

# Career Advising Plan Template



Office of Graduate Success

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**Department of  
Education &  
Workforce**

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## Instructions on use of resources:

This resource is designed to complement the Career Advising Toolkit to support school districts in converting career advising policies into actionable, locally driven, equitable, student-centered career advising plans. It is a tool for change, development and implementation of a school's advising plan and inform district career advising policies. In addition, this is an excellent tool to help craft an effective Student Success and Graduation Plan.

The following prompts are in direct correspondence with the Making a Plan and Sustaining a Plan activities in the Career Advising Toolkit. These prompts are designed to leverage the discoveries from reviewing local career advising processes and equity analysis to identify opportunity for development or expansion of current practices and policy. In response, participants shall consider how each factor is integrated across the career connections framework: Awareness (K-5), Exploration (6-8), Planning (9-12).

# Making a Plan

## Activity 1

### SELF-AWARENESS

What quality self – exploration activities are outlined in local career advising policy/plans? How do they help students become aware of their aptitude, interest, skills, and values that guide subsequent career exploration efforts?

### ACADEMIC SUPPORT

How do local career advising policy/plans support students in building a rigorous academic foundation and develop academic behaviors essential to preparing for post-secondary pathways?

## ADVISING

How do local career advising policy/plans provide students with the information they need to graduate high school, enroll in post-secondary education, and explore career opportunities?

## COLLEGE AND CAREER EXPOSURE

What options/experiences are outlined in local career advising policy/plans that helps students build awareness and aspirations about post-secondary options including college and careers?

## COLLEGE APPLICATION AND ENROLLMENT

What options/experiences are outlined in local career advising policy/plans that provide students with the knowledge necessary to successfully transition into post-secondary education?

## **COLLEGE APPLICATION AND ENROLLMENT**

What options/experiences are outlined in local career advising policy/plans that provide students with the knowledge necessary to successfully transition into post-secondary education?

## **FAMILY KNOWLEDGE AND ENGAGEMENT**

How are students and families engaged in the development of a comprehensive support system that contributes to the students' academic success and future career planning?

## **MILITARY ENLISTMENT**

How do local career advising policy/plans provide students with the information and resources necessary to successfully transition into the military?

## PROFESSIONAL DEVELOPMENT

What activities/experiences are defined in local career advising policy/plans that help students develop the non-cognitive skills that are critical to their academic, career, and personal success?

Are students actively engaging in the [OhioMeansJobs-Readiness Seal](#), and what has been successful or been a hurdle in supporting students in achieving the Seal designation?

## Activity 2

Identify 2-3 strategies/lesson plans currently being used or from the resources identified within the [Career Connections collection](#) to explore further or implement that addresses each factor across the Career Connections Framework explored in activity one.



# Activity 3

**Equity Lens** - Using the outcomes of the Equity Gap Analysis Tool identify at least four areas from activity one to implement thoughtful equitable action.

# Sustaining a Plan

## Activity 4

### **POLICY REDESIGN**

During this phase, districts, schools, educators, and stakeholder partners will co-design a common vision for career advising that encompasses equitable, student-centered goals and strategies that support the needs of all students and provide pathways for post high school success.

### **IMPLEMENTATION FIRST STEPS**

It is important to think deeply about who needs to be at the table to support and generate immediacy in implementing the Career Advising Plan framework developed in this toolkit. In this portion of the sustainability step identify the 5 initial “actionable” steps required to proceed in the implementation of this plan and the stakeholders to fulfil those steps. Next, list the core 5 stakeholders/institutions needed to fulfill the identified action steps and describe the role(s) each stakeholder/institution plays in the action steps supported.

## MONITOR

Districts, schools, educators, and stakeholder partners will develop or leverage current progress monitoring strategies and tools to track the progress and impact of the career advising plan. Individual teachers and school counselors may monitor their own progress or their students' progress that stem from formal or informal career advising activities.