needed for every teacher and counselor.

Four Cities Educational Compact

Contact: Roger Wright, Director

REQUIREMENT 1: CAREER MENTORS

Educator Mentors

Four Cities Compact connected 12 teachers from their partner schools to business mentors throughout the region to plan lessons linking content to career fields. Over the school year, the teachers and mentors met multiple times to identify industry challenges that required academic solutions. Lesson topics varied and included information directly tied to learning standards as well as "soft skills" employers are looking for when they hire. The teachers worked with their mentors to embed the challenge within lesson plans. Teachers and mentors developed and presented 16 lessons linked to academic content standards, affecting 970 students in four high schools.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

The pilot teacher who made the most of this opportunity was chemistry teacher Wendi Damm from Barberton High School. Mrs. Damm and fellow chemistry teacher Lisa Monk partnered with representatives from Timken Steel to conduct a unit on materials. The teachers and Timken representatives conducted a three day workshop in six chemistry classes, totaling approximately 130 students, in which they were introduced to steel and steel making. They also examined careers at Timken as well as career readiness and interview strategies.

All teachers involved in the pilot are committed to working with their colleagues to connect academic content to real world work, as well as include more educators in 2016-2017. Year two pilot plans are to expand to 25 teachers participating in the mentor program. New teachers and business partners who have expressed an interest in participating will be contacted as well as many returning from year one.

REQUIREMENT 2: EXPERIENTIAL LEARNING

Manufacturing Days

Four Cities Compact supported both Barberton High School and Wadsworth High School in celebrating a Manufacturing Day through the pilot program. Barberton High School held an assembly with representatives from Alcoa and SME Prime. Students in three career and technical education (CTE) programs gave demonstrations of techniques used in manufacturing.

At Wadsworth High School, sophomore history classes studied the Industrial Revolution and then did a comparison between manufacturing then and manufacturing now. Then, they took an in-house field trip and toured the engineering and design and robotics classrooms to see demonstrations by CTE students. Industry representatives from Alcoa were there to talk to the students about the future of manufacturing.

Medina County Manufacturing Showcase

In November 2015, a group of 16 educators and 30 students attended the *Geared for Success Manufacturing Showcase* sponsored by the Made in Medina County group. The attendees heard keynote speaker Thomas Frey and learned more about current practices in manufacturing and 3D printing. Over 60 local businesses shared information on their operations. Through event networking, two additional mentoring partnerships were established.

Medina County Economic Development Road Show

In December 2015, the entire Wadsworth High School grade 9 class of 395 students heard a welcome message from County Commissioner Adam Fredrick and then went on a field trip to nine local manufacturing

businesses in Medina County. The Medina County Economic Development Committee arranged the trip, which also included participation from Atlantic Tool and Dye, Flambeau, and Akro-Mils. Students and high school teacher chaperones learned first-hand of operations at each facility.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

A Manufacturing Day promotional table provided information to guests at a Barberton High School football game about the local organizations and educational programs linked to manufacturing, with an estimated game attendance of 2,000. Another promotional table was set up at the Wadsworth High School home football game with representation from Parker Hannifin and SME Prime. Announcements at the game and on the local cable broadcast were made about Manufacturing Day featuring business partners. The game attendance was approximately 3,000 with a cable TV viewing audience of 1,000. These events will continue in the 2016-2017 school year.

Overall, an estimated 1,500 students directly participated in experiential learning activities between Wadsworth Middle School, Wadsworth High School and Barberton High School.

REQUIREMENT 3: CAREER PATHWAYS

Do Your Job

Through support from the Four Cities Compact, Barberton High School Principal Jeff Ramnytz took the lead in career pathways advising for his school. After examining data on the postsecondary success of Barberton High School graduates and speaking to business and educational leaders in the Barberton community, he embraced the idea of breaking from the traditional “college for all” mentality and shared with students multiple post high school pathways to success. The theme of “Do Your Job” was established and well promoted with posters, t-shirts, announcements and messages on the school marquee. A “Do Your Job” committee of staff members worked throughout the year to plan a systematic approach to prepare students for work life after high school.

