

USING WORK-BASED LEARNING AS A VEHICLE FOR STUDENT ENGAGEMENT AND
COMMUNITY INVESTMENT

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Abstract

Research indicates that rural communities with few labor market opportunities are at increased risk for social and economic unsustainability. As such, high-potential rural students often believe they must leave their homes for more populated areas with superior labor markets in order to obtain fulfilling employment, success, and life satisfaction. This out-migration trend places rural communities at risk for losing the youth that are most likely to contribute to their sustainability and growth. Rural education has been identified as a promising and central means to counter this risk. Effective work-based learning curriculums, which incorporate student engagement and talent development components, may facilitate school engagement, entrepreneurial interest, community involvement, intrinsic satisfaction, and extrinsic success among rural students, thus contributing to community investment.

Keywords: rural talent, out-migration, community investment, student engagement, work-based learning

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Using Work-Based Learning as a Vehicle for Student Engagement and Community Investment

Multiple characterizations of *rural* exist, making it a difficult construct to define.

Conventionally, rural is defined by population density, distance from urban centers, and geographic isolation. The U.S. Census Bureau describes rural as areas that are not urban – that is, after defining individual urban areas, rural is what is left (Ratcliffe, Burd, Holder, & Fields, 2016). This is based on population density, land cover, airport passenger volume, and distance from urban areas (Ratcliffe et al., 2016). The Office of Management and Budget [OMB] defines rural in terms of metropolitan or micropolitan; what is left is considered non-metro or rural (OMB, 2015). Metropolitan denotes a core urban area of at least 50,000 people with a high degree of social and economic integration with the core area as measured by 25% of the surrounding population commuting for work, whereas micropolitan denotes an urban core between 10,000 and 50,000 people, with the same degree of commuting. This metro and micro classification includes approximately 94% of the U.S. population (OMB, 2015), with nonmetropolitan or rural constituting the remaining 6%.

The construct of rural may be defined not only by population density, but also by characteristics of the labor market. Rural can be defined as a community that: (1) does not belong to a larger labor market, (2) possesses areas of open countryside, (3) has rural towns with less than 2,500 residents, and (4) has urban areas with populations of less than 50,000 (Reynnells, 2016). Given the heterogeneity in the definition and conceptualization of rural, it is pivotal to take into consideration the underlying function of the definition, whether for policy, research, or fulfillment programs, when adopting an appropriate definition for the construct. Annual availability of population estimates, employment, and income make counties, boroughs, and parishes the standard units for reporting economic data and

conducting research tracking population and economic trends (U.S. Department of Agriculture [USDA] Economic Research Service, 2017).

Although research exists regarding youth in rural areas, in general, less is studied about issues pertaining specifically to youth living in frontiers, a sub-unit of rural areas that are comprised of the most remote, geographically isolated, and sparsely populated areas in the United States. Remote locations battle extreme distances and travel time to services considered standard in urban communities (National Center for Frontier Communities [NCFC], 2017a). Beyond the urban centers of Fairbanks, Anchorage, and Juneau, the entire state of Alaska has been designated as frontier by the state office of rural health (NCFC, 2017b). The U.S. Department of Transportation (2017) currently subsidizes commercial air carriers to serve approximately 60 off-road-system communities in Alaska that would not otherwise receive scheduled air service and would have no other reasonable access to urbanized services.

Half of the frontier areas in the U.S. are above the 15.3% average poverty level of the U.S. (NCFC, 2017c); this statistic includes the population in over half of the land in Alaska. Furthermore, only 27% of critical access hospitals are located in U.S. frontier areas (NCFC, 2017d), with Alaska itself housing only 13 critical access hospitals spread across its vast acreages (Alaska Department of Health and Social Services, Division of Health Care Services, 2017). These critical access hospitals are located in regional hub communities through which people, goods, information and services move (Alaska Humanities Forum, 2017). In Alaska these include Barrow, Cordova, Nome, Dillingham, Kotzebue, Sitka, Petersburg, Homer, Valdez, and Wrangell among others (Flex Monitoring Team, 2017). These larger hubs provide services for the smaller villages around them, whose members

typically travel over traditional trails by snow machine, ATV, boat, dog team or by foot to gain access to health services they are not equipped to provide for their own members. In rural villages, volunteer fire departments are often responsible for emergency services, yet are limited in the medical conditions they are capable of treating, requiring transportation to urban centers by air ambulance for serious medical emergencies. Thus, members of remote communities are forced to seek health services, considered basic in urban areas, in urban care facilities.

