



Co-Advising Responsibilities, Activities, and Opportunities for Collaboration

The following table provides a summary of the responsibilities found in the Co-Advising Framework as well as the associated student activities and co-advisor opportunities for collaboration.

| Responsibility | Student Activities | Opportunities for Collaboration |
|---------------------------------|--|---|
| Individual Advising Plan | Develop College and Career Plan | <ul style="list-style-type: none"> ● Design pathway resources for students, such as a crosswalk of courses for a given program of study/pathway from grade 9 through an associate’s degree and industry information associated with the programs of study ● Develop a six-year advising plan to support student success in transitioning from high school to college ● Create a shared database that allows higher education partners to identify prospective students at secondary institutions |
| | Select Strategic Sequence of Courses | <ul style="list-style-type: none"> ● Align curricula for secondary advanced CTE courses and postsecondary technical courses ● Develop MOUs for dual enrollment courses ● Develop crosswalks that outline coursework, providing students with an educational roadmap ● Develop a plan that decreases the need for developmental or remediation coursework |
| | Initiate Individualized Career Exploration | <ul style="list-style-type: none"> ● Share and modify existing career exploration activities such as surveys and career-focused curricula ● Develop resources to share with students, such as industry overviews, that link career interests to potential degree options ● Collaborate with employers to offer activities such as guest speaker events and “lunch and learns” |
| | Meet with Advisor to Discuss Post-Graduation Options | <ul style="list-style-type: none"> ● Develop summer or bridge programs for high school graduates who need additional academic support, possibly avoiding the need for developmental education at the postsecondary level ● Address any challenges secondary students may have in applying to a postsecondary institution ● Create a transition plan for students that assists in progressing from secondary to postsecondary education |



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| Postsecondary Exploration and Navigation | Participate in Postsecondary Exploration Opportunities | <ul style="list-style-type: none"> ● Explore, determine, and provide opportunities for students to earn dual enrollment in both core academic and pathway-specific courses ● Co-develop materials that explain how students can begin preparing for college in grades 9 and 10 ● Align high school curricula to postsecondary programs |
| | Participate in Postsecondary Admission Preparation Opportunities | <ul style="list-style-type: none"> ● Increase opportunities for students to earn dual enrollment in both core academic and pathway-specific courses ● Co-develop materials for students to use as they plan for college in grades 11 and 12 ● Align high school curricula to postsecondary programs ● Create systematized student plans for seamless transitions from secondary to postsecondary |
| | Participate in College Affordability Opportunities | <ul style="list-style-type: none"> ● Co-create content for a college affordability event ● Explore affordability/cost-covering options for dual enrollment courses to increase access for all students ● Develop resources that break down the actual costs of going to college ● Collaborate to support low-income and first-generation students in completing paperwork and accessing funds, such as Pell grants ● Develop resources for financial support for undocumented students |
| | Map Out Course Transferability Plan | <ul style="list-style-type: none"> ● Develop internal and student-facing resources pertaining to dual enrollment and course transfer information ● Develop or revise MOUs between education partners to ensure the course transfer process is as seamless as possible |



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| <p>Career Exploration Through Labor Market Awareness</p> | <p>Participate in Labor Market Exploration Opportunities</p> | <ul style="list-style-type: none"> ● Develop resources, such as industry overviews, that are useful for secondary and postsecondary students alike ● Collaborate with workforce partners to access labor market data regarding industry growth, wages, and other key information ● Co-design events for students and their families that introduce the role of labor market information in college and career planning |
| | <p>Participate in Labor Market Preparation Opportunities</p> | <ul style="list-style-type: none"> ● Create a shared database of job postings ● Co-host events, such as job fairs, with employers ● Develop resources that provide key labor market data such as industry growth, wages, required education, and desired skills |
| | <p>Develop an Understanding of Career Ladders and Opportunities for Advancement</p> | <ul style="list-style-type: none"> ● Develop resources that explain career ladders, highlighting (1) how a professional can progress from one position or occupation to another as they gain experience and earn credentials and (2) the median earnings for each position or occupation on the career ladder ● Provide professional development for advisors to become more familiar with labor market information ● Collaborate with employers and workforce boards to collect information about advancement opportunities |



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| Rigorous Academics | Enroll in Dual Enrollment Courses | <ul style="list-style-type: none"> ● Develop MOUs between secondary and postsecondary to ensure transferability of courses ● Develop crosswalks of coursework from grades 9 through 14 that lead to credentials and include 12 or more dual enrollment credits ● Create resources that detail the benefits of dual enrollment to students and their families ● Discuss the pros/cons of offering dual enrollment on the high school campus or the college campus |
| | Enroll in CTE Courses | <ul style="list-style-type: none"> ● Align curricula and ensure a seamless transition from secondary to postsecondary ● Partner with employers and workforce development to ensure that curricula align with labor market needs ● Create resources that demonstrate how CTE courses prepare students well for given postsecondary programs and highlight what career opportunities these programs lead to |
| | Earn an Industry-Based Certification | <ul style="list-style-type: none"> ● Collaborate with employer and workforce development partners to determine which certifications are in demand, by industry ● Determine where there are opportunities for stackable credentials along pathways ● Discuss and problem-solve around barriers to success in certification obtainment rates (such as cost of exam or gaps in course curriculum) |
| | Pursue Credential with Labor Market Value | <ul style="list-style-type: none"> ● Collaborate with employer and workforce development partners to determine which credentials they value and, in addition, what skills and competencies they expect entry- to mid-level employees to have ● Create resources that identify the credential programs that pathways lead to and, in turn, what occupations those credential programs prepare students for ● Regularly revisit pathways to determine if curricula are up to date, aligned with labor market needs, and lead to credentials with labor market value |



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| Work-Based Learning (WBL) Preparation and Opportunities | Participate in Career Exploration and Exposure Opportunities | <ul style="list-style-type: none"> ● Coordinate outreach to local employers to ensure they are not overburdened with requests to provide work-based learning opportunities ● Create a work-based learning continuum that describes career exploration, exposure, engagement, and experience ● Develop resources for students that outline key career information such as industry overviews and examples of occupations within those industries, with data about median wages, expected education, and anticipated job growth |
| | Develop a Résumé | <ul style="list-style-type: none"> ● Create a resource that documents résumé and LinkedIn best practices, including templates ● Create a shared database of example résumés and LinkedIn profiles ● Develop resources to support students in résumé development and that provide guidance around creating a professional digital footprint |
| | Research and Apply for WBL Opportunities | <ul style="list-style-type: none"> ● Create shared folders of internship/apprenticeship opportunities ● Conduct outreach to local employers to solicit participation in WBL experiences and activities, from hosting workplace tours to offering seats in the workplace for hands-on experiences ● Develop resources that support students as they progress from the application process to interviewing to onboarding |
| | Prepare for Job Interviews | <ul style="list-style-type: none"> ● Develop resources such as commonly asked interview questions ● Partner to have postsecondary students conduct mock interviews with secondary students ● Create a checklist of things to do to prepare for a job interview, such as researching the organization and anticipating interview questions |
| | Participate in a Career Engagement and Experience Activities | <ul style="list-style-type: none"> ● Coordinate outreach to local employers to ensure they are not overburdened with requests to provide work-based learning opportunities ● Determine what WBL experiences meet seat-time requirements and/or lead to certificates/certifications ● Further develop a work-based learning continuum that describes career exploration, exposure, engagement, and experience ● Develop resources/plans that address employers' concerns about liability/insurance |