Per the committee recommendations, each grade level will incorporate certain job-specific and employability skills into coursework, along with job-related classroom activities, projects and field trips to local businesses. Barberton High School teachers toured local businesses to learn about career opportunities and the knowledge and skills students need to be successful. Teachers will embed lessons and skill development activities into everyday learning to draw direct connections between academics and their applications in the real world of work. The English department has added a Career Communications class for seniors, and students will lead parent-teacher conferences to show how they are progressing toward their career goals through their OhioMeansJobs K-12 Backpacks.

Edge Factor

Four Cities Compact also purchased Edge Factor building licenses for all partner middle and high schools for 2016-2017. Edge Factor directly connects academic content from multiple subjects with the real world problem solving skills needed in the workplace. Teacher training is included in the purchase of the resources, and Edge Factor held trainings in the fall. In addition, the compact purchased several mobile 3D printers.

Coding Camp

Wadsworth City Schools hosted a coding camp for approximately 215 students, modeled after Wadsworth High School's 2015 STEM camp. Teachers were trained at the camp and used their newly developed skills to share with student attendees. This provides an environment where teachers are free to take risks, have fun and develop positive experiences connecting the content to their curriculum.

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

Four Cities Compact sees Barberton High School's "Do Your Job" as a valuable initiative that high schools across Ohio can replicate. Teachers are showing students the "why" as they draw direct connections between everyday academics and their applications in the real world of work. Collectively, the entire Barberton High School teaching staff, not just school counselors, is helping students develop a "career maturity" in which they are gaining a greater awareness of:

- Industries and the jobs that exist within them;
- Which industries and jobs best fit them;
- Availability of certain jobs;
- Career pathways to those jobs;
- Costs associated with the pathway;
- What employers are looking for when they hire; and
- What it takes to be successful once obtaining the job.

Twenty-six teachers from Wadsworth, Barberton and Copley schools trained for two days and then taught students in summer 2016. First, grade 11 students participated in coding activities around themes such as animation, fashion and design, game design, storytelling and music. Students learned about careers that use computer science and coding skills.

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

OhioMeansJobs K-12 Training

Four Cities Compact focused on exposing educators in the four districts to OhioMeansJobs K-12 and its resources. Training took place from fall 2015 through spring 2016 for administrators, counselors and teachers. Various teachers and counselors began using OhioMeansJobs K-12 for Career Connections learning activities. Approximately 375 grade 8 students at Wadsworth Middle School used OhioMeansJobs K-12 for career exploration and planning activities.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

Barberton district staff participated in multiple OhioMeansJobs K-12 trainings, and several teachers have taken the lead in showing how to use the available resources in accordance with this initiative. Barberton High School had previously purchased the Naviance system but will now replace with OhioMeansJobs K-12. The Four Cities Compact will use OhioMeansJobs K-12 for career planning activities throughout the four districts during pilot year two.

Madison Local School District

Contact: Jim Riggle, Director of Career-Technical Education

REQUIREMENT 1: CAREER MENTORS

Career Coaching

Madison Local School District provided career coaching services, and coaches conducted individual career advising interviews with all students in grades 6-12. Students were then connected with opportunities to visit businesses related to their career interests. For instance, 13 sophomore students attended a manufacturing field trip to two local manufacturers (American Augers and Gorman-Rupp) and North Central State College.

REQUIREMENT 1: RESULTS AND RECOMMENDATIONS

Leaders in Madison Local School District indicated that the greatest accomplishment of the pilot project is career coaching. Plans for expanding coaching and mentoring opportunities are in process for pilot year two. Madison would like to stretch career coaching down to an introduction at the elementary school level, and send career awareness messages in social media or newsletters throughout the district.

REQUIREMENT 2: EXPERIENTIAL LEARNING

Internships

Forty-four seniors in Madison's CTE programs participated in internships during pilot year one. Students in career-technical education programs visited all Transitions classes, a course for grade 7 students focused on career exploration and pathways. They also shared opportunities available through their programs with 223 students during the fall and spring semesters.

