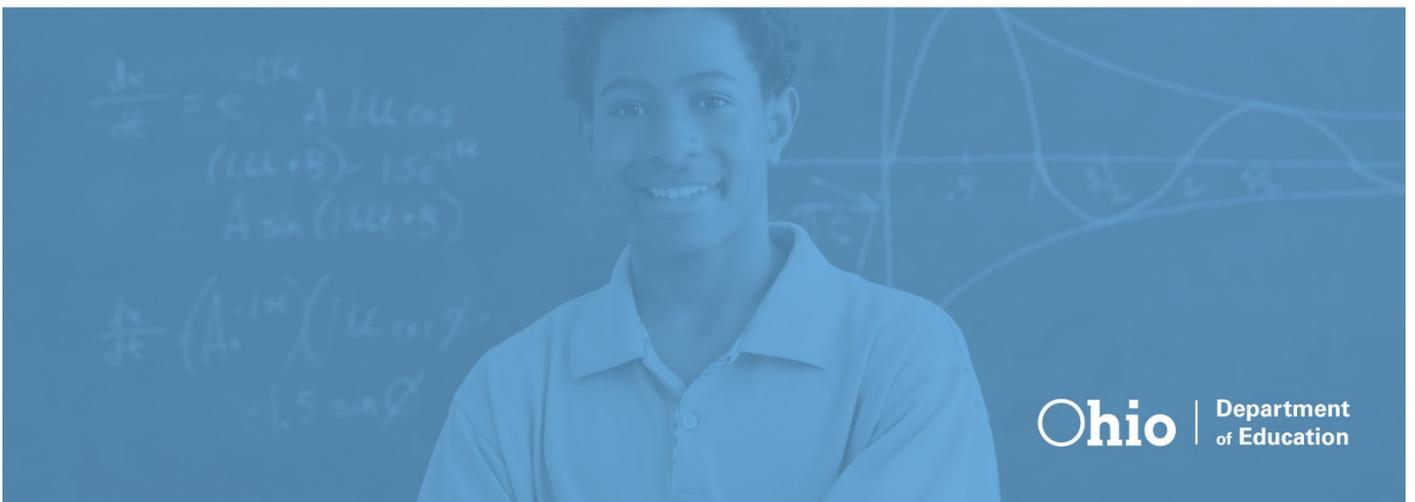




OHIO DEPARTMENT OF EDUCATION

Career Counseling Pilot Report
Office of Career Connections

OCTOBER 2017



Career Counseling Pilot

Second-Year Report

INTRODUCTION

Ohio House Bill 64, the main operating budget of the 131st Ohio General Assembly for fiscal years 2016-2017, included a provision of \$1,008,000 for seven school districts to increase students' career counseling targeted at Ohio's in-demand careers. Districts chosen by lawmakers to participate in the two-year pilot identified strategies to help Ohio build a pipeline of workers who are qualified to meet our state's greatest workforce needs.

This report summarizes first-year (2015-2016) findings and reveals second-year (2016-2017) activities, student participation and recommendations of the pilot districts. Districts incorporated various strategies to meet the requirements of the pilot legislation, as the pilot fund amounts varied by district. The strategies districts used increased business and community partnerships and provided career-focused learning and advising to students. These districts provided all the information contained in this report.

PARTICIPATING DISTRICTS

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

During the pilot's first year, three key findings emerged from the districts' experiences and recommendations, as outlined in the year one report. These recommendations carried through the second year of the pilot, emphasizing the need for career education supports to Ohio schools. In summary, the recommendations are as follows:

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 both years of the pilot using pilot funds to provide needed resources.

Butler Tech, Gallia-Jackson-Vinton Joint Vocational Schools, Four Cities Compact and South-Western City Schools all shifted the responsibilities of the pilot to one educator within the district. This meant that each site hired additional individuals to support the work for which these individuals were previously responsible. Pioneer Career and Technology Center and Madison Local Schools 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 offer 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 give tours, career fairs, industry days, job shadowing and internships. Districts also bought equipment and held professional development about 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 (ODE) could host these strategies on the existing Career Connections webpage and through the Department's Learning Management System (LMS) which will feature career-focused courses.

