

College Credit Plus

The Governing Authority understands that its students may benefit by participating in college-level courses offered by accredited colleges and universities in Ohio. Accordingly, Eligible Students may participate in the College Credit Plus Program (the “Program”), which permits students to receive school credit for completing college-level classes.

Program

Eligible Students that participate in the Program may enroll in one of two options.

- *Option A.* Eligible Students enroll in college courses and seek only college credit for the course(s) taken. The student pays for all tuition and costs of all textbooks, materials, and fees associated with the course. Under this option, a student is not considered enrolled in the school.
- *Option B.* Eligible Students enroll in college courses and seek college credit *and* high school credit. If the student successfully completes the course, the college and school shall award high school credit and the student will not pay any tuition or any fees. The student will not be charged any other fees. If the student does not complete the course, the student may be responsible for tuition and costs of all textbooks, materials, and fees. Under this option the student is considered enrolled.

Participation Requirements

Students in grades 7-12 are eligible to participate provided the student meets all criteria required by law.

Students who have participated in the CCP program prior to September 30, 2021 and qualified to participate in the program by meeting the eligibility conditions specified under Ohio law as it existed prior to September 30, 2021, shall remain eligible for participation without meeting new eligibility requirements that begin with the 2021-2022 school year.

Beginning in the Academic Year 2021-2022, students must meet the following eligibility requirements:

1. Students must be remediation-free in accordance with one of the assessments in the Uniform Statewide Standards for Remediation-Free Status document.
2. Students may meet an alternative remediation free eligibility option, as defined by the chancellor of higher education.

To participate, the following must occur:

- Prior to April 1 of each year, the student or the student’s parent shall inform the School of intent to participate in the Program for the following year. If notice is not given by this date, the Head Administrator’s written consent is required. If the principal does not provide written consent, the student may appeal to the District Superintendent or Governing Authority. Within 30 days of notice, the appropriate entity shall hear the appeal and decide to either grant or deny that student's participation.
- The student must apply to an eligible college or university and meet that institution’s standards for admission and course placement.

- The student and the student's parent shall sign a form stating they have received counseling and understand the responsibilities they must assume in the program.

The amount of credit a student may receive toward high school graduation is proportionate to the number of years a student has remaining.

- 7th-9th Grade students may not receive credit toward high school graduation for more than the equivalent of four years.
- 10th grade students may not receive credit toward high school graduation for more than the equivalent of three years.
- 11th grade students may not receive credit toward high school graduation for more than the equivalent of two years.
- 12 grade students may not receive credit toward high school graduation for more than the equivalent of one year.

Effect of Expulsion

If a student is expelled from the School, the Head Administrator shall send a written notice to any college in which the student is enrolled at the time the expulsion is imposed. The Notice shall indicate (1) the date the expulsion expires, (2) whether the school has adopted a policy pursuant to R.C. 3313.613 to deny high school credit for courses taken under College Credit Plus during an expulsion. The School shall notify the college of any expulsion extensions.

If a college withdraws acceptance of an expelled student, the School shall not award high school credit for the college courses the student was enrolled. The School may require the student to return or pay for any textbooks and materials provided free of charge.

Awarding Credit

In order to receive high school credit, the student must enroll in Option B prior to beginning the course. The student will receive high school credit upon the successfully completing the course. Students who fail or do not complete the course will not be awarded high school credit.

The amount of credit received shall be determined by the School. If the School offers a comparable course, the School shall award comparable credit. If the School does not offer a comparable course, the School shall grant an appropriate number of credits in a similar subject area. Disputes regarding the number of credits received may be appealed to the Ohio Department of Education. The Department of Education's decision is final.

All classes taken for credit will be transferred to the student's permanent record. Included in the record shall be the course completed and the name of the college/university where the courses were earned. The grade earned may be averaged in the student's high school grade point average.

Information Regarding and Promotion of the Program

Pursuant to Ohio law, the School shall provide information about the Program to students and their parents/guardians in grades six (6) through eleven (11) by February 1st of each year.

The School shall promote the program on its website. The School shall also schedule at least one informational session per school year with partnering colleges located within thirty miles of the School.