A recognition of the lack of services in rural Alaska prompts a deeper inquiry of the cultural values and worldviews that exist among this population. The cultural ideology of this group values self-sufficiency, exemplified by the deep-rooted tradition of subsistence hunting and fishing. This practice provides a sustainable food source for the majority of rural Alaskan citizens, who do not have access to reasonably priced food commodities. It is estimated that nearly 36.9 million pounds of wild foods are taken from the Alaskan land and sea by rural subsistence users on an annual basis (Alaska Department of Fish and Game [ADF&G], 2017). Subsistence hunting and fishing not only fulfill nutritional needs, but also hold cultural importance and meaning in rural Alaska: “When we speak of ‘subsistence,’ we don’t just mean using the resource, but using tribal methods and acting out culture and complying with those values, and we do those things because they are a measure of protection for the land and its resources” (Venetie hunter, as cited by ADF&G, 2017). This statement lends evidence to the importance of connection to the land in a rural area.

The struggle to maintain subsistence has shaped a set of values in rural Alaskans that are pivotal to understanding their communities. These rural cultural values, worldviews, and ways of being include: strong loyalty to place, connection to the surrounding land, the

keeping of traditions, emphasis upon family, importance of religion, independence, and strong work ethic (Ford, 2013; Paul & Seward, 2016). These values are especially relevant in rural Alaska and indicate that rural individuals often develop firm attachments to their home communities, wherein diverse cultures and strong values are developed to cope with the austerity of rural life in Alaska (Ford, 2013).

Despite the long-standing attachment between rural Alaskans and their communities, research indicates that older Alaskan youth and young adults have the highest migration rates among all population groups in Alaska (Alaska Department of Labor and Workforce Development [DOLWD], 2016; Hadland, 2004) resulting partly from the search for postsecondary education and stable career and employment prospects. Without relocation, such goals can be difficult to attain (Carr & Kafelas, 2009; Hadland, 2004; Paul & Seward, 2016). Relocation may cause Alaskan rural youth more stress and emotional hardship than their contemporaries living in stronger labor markets (Petrin, Schaftt, & Meece, 2014). To address the out-migration trend in rural Alaska, one proposed strategy emphasizes capacity-building in rural communities through the development of better opportunities and training for rural youth, diminishing the need for relocation to urban areas and capitalizing on the built-in cultural capital that local youth possess (Alaska Department of Education and Early Development [DEED], DOLWD, & University of Alaska [UA], 2010; Roberts et al., 2011). Work-based learning, an activity provided by schools that engages rural place-based values, hard work and independence, is a promising intervention that can help reverse this out-migration trend, as it provides students an opportunity for culturally attuned developmental transitions to adulthood and the work sector (Lapan & Kosciulek, 2003; Paul & Seward, 2016; Roberts et al., 2011; Tennessee Department of Education [TDE], 2016).

Work-based learning is an alternative or supplemental curriculum delivered to students through internship, apprenticeship, Tech Prep, cooperative education, job shadowing, school-sponsored businesses, and service learning (Curtin & Garcia, 2011; Stone, Aliaga, & National Research Center for Career and Technical Education [NRCCTE] 2003). To be effective, curriculum developers must incorporate skills-based student learning and provide quality work-based learning experiences that engage students (TDE, 2016).

The sundry work-based learning definitions are as follows: (1) *Internship* is a paid or unpaid experience in which students work at a site for a specific time to learn about a specific industry or occupation (Stone, Aliaga, & NRCCTE, 2003); (2) *Apprenticeship* is a multi-year combination of school and work-based learning in a particular field, leading directly to related post-secondary schooling or a registered, paid apprenticeship (Stone, Aliaga, & NRCCTE, 2003); (3) *Tech-Prep*, created by Congress, is a four-year study program melding the last two years of high school with two years of post-secondary schooling or training to prepare students for technical careers (Stone, Aliaga, & NRCCTE, 2003); (4) *Cooperative education* is postsecondary education that bridges classroom theory with related on-the-job training and provides credit for both classroom and work experiences (Stone, Aliaga, & NRCCTE, 2003); (5) *Job shadowing* lets students shadow an employee in the workplace to learn about a particular occupation or industry, usually for a day or slightly longer (Stone, Aliaga, & NRCCTE, 2003); and (6) *Service learning* is the integration of community service, civic engagement, and a rigorous academic curriculum that provides time for students to reflect upon their experiences (R. Coulter-Kern, P. Coulter-Kern, Schenkel, Walker, & Fogle, 2013; Woods, 2002). Such work-based learning programs are a potent tool for connecting students to careers and community (TDE, 2016). The varied forms of work-based learning demonstrate the flexibility of

this experiential educational tool for use in diverse environments. Specifically, work-based learning offers a way to provide culturally attuned education to rural students (Paul & Seward, 2016; Roberts et al., 2011). Culturally attuned interventions are especially relevant to rural youth, given that these interventions emphasize experiences appropriate to the specific cultural environment, engage students' natural talents, and empower the students based on cultural strengths (National Association of Social Workers, 2015).

Highly motivated rural students who are not exposed to diverse learning experiences miss an excellent opportunity to develop their talents (Gentry & Fugate, 2012; Paul & Seward, 2016). If rural students are to fully develop their talents and maintain attachment to their communities, intentional support from their surrounding communities and schools is necessary (Gentry & Fugate, 2012; Paul & Seward, 2016). Consistent with the literature, an effective way schools may provide this intentional support is to establish an educational partnership with local businesses and entities (Lapan & Kosciulek, 2003). Working in community businesses and entities provides students with opportunities for making relevant, real-world connections to their communities and developing appropriate transitions to the workforce (TDE, 2016). Although defined by many terms, work-based learning always incorporates the concepts of: (1) connecting classroom learning with real-life experiences that are relevant to the student, (2) connecting to a social network beyond that of the school, and (3) connecting to career (Paul & Seward, 2016; Petrin et al., 2014; TDE, 2016). These three components of work-based learning contribute to increased student engagement, autonomy, and entrepreneurship (Kilbrink & Bjurulf, 2013; Paul & Seward, 2016).

Student engagement, or the degree of interest, attention and passion that students show for the subject they are learning, is related to student motivation (Froiland & Worrell,

2016). Engaged students cultivate higher levels of motivation compared to disengaged students (Bennett, 2007). Subsequently, a highly motivated student is more likely to foster an *entrepreneurial mindset*. Importantly, this concept is not limited to the business world. According to Howard Stevenson, nicknamed the Godfather of entrepreneurship at Harvard (Eisenmann, 2013), entrepreneurship can be thought of as the quest for opportunity beyond what one currently has. If students are motivated to search for opportunity, they may learn to change their surrounding environment in ways that benefit both themselves and their community, contributing to rural sustainability (Paul & Seward, 2016). On the contrary, students who do not feel engaged in their education face decreased motivation and poorer educational and vocational outcomes (Bennett, 2007; Patall et al., 2017). When textbook and classroom-based learning are not relevant to students' learning style or cultural environment, students may disengage from education, resulting in diminished career interests, increased risk for high school dropout, and higher likelihood of leading socially and economically unproductive lives (Bennett, 2007). Given the incredible importance of student engagement, it is essential to implement appropriate educational interventions. Culturally attuned work-based learning provides an intervention to re-engage at-risk youth, promote high school completion, connect students to their community, and improve educational and vocational outcomes among rural individuals (Bennett, 2007; Coulter-Kern et al., 2013; Roberts et al., 2011; Woods, 2002).