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 offering 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. This includes courses on OhioMeansJobs K-12 and career advising policies, as well as those focusing on career pathways that will be deployed through the Department's LMS. ODE and the Department of Higher Education could further collaborate to incorporate career connections strategies in educator and counselor preparation programs, ensuring that incoming teachers, counselors and administrators understand the importance of career development in education.

PILOT DISTRICT ACTIVITIES AND RECOMMENDATIONS

Requirements 1 and 2: Mentors, Partnerships and Experiential Learning Opportunities

YEAR ONE REVIEW

The first two recommendations of the pilot focus on connecting business and community partners with education by providing mentors to grow the experiential learning opportunities for students. Through the pilot, several patterns of involving business and community partners emerged. The pilot schools approached business and community participation by connecting mentors directly to students, and by connecting mentors to educators in the following ways:

1. Providing mentors directly from business and the community to students through activities and events, such as:
 - a. Career fairs and events
 - b. Mock interviews
 - c. Job shadowing and observations
 - d. Internships
 - e. Business tours and field trips
2. Connecting educators with business and community partners to incorporate problem-based learning in the classroom:
 - a. Together Assembling a Stronger Community (TASC) program
 - b. Educator and business partner collaboration in developing curriculum
3. Providing professional development for educators who can then use their experiences to influence students through various strategies, including:
 - a. Conducting business tours;
 - b. Leading professional development or training;
 - c. Preparing educators to serve as career coaches.

One-time events, such as career fairs and business tours, gave a glimpse into the work that happens in various careers, while job shadowing, internships and professional development gave students and educators a deeper depth of knowledge and connection with mentors. Real growth and change in the schools happened when business and community partners collaborated with educators and offered input about how academic learning standards connect with the knowledge and skills needed in the workplace. Butler Tech developed the TASC mentoring model, which pairs businesses with classrooms. In this model, students learn about and create solutions for local business issues of interest. Teachers receive professional development in problem-based learning to guide students through this process.

Descriptions of the activities summarized in the table below are available in the Career Counseling Pilot Report from year one.

District	Mentors Connected with Educators	Mentors Connected with Students
Butler Tech	TASC: 14 students Business tours: 15 teachers	Mock interviews: 942 students Junior Achievement: 725 students in three districts Internships: 12 students (Marshall High School) Business tour: 18 students Career days: <ul style="list-style-type: none"> Ross Middle School: 870 students Fairfield Freshman School: 820 students Middletown High School: 280 students Talawanda Middle School: 260 students
Four County JVSD	TASC Mini-grants	Mentorships: 35 students Career fairs: 700 students
Pioneer CTC	Career coach training Business tours and professional development: 40 teachers	Business tours Higher education field trips
South-Western City Schools	INCubatoredu partnership	Mentorships: 91 students Career days: 1,632 students
Gallia-Jackson-Vinton JVSD	Educator Extravaganza: 72 educators	Mentorships: students in all 15 CTE programs Career fairs: 148 students Career Fridays: 886 students, 68 chaperones
Four Cities Compact	Curriculum: 12 educators, 970 students Geared for Success Manufacturing Showcase: six educators	Manufacturing Day: estimated 1,500 students Geared for Success Manufacturing Showcase: 30 students Mock interviews: 230 students Career fair: 378 students Manufacturing company tours: 395 students
Madison Local Schools	Career coach training	Business field trip: 13 students Internships: 44 students Career fair: 439 students

YEAR TWO SUMMARY AND RESULTS

Participants continued the year one activities in the pilot's second year, and the following expansion occurred:

Butler Tech Joint Vocational School District

An estimated 2,300 students and many educators got involved in business and community partnerships and experiential learning in the pilot's second year through Butler Tech. Most of the funds spent were for transportation to events and activities and professional development expenses for schools, including substitute teacher costs. Butler Tech reported that 450 businesses collaborated to provide 122 internships and 343 job shadowing opportunities for students in the pilot's second year. To coordinate these efforts, the district hired an individual using non-pilot funds.