Underperforming Students

If a student enrolled in Program courses is classified as an “underperforming student”, the School shall place the student on academic probation. An underperforming student is a student who meets at least one of the following conditions:

- (a) Has a cumulative grade point average of lower than 2.0 in the college courses taken through the Program;
- (b) Withdraws from, or receives no credit for, two or more courses in the same term.

In the event that a student is classified as underperforming, the School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's status and shall notify the student and the student's parents as to the requirements to continue with the Program.

When a student is on probation, the student shall enroll in no more than one college course in a term, and shall not enroll in a college course in the same subject as a college course in which the student earned a grade of "D" or "F" or for which the student received no credit. If the student had already enrolled in more than one course or an improper course for the next term before being placed on probation, then the student shall request that the college dis-enroll the student for any courses beyond the one allowed. In the event that a student fails to dis-enroll, the School shall notify the student and the student's parents that the student shall be responsible for all tuition, fees, and textbook costs for those courses, and that the student shall be declared ineligible and dismissed from the Program for the next term.

If a student takes a college course after being placed on probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from probation and may participate in the Program without restrictions. If the student meets the requirements again at a later point, they will be placed back on probation.

If a student meets the definition of an underperforming student for two consecutive terms of enrollment, that student shall be classified as an “ineligible student”, and the School shall dismiss the student from the Program. The School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the Program shall not take any college courses through the Program. If the student had registered for any college courses for the next term prior to being dismissed, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses, the School shall promptly notify the student and the student's parents that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

After one term of dismissal, a student may request the School to allow the student to participate in the Program. The School shall review the student's full high school and college academic record to determine the student's academic progress. In order to be considered for reinstatement in the Program under probation terms, the student must show at least a 2.0 cumulative grade point average, including both college courses and high school courses. In order to be reinstated in the Program without restrictions, the student must show at least a 2.5 cumulative grade point average, including both college courses and high school courses. Failure to make sufficient academic progress as outlined above shall result in an extension of the dismissal.

Upon receiving a request for reinstatement, the School shall issue a decision to continue the student's dismissal, place the student on probation, or allow the student to participate in the Program without restrictions. Summer shall count as a term of dismissal from the Program only if the student is enrolled in one or more high school courses during the summer.

The student may appeal a decision of the School to the Governing Authority as set forth in Ohio Administrative Code 3333-1-65.13. The student shall request an appeal within five business days after being notified of the dismissal or probation that prohibits the student from taking a course in a subject. The School shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Governing Authority of the School shall issue a decision on the student's appeal within ten business days after the date the appeal is made. The decision shall be final. The School shall promptly notify any institution of higher education in which the student is enrolled of the decision.

Reimbursement Where Student Fails Course

If the Head Administrator determines that a student participant has not attained a passing final grade, the School may seek reimbursement for state funds paid to the college. Unless the student was expelled the School shall not seek reimbursement if the student is identified as economically disadvantaged. The School may withhold grades and credits received until the participant provides reimbursement.

Ohio: R.C. 3365.

Cross Reference: Policy No. **3550**, Core Curriculum Requirements; Policy No. **3620**, Credit Flexibility Policy; Policy No. **3660**, Advanced Placement Program; Form **3670.1**, College Credit Plus Program Counseling, Policy No. **3680** Policy on Career Advising.

College Credit Plus Counseling

I acknowledge that I have received counseling about the School's College Credit Plus Program.

In addition to discussing the program's general requirements, we discussed: program eligibility, the process for granting academic credits, financial arrangements for tuition; books; materials; and fees, criteria for any transportation aid, available support services, scheduling, the consequences of not completing a course; the effect of the program participation on the student's ability to complete the district's or school's graduation requirements, the academic and social responsibilities of students and parents under the program, and information about and encouragement to use the counseling services of the college in which the student intends to enroll. Further, we discussed that subject matter of a course enrolled in under the CCP program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified for CCP enrollees regardless of where course instruction occurs, and I have attached a signed permission slip acknowledging the potential for exposure to mature subject matter or materials.

