

# Career Advising Toolkit: Train-the-Trainer



Office of Graduate Success

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**Department of  
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# Introduction

Career advising in Ohio is designed to support students in developing a vision and realistic plan for their futures across the K-12 spectrum. During the 2015-16 school year, it was [legislatively](#) established that Ohio school boards of education shall adopt policies on career advising and update them biannually. The specification of these advising policies is to outline how districts provide career advising starting in grade 6 through 12; creating a linkage between academics and the world of work; developing multiple academic pathways to graduation; identify and create access to both traditional academic and Career-Technical credit. Ultimately, the purpose of career advising is to prepare students for a pathway of post-high school success, as prescribed in the Ohio Department of Education and Workforce [strategic plan](#). Additionally, districts are to utilize early warning tools and measures to identify students at-risk of dropping out of school and establish student success plans to support students in staying on a path to graduation. The legislation also calls for transparency in advising processes within a student's direct and indirect environment, meaning not only does a counselor and or teacher dictate what should be included in a student's advising plan, but student and parent voice is equally significant.

Understanding the policy's purpose is to know that it is the high-level view of the expected actions on the ground, but what about the building we stand on to achieve this policy view? The revised Ohio Career Advising Toolkit is designed to support schools, districts, and educators in understanding the importance of career advising and the factors within or “the building between” that impact and help shape the lives of the students, families, and communities served. Equity being an interwoven component of the toolkit process, schools, districts, and educators will gain insight into the significance, importance, and position equity plays in both policy and practice development. When informed by an equity lens and with an understanding of culturally responsive practices, the actions and solutions selected within the Career Advising Toolkit development process will better align opportunities that support all students' needs.

# Purpose

The purpose of this document is to support local district and school leaders in guiding stakeholder groups through the career advising toolkit in a two-step process.

Trainers could consist of the following: District Superintendents, Education Service Center Professionals, Business Advisory Council leads, School Principals or Assistant Principals.

The Career Advising Toolkit is designed to be a catalyst for transforming policy into actionable, locally driven, equitable, student-centered career advising plans. Trainers will guide stakeholders in using the toolkit to collaboratively analyze current career advising policies, local student success, and graduation plan elements, as well as local resources and data through the use of the Advancing Academic Excellence for All: Equity Gap Analysis Tool. Further the collaborative will participate in the following:

- Develop a foundational understanding of what career advising is and its application across Ohio's K-12 landscape through the Career Connections Framework.
- Identify and understand the requirements of career advising found in the Ohio Revised Code.
- Acquire a comprehensive understanding of career awareness, exploration, and planning within career advising.
- Develop an understanding of the multiple facets of career advising embedded within 8 factors across the core Career Connections Framework (Awareness, Exploration, and Planning). Those factors being Self-Awareness, Academic Support, Advising, College and Career Exposure, College Application and Enrollment, Family Engagement, Military Enlistment, and Professional Development.
- Recognize the significance of equity and utilize the outcomes of the Advancing Academic Excellence for All: Equity Gap Analysis Tool and additional resources to design intentional implementation strategies for policy and practice that are inclusive of and reflect the needs of all students served.
- Identify resources and strategies for student success and graduation plans.
- Design strategies for sustainability and monitoring of practices established within career advising plans.
- Utilize outcomes, strategies, resources, and tools identified in using the toolkit to inform district career advising policies.

# Phases

## PHASE 1 – IDENTIFY STAKEHOLDERS

The career advising toolkit is a whole-child initiative and crosses many areas and aspects of the educational system and is designed for multiple audiences, such as district and regional-level staff and board members (superintendents, administrators, business advisory members, career readiness leaders, state support and data leads), school-level leaders and staff (principals, career and community resource coordinators, counselors, career readiness educators, and individual teachers), as well as students, and parents. When working with many stakeholders, it will be instrumental to identify who will act as a co-designer and who will act as an advisory member.

A **co-design team** can be defined as a collective of key stakeholders who have both high impact and high influence and are equal collaborators throughout the toolkit process and design of the career advising plan/policy. Example representation (business advisory lead, business partner, community partner, district leader, school-level administration, teacher leads, head counselors, student representation from focus population groups, parent/caregiver).

An **advisory council** can be defined as a larger collective of stakeholders who may have low impact but high influence and provide strategic advice and feedback throughout the toolkit process and development of the career advising plan/policy. Example representation (members of the district business advisory council, regional and state support, local school board members, Career-Technical planning district leaders, non-administrative and non-instructional staff).

Building local educational ecosystems that are both diverse and inclusive elevate various perspectives that create opportunity to spark greater insight, promote active sharing of ideas, and ultimately generate better outcomes. Utilizing business advisory councils as the foundation of stakeholder engagement helps build said educational ecosystems and fosters an environment for transparency. Additionally, there are benefits for local business advisory councils to lead in this work:

- The work done in developing career advising plans may be included in business advisory applications;
- Be a resource for business advisory council plans;
- Enhance partnerships and aid in the shared goals of the council.

Additionally, the [Ohio Local Stakeholder Engagement Toolkit: A Guide for Districts and School Leaders](#) is an excellent tool for developing, sustaining, and engaging local stakeholders and community partners in whole child work.

## PHASE 2 – SET MEETING CADENCE AND ENGAGE IN THE TOOLKIT PROCESS

In developing a meeting cadence across co-design and advisory teams, aligning to the structures of existing leadership and advisory schedules is a good first step. The following is the toolkit workflow and meeting structure with estimated timeframes, intended audience, presentation slides, resources, and Jamboard templates to help trainers lead their teams through the career advising toolkit process.

### *INTRODUCTION MEETING – CAREER ADVISING AND TOOLKIT OVERVIEW*

**Overview:** In this session trainers will walk meeting participants through an overview of the legislative requirements of career advising and an introduction to the career advising toolkit and process.

- Timeframe: 1 hour+
- Intended audience: Co-design and advisory council teams
- [Presentation Slides](#)
- Resources:
  - [Career Advising Overview](#)
  - [Policy on Career Advising](#)
  - [Career Connections Framework](#)
  - [Career Advising Toolkit](#)
  - [Career Advising Plan Template](#)

### *EDUCATIONAL EQUITY GAP ANALYSIS – EVIDENCE COLLECTION*

**Overview:** The designated co-design team will gather evidence around the identified components of educational equity and use the scoring spreadsheet to evaluate the degree of quality and implementation of each outlined indicator. The administrator will collect the individual evaluations and use the administrator analysis spreadsheet to finalize the analysis.

- Timeframe: 1 – 4 Weeks
- Workgroup: Co-design team
- Resources:
  - [Fillable scoring resource](#)
  - [Fillable administrator analysis resource](#)

### *EDUCATIONAL EQUITY GAP ANALYSIS – NOTICE AND WONDER – ROOT CAUSES AND STRATEGIES*

**Overview:** Overview: In this session trainers will guide meeting participants through a notice and wonder reflection activity and identify root causes and strategies to support the development of high quality, equitable, student-centered career advising plans.

- Timeframe: 1 hour+ for each component of educational equity analyzed
- Intended audience: Co-design and advisory council teams
- [Presentation Slides](#)



- [Sample Activity](#)
- Resources
  - [Ohio Department of Education Report Portal - College and Career Readiness](#)
  - **National Alliance for Partnerships in Equity:** Although these resources center around secondary and postsecondary Career-Technical Education, many of the evidence-based root cause strategies and effective practices translate across all secondary and post-secondary educational institutions.
    - [Nontraditional Career Preparation](#)
    - [Career Success for Students with Disabilities](#)
    - [Broadening Participation in STEM – Improving Equity and Inclusion of Individuals in Underrepresented Racial and Ethnic Groups](#)

#### *MAKING A PLAN – CAREER ADVISING PLAN DEVELOPMENT*

**Overview:** In this session trainers will guide the co-design team in completing the career advising toolkit and use the career advising plan template to complete the design phase of the toolkit process. The advisory council will provide review/feedback for revision and finalization of outcomes.

- Timeframe: 1 week+
- Intended audience: Co-design and advisory council teams
- [Presentation Slides](#)
- Resources
  - [Career Advising Toolkit](#)
  - [Career Advising Plan Template](#)
  - [Career Exploration Collection](#)
  - [Career Connections Learning Strategies](#)

#### *SUSTAINING A PLAN – PLAN AND POLICY REDESIGN, IMPLEMENTATION AND MONITORING*

**Overview:** In this session trainers will guide the co-design team with feedback from the advisory group will use the toolkit outcomes and reimagine a common vision for career advising, identify first steps for implementation and establish a monitoring process.

- Timeframe: 1 hour+ for each component of educational equity analyzed
- Intended audience: Co-design and advisory council teams
- [Presentation Slides](#)

#### *LAUNCH A PLAN*

**Overview:** In this session trainers will guide the co-design and advisory team on a launch and communications plan.

- Timeframe: 45 minutes to 1 hour
- Intended audience: Co-design and advisory council teams

## LAND A PLAN

**Overview:** This occurs during the biennial review of the revised career advising plan launched. Trainers will guide the co-design and advisory team on the review and evaluation of the revised plan. It's during this review that teams will assess the success/completion of goals, make revisions, scale in other elements of educational equity, and/or begin implementation across the district.

- Timeframe: 1 – 4 weeks
- Intended audience: Co-design and advisory council teams