The coordinated efforts of Butler Tech and its associate schools through this pilot were extensive. Nine hundred Lakota Local School District students took part in Junior Achievement, an organization that offers business simulation experiences for students. An additional 137 Madison Junior High School students participated in Junior Achievement's *It's My Future* and *Job Exploration* programs. Madison High School implemented creative solutions, including a *Shark Tank*-style business project in a business class, and the development of the Collaboration Station, a space designed for students to engage in teamwork and collaborative learning. Butler Tech developed the Career Counseling Academy, an online, self-paced course that trains educators and mentors in the basics of career advising. Butler Tech is sharing the mentor training course with the state's Community Connector grant awardees through the Ohio Department of Education. Additional opportunities included:

Job Shadowing

- Talawanda Middle School: 253 grade 8 students
- Ross Middle School: 120 grade 8 students

Project-Based Learning (PBL)

- Madison High School: 36 students in one class (using the TASC model)
- Northwest Local Schools: 35 educators trained over three days, resulting in 23 PBL units
- Butler Tech: Six baseball dugouts built by the construction program for a disadvantaged area (34 students, 6 teachers)

Business Tours and Events

- Monroe Junior High School: 133 students and nine teachers
- Monroe High School: 38 students
- New Miami High School: 35 students and two teachers attended OKI Construction Career Days, 25 students and two teachers attended AT&T event

Four County Joint Vocational School District

With an expansive, four-county area to serve, Four County JVSD developed creative solutions to engage the diverse needs of their schools. Through the Four County Career Center Placement Center, 35 students took part in internships at 35 companies. The district developed an *Employer Participation Opportunities* guide to give potential business partners options for levels of involvement they could choose. The businesses in the four counties chose from four levels of participation, ranging from minimal involvement, such as visiting a classroom twice a year, to high levels of involvement, such as taking part in the TASC program with a classroom. Businesses and organizations helped with job fairs at local schools as well as the career center, resulting in 500 students attending the Four County JVSD job fair and more than 200 students attending college and career fairs in associate schools. Four County JVSD also set up a database to organize the information from participating business and community partners, which they shared with their associate schools to grow collaboration.

Additional opportunities included:

Career Days

- Ayersville High School: 238 students
- Archbold Middle School: more than 30 students

Business Tours and Events

- Sauder Manufacturing: 113 students
- Henry Ford Rouge Plant: 275 students
- Stranahan Theater Group: 115 students
- Amazing Shake, Ayersville Middle School: 63 students

Pioneer Career and Technology Center

To increase career-focused opportunities and extend the number of students affected by the pilot program, Pioneer CTC's trained mentors in career development. They primarily used pilot funds to employ these mentors, called career coaches, who were individuals from the community trained in providing career advising to students in grades 6 through 12. The career coaches met with students throughout the school year to increase student career awareness, provide tools and resources for career exploration, and help high school students with career planning.

Pioneer hosted career presentations to more than 2,000 grade 4 students during two days in November 2016. This opportunity gave students real examples of the work done within many different career fields, exposing them to the skills and tools used in businesses. Feedback from this event was positive, and Pioneer will continue this event in the future.

South-Western City Schools

South-Western City Schools employed several strategies to offer career advising for students at many touchpoints and grade levels throughout the school year. For instance, the *INCubatoredu* program expanded 50 students' understanding of entrepreneurship while exposing them to multiple career fields and local industries. Through this program, the students met with nine mentors several times to learn about and develop business plans. Career days continued in year two, giving opportunities for 3,300 students to experience many career fields through hands-on activities. Business partners visited grade 8 *Exploring Careers* classes weekly. Through this course, a career panel discussion facilitated conversations with business representatives and 150 students, where students learned what it is like first hand to work in careers of their choosing.

Gallia-Jackson-Vinton County Joint Vocational School District

Gallia-Jackson-Vinton County JVSD's approach to the pilot program was to develop strong relationships with all school districts they serve to grow career-focused opportunities in ways that best served the local communities. Many of the same activities and events developed in year one of the pilot took place during year two. This included Career Fridays, where 931 grade 6 students and 68 chaperones from all associate schools visited the career center and learned about career fields from high school students. Gallia-Jackson-Vinton County JVSD held an advising fair for all 15 career-technical education (CTE) programs, totaling 420 students, and two career fairs served 84 students in the career center region. The Educator Extravaganza hosted 35 educators in its second year. In addition, students in the career-technical programs at Gallia-Jackson-Vinton County JVSD engaged in community service projects, such as Habitat for Humanity.