By signing below, I confirm that I have discussed the above in person and I understand all the requirements, risks, consequences, and potential benefits of participating in the program.

Student Name: _____

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Counselor Signature: _____

Date: _____

College Credit Plus Enrollment Program Counseling

This audit serves to assist each student that enrolls in the College Credit Plus Program by making sure that each student will remain on track to graduate while taking College Credit Plus classes.

Student's Name: _____ Date: _____

High School Credits Earned: _____ Credits Needed to Graduate: _____

Subject Needed to Graduate:

Proposed College Credit Plus Classes that will replace required high school courses:

College Classes	Replaced High School Course

Other College Courses available that are not required for Graduation:

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Counselor Signature: _____

Date: _____

Policy on Career Advising

The School directs the Head Administrator or his/her designee to develop a plan for career advising which includes providing:

- *A Link between School and Career Fields.* The plan will provide students with grade-level examples that link their schoolwork to one or more career fields. The School may use career connections developed under R.C. 3301.079 for this purpose.
- *Career Advising.* The plan will provide career advising to students in grades six through twelve, which may include meeting with each student annually to discuss academic and career pathways.
- *Employee Training.* The plan will include training employees on how to advise students on career pathways. This may also include other tools developed by the School that offer resources for students for discovering career interests, exploring career and education options, and supporting development of the student success plan.
- *Multiple Pathways to Graduation.* The plan will ensure that there are multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma. This may include opportunities to earn industry-recognized credentials, and postsecondary course credit through credit plus and other appropriate programs as discussed in Policy 3670, College Credit Plus.
- *Specific Classes.* The school will communicate courses that can award students both traditional academic and career-technical credit. This communication may include the school's Credit Flexibility Plan-Policy No. 3620, Post-Secondary Enrollment Program-Policy 3670, and access to educational options.
- *Documentation on Career Advising.* The School shall document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The School shall not otherwise release this information without the written consent of the student's parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student, if the student is at least eighteen years old.
- *Transition Preparation.* The School shall develop a program to prepare students for their transition from high school to their post-secondary destinations, including any special interventions that are necessary for students in need of remediation in mathematics or English language arts.

Additional Interventions for Advising Students at Risk of Dropping out of School

The School shall provide additional intervention and career advising for students who are identified as at risk of dropping out of school. Students shall be identified using a method that is both research-based and locally-based and that is developed with input from the School's classroom teachers, guidance counselors, and other appropriate school officials.

Student Success Plan. For each student identified at risk of dropping out, the School shall develop a Student Success Plan (the "Success Plan") that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway. The School may use the Ohio Department of Education's model student success plan as a guide.

Developing the Success Plan. The School shall invite the student's parent, guardian, or custodian to assist in developing the Success Plan. If the student's parent, guardian, or custodian does not participate in the development of the Success Plan, the School shall provide to the parent, guardian, or custodian a copy of the student's Success Plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.

Career Advising. The School shall provide career advising in alignment with each student's Success Plan and this Policy.

Publicizing and Reviewing this Policy

The policy shall be made publicly available to students, parents, guardians, or custodians, local post-secondary institutions, and residents of the areas that the School serves. The School shall post the policy on its website, if it has one

The policy shall be updated at least once every two years

Ohio: R.C. 3313.6020; 3314.03

Cross Reference: Policy No. **3550** Core Curriculum Requirements; Policy No. **3620** Credit Flexibility Plan; Policy No. **3630** School-to-Work Plan; Policy No. **3660** Advanced Placement Program; Policy No. **3670**, College Credit Plus.

Resolution for College and Career Readiness and Financial Literacy

It is recommended that the following resolution as required by Ohio Revised Code (ORC) 3313.6015 be approved for adoption:

WHEREAS the School believes in and supports the importance of teaching financial literacy and college and career readiness; and

WHEREAS the Governing Authority believes that preparing students for post-secondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being, will position them for success in later life.

NOW, THEREFORE, BE IT RESOLVED that the School supports and believes strongly in the importance of teaching financial literacy.