Description of Need

Although Alaskan rural students understand, abstractly, the importance of education in improving economic outcome, their decisions regarding postsecondary schooling are more often affected by their concrete experiences (Doyle, Kleinfeld, & Reyes, 2009). Despite the

evidence suggesting that education plays an increasing role in the ability to secure living-wage work (Sherman & Sage, 2011), many rural Alaskan students see few concrete examples of postsecondary graduates living in their communities (Ford, 2013). This lack of local role modeling may contribute to the perception they must leave their communities in pursuit of new opportunities (Sherman & Sage, 2011). Without connecting to community experts, talented students may not become aware of local opportunities and options for economic success and life satisfaction (Gentry & Fugate, 2012; Paul & Seward, 2016). Conversely, students who participate in work-based learning beyond the academic classroom are provided with culturally meaningful work-based experiences that increase their capacity to identify future local opportunities (Dewey, 1916) in both work and pro-social participation.

Rural communities have a need for skills and professions that often are not represented within their own communities (Sherman & Sage, 2011). Work-based learning provides a promising method for addressing this gap in community needs (DEED, DOLWD, & UA, 2010). The following examples demonstrate the ways in which work-based learning may decrease out-migration by providing appropriate training or education to youth who can provide future local services to the community: (1) by interning at the Borough, a student may learn how to become a rural land planner; (2) through exposure to high-tech communications equipment and trades, a student is exposed to communications work; and (3) a student who interns with a traveling dentist may aspire to become a dentist, which is a necessary service in rural Alaska normally filled by people from the cities of Anchorage, Fairbanks and Juneau. Thus, in terms of rural sustainability, it is crucial that rural work-based learning programs target pre-established community labor force needs, and adapt to the cultural needs of the community as well (Gentry & Fugate, 2012; Paul & Seward, 2016).

Consistent with the literature, the most academically high-achieving rural students may have the greatest community attachment (Petrin et al., 2014). It is often within their home community that these students find fulfilling roles and develop positive associations and experiences while simultaneously receiving ongoing support and attention from adults. Paradoxically, however, such broad community attachment also creates greater stress and hardships for the high-achievers as they are often encouraged to find opportunity elsewhere (Sherman & Sage, 2011). To prevent this dynamic, there is a need for a school curriculum to support work-based learning that will encourage rural students to create fulfilling opportunities for employment in their home community (Paul & Seward, 2016; Roberts et al., 2011). Findings indicate that many educators and rural community members recognize that preventing the exodus from rural communities is a matter of creating local environments in which youth feel connected and valued and to which they envision returning (Petrin et al., 2014). Creating such an environment can be partially accomplished through culturally attuned work-based learning (Lapan & Kosciulek, 2003).

Schools and educators exert influence on the critical processes of the social and economic survival of rural communities (Petrin et al., 2014; Sherman & Sage, 2011). Rural school administration and staff have the potential to be drivers of economic development when they foster meaningful ties with local employers, create student awareness of local economic opportunities, and act as agents in workforce development planning and community engagement (Petrin et al., 2014). To best increase student awareness of local economic opportunities, it is important to tap community experts in developing strategies focused on giving talented youth the knowledge, skills, and entrepreneurial mindset to create opportunities within their rural communities (Paul & Seward, 2016). Community experts pass on to youth the skills to thrive in

their rural environment. Given the diversity of rural communities and the community needs gap, it is important to implement culturally attuned strategies to support critical local talent for regenerating the rural work force (Black, Duff, Saggars, & Baines, 2000; Roberts et al., 2011).

A comprehensive literature review was utilized to explore the effects of work-based learning upon personal talent development, student engagement, and community ties. The primary areas of inquiry were comprised of the following questions:

- How can work-based learning benefit rural communities and promote