Four Cities Educational Compact

Four Cities Educational Compact had great support from the four school districts they serve, and built momentum within all schools for career-focused learning. Their approach was to connect business partners and teachers to find where academic learning standards and business knowledge and skills aligned. In pilot year two, Four Cities Educational Compact expanded the number of teachers taking part in the educator

business partnerships, where business representatives and teachers developed lessons based on business and industry needs. Through this teacher-business collaboration, they reached an additional 700 students in the second year who learned how their classroom content connects to the real world. Manufacturing Day events continued in year two. Additional business visits for students and educators took place. Barberton High School held senior days for students, providing college and career fairs for students as well as practice interviews with business partners. Medina Economic Development Group held a job fair at Wadsworth High School, serving 378 students.

Madison Local School District

Madison Local School District used a similar strategy as Pioneer CTC by employing and training career coaches to directly work with students in the district. The career coaches were offered to all students in grades 6 through 12 during year two of the pilot. This included meeting with students individually to discuss career interests, identify steps in career planning, such as exploring multiple careers related to each students' interests, and learning about the education, training and skills necessary for the careers they researched.

Career speakers presented to middle and high school students about opportunities in business and industry, and students toured local businesses and colleges to see what they may experience in college and the workplace. Madison Local School District also held a career day for grade 4 students in November 2016, giving young students an opportunity for hands-on experiences with some of the tools used in the workplace. Twenty high school students helped the local businesses in running the educational sessions. This was a positive experience for the students, educators and community participants, and Madison considered it a huge success. Madison plans to expand career coaching to the elementary school level through introductory career awareness messaging in social media and newsletters.

YEAR TWO CHALLENGES AND RECOMMENDATIONS

Districts expressed that setting up relationships with business and community partners and coordinating mentors was the most difficult task during the pilot. There was willingness to take part from all parties, but finding time to grow partnerships proved challenging. The recommendation clearly articulated from all participants is that an individual at the school district must be able to focus on coordinating these efforts or they will not occur consistently in a district. All pilot districts recommended funding to support a person to coordinate this work.

Requirement 3: Career Pathways and Coursework

YEAR ONE REVIEW

During year one, the pilot districts introduced career pathways to students through courses and other learning opportunities to see firsthand how academic coursework must serve as a foundation for career skills. Madison Local Schools, South-Western City Schools, two Butler Tech associate schools, and one Gallia-Jackson-Vinton County JVSD associate school developed and implemented specific career-focused courses. Four Cities Educational Compact, Butler Tech, Four County JVSD, and Pioneer CTC used the business-education partnerships to develop content for academic classrooms. Four Cities held STEM and coding camps that served 366 students in grades 1 to 11. Butler Tech and Four County JVSD both developed labs specifically for career pathways learning activities. Through the labs, students receive instruction in basic skills used within selected career pathways and practice the skills to get a truly authentic experience.

YEAR TWO SUMMARY AND RESULTS

Butler Tech Joint Vocational School District

In year two of the pilot, Butler Tech continued the Career Clarity Plan, offering mini-grants to associate schools to implement career-focused learning in creative ways. The district created the following student opportunities:

Butler Tech Career Lab: In 2016-2017, the Butler Tech Career Lab was fully functional. Ten schools brought 2,992 grade 8 students to the lab with 245 chaperones. This increased Butler Tech's reach by 178 percent more than the previous year. The district also uses the lab for educator professional development. One educator commented, *"I thought the Lab was awesome! The students were completely engaged in the activities. Many of them said that it gave them a good idea about what is expected in that particular career. Some even said that it changed their minds about certain careers."*

STEM Conference: This event was in conjunction with Butler County Educational Service Center, and 470 students attended. The conference included a main speaker, breakout sessions and an exhibit area to introduce eighth-grade students to STEM careers. The district used funds from the Career Counseling Pilot to offset student registration fees for those attending.

Career Conference and Reality Check: Fairfield Freshman School planned and executed a full-day career conference. The event featured a Reality Check (a real-life budgeting exercise) in the morning and a main speaker and break-out sessions in the afternoon. Reality Check engaged 744 students, which was a 95 percent participation rate. Thirty community volunteers and 27 staff helped run the event.