RESOLVED, that in School, financial literacy concepts are included in the general mathematics and social studies curriculum and may involve resources and programs provided by a variety of community agencies and businesses. Financial literacy concepts are also included, but not limited to: high school mathematics and social studies curriculum, Jobs for Ohio's Graduates, Life Skills classes and other elective courses, and a variety of resources available through community agencies and businesses.

RESOLVED, that college and career readiness concepts are fulfilled through (but not limited to) the following: career study within the high school curriculum, career interest inventories, career games and career target activities, career-technical courses, college counseling and college preparatory classes, career readiness and preparation addressed in IEP transition plans, and a variety of guidance lessons.

A Student Success Plan is one component of the Career Connections K-12 Framework. This outline provides an example of the supports, services, tools and activities that comprise a comprehensive career development experience for students. It can serve as a model for staff when developing Student Success Plans with students. Note that this outline is not exhaustive and other curricula and services are required. Individual student readiness should be considered when determining the most appropriate age or grade for each respective component of this outline. Leveraging an online career planning tool to document activities and experiences, such as OhioMeansJobs K-12, is highly recommended.

Overview of the Student Success Plan Outline

	6	7	8	9	10	11	12
Learning style	x			x			x
Career interests	x	x	x	x	x	x	x
Strengths/skills				x	x	x	x
Work values						x	x
Academic and career pathways	x	x	x	x	x	x	x
School courses and programs	x	x	x	x	x	x	x
Career exploration activities	x	x	x	x	x	x	x
Postsecondary education and training programs			x	x	x	x	x
College and career planning and preparation					x	x	x

Student Success Plan Outline for Grades 6-12

Grade 6

Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Cluster Inventory</p>	<p>Set up an OhioMeansJobs K-12 account by the end of sixth grade (or through another online tool offered by your school)</p> <p>Complete a learning style survey</p> <p>Complete the Career Cluster Inventory or career interest survey</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in seventh grade and identify options to explore interests</p> <p>Begin your Career Pathway Goals – considering how your interests may influence your long-term goals.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Advise students as to their learning style survey and career interests results – help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: students take on the role of small business owners to solve logistic-related problems by applying related knowledge such as volume, mass and surface area)</p>	<p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p>

Grade 7

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Cluster Inventory</p> <p>Academic and Career Pathways</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete Career Cluster Inventory or career interest survey (if not already completed)</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in eighth grade and identify options to explore interests</p> <p>Explore courses offered in eighth grade for high school credit</p> <p>Revisit and update your Career Pathway Goals – considering how your interests may influence your long-term goals. Begin your Academic Pathway Plan using the information you’ve learned from exploring and researching careers and the related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Advise students regarding any changes to their learning styles and career interests – continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</p> <p>include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: students select an instruction manual that represents a career field of their interest and determine the applications of skills and knowledge learned in the classroom to related careers – careers that may use or create the manual)</p>	<p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p> <p>Academic and Career Pathways</p>

Grade 8

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Cluster Inventory</p> <p>Strengths/Skills Inventory</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete Career Cluster Inventory or career interest survey (if not already completed)</p> <p>Complete a strengths/skills inventory or reflect upon experiences you've been involved in when you felt accomplished and successful. Then, identify the skills you needed and that you enjoyed. If you need help getting started, ask your teacher or school counselor.</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Create a Venn diagram on strengths/skills and interests to guide your high school course and program selection</p> <p>Explore electives available in ninth grade and identify options to explore your interests and expand strengths/skills</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Advise students as to their strengths/skills survey results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests – pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: after researching the various types of maps, students apply that knowledge to identify uses of maps across different careers)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p>

Grade 9

Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Cluster Inventory</p> <p>Strengths/Skills Inventory</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>Explore electives available in 10th grade and identify options to explore interests and expand strengths/skills</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>Advise students as to their strengths/skills survey results, regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: career research paper on their career pathway of interest)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p>

