Career Awareness and Exploration Funding Discussion Guide

FOR CAREER-TECHNICAL PLANNING DISTRICT PLANNING OF CAREER AWARENESS AND EXPLORATION FUNDS

Ohio | Department of Education

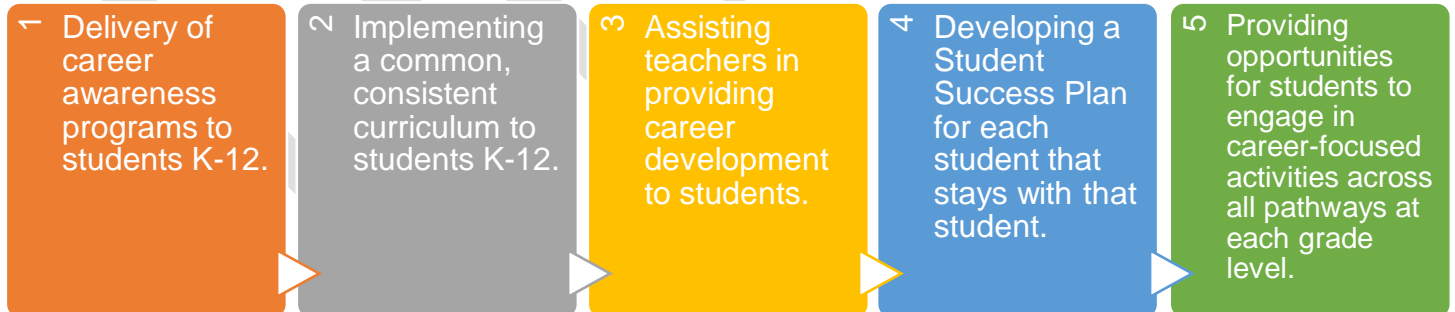# Career Awareness and Exploration Funding Discussion Guide

Overview

To support the implementation of a more career-focused approached to education in Ohio, House Bill 110 has established funding to be used towards **career awareness and exploration** in each city, local, exempted village, and joint vocational school district, community school, and STEM school.

Career Awareness and Exploration funds will be calculated by the Department at each city, local, exempted village, and joint vocational school district, community school and STEM schools (henceforth referred to as schools) starting in the 2021-2022 school year and should be used to enhance career awareness and exploration for Ohio students. Schools will generate funds for these purposes based on their enrollment in the amount of $2.50 per student in the 2021-2022 school year and $5.00 in the 2022-2023 school year.

While the Department will calculate funds at each educating school through the state foundation payment process, the funds will be transferred to the Career-Technical Planning District (CTPD) by the Department. The Career-Technical Planning District shall utilize these funds to deliver relevant career awareness and exploration programs to all students within its Career-Technical planning district, consistent with Career-Technical planning district's plan on file with the Department of Education and the uses listed below[1].

Proper Uses of These Funds Include:

1. Delivery of career awareness programs to students K-12.

2. Implementing a common, consistent curriculum to students K-12.

3. Assisting teachers in providing career development to students.

4. Developing a Student Success Plan for each student that stays with that student.

5. Providing opportunities for students to engage in career-focused activities across all pathways at each grade level.

[1] Senate Bill 166

Promising Practices by Grade Band

District Examples:
- Hire lead Career Advisors and/or identify building level leads across the district(s).
- Hire a Real-World Learning/Partnership Coordinator: Staff member who is focused on connecting real world learning in curriculum K-12 and also helps lead with building strong community partnerships and opportunities for students.

Elementary School:
- Develop hands-on activities that directly align to grade-level learning standards. This will show real-world application to learning skills in the classroom and career pathway opportunities. For example: culinary activities, construction, coding robotics.
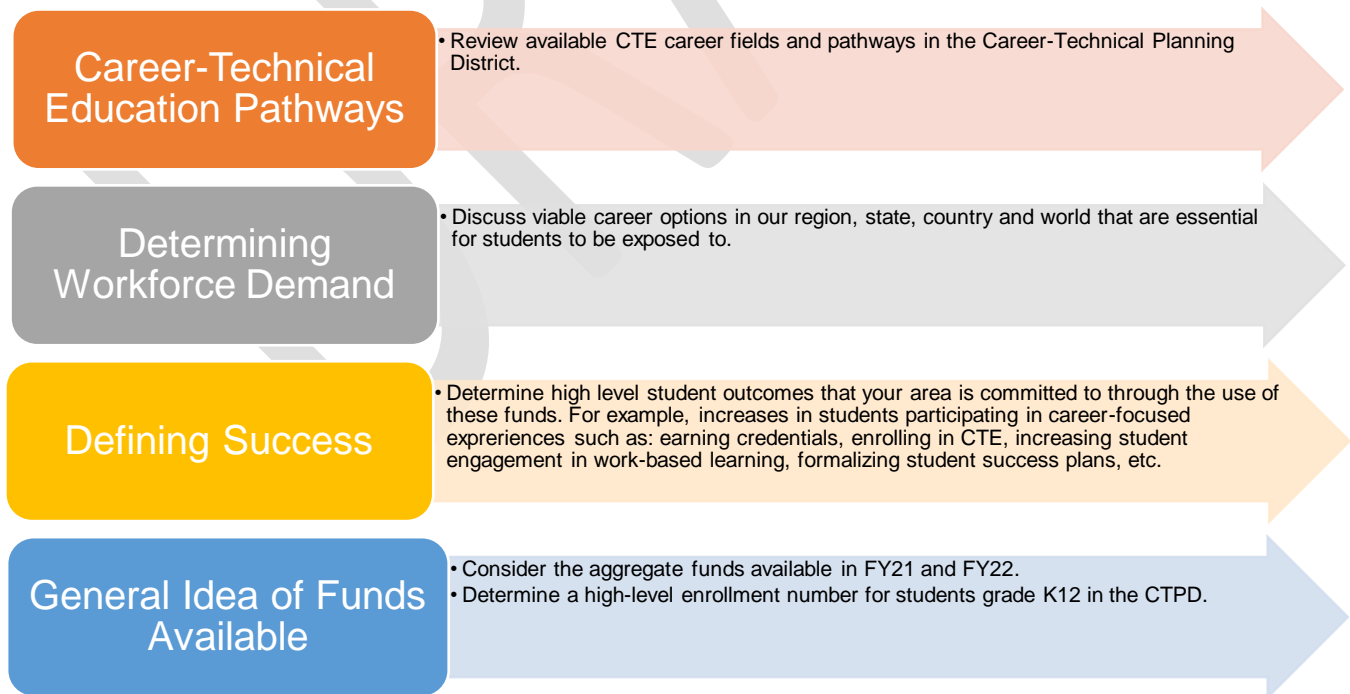
Middle School:
- Career Days and Career Speakers: Schools could use funds to have speakers come to the school or have businesses come out and present during a career day.
- Fund career fairs, field trips, speakers, professional development, etc.
- Provide awareness of careers aligned with the Career-Technical Planning District's career field and pathway offerings to middle school students.
- Virtual Job Shadowing opportunities.