Future Fair: At Edgewood High School, approximately 1,200 students in grades 9 to 12 participated in the first annual Future Fair. All students learned about internships for possible career choices, and some even obtained summer jobs through the connections made at this event. Students learned more about the military as a career choice; postsecondary options, including two- and four-year colleges; as well as programs for skilled trades. This event was significant due to the number of students involved and the positive response given by the 40-plus volunteers. One volunteer said that this was the best event he has ever been a part of.

Real World/Real Money and Career Fair: This event at New Miami High School reached 109 students and 10 teachers. The students and volunteers reported that they really enjoyed the experience. Several students said, *"How am I supposed to do this, I have three kids and a job that doesn't pay much!"* A grade 8 math teacher reported, *"I had students during the event tell me they were out of money so we had to refer them to financial counseling. There they learned to get a second job, food stamps and if they qualified for any other government assistance. It was a real eye opener to them – the importance of furthering their education to get a better job. The students were only allowed to pick from their jobs based upon GPAs. Some decided they were going to need to work a little harder in school. I really enjoyed watching them throughout the week talking and discussing income, taxes, housing, kids, etc. It was a good experience for our kids."*

Career Education: Edgewood Middle School provided professional development to teachers about how to include Career Connections Learning Strategies in all classes. The expectation was for teachers to use the career connections part of the model curriculum a minimum of four times during the school year. Sixty percent of teachers included the career connections six or more times. Teachers recognized that students had more buy-in to what they were learning when there was an application to their own lives and their own interests. Teachers used career references, which helped students in recall and application of the core academic curriculum concepts.

Career Clarity Curriculum Outline: At Lakota Local Schools, the school counselors met and planned a career-focused curriculum outline for students in grades 7-12. They shared this at a district counselor meeting. Counselors are using this guide to identify appropriate and consecutive career activities to use with students. Through this opportunity, the group of 19 counselors for grades 7-12 provided a consistent plan for career curriculum.

My Future Career Explorer: At Madison Junior School, 157 students and seven staff members got involved in this endeavor. A packet, *6th Grade Career Explorer: Find Your Future*, was created for all

grade 6 students to learn about the world of work and careers. After completing their packets and doing career research, students wrote letters to parents and future teachers about their career exploration and aspirations.

Professional Skills: Ninety-two Middletown Middle School students in grade 8 completed online soft skills training modules. Students enjoyed discovering new ways to communicate in the professional world of work. Students discussed applying soft skills with problem-solving skills. Students learned ways to use critical thinking while using soft skill techniques. Students received soft skills credentials upon completion of the module unit.

Through the experiences offered from Butler Tech's Career Lab to individual school career-related events and projects, more than 7,000 students enjoyed robust experiences to aid in their exploration of potential career paths.

Four County Joint Vocational School District

In 2016-2017, Four County JVSD continued offering the Career and Life Planning course through Northwest State Community College. Educators took professional development to better understand how to incorporate career connections in the classroom. Four County JVSD developed its SMART lab to offer career exposure to students in grades 6 to 12 with help from manufacturing companies. The district also developed a traveling makerspace to give hands-on design experiences to students throughout the four counties. Four associate school districts took part in Four County JVSD's mini-grants with the following results:

Senior Seminar: Archbold High School used pilot funds to buy Strengths Finder 2.0 materials for 36 students taking a senior seminar course. The school measured effectiveness based on pre- and post-data about the students' comfort level in naming their strengths before and after taking the assessment and reading the book. Most students reported an increase in their understanding of their strengths. All students named their top five strengths and could cross-reference those strengths with needed skills researched within one career profile in OhioMeansJobs K-12.

ACT Preparation Program: Ayersville High School implemented an ACT prep program during their activity period for all the junior students. Students took pre- and post-tests to compare their results on practice ACT tests.

Robotics Program: Bryan City Schools used funds to further develop the robotics program by giving hardware funds to implement a Robotics 2 course of study. Thirty-six high school students received instruction on basic mechatronics and programming ideas using Scratch and the NXT-G graphical programming environment. Throughout each unit, students then applied these concepts to projects, which required their application to complete them successfully. The district scored students using rubrics broken in to three main sections: the build, the program and the execution. To assess the program's effectiveness, teachers used resulting scores and grades but said that the true test was the student feedback. Students said that they didn't think they could successfully build and program a robot at the start of the class, but after the class, they had a good understanding of the basics and were amazed at everything they learned to do.