Grade 10

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Profile</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Research college admissions criteria (i.e., G.P.A., entrance exam scores, essay, interview)</p> <p>Complete Career Profile to explore the relationship between personality and career interests</p> <p>Explore electives available in 11th grade and identify options to explore interests and expand strengths/skills</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>Begin an initial draft of your résumé and cover letter using the information you documented (i.e., contact information, education and training, experiences). You can use this later to update and submit for a job, college or scholarship.</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their assessment results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: creating and using algebraic equations to predict the cost of college and compare total costs across colleges)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p>

Grade 11

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Profile Scholarship Search</p> <p>College and Postsecondary Education and Training Search</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Connect college search and majors to career interests; schedule college visits to tour campuses, meet with admissions and talk with financial aid advisors</p> <p>Construct a college and career comparison chart to evaluate your options and begin to make choices for your plans after high school</p> <p>Update the draft of your résumé and cover letter with any new experiences or accomplishments</p> <p>Create a Venn diagram and synthesize your Work Importance Locator results with your strengths/skills and interests to guide your career pathway goals</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visit, college and career fairs)</p> <p>Explore electives available in 12th grade and identify options to explore interests and expand strengths/skills</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area business that represent in-demand career fields</p> <p>Career speakers/presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages to their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors</p> <p>Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their Work Importance Locator and applicable college and career assessment results, regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on senior electives and programs offered where they may earn credentials, certificates or college credit</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: career interviews where students research careers and related education and training requirements, wage and outlook data for various career pathways)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p>

Grade 12

Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Profile</p> <p>FAFSA</p> <p>Applications (work, college, military, scholarship, financial aid, etc.)</p> <p>Work Importance Locator</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB, ACCULACER, COMPASS)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete applications and submit essay and career narrative as required for your plans after high school – remember to request recommendations and transcripts</p> <p>Document reflection of career exploration activities (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visits, college and career fairs)</p> <p>Update the draft of your résumé</p> <p>Compile a career portfolio that includes the documentation collected throughout high school, exemplar works, essays, your résumé and other components necessary to support your plans after high school</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages to their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors</p> <p>Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their Work Importance Locator and applicable college or career assessment results regarding any changes to their learning style and career interests and continue to help them make linkages between their learning and future career options</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Science: using problem-based learning, students will explore implications of a power outage on a community and identify the organizations and jobs necessary to restore power and resolve the issues)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p> <p>fafsa.org</p>

***Additional Resources:**

OhioMeansJobs K-12

Assessment and Training Center, online practice tests and test prep resources

Career Cluster Inventory, career interest survey

Career Profile, career interest survey

<http://www.educationplanner.org/students/self-assessments/index.shtml>

Learning style survey

Study habit survey

<http://www.vark-learn.com/english/page.asp?p=younger>

Learning style survey

<http://www.vocopher.com/>

Career development assessment and survey tools

<http://www.careertech.org/student-interest-survey>

Career interest survey

<http://www.onetcenter.org/tools.html>

O*NET Ability Profiler

O*NET Interest Profiler

O*NET Computerized Interest Profiler

O*NET Interest Profiler Short Form

O*NET Work Importance Locator

O*NET Work Importance Profiler

<http://www.asvabprogram.com/>

ASVAB information for teachers and counselors

Contact Information

First and Last Name _____

Home Address _____

Phone _____

Email _____

Graduation Year _____

Education and Training History

Name of School	City and State
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Elementary School(s)	
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Middle Schools(s)	
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High School(s) and/or Career-Technical Center(s)	
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Technical Schools, Colleges and/or Universities	
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The Student Success Plan is one component of the career development process and will assist you in planning for your future. This is a working document that will change as you complete career exploration activities and learn more about your interests, skills and values.

Required:

- Contact information
- Career Pathway goals
- Academic Pathway Plan
- Assessment record
- Career-ready skills
- Career exploration activities
- Planning checklist

Recommended:

- Résumé and cover letter
- Letters of recommendation
- Career narrative
- Record of awards earned
- Academic and career-related classroom work
- Career-technical education competency test results, credentials and certificates earned (if applicable)
- College and postsecondary admission test results and transcripted credit earned in high school (if applicable)
- Individual Transition Plan (ITP, if applicable)
- Other items deemed appropriate

Supports (Who will Support me in this Process?)