High School:
- Career Exploration Software Training: Schools could use funds to train teachers and other staff on using various career exploration software platforms. For example, OhioMeansJobs.com is Ohio's free career exploration system. Schools may also use other software systems for career exploration as well.
- Industry-Recognized Credentials: Schools could use funds to support students in earning these.

Local Planning: Setting the Stage

To get started planning for your career awareness and exploration funds for your local areas, begin by exploring together the following considerations:

Career-Technical Education Pathways	• Review available CTE career fields and pathways in the Career-Technical Planning District.
Determining Workforce Demand	• Discuss viable career options in our region, state, country and world that are essential for students to be exposed to.
Defining Success	• Determine high level student outcomes that your area is committed to through the use of these funds. For example, increases in students participating in career-focused experiences such as: earning credentials, enrolling in CTE, increasing student engagement in work-based learning, formalizing student success plans, etc.
General Idea of Funds Available	• Consider the aggregate funds available in FY21 and FY22. • Determine a high-level enrollment number for students grade K12 in the CTPD.

Local Planning: Designing our Project(s)
Now that you have explored some basic considerations, let's start designing:

Questions to consider	Our team's answer
Systems thinking: • Do we have programming accessible to EVERY student in EVERY grade (K12) across our CTPD? • What career awareness and exploration is happening in each of our individual buildings? If we don't know, what can we do about that? • Do we have a connected strategy across our CTPD buildings to have a coherent approach to career awareness and exploration for all students?	
What career awareness and exploration programs exist K-12 in our CTPD to learn or build from?	
Where do we focus our programming for this year, considering the **allowable uses of funds** and Career Connections Framework?	
What are the general industry needs in our area that we will need to be sure to highlight with students?	
What CTE programs in our CTPD are needing more students?	
Discuss student reach: • How will you consider the number of students served? • What is your ideal population of student that is currently underserved to serve? • Approximately how many students (or percentage of students) would we like to serve?	
Locally identified questions:	*Locally identified answers:*

Local Planning: Putting our Design in to Action
PROTOTYPING OUR PROJECT(S):

Questions to consider	Our team's answer
Considering our answers above and the relevant information on promising practices, what are some projects that we should consider implementing with these funds?	
Discuss impact and begin narrowing ideas: • Which project(s) are most realistic? • Which project(s) hit your ideal underserved student population and reach? • Which project(s) align most with your CTPD priorities?	
How will we know if the project(s) are successful? What are our goals?	
What total estimated costs are associated with the project(s)?	
Who are the primary implementers of the project(s)	
What is the high-level timeline for the project(s)?	
How will we monitor and communicate progress on the project(s)?	
How will we reconvene to iterate and finalize plans? How will we engage others, including our Business Advisory Council partners?	
How will we communicate and roll-out the project(s)?	
Locally identified questions:	*Locally identified answers:*

Career Awareness and Exploration Funding Project Worksheet:

SECTION	ANSWER
Describe the project:	
How many students are targeted to be served in this project?	
How is the project(s) designed with equity in mind? *For suggested tools and resources, visit the Department's webpage.*	
What is the timeline for the project(s)?	
How does the project(s) further Ohio's One Goal for education?	
Funding considerations:	
What is the total amount required to fund the project?	
Which allowable uses of funds does this project align to?	
Who will be the funding contact to maintain and monitor the project(s) budget(s)?	
Implementation considerations:	
Who is/are the overall project manager(s)? include relevant contact information.	
How will the project(s) team communicate progress?	

Career Awareness and Exploration Funding Project Evaluation Worksheet:

SECTION	ANSWER
What worked?	
What didn't work?	
How will you modify this project for the future?	
How many students did the project serve?	
How much did you spend?	
Any additional information or reflection?	