STEM Equipment: Pettisville Local Schools used funds to support their Agriculture Education, STEM club and classroom lab stations. They bought equipment and materials including Vernier handhelds, dissecting microscopes and 3D printer attachments. This allowed all students to have equipment to collect data during STEM or in the classroom setting at the same time, rather than sharing devices. This allowed students to use updated technology and spend more time discussing data. The hands-on experience helped them explore skills needed for careers in engineering, electricity, mathematics, science and mechanics. This equipment impacted 278 students in grades 7 to 12.

Pioneer Career and Technology Center

Pioneer CTC offered more professional development to educators in year two of the pilot with the goal of expanding its reach. The career center carried out this goal in two ways. First, many participating districts allowed teachers to attend professional development activities on school days. They visited local employers to learn about employment opportunities for their students and the connection between what they teach and employment opportunities within their communities. Secondly, Pioneer CTC offered a stipend for 40 teachers to attend a full-day, in-service program with similar goals and outcomes. Both variations produced positive responses from both teachers and employers.

South-Western City Schools

In year two, 35 teachers took part in professional development to strengthen the career pathways connection within classes. This included four teachers receiving INCubatoredu business mentor training and three middle school teachers attending the central Ohio *Connecting Students to Career Possibilities* meeting. This training offered lesson strategies on incorporating career-technical courses in the middle grades. South-Western developed courses for students in grades 7 to 12 to incorporate academic and technical standards. The courses included:

- Grade 7:** Digital Communications
- Grade 8:** Gateway to Engineering
Exploring Careers
- Grade 9:** Engineering Design
Introduction to Business
Introduction to Information Technology and Network Security
- Grade 10:** Digital Design
Marketing Strategies
Programming Fundamentals
- Grade 11:** Engineering and Robotics
Market Research
Network Security
- Grade 12:** Civil Engineering
Entrepreneurship
Cyber Security
Software Programming

Gallia-Jackson-Vinton Joint Vocational School District

All Gallia-Jackson-Vinton County JVSD associate school districts implemented the career advising plans for grades 7 through 12 developed in year one of the pilot. Each associate school selected a career advising team leader, and these representatives completed the Career Development Facilitator (CDF) training through the National Career Development Association (NCDA) in year one. Each school then formed teacher teams to decide how to best incorporate career-focused learning in their respective buildings. The schools placed emphasis on using OhioMeansJobs K-12 as well as the Department's Career Connections resources. Gallia-Jackson-Vinton County JVSD continued support for the teams and each districts' strategies by providing OhioMeansJobs Reporting Tools training.

Four Cities Educational Compact

In 2016-2017, an additional 12 teachers developed curriculum with business partners to include career connections in the classroom. Lessons included a road surfacing project and the effects on tires, cars and speed in Copley High School's chemistry, physics and earth science classes in conjunction with The Shelly Company. Economics teachers from Copley High School also did a project with Legos and Fastenal, including a hands-on demonstration on product distribution. Students and teachers at Barberton High School did several lessons and took a field trip to NASA Lewis Research Center to culminate the project. Students in Wadsworth's

engineering and robotics courses worked in conjunction with Summit Space to have an inside look on the Space X launches and future space projects. Four Cities Compact also bought Edge Factor building licenses for all partner middle and high schools for 2016-2017. Overall, an additional 700 hundred students took part in curriculum connected to career pathways, and teachers have the resources to continue teaching these lessons to future classes.

Madison Local School District

Madison Local School District continued providing career pathways learning to students through transitions classes, a course for grade 7 students focused on career exploration and pathways. Students in grade 8 can take a STEM class to explore careers. Then in grade 10, a college and career readiness class or career-based intervention course is available, and students also can take elective classes in business, computers, manufacturing and construction. Each year, students in career-technical programs present information and descriptions of the career pathways to students in grades 5 and 6, as well as those in the high school programs.

YEAR TWO CHALLENGES AND RECOMMENDATIONS

To incorporate career pathways in academic coursework, educators must have the training and experiential learning opportunities to fully understand how the knowledge and skills used in the workplace link to the learning standards. Educators also need time for developing curriculum based on these experiences. Coordination between business and education needs to develop, and the opportunity to make this happen exists with the recent legislation reinforcing school districts’ requirement to have business advisory councils. Professional development currently in development will offer training to educators on how to incorporate career-focused learning in classrooms and schools.