Name	Relationship

Other:

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Name	Relationship

Additional Supports (Check all that apply.)

Additional Support	Date of Most Recent Version
504 Education Plan	
Individualized Education Plan (IEP)	
Response to Intervention Plan (RTI)	
English Language Learner	
Other:	

Additional Support	Date of Most Recent Version



Career Pathway Organizer

Circle one: Grade 6 7 8 9 10 11 12

Begin your career planning by responding to the statements below. Since your career goals may change over time, you should revisit and update this form each year. This document is a tool to help you identify career and educational goals. It will not guarantee employment in a specific job and allows you to change your mind as you learn about various career fields and jobs. After you complete this form, go on to the Academic Pathway Plan to map your courses from grades 8-12.

After high school, I plan to:

- Work full time
- Work part time and attend school
- Attend a two- or four-year postsecondary institution full time
- Attend technical school full time
- Enter the military as a career

1) What is your career goal(s)?

2) What interests, skills and knowledge support your career goals?

3) What courses do you plan to take in high school to reach your goal(s)?

4) What do you plan to do after high school to reach your goal(s)?

5) What activities and skill training will you need to learn outside of school to reach your career goal(s)?

6) What degree, certification, licensure or specialized training will you need for your chosen career?

7) Has your career goal(s) changed since last year?

8) What other career goals(s) and educational plans have you considered as a second choice?

Approval of Student Success Plan:

Student Signature

Date

Parent/Guardian Signature

Date

Teacher/Counselor Signature

Date

Year 2									
1st Semester									
Year 2									
2nd Semester									

Programs, experiences and activities to support my academic and career goals:

Additional interventions or assistance I need to for my future success:

Assessment Record

A record of the assessments that you have taken is an important tool to use to guide you on your career path. Record the results of tests and assessments that you have taken in the appropriate areas. Identify the date taken, assessment tool and your results with appropriate comments.

Achievement Assessments	Career Interests	Career Skills and Values	Other
College and Career Ready Exams	Date _____ _____	Date _____ _____	Date _____ _____
ACT/SAT	Tool _____ _____	Tool _____ _____	Tool _____ _____

WorkKeys/ASVAB _____ _____ Comments _____ _____	Results _____ _____ Comments _____ _____	Results _____ _____ Comments _____ _____	Results _____ _____ Comments _____ _____
End-of-Course Exams ELA _____ _____ ELA _____ _____ Math _____ _____ Math _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____
Science _____ _____ Science _____ _____ Social Studies _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____	Date _____ _____ Tool _____ _____ Results _____ _____ Comments _____ _____

Comments _____

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Career Readiness Skills

Listed below is an example of the skills necessary for workplace success. Use this worksheet to describe your abilities to perform skills. As you demonstrate specific skills, write a brief description in the appropriate space. Note: your school may have additional skill requirements for career readiness. Check with your teachers and school counselors before completing this worksheet.

Drug Free: The student commits to being drug-free.

Reliability: The student has integrity and responsibility in professional settings.

Work Ethic: The student has effective work habits, personal accountability, and a determination to succeed.

Punctuality: The student arrives to commitments on time and ready to contribute.

Discipline: The student abides by guidelines, demonstrates self-control and stays on task.

Teamwork/Collaboration: The student builds collaborative relationships with others and can work as part of a team.

Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.

Career Readiness Skills - Continued

Learning Agility: The student desires to continuously learn new information and skills.

Critical Thinking/Problem Solving: The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.

Oral and Written Communication: The student articulates thoughts and ideas clearly and effectively in written and oral forms.

Digital Technology: The student has an in-depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.

Global/Intercultural Fluency: The student values, respects and learns from diverse groups of people.

Leadership: The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.

Creativity/Innovation: The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.

Career Management: The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.

Career Exploration Activities

Use this activity to record experiences that relate to your career goal or to identify those experiences you would like to have. As you write a brief description in the appropriate space, indicate whether it is a goal or an actual experience. You may include longer reports of your actual experiences separately in your Student Success Plan.

Exploration: Research, Workplace Visit with Interview, Job Shadowing, etc.

