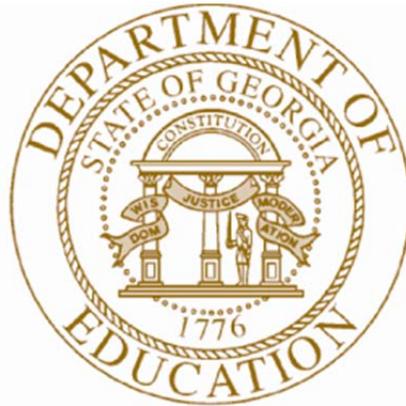


# Georgia Department of Education



***Dr. John D. Barge, State School Superintendent***  
***“Making Education Work for All Georgians”***

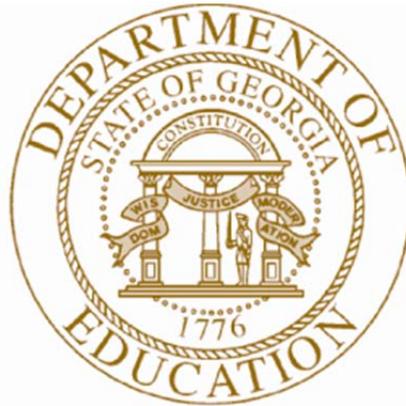
**School Counselors, Advisors, and Educators:  
Helping Students Make Informed Decisions about  
their Individual Graduation Plans**

**Dr. Michael Buck, Chief Academic Officer**  
**[mbuck@doe.k12.ga.us](mailto:mbuck@doe.k12.ga.us)**

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## Introduction:

**E**ducation and career planning is a vital part of a student's educational career. The ability of students to connect their education and training to their future career is vital to their productiveness as a citizen in our society and to their future employability. The ability to match education alternatives with career options is critically important for a student's understanding of how choices made as a teenager can affect an entire lifetime. It is a process in which an individual defines and re-defines career-related choices and outcomes. This guide provides "***Read, Teach, and Discover***" lesson plans to aid students in Career Planning, High School Planning, College Planning, Financial Aid Planning and development of a managed Portfolio which will result in better and more informed decision making about the world of work and needed educational opportunities.

**O**ne vital key for helping students in making postsecondary decisions is an understanding that college is only one piece of the postsecondary education and training puzzle. In fact, colleges and universities represent approximately 35% of the entire system available for postsecondary education and training. Other options, include, military training, apprenticeships, on-the-job training, employer provided training, and specialty schools. Of course, the role of colleges and universities cannot be underestimated as they provide a gateway to other postsecondary programs, immediate entry into the workforce, and enhanced salary options. College graduates are almost twice as likely as high school graduates to have opportunities for enhanced monetary gain due to opportunities for on the job specialty training and access to technology. In a recent study, Georgetown University provides some interesting data. Since 1983, among prime-age workers between the ages of 25 and 54:

- Earnings of high school dropouts have fallen by 2 percent;
- Earnings of high school graduates have increased by 13 percent;
- Earnings of people with some college or an Associate's degree have increased by 15 percent;
- Earnings of people with Bachelor's degrees have increased by 34 percent;
- Earnings of people with graduate degrees have increased by 55 percent.

This clearly delineates the hierarchical relationship between formal education level and yearly wages. It also reflects the compensation that employers are willing to pay for the knowledge, skills, and abilities workers attain at each increased education level.

*(Help Wanted. Projections of Jobs and Education Requirements through 2018, The Georgetown University Center on Education and the Workforce, June 2010).*

**W**ith these understandings, the Georgia state legislature creates an obligation for school systems to provide students and their parents with career-related information in a systematic and developmental process. This guide was developed to assist local systems in the application of tools, resources, and materials developed with federal grant funds from the College Access Challenge Grant to assist all students, including underrepresented students, in the education and career planning process utilizing the enhanced GAcollge411 website at [www.gacollge411.org](http://www.gacollge411.org).

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*The Georgia Department of Education (GaDOE) does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices. This document was developed using funds from the US Department of Education College Access Challenge Grant. However, this document does not necessarily represent their policies, and you should not assume endorsement by the Federal Government.*

**160-4-8-.09 STUDENT ADVISEMENT.**

**(1) DEFINITIONS.**

**(a) Apprenticeship** – a structured program that connects school-based occupational instruction and related paid work-site experiences in order to prepare students for the world of work. Students are able to receive a high school diploma, a postsecondary certificate, or degree or industry certification.

**(b) Articulation** – an agreement between a high school and a postsecondary institution regarding the awarding of both secondary and postsecondary credit for a dual enrollment course.

**(c) Cooperative education** – structured student learning in a paid work position while concurrently enrolled in a related Career, Technical and Agriculture Education class, which connects career interests to academic and occupational learning in cooperation with business and industry.

**(d) Dual enrollment** – a program through which high school students take courses from an eligible state public or private postsecondary institution while still enrolled as a high school student and receive credit both at the high school and at the postsecondary institution.

**(f) Individualized education program (IEP)** – a written statement for each child with a disability that states the present level of academic achievement and functional performance. The IEP is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act, as amended.

**(g) Individual graduation plan** – a student specific plan developed detailing the courses necessary for a high school student to graduate from high school and to successfully transition to postsecondary education and the work force.

**(h) Internship** – a structured placement, either short term or long term, which enables a student to connect career interests to academic and occupational learning in cooperation with business and industry in a paid or non paid position.

**(i) Joint enrollment** – an arrangement whereby a high school student is enrolled in a postsecondary institution while continuing to pursue his or her high school diploma. Joint enrollment coursework earns postsecondary credit only.

**(j) Local education agency** – a local school system pursuant to local board of education control and management.

**(k) Mentoring** – support and guidance provided to students through relationships with adults who advise and act as role models for students.

**(l) Service learning** – a teaching method in which guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired.

**(m) Teacher as advisor** – a teacher or professional educator in the school who assists a small group of students and their parents or guardians to set postsecondary goals and help them prepare programs of study, track academic progress and provide advisement and support as needed.

## **(2) REQUIREMENTS.**

(a) Each local education agency (LEA) shall provide students in the sixth, seventh, and eighth grades counseling, advisement, career exploration, career interest inventories, and information to assist them evaluating academic skills and career interests.

(b) Each LEA shall ensure that each student develops an individual graduation plan before the end of the second semester of the eighth grade. The individual graduation plan shall be developed in consultation with the student's parents, guardians, or individuals appointed by the student's parents or guardians to serve as their designee.

(c) Each LEA shall provide guidance, advisement, and counseling to each high school student that will enable the student to successfully complete his or her individual graduation plan and prepare him or her for a seamless transition to postsecondary study, further training, or employment.

(d) Each student's individual graduation plan shall:

1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway coursework;

2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;

3. Align educational and broad career goals and the student's course of study;

4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

5. Include experience-based career oriented learning experiences, which may include but not be limited to, internships, apprenticeships, mentoring, cooperative education, and service learning;

6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;

7. Allow flexibility to change the course of study but remain sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education;

8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor; and

9. Be reviewed and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher advisor.

(e) An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school or teacher advisor.

**Authority:** O.C.G.A. §20-2-131; 20-2-151(b); 20-2-281(b); 20-2-326; 20-2-327

**Adopted: July 21, 2011**

**Effective: August 11, 2011**



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## 6th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollge411.org](http://www.GAcollge411.org)

### Sample Answers to "Ideas to Jumpstart the Activities"

1. [GAcollge411.org](http://GAcollge411.org) is an interactive website designed to aid students in:
  - a. Goal Setting
  - b. Career Planning
  - c. High School Planning
  - d. College Planning
  - e. Financial Planning
  - f. Portfolio Managing
2. [GAcollge411.org](http://GAcollge411.org) allows the student to create a career portfolio in the 6<sup>th</sup> grade. The portfolio will contain all information that the student needs to be successful in planning the future. The portfolio will contain state identified, interest inventories, career clusters and pathways of interest, preferred after high school plans, potential colleges and personal notes for future planning.
3. Students will access the portfolio **at least once per year with the advisor/counselor**. Ideally, students will access the website on a **regular basis** to learn more about themselves, evaluate future goals and plans, and learn about their future career such as salary, education level required and personal skills required.
4. **Career clusters** are groupings of occupations with common knowledge and skills for the purpose of organizing programs and curricula. Each career cluster is divided into aligned pathways. For example, Agriculture is a Career Cluster. Current career pathways within the agriculture cluster are Veterinary Science, Agribusiness, Small Animal Care, Horticulture and Agriscience. Sample occupations include veterinarian, farm manager, horticulturist, animal breeder, equine scientist, and landscaper.

### Additional Helpful Tips

When students access [GAcollge411.org](http://GAcollge411.org) for the first time, having a pre-advisement worksheet is helpful. The worksheet would provide username and password information. A school district would find it helpful to predetermine uniform passwords and usernames as shown in the example below. Remind students to keep track of their login information and avoid creating additional accounts.

**Student name:** Mark Jacobs

**Username:** 178934markj (Student ID number with First name and first initial of last name)

**(No spaces, special characters or capitalization)**

**Password:** XK2v3Mp (generic password assigned by computer during "batching")

**Change Password:** 178934 (student ID number)



6th Grade Overview

## Meeting 6th Grade Student Advisement Requirements for State Board Rule 160-4-8-.09



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### Requirements:

1. Create an electronic account/portfolio
2. Take a career assessment inventory

### Sample Activity Plan using [www.GAcollge411.org](http://www.GAcollge411.org)

#### Ideas to Jumpstart the Activities (see reverse side for more information)

##### **Ask your students:**

1. What is GAcollge 411?
2. Why do I need to use Gacollge411?
3. How often will I use this site?
4. What is a career cluster?

#### Meeting Requirement #1 (Time varies )

1. Sign in to [www.GAcollge411.org](http://www.GAcollge411.org) .
2. Create a USERNAME and PASSWORD (Create generic usernames [first name, initial of last name, and student #] and generic passwords [student #] to aid advisors in helping students sign in to accounts each year.)
3. Accounts can be "batch created" using instructions in the [Professional Center](#) under [Create Student Accounts](#). Accounts can also be merged or released here. (For additional help or information, contact [support@gacollge411.org](mailto:support@gacollge411.org) or call the Customer Contact Center at 1-800-505-4732)

#### Meeting Requirement #2 –Time required 45 minutes

1. To take a career assessment, sign in to [www.GAcollge411.org](http://www.GAcollge411.org).
2. Click on the [Career Planning Tab](#) at the top of the page.
3. Click on [Learn about Yourself](#).
4. Click on [Interest Profiler](#).
5. Have students take inventory. It is automatically saved after each question is answered.
6. Upon completion, have students read [Your Top Interest Areas](#).
7. Click [View Careers](#) and explore the various careers chosen for the student from the [Interest Profiler](#).
8. Explore the [Education Level, Earnings, and Career Cluster](#) shown.

#### Connect to the Curriculum Using These Suggested Activities

1. Enter the [Professional Center](#) under [Middle and High Educators](#) on Home Page (must have or create an account)
2. Click on [Resources](#)
3. Click on [Changing World, Changing Careers](#) and follow lesson.
4. Utilize the Teachers As Advisors scope and sequence for related activities.

#### Data Information

- # of 6<sup>th</sup> grade accounts/portfolios created/usage report
- # of 6<sup>th</sup> grade students completing one career-related assessment (CCRPI)/outcome report



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## 7th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollge411.org](http://www.GAcollge411.org)

### Helpful knowledge to use with "Ideas to Jumpstart the Activities"

1. **Career Clusters** are groupings of occupations. Those groupings are based on common knowledge and skills. Each career cluster is divided into different **Career Pathways**. For example, Agriculture is a **Career Cluster**. Examples of the **career pathways** within the agriculture cluster are Veterinary Science, Agribusiness, Small Animal Care, Horticulture and Agriscience.
2. After students complete the **Career Cluster Survey**, the career clusters will be rank ordered for the student aligning with their interests according to the completed questions in the survey. Have students explore the career clusters which best matched their interests. Have them choose three to save in the portfolio following the directions on the following page under Meeting Requirement #1.
3. Once students have explored the career clusters, and select the three that most interest them, have them choose the top three career pathways using the direction under Meeting Requirement #2. Have students save their results in the portfolio. After all students have completed the activity, have a group discussion and allow students the opportunity to share with others the choices that they made for potential future careers.
4. Knowing which career pathway most interests students will help them create a **High School Graduation Plan of Study** during the 8<sup>th</sup> grade year in [GAcollge411.org](http://GAcollge411.org). The courses chosen for high school study should be closely aligned to the student's chosen career pathway.

### Additional Helpful information

As students become more comfortable with the [GAcollge411.org](http://GAcollge411.org) website, encourage them to complete additional personal assessments on their own. These assessments can be found under **Learn About Yourself** after clicking on the **Career Planning** tab.

In the Career Planning Tab, encourage students to review the interviews, and watch the videos to learn about Career Clusters and skills and education required, job outlook, and potential salary. Further exploration of possible careers helps the student identify whether certain jobs might fit their unique personality.



7th Grade Overview



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**Requirements:**

1. Complete and save in the portfolio results from a Georgia defined career assessment (College and Career Readiness Performance Index).
2. Explore and save in the portfolio three career concentrations/clusters

**Sample Activity Plan using [www.GCollege411.org](http://www.GCollege411.org)**

Ideas to Jumpstart the Activities (see the reverse side for more information)

**Ask your students:**

1. What are a career cluster and a career pathway?
2. Which three concentrations/clusters most interest you and why?
3. Which career pathways in those clusters most interest you and why?
4. How does knowing about career pathways help you make decisions for high school and your future?

Meeting Requirement #1---Take and Save a Career Assessment/Interest Inventory –Time Required – 25 minutes

1. Sign in to [www.GCollege411.org](http://www.GCollege411.org) using your USERNAME and PASSWORD. REMIND students to NEVER create additional accounts.
2. Click on the **Career Planning** tab.
3. Click on the **Learn About Yourself** link.
4. Click on the **Career Cluster Survey**.
5. Explore the results of the survey. (Continue this activity under **Meeting Requirement #2** below)

Meeting Requirement #2--- Explore and Save Three Career Clusters – Time Required – 25 minutes

1. Using the results of your assessment:
  - a. Explore **Career Pathways** in career clusters that interest you by clicking on the **Cluster** in the bar graph and then clicking on the **Pathway**.
  - b. Using the tabs on the left, explore **Careers** in each pathway, **Programs** in each pathway and **Recommended Plan of Study** for each chosen pathway.
2. While **exploring three career clusters and career pathways**, click on the **Add to Portfolio** tab for the pathways and clusters that are of interest.
3. Continue to **explore additional career clusters** at leisure.

Connect to the Curriculum Using These Suggested Activities

- Ask your students to write an essay about the top ranked career cluster or pathway and the suitability of it to the student's personality and interests.
- Utilize Teachers As Advisors Scope and Sequence in GCollege411 for related activities.

Data Information

- # of 7<sup>th</sup> grade students to complete and save a Georgia defined career-related assessment (CCRPI/outcome report)
- # of 7<sup>th</sup> grade students who have explored and saved three clusters to the portfolio (outcome report)





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## 8th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollege411.org](http://www.GAcollege411.org)

### Sample Answers to "Ideas to Jumpstart the Activities"

#### 1. Definitions

- a. **Postsecondary Education** - Education beyond the secondary level, especially education at the college or university level. Postsecondary education can also be obtained through the military, apprenticeships, and specialty schools.
  - b. **Technical Certificate of Credit** – a certification of occupational training usually lasts a few weeks and that shows training and proficiency has been completed.
  - c. **Associates Degree** – a two year degree granted by a two year college to someone who has successfully completed the two year curriculum.
  - d. **Bachelors Degree** - an academic degree given to someone who has successfully completed a college curriculum, which generally requires four-five years.
  - e. **Masters Degree** - An academic degree given by a college or university to someone who has completed at least one year of prescribed study beyond the bachelor's degree.
  - f. **Specialist Degree** – An academic degree awarded for study beyond the Bachelor's degree to learn more in depth about a certain specialty.
  - g. **Professional Degree** - A **professional degree** prepares the holder for a particular career or profession such as law, medicine, logistics, optometry, pharmacy, architecture, accounting, engineering, religious ministry, or education.
2. Choosing a career that matches one's interests and skills is important as most of one's life will be spent on the job. A minimum of 8 hours per day and 40 hours per week is the typical American work week.
  3. The average median salary for Georgia is \$49,347 annually. Low income in Georgia is considered anyone making less than \$15,600 annually for one person. How does this knowledge affect a career choice? Use this information to discuss #6 under [Meeting Requirement #1](#) on the following page.

### Additional Helpful Tips

Use the form entitled [Creating the High School Graduation Plan of Study](#) on the following pages, which is a step by step guide to aid advisors in helping students complete their graduation plans. Remember the Individual Graduation Plan represents a student's PLAN based on self-awareness and educational and career exploration, and is not a secondary schedule. The secondary school should make every attempt to assist students with their future planning to include all possible options to reach their education and career goals. In an effort to minimize limitations on the student's effort to explore their options, the entire course catalog should be available for student course selections.



8th Grade Overview



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**Requirements:**

1. Explore and save three careers in the portfolio.
2. Complete an individual graduation plan, approved and locked by the counselor and approved by the parent/guardian to be used in the transitional conference from middle to high school.
3. Receive College Credit Now/Dual Enrollment information by April 1.

Sample Activity Plan using [www.GAcollege411.org](http://www.GAcollege411.org)

**Ideas to Jumpstart the Activities (see reverse side for more information)**

**Ask your students:**

1. What do the terms postsecondary education, technical certificate of credit, associates degree, bachelors degree, masters degree, and professional degree mean?
2. Why should you choose a career that matches your interests and skills?
3. What is the average or median salary for Georgia residents?

**Meeting Requirement #1- Time Required 45 minutes**

1. Sign in to [www.GAcollege411.org](http://www.GAcollege411.org) using your USERNAME and PASSWORD.
2. Click on the **Career Planning** tab.
3. Click on the **Learn About Yourself** link.
4. Click on **The Career Key**
5. Using the results of **The Career Key**, and after reading **Your Top Interest Areas**, click on **View Careers**.
6. Click on a minimum of three careers, and using the tabs on the left, explore **What They Do, Skills You Need** and **Money and Outlook**.
7. **Save** three careers of interest in the portfolio.

**Meeting Requirement #2- Time Required 90 minutes**

1. Sign in to [www.GAcollege411.org](http://www.GAcollege411.org) using your USERNAME and PASSWORD.
2. Choose the **High School Planning** tab at the top of the screen.
3. Click on **Your Plan of Study**.
4. Click on **Create Your Course Plan**.
5. Choose **Program of Study** (see all Career Clusters in blue). Click on the **Career Cluster**.
6. Choose and Click on a **Career Pathway** (in blue).
7. Click on **Build your Plan with this Program of Study**.
8. Click **Continue** on the right and scroll down to see courses listed by grade and area.
9. Follow directions on the next page entitled **Creating the High School Graduation Plan of Study**.

**Connect to the Curriculum Using This Suggested Activity**

1. Use the **Real Life Activities** on the tab to the left of each career chosen by the student to determine if the job fits the student's skills.
2. Utilize Teachers As Advisors scope and sequence activities on the GAcollege411 web site.

**Data Information**

# of 8<sup>th</sup> grade students who have saved three occupations in their portfolio (Outcome Report)

# of completed, locked and parent approved Individual Graduation Plans by the end of the 8<sup>th</sup> grade (Tracking Report)



8<sup>th</sup> Grade Requirements

## Creating the High School Graduation Plan of Study Step by Step Guide

1. Go to [www.gacollege411.org](http://www.gacollege411.org)

Give directions for creating student accounts if not previously created. Have a standard process for account names and passwords. Example: Account name could be first name and first initial of last name along with student ID number.  
(**Account name:** [markz13597](#) **Password:** Student ID number : [13597](#) )

2. Type in [username](#) and [password](#)
3. Click on [High School Planning](#) Tab
4. Click on [Your Plan of Study](#) Tab
5. Click [Create Your Course Plan](#)
6. Choose recommended [Program of Study](#) (see all career clusters in blue)
7. Choose a [Career Pathway](#) (in blue)
8. Click on [Build your Plan with this Program of Study](#)
9. Click [Continue](#) on the Right
10. Click on 9<sup>th</sup> -12<sup>th</sup> grade view ( only if 9<sup>th</sup> through 12<sup>th</sup> grade chart is not appearing)
11. Scroll down to see courses listed by grade and area. (If no courses are listed or if courses do not show up in CTAE boxes, the student did not pick BOTH a Career Cluster AND a Career Pathway.

Exceptions to this rule are Cosmetology and JROTC. These courses must be entered manually.

12. Teach students how to read the chart: [Grade](#) levels are listed across the top of the chart. [Courses](#) are listed on the left-hand column and [Credits](#) are listed on the right-hand column.

----- English/Language Arts -----

13. Locate English/Language Arts---click on [English/Language Arts 1](#) in the 9<sup>th</sup> grade box
14. Under Status, click [Planned](#)
15. Then click [SAVE](#)
16. Do the same for grades 10, 11, and 12.

-----Math -----

17. Locate Math--All students click on the chosen [Math course](#) in the 9<sup>th</sup> grade box.
18. Under Status, click [Planned](#)
19. Then click [SAVE](#) (Notice that the remaining Math course disappeared)
20. Do the same for grades 10, 11, and 12.

----- Social Studies -----

21. Locate 9<sup>th</sup> grade Social Studies. Click on Social Studies in the 9<sup>th</sup> grade box.
22. Click [American Government](#). Under [Status](#), choose [Planned](#) from drop down menu, click [Save](#). (If a different course is required in the 9th grade, scroll to the bottom of the page, use drop down menu under [Choose a course](#), choose the correct course, select [1](#) under [credits](#), click [Add Course](#), click [Save](#))
23. On 10<sup>th</sup> grade, click on [World History](#), use drop down menu, select [Planned](#) and click [Save](#)
24. On 11<sup>th</sup> grade, click on [U.S History](#), use drop down menu, select [Planned](#) and click [Save](#)
25. On 12<sup>th</sup> grade, click on Economics, change credit from .5 to 1(if necessary), under Status choose [Planned](#) and click [Save](#).

----- Science -----

26. Locate Science for 9<sup>th</sup> grade- click on [Physical Science](#). Under Status, choose [Planned](#), and click [Save](#).
27. Locate Science for 10<sup>th</sup> grade, click on [Biology](#). Under Status, choose [Planned](#), and click [Save](#).
28. Locate Science for 11<sup>th</sup> grade, click on [Chemistry](#). Under Status, choose [Planned](#) and click [Save](#).
29. Locate Science for 12<sup>th</sup> grade, click on the white space. Choose [Advanced Science](#), select [1](#) under credits, choose [Planned](#), click [Add Course](#), and click [Save](#). (If students are completing this as a group, choosing Advanced Science gives the advisor a chance to discuss individually the possible options related to the career path at a later date.)

----- Other Coursework -----

30. Health- If taking Health in 9<sup>th</sup> grade, click on the white space in the 9<sup>th</sup> grade health block, choose [.5](#) credit, choose [Planned](#), Click [Add Course](#), and click [Save](#). If taking Health in the 11<sup>th</sup> grade, under Status, choose [Planned](#) and [Save](#).
31. Physical Education – If taking Physical Education in 9<sup>th</sup> grade, click on the white space in the 9<sup>th</sup> grade Physical Education block, choose [.5](#) credit, choose [Planned](#), click [Add Course](#), and click [Save](#). If taking Health in the 11<sup>th</sup> grade, under Status, choose [Planned](#) and click [Save](#).
32. Under Career, Technical, and Agriculture Education, click on each course, choose [Planned](#) and [Save](#). (Note that students MAY be able to start CTAE courses in 9<sup>th</sup> grade.) JROTC and Cosmetology do not automatically populate. The course names will need to be [typed](#) in under [Choose a course](#), Click [1 Unit](#), [Add Course](#), and [Save](#).
33. Under Modern Language, click on the white space inside the box for each grade level that Modern Language will be planned. Choose [Planned](#) and [Save](#). Students may [type in the name](#) of the course under [Choose a course](#), Click [1 Unit](#), [Add Course](#), and [Save](#). If planning to attend a University System of Georgia college or university, students should take a minimum of two courses in the same Modern Language.
34. Under Fine Arts, click on the white space inside the box for each grade level in which Fine Arts will be planned. Choose [Planned](#) and [Save](#). Students may [type in the name](#) of the course under [Choose a course](#), Click [1 Unit](#), [Add Course](#), and [Save](#).
35. Under Electives, click on the white space inside the box for each grade level in which an elective will be planned. Choose [Planned](#) and [Save](#). Selection of electives will be made at a later date to best enhance the career pathway.
36. All boxes under [Checkup](#) should be green. If students have a red box, check for errors. All students should have a minimum of 23 credits as required for graduation. (There may be exceptions in number of credits for various school districts due to block schedule or district board policy.)



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## 9th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollege411.org](http://www.GAcollege411.org)

### Helpful knowledge to use with "Ideas to Jumpstart the Activities"

1. Let students brainstorm within in the group to determine concerns that they have about high school, their future, and their immediate needs. Let the discussion lead itself with the counselor advisor acting as a guide.
2. Work values are grouped into 6 categories. After completing the [Work Values Sorter](#), have students give examples of the six work values and how they could impact one's career:
  - a. Achievement – Is it important to feel that you have accomplished something at day's end?
  - b. Support – Do you need the support of your company or your co-workers?
  - c. Working Conditions – Do you have certain standards for the areas in which you work?
  - d. Relationships – Is it important for you to have good relationships with your coworkers? Independence – Is it important to you to make your own decisions and use your best abilities?
  - e. Recognition – Is it important for you to be recognized for the work that you do?
3. The information that you need to discuss Dual Enrollment/Dual Credit courses and the Move on When Ready opportunity may be found at:  
[www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx)

The documents which will help students get an overview of the programs are listed below:

[College Credit Now / Dual Credit Programs Brochure](#)

[College Credit Now / Dual Credit Programs Brochure \(black-white version\)](#)

[Move on When Ready brochure](#)

### Additional Helpful information for use with "Connect to the Curriculum"

As students become more comfortable with the [GAcollege411.org](http://GAcollege411.org) website, encourage them to use the [Guideways](#) for each grade level found on the right under the [Career Planning](#) tab. The [Guideways](#) are specific to each grade level and can be used in conjunction with classroom instruction or as a stand alone activity during advisement sessions. The [Guideways](#) take the student through various steps. For instance, the 9<sup>th</sup> grade [Guideways](#) has 13 steps. The student could begin to move through the steps at an individual pace. The [Guideways](#) program remembers which step was last reviewed and begins at the next step when the specific [Guideways](#) is opened again.



9th Grade Overview

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**Requirements:**

1. Investigate and record three additional occupations in the portfolio prior to student/family conference.
2. Each 9<sup>th</sup> grader and his/her family participate in on-going advisement sessions and receive College Credit Now information by April 1.

**Sample Activity Plan using [www.GAcollege411.org](http://www.GAcollege411.org)**

Ideas to Jumpstart the Activities (see reverse side for more information)

**Ask Your Students:**

1. What concerns do you have about high school and your future?
2. What are your work values and how do they affect your future career?
3. Are the courses you are taking preparing you for your future career? What other courses should you consider? Should you consider Dual Enrollment/Credit courses or the Move on When Ready opportunity?

Meeting Requirement #1 (Recommended time: 45 minutes)

Recommended: Take **Work Values Sorter** survey, view careers in the survey, and explore three careers

1. Sign in to [www.gacollege411.org](http://www.gacollege411.org) using your USERNAME and PASSWORD.
2. Click on **Career Planning**.
3. Click **Learn About Yourself**.
4. Click **Work Values Sorter** and complete survey.
5. After completing the survey, read **Your Top Work Values**.
6. Click **View Careers** and explore the careers that match your work values.
7. Choose three careers of interest and **SAVE** to your portfolio.

Meeting Requirement #2

1. Download **Dual Enrollment/Dual Credit Option** documents at:  
[www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx)
2. Share the information with students during advisement and share with parents at family nights, family conferences and in newsletters or emails.

Connect to the Curriculum Using These Suggested Activities

1. In **GAcollege411**, click on **Career Planning**.
2. Click on **Begin Guideways** on the right of the page.
3. Choose **9<sup>th</sup> Grade Guideways**.
4. Complete **Short Term Goals, Goals into Action**, and **A Picture of Me in the Future**.
5. Utilize related Teachers As Advisors scope and sequence activities on the **GAcollege411** web site.

Data Information

# of 9<sup>th</sup> grade students who have saved at least three occupations in their portfolio. (Outcome Report)



9th Grade Requirements



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## 10th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollege411.org](http://www.GAcollege411.org)

### Answers to Question in "Ideas to Jumpstart the Activities"

1. Q: How is a **Dual Enrollment** class different from a traditional high school class?  
A: Dual Enrollment provides opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a **high school diploma and a college degree, certificate, diploma or credential** while still in high school.
2. Q: What courses are eligible for **Dual Enrollment**?  
A: Approved academic courses on the **Accel** course list and approved courses on Dual Enrollment Course Directory.
  - a. To find the **Accel** course list, go to [www.GAcollege411](http://www.GAcollege411) at the home page on the right side. Click **Accel Program**. Look under **Course Directory** and click **High School Courses and College Equivalents for the Accel Program**.
  - b. To find the Dual Enrollment Course Directory go to:  
[www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/TCP-Helpful-Links.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/TCP-Helpful-Links.aspx)
3. Q: How do I qualify for **Move On When Ready**?  
A: Any high school junior or senior who is enrolled full-time and was enrolled in a public Georgia high school the entire prior year. Eligibility requirements can be found at:  
[www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx)
4. Q: What is the transferability of my **Dual Enrollment** courses?  
A: Most credits for **Dual Enrollment** courses transfer easily to Georgia colleges and universities, but it is up to the receiving institution to award credit. Prior to enrollment, check with all colleges involved to determine transferability of dual enrollment courses.
5. Q: How does Dual Enrollment affect my HOPE Grant or HOPE Scholarship?  
A: Courses taken under **Accel, Move On When Ready, and Dual Enrollment** do not affect HOPE hours cap.

### Additional Helpful information for use with "Connect to the Curriculum"

An excellent math project for students would be having them create a comparison chart of a traditional high school program versus Dual Enrollment/Dual Credit and Move On When Ready. The results of this project would reveal the tremendous cost savings of the Dual Enrollment/Dual Credit program.



10th Grade Overview



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**Requirements:**

1. Become aware of "Dual Enrollment Credit" programs (dual enrollment/dual credit opportunities) by April 1.
2. 10th graders and their families should participate in on-going advisement sessions.

**Sample Activity Plan using [www.GAcollege411.org](http://www.GAcollege411.org)**

Ideas to Jumpstart the Activities (see reverse side for more information)

**Ask Your Students:**

1. How is a **Dual Enrollment Credit** class different from a traditional high school class?
2. What courses are eligible for **Dual Enrollment Credit**?
3. How do I qualify for **Dual Enrollment Credit**?
4. What is the transferability of my **Dual Enrollment Credit** courses?
5. How does **Dual Enrollment Credit** affect my HOPE Grant or HOPE Scholarship?

Meeting Requirement #1 (Recommended Time: 45 minutes)

1. Sign in to [www.GAcollege411.org](http://www.GAcollege411.org) using your USERNAME and PASSWORD.
2. Click on the **High School Planning** Tab at the top.
3. Go to the box, **Guideways** on the right side of the screen.
4. Click on **Begin Guideways**.
5. Go to **College Credit Now Guideways**; click on **Start this Guideways**.
6. Explore and complete ALL 7 steps: read the articles, view the video, record reflections and if you would like to email information to a family member.
7. Click on the **Your Portfolio** tab at the top of the screen.
8. Click on **High School Planning Portfolio**.
9. Click on **Early College Access Program, Add A Program**, and complete the questions. Click **SAVE**.

Meeting Requirement #2

1. Host a local **Dual Enrollment Credit** night. Invite Technical colleges, 2 yr. colleges, and 4 yr. colleges to discuss options for **Dual Enrollment/Dual Credit and Move On When Ready**. Families, students, and educators can answer questions such as those listed above in **Ideas to Jumpstart the Activities**.
2. Distribute information through newsletters, emails, video announcements, lunch and learn, and individual family conferences. Download **Dual Enrollment/Dual Credit Option** documents at: [www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx)

Connect to the Curriculum Using These Suggested Activities

Write an essay: How does participating in Dual Enrollment/Dual Credit Or Move on When Ready impact the pathway to my future career?

Create a comparison chart: Compare the cost of participating in a traditional high school program versus dual enrollment costs.

Data Information

# of students who complete the College Credit Now/Dual Enrollment Credit Guideways/activities  
(Tracking Report by graduation year)



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10th Grade Requirements



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## 11th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollege411.org](http://www.GAcollege411.org)

### Answers to Question in "Ideas to Jumpstart the Activities"

1. Q: What are the factors that determine your postsecondary choice for your future career?  
A: Career goals, cost, feasibility, size and location of school, entrance requirements, immediate needs, and personal goals are factors to consider when making such an important decision.
2. Q: What are the advantages and disadvantages of beginning college in a two-year program and continuing at a different school to complete a four-year degree program?  
A: Beginning college in a two-year program generally allows a student to begin school in a smaller and more intimate setting. There are often smaller class sizes, more personal attention from instructors, lower costs, and an opportunity to remain closer to home. For some students it is a less overwhelming beginning to a new lifestyle. The disadvantages may include problems with credit transfer, moving to an environment where friendships have already been established, and inability to adjust to a larger and possibly less intimate surrounding. Each school is different and each person is different. Do the homework of evaluating schools BEFORE making decisions.
3. Q: What are the advantages and disadvantages of working before starting postsecondary school?  
A: Advantages: Earn money for college, time to mature, ability to explore the work force to determine likes and dislikes. Disadvantages: Being behind your peers in starting and finishing college, being an "older" college student, leaving earning power behind to begin studies, when school is "out of sight", it may become "out of mind".
4. Q: What is the outlook for my chosen career over the next 10 years?  
A: Job outlooks can be found at [GAcollege411.org](http://GAcollege411.org) under the [Career Planning](#) Tab.  
Choose any career, click on [Money and Outlook](#), then click [Outlook](#) to see the job forecast.
5. Q: Is the military an option for me?  
A: The military is an excellent option for some students. The military provides a structured lifestyle, an opportunity to train in a future career, an opportunity to travel and opportunity to attend college. Research of each military option can aid the student in making a final choice. Talking to adults who chose this career path may be helpful.

### Additional Helpful information for use with "Connect to the Curriculum"

Creating a comparison chart of the student's top three picks of colleges OR top three options after high school, helps students create a concrete, factual document to aid in the decision making process. The "What's next after high school" decision can be overwhelming. Creating a factual chart can aid in a logical decision making process.



COLLEGE ACCESS  
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11th Grade Overview



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Requirements:

1. Explore postsecondary institutions and save three choices that match the individual graduation plan.
2. 11th graders and their families should participate in on-going advisement sessions.

Sample Activity Plan using [www.GAcollege411.org](http://www.GAcollege411.org)

Ideas to Jumpstart the Activities (see reverse side for more information)

**Ask Your Students:**

1. What are the factors that determine your postsecondary choice for your future career?
2. What are the advantages and disadvantages of beginning college in a two-year program and continuing at a different school to complete a four-year degree program?
3. What are the advantages and disadvantages of working before starting postsecondary school?
4. What is the outlook for my chosen career over the next 10 years?
5. Is the military an option for me?

Meeting Requirement #1 (Recommended Time- 35 minutes)

1. Sign in to [www.GAcollege411.org](http://www.GAcollege411.org) using your USERNAME and PASSWORD.
2. Click on **College Planning**.
3. Click on **Explore Postsecondary** or **Explore Programs and Majors**. Follow the prompts at each section.
4. Choose **three** colleges that interest you, **click on the school name**, and click **Save to Your Portfolio** on the left side of the page.
5. Visit colleges, specialty schools, military offices, or work environments to solidify postsecondary options.

Meeting Requirement #2

1. Sign in to [www.GAcollege411.org](http://www.GAcollege411.org) using your USERNAME and PASSWORD.
2. Click on the **College Planning** tab at the top of the screen.
3. Click on **College Planning Timeline** under **Quick Links** on the right of the screen.
4. Click on the **11<sup>th</sup> grade** tab to the left of the screen.
5. Discuss the timeline with your family, counselor, and advisor. Check back **monthly** to stay on track.

Connect to the Curriculum Using These Suggested Activities

1. Create a comparison chart of your top three postsecondary options using [www.GAcollege411.org](http://www.GAcollege411.org) information as a guide. Include career goals, cost, enrollment size, location of school, entrance requirements, and personal goals.
2. Write an essay to explain your postsecondary choice.
3. Utilize Teachers As Advisors scope and sequence for related activities in the GAcollege411 web site.

Data Information

# of 11<sup>th</sup> grade students who have saved three postsecondary options in their portfolio. (Outcome Report)



11th Grade Requirements



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## 12th Grade Overview

Helpful Information while using the Sample Activity Plan with [www.GAcollege411.org](http://www.GAcollege411.org)

### Answers to Question in "Ideas to Jumpstart the Activities"

Encourage students to keep their thoughts in the Journal section of *Your Portfolio* in [GAcollege411.org](http://GAcollege411.org). This enables students to update their ideas as needs change.

1. Q: What steps must be taken to make your career and postsecondary plans become a reality?  
A: Each student's answer will be different. Topics to include might include discussions concerning grades, high school course completion, SAT/ACT scores, End of Pathway Assessments (if applicable), college applications, financial aid applications, college visits, workplace visits, acquiring housing, choosing roommates, finding a job to supplement income while in school, college meal plans, postsecondary school research, and finalization of choices.
2. Q: Have all factors in your current situation been considered in the final postsecondary decision process?  
A: Encourage students to continue to explore 12<sup>th</sup> grade [Guideways](http://GAcollege411.org) in [GAcollege411.org](http://GAcollege411.org). Working through the steps in this program can help to relieve worry, confusion, and frustration in decision making.
3. Q: What is my "Plan B" if "Plan A" is not possible at this time?  
A: Student's answers will vary. Insist that they actually create a written "Plan A" and "Plan B" with steps necessary to accomplish each goal. This helps students categorize and finalize their needs vs. wants.
4. Q: What short term goals need to be completed or tracked during my senior year?  
A: Use the 12th grade [Guideways](http://GAcollege411.org) to establish goals and record plans for the senior year. Also, use the [College Planning Timeline](http://GAcollege411.org) found in [GAcollege411.org](http://GAcollege411.org) under the [College Planning](http://GAcollege411.org) tab. The [College Planning Timeline](http://GAcollege411.org) gives month- by- month steps to ensure the senior year is productive.

### Additional Helpful information for use with "Meeting Requirement #2"

Spend time throughout the year reviewing the information under the tab [Financial Aid Planning](http://GAcollege411.org) in [GAcollege411.org](http://GAcollege411.org). This section should be a weekly priority for students to use for financial aid applications, checking HOPE Scholarship information, and other financial aid needs. Students should also be reminded that college applications can be completed through [GAcollege411.org](http://GAcollege411.org) by clicking the [College Planning](http://GAcollege411.org) tab and choosing [Applications and Transcripts](http://GAcollege411.org) icon and clicking on [Apply to College and Track Your Applications](http://GAcollege411.org).



12th Grade Overview



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**Requirements:**

12<sup>th</sup> graders must identify the next step after graduation: 4-year, 2-year, or technical college, military, apprenticeship, special purpose school, or workforce and save the information in their portfolio.

**Sample Activity Plan using [www.GAcollge411.org](http://www.GAcollge411.org)**

Ideas to Jumpstart the Activities (see reverse side for more information)

**Ask Your Students:**

1. What steps must be taken to make your postsecondary plans become a reality?
2. Have all factors in your current situation been considered in the final postsecondary decision process?
3. What is my "Plan B" if "Plan A" is not possible at this time?
4. What short term goals need to be completed or recorded during my senior year?

Meeting Requirement #1 - Recommended Time: 30 minutes

1. Sign in to [www.GAcollge411.org](http://www.GAcollge411.org) using your USERNAME and PASSWORD.
2. Click on the **Your Portfolio** tab at the top of the screen.
3. Click on **College Planning Portfolio**.
4. Click on **Postsecondary Plans**.
5. Click on "Have You Got a Plan?" under **After High School Transition Plans**.
6. Complete the requested information and click **Save**.
7. Scroll through the remaining information on the page and update as needed.

Meeting Requirement #1 with Additional Activities

1. Click on **Financial Aid Planning** tab and explore.
2. Click on **Find Scholarships** on the **Financial Aid Planning** page and explore.
3. Return to **Financial Aid Planning** page, click on **Financial Aid Applications** and begin applying for aid.
4. Check **Your HOPE GPA** by using the **Quick Link** on the right side of the **Financial Aid Planning** page.
5. Apply or check applications to schools by clicking on the **College Planning** tab, click on **Applications and Transcripts**, and then click on **Apply to College and Track your Application**.

Connect to the Curriculum Using These Suggested Activities

Write an essay using the following prompt:

I am making the postsecondary choice to \_\_\_\_\_ after high school because \_\_\_\_\_. I know it is the right decision because \_\_\_\_\_.

Data Information

# of students who have completed the "After High School Transition Plan" and saved it in the Portfolio. (Outcome Report)



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12th Grade Requirements