Requirement 4: Career-Focused Counseling

YEAR ONE REVIEW

In year one, career coaches designed and delivered career-focused counseling, educators trained to be career leaders in schools coordinated the counseling and teachers participated in advisor-advisee opportunities. All pilot districts used OhioMeansJobs K-12, and students began preparing for postsecondary education and ultimately their careers in a variety of ways. The table below shows the number of students taking part in career-focused counseling in year one:

Participating Districts	Number of Students
Butler Tech Joint Vocational School District	6,308
Four Cities Educational Compact	375
Four County Joint Vocational School District	1,450
Gallia-Jackson-Vinton Joint Vocational School District	450
Madison Local School District	1,300
Pioneer Career and Technology Center	5,041
South-Western City School District	1,632

YEAR TWO SUMMARY AND RESULTS

The pilot school districts and associate schools worked diligently to continue and grow career-focused counseling opportunities for students in year two. Pioneer Career Technical Center, Madison Schools, and Butler Tech all employed career coaches or advisors to work with individual and groups of students. Students

from grades 6 to 12 in all pilot schools used OhioMeansJobs K-12 for career exploration and planning. Several schools used other career exploration websites and apps along with OhioMeansJobs, such as the Naviance system and the *Hats and Ladders* career exploration app. In Madison Local Schools, every student has a success folder beginning in grade 6 to support their academic and career planning. Butler Tech’s Career Counseling Pilot Coordinator developed an online Career Counseling Academy, which includes coursework on the current labor market, statewide and regional in-demand jobs, and available career counseling resources, including OhioMeansJobs K-12 and ODE’s Career Connections resources.

The pilot districts used the strategies described throughout this report to meet the following goals:

1. Increase the number of students who earn college credit through the College Credit Plus program,
2. Increase the number of students planning for postsecondary education,
3. Prepare career pathways for students that result in an industry-recognized credential,
4. Engage students in experiential learning opportunities, including job shadowing, mentorships, internships, career fairs and business tours,
5. Train teachers and counselors in the use of OhioMeansJobs K-12 and the Career Connections resources provided by the Department in order to use OhioMeansJobs K-12 in the schools, and
6. Train counselors, teachers, and mentors in the methods and resources needed to provide career-focused counseling to students.

The reported results of these goals are listed in the table below. All of these goals engage students in career-focused learning to increase their understanding of how to plan, prepare for, and take an active role in choosing their future.

	Butler Tech JVSD	Four County JVSD	Pioneer CTC	South-Western Schools	Gallia-Jackson-Vinton County JVSD	Four Cities Educational Compact	Madison Local Schools
Earn college credit through the College Credit Plus program	241	113		644		426	76
Plan for a postsecondary education	1,236		125	2,597		75%	1,440
Earn an industry-recognized credential or state-issued license	185			484		142	69
Participate in experiential learning	2,300		970	5,047		3,735	1,440
Use the OhioMeansJobs website	5,183			1,000+	2,600+		697
Participate in the Career Connections initiative				450+	2,000+		1,440
Participate in career-focused counseling	7,000+	3,000+	1,000+	860+	2,600+	10,556	1,440+

YEAR TWO CHALLENGES AND RECOMMENDATIONS

Challenges found in year two of the pilot included the difficulties some school reported with using the OhioMeansJobs K-12 system. Another challenge is making intentional connections for all students using

current staff, thus calling for continued training for teachers, counselors and administrators. With the demands that schools experience, career-focused activities and counseling fall by the wayside. The career advising policy has brought to light the importance of this work in some schools, but without accountability, many schools do not see this as a priority. Through the pilot funds, career coaches and additional staff focused on career advising, but the participating districts report that they are unsure if this will continue in the future without additional funding.

MOVING FORWARD

The Ohio Department of Education’s assignment for the House Bill 64-authorized Career Counseling Pilot was to package the year-end 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.

This final report provides the list of contacts below 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@mlsd.net
Pioneer Career and Technology Center	Greg Nickoli	Superintendent	nickoli.greg@pctc.k12.oh.us
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