Career Mentorship

Internship/Co-Op/Pre-Apprenticeship

Community Service and Service Learning

Work Experience (paid or unpaid)

Career-Technical Education, College Credit Plus, Competency-Based Education, etc.

Additional Comments

Additional Learning Activities

Advanced Placement Courses

Course Title	Semester/Year	Grade Earned	AP Exam Score

Dual Credit Courses

Course Title	Semester/Year	Grade Earned	College Credit Earned

School Activities, Organizations, and Independent Projects

Description	Role/Contributions	Dates

Potential References

Reference Name	Title/Role	Phone and/or Email Address

Awards and Recognitions

Award Title	Awarded By	In Recognition of	Award Date

Postsecondary Education and Training Transitions

College Application Activities					
ACT	Composite	English	Math	Reading	Science
Date:					
Date:					
SAT	Writing: Score / %	Math: Score / %	Critical Reading: Score / %		
Date:					
SAT Subject	Subject:		Subject:		
	Score:		Score:		
FAFSA PIN	Date Applied:				
FAFSA	Date Submitted:				

Postsecondary Applications			
College/Institution 1	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:
		<input type="checkbox"/> Test Scores Submitted	Date Applied:
		<input type="checkbox"/> FAFSA Sent	Date Sent:
College/Institution 2	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:
		<input type="checkbox"/> Test Scores Submitted	Date Applied:
		<input type="checkbox"/> FAFSA Sent	Date Sent:
College/Institution 3	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:
		<input type="checkbox"/> Test Scores Submitted	Date Applied:
		<input type="checkbox"/> FAFSA Sent	Date Sent:
College/Institution 4	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:
		<input type="checkbox"/> Test Scores Submitted	Date Applied:
		<input type="checkbox"/> FAFSA Sent	Date Sent:

Scholarships

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Title	Amount	Date Due	Date Applied	Renewable Yes or No	Status

Postsecondary Enrollment

College/Institution:

Deposit/Enrollment Submitted

Start Date:

[Empty box]

[Empty box]

Military Transitions

Preparation for Armed Services	
Entrance Requirements	Preferred Branch
Physical Exam	<input type="checkbox"/> Scheduled <input type="checkbox"/> Completed
ASVAB	<input type="checkbox"/> Completed Score:
Entrance Requirement:	<input type="checkbox"/> Requirement Met
Entrance Requirement:	<input type="checkbox"/> Requirement Met
Recruiter Information	
Name:	Phone:
Branch:	Email:
Name:	Phone:
Branch:	Email:

Workforce Transitions

Job Search Activities			
<input type="checkbox"/> Resume Completed		<input type="checkbox"/> Mock Interview Completed	
<input type="checkbox"/> Resume Reviewed		<input type="checkbox"/> Cover Letter Completed	
<input type="checkbox"/> Resume Revised			
Job Search Activities			
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent

Planning Checklist

Use this checklist to help ensure that you have gained the knowledge, information and skills necessary to develop and maintain your education plans and career goals. When you demonstrate specific skills, you will check the box next to them. Keep this form in your Student Success Plan so that you can update your skills each year. Provide comments, as appropriate, to document your understanding.

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- I have updated (and changed, if needed) my Student Success Plan (6__); (7__); (8__); (9__); (10 __); (11 __); (12 __).

Comments:

- I know and can describe my interests and work traits.

Comments:

- I know and can describe my academic strengths.

Comments:

- I know how to locate and use career information resources.

Comments:

- I understand Ohio's 16 career clusters.

Comments:

- I can describe the educational options available to me.

Comments:

- I know the high school graduation requirements.

Comments:

- I know the educational requirements to reach my chosen career goal.

Comments:

- I understand labor market trends for my chosen career goals.

Comments:

- I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.

Comments:

- I can locate and identify local job opportunities.

Comments:

- I can identify nontraditional career options.

Comments:

- I know how to navigate and complete applications.

Comments:

- I have discussed my plans for after high school with my parent/guardian and counselor/teacher.

Comments:

- I have taken action on my plans for after high school.

Comments:
