



Ohio's Career Development Model

MODULE 1

[Seven Core Functions](#) - [Twelve Key Topics](#) - [Learner Outcomes](#) - [Special Concerns](#)

Philosophy

Career development in Ohio is based on the belief that:

opportunities should be made available to all students from the early years in their family life, through their education and training, into the world of work, and on to retirement.

This educational program helps students relate classroom learning to skills needed for employment and provides students with career-related skills to survive in the world of work.

In addition, career development provides students with support and assistance in establishing career goals and educational plans through the **Individual Career Plan (ICP)**. This includes the initial completion of an Individual Career Plan document by students prior to the ninth grade with opportunities to review, validate, and revise the document annually as part of the process.

The creation of an exit credential, the **Career Passport**, during grades 11 and 12 provides graduates a marketing tool to assist them with their "next step" after high school.

Career development is viewed as a "lifelong learning" process. The concept spans the time from early childhood education experiences through adult continuing education opportunities. That continuum includes the following programs:

- *Early childhood education programs* to provide the necessary developmental experiences that will ensure positive school experiences for children.
- *Career development programs* that begin in kindergarten and continue through high school
- An extensive *network of career-technical schools, two and four year colleges and universities, and proprietary institutions* that exist in Ohio to serve the population's career preparation needs.
- A variety of *public and private institutions* to provide continuing education opportunities for adults.

Career Development has something for everyone! it...

- Provides **STUDENTS** with a reason to learn when they see school subjects as a practical and realistic approach to working and living
- Helps **TEACHERS** tie their curriculum to the broader world of work.
- Gives **GUIDANCE PERSONNEL** emphasis as a key to developing activities and programs that increase self-awareness and improve decision-making skills.
- Gives **ADMINISTRATORS** a central motivating factor to improve the quality of education.
- Invites **COMMUNITY** to take part in the school and to be seen as a vital classroom resource.
- Supports **BUSINESS AND INDUSTRY** by providing them with employees who not only have skills, but also the attitudes necessary for success.
- Assists **PARENTS** in teaching their children the dignity and value of work and in introducing them to many career possibilities.



Seven Core Functions

Overview

A strength of Ohio's network of career development programs has been the flexibility to design and implement services that address local needs and take advantage of local resources.

Within that context, seven critically important services (core functions) have been identified and must be addressed by all career development programs in Ohio. A CTPD may wish to provide additional core functions, however, the seven identified below must be offered. The ultimate goal of these core functions is attainment of student outcomes. Operational proposals must demonstrate clearly that these core functions will be implemented and that they are related to the attainment of student outcomes.

Each career development program must ensure that in the area of:

Career Assessment

- Assessment services related to career interests and career aptitudes will be provided for students.
- Services related to correlation and interpretation of career assessment instruments will be provided for students.

Career Information

- Comprehensive, up-to-date career information systems will be made available to students to assist them with career exploration and career decision-making.
- Provisions will be made to aid students in career information systems to further their education, training, and occupational opportunities.

Career awareness, career exploration, and career assessment activities will reflect the emphasis on the Individual Career Plan, including both the process and documentation. This must include career-building experiences leading to the ICP initiation (grades K-8) and experiences ensuring review and validation (grades 9-12). The Career Passport will be completed during 11th and 12th grades and used as an exit credential.

Staff Development

- Classroom teachers, guidance counselors, other support personnel, and administrators will be provided with in-service training and other staff development opportunities.
- In-service training and other staff development opportunities will address staff awareness, motivation, knowledge, skills, and attitudes necessary for effective integration of career development concepts.
- In-service training will be based upon needs assessment data.
- The focus of in-service training will relate to student outcomes, the twelve key topics, and/or other core functions.
- The local community - including parents - will be involved in this core function area when appropriate.

Community Involvement

- Parents, other community members, and community resources will be actively involved in both school-based and community-based career development activities. Examples of such involvement include resource speakers, field trips, hands-on career explorations, mentorships, and community service/volunteerism.
- The community will be involved in an advisory capacity to the program.
- The community will be kept informed of program activities and services.

Curriculum

- Strategies are implemented that will facilitate the integration of career development concepts within participating districts' curricula.
- Teachers and other district personnel have access to exemplary curriculum materials (that demonstrate the integration of career development concepts into the curricula) and

relevant information (e.g., labor market trends) to aid them in implementing career development activities.