REQUIREMENT 2: RESULTS AND RECOMMENDATIONS

Madison Local School District and other area districts, businesses and agencies are planning a career day for grade 4 students in 2016-2017. Madison also considered bringing grades 5 and 6 students to the high school, but currently do not have the time and resources to plan and implement it. This is one example of how having a dedicated person tasked with this work could expand the opportunities for students.

REQUIREMENT 3: CAREER PATHWAYS

Career Advising

Through the aforementioned career coaches and career advising interviews, Madison Local students participated in career advising in numerous ways. Tenth grade students enrolled in a college and career readiness class or career-based intervention, courses dedicated to career exploration and planning. In May 2016, high school students from all career-technical education programs made tabletop presentations for a career fair attended by 439 students in grades 5 and 6 at the middle school. In 2016-2017, these students will visit career-technical education programs in the high school.

REQUIREMENT 3: RESULTS AND RECOMMENDATIONS

Through school-wide planning, 182 sophomores visited at least one of the 11 on-site career-technical programs to better understand what was offered within their own school. Tenth grade students in the college and career readiness class reported that they were more prepared to plan for their future. In an exit survey, students said:

"You are choosing how your future will play out with just a few decisions, so decide wisely."

"I've learned about the abilities I already have... [and]... I feel a lot more prepared for my future."

"If you get discouraged just remember that if you work hard and believe in yourself you can be successful in anything you do."

"What would you do to be known in this crazy world that we live in? As for me, I will make my name and legacy known to every country and everyone in this world until the day that I die."

“This is what I want to do in the future. No matter what it takes to get there, I will do my best to get my life’s dream.”

REQUIREMENT 4: CAREER-FOCUSED COUNSELING

OhioMeansJobs K-12

Madison middle grade students created OhioMeansJobs K-12 Backpacks and completed the Career Cluster Inventory to begin researching careers of interest. OhioMeansJobs K-12 also was used in grade 10 college and career readiness courses and career-based intervention classes. To accomplish this, three classroom carts of 25 Chromebooks each were purchased to simplify the coaching process.

Postsecondary Preparation

During the 2015-2016 school year, Madison Local students enrolled in approximately 200 college courses through College Credit Plus within the high school building and on college campuses. College and military partners visited and provided displays at the high school.

REQUIREMENT 4: RESULTS AND RECOMMENDATIONS

Over 1,100 students from grades 6-12 completed the Career Cluster Inventory in OhioMeansJobs K-12. Teachers are now able to have a cart of Chromebooks in their classroom to allow students to complete the inventories and assessments in OhioMeansJobs K-12. These inventories provided the coaches with information to discuss with each student, and supported the efforts to provide every student with meaningful career advising.

MOVING FORWARD

The Ohio Department of Education’s assignment for the House Bill 64-authorized Career Counseling Pilot was to package the first-year and final reports of pilot district activities and make them available to the Ohio Governor’s Office and General Assembly. Department staff also will share the report with the Ohio School Counselors Association and the Ohio Association of Secondary School Administrators. The Department will complete the final project report, which will include year two activities and findings, in October 2017.

This 2015-2016 report provides the below list of contacts for each district participating in the pilot. Report readers should address questions about individual district activities directly to the corresponding district contacts.

Participating Districts	Contact	Title	Email
Butler Tech Joint Vocational School District	Megan Reed	Career Counseling Pilot Coordinator	reedm@butlertech.org
Four Cities Educational Compact	Roger Wright	Director	rwright@fourcitiescompact.org
Four County Joint Vocational School District	Tina Short	Career Advisor	TShort@fcanywhere.net
Gallia-Jackson-Vinton Joint Vocational School District	Ellen McCabe	Career Advisor/Placement Coordinator	McCabeE@buckeyehills.net
Madison Local School District	Jim Riggle	Director of Career Technical Education	JRiggle@milsd.net
Pioneer Career and Technology Center	Greg Nickoli	Superintendent	nickoli.greg@pctc.k12.oh.us
South-Western City School District	Amy Schakat	Coordinator, Career-Technical Education	als0122@swcsd.us