Career-Related Instructional Materials

- School personnel and students will have the availability of a varied, up-to-date range of career-related instructional materials.
- These instructional materials will be properly cataloged, stored, disseminated, and retrieved to insure they are accessible and effectively utilized.
- School district personnel will have opportunities to provide input with regard to purchase of new instructional materials and these materials will be reviewed for bias.

Coordination of Staff and Activities

- The career development program will have clearly identified leadership with career planning teams at all buildings; elementary, middle, and high school.
- Program staff will coordinate effectively program-initiated activities, particularly implementation of core functions.
- Program staff will have job descriptions that clearly delineate program and non-program responsibilities; time commitments for both will be defined in percentages.
- An organizational structure will exist that clearly defines the relationship of the program to the CTPD and participating school districts.
- Effective linkages with other school and community agencies and institutions will be developed to further program objectives.



Twelve Key Topics

The specific learner outcomes for career development can be organized into twelve key Topics. These topics constitute the K-12 process which can be infused into all curriculum areas and also taught as a separate instructional unit.

Self-Awareness

Structured means for students to gain knowledge of, understand, and express one's self.

Self-Assessment

Formal and informal methods that enable students to measure and interpret achievements, aptitudes, interests, and personality.

Career Information

Current and specific data concerning the world of work.

Exploration

Experiential opportunities to explore career options related to individual choice.

Academic Planning

The process by which one uses all information to relate educational choices to future career goals.

Reduction of Biases

An expansion of individual career choices, based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap.

Future Trends

Information related to social, economic, and technological changes and the individual's need to adapt to those changes.

Employability Skills

Those work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in

employment.

Goal Setting/Decision-Making

The process of developing plans specific to a determined outcome.

Community Involvement

School-based activities that encourage responsibility to and citizenship within the community.

Economics and Personal Finance

Information relating income, work, and economic concepts to individual career choice and money management.

Vocational Orientation

Opportunities that assure vocational career options receive equal emphasis in an individual's educational planning.



Learner Outcomes

Overview

Ohio's career development programs are structured around three grade-level components:

1. **Awareness** (Grades K-5)
2. **Exploration and Planning** (Grades 6-8)
3. **Preparation** (Grades 9-12)

These three components address the following **learner outcomes** (with varying degrees of sophistication).

- Knowledge of the influence of a positive self-concept.
- Skills to interact with others.
- Knowledge of the importance of growth and change.
- Awareness of individual aptitudes, interests, achievement, and personality.
- Understanding of the assessment interpretation as applied to one's self.
- Skills to locate, understand, and use career information.
- Specific knowledge of selected jobs.
- Experiences in the process of preparation, exploring, reflecting, and reevaluation.
- Knowledge of the benefits of educational achievement to career opportunities.
- Initial completion of the Individual Career Plan document.
- Knowledge of different occupations and changing male/female roles.
- Knowledge of equal career opportunity for all individuals regardless of race, ethnic background, and/or handicapped condition.
- Knowledge of skills necessary to adapt and succeed in the twenty-first century.
- Understanding of the relationship between work and learning.
- Knowledge of skills necessary to seek and obtain jobs.
- Skills to make decisions and establish goals.
- Understanding of the importance of involvement in the community.
- Knowledge of the range of opportunities available for community service.
- Understanding of the relationship of income and money management skills to lifestyle.
- Understanding of how work relates to the needs and functions of the economy and society.
- Knowledge of the interrelationship of life roles.
- Knowledge of all vocational options available.
- Understanding of the benefits of vocational education.



Special Concerns/Critical Areas

Critical Areas

Ohio's Career Development model calls upon career development programs to address critical areas. Grant applications and program activities must address the following special concerns:

1. Combining gender-role stereotyping and gender bias through appropriate in service and staff development activities, instructional materials, career assessment and career information systems, and community involvement.
2. Ensuring program-sponsored activities, services, and resources equitably address the career development needs of students in the following special populations.
 - Disadvantaged - Limited English-speaking
 - Minority groups - Handicapped
 - Women - Talented and gifted
3. Developing effective linkages with guidance counselors and career planning teams at the Vocational Education Planning District (CTPD) and participating school district levels to promote on-going career planning that supports specific career activities in the classroom, K-12, including the ICP and Career Passport.
4. Initiating cooperative ventures with personnel from job placement, Tech-Prep, Career Pathways, higher education, and business and community organizations.
5. Providing participating district staff and students with information and in service activities designed to increase their awareness of major societal trends, especially the shift from an industrial economy to an advanced technology-information-service society.
6. Addressing core standards related to placement, guidance, and career development.
7. Involving parents/guardians in the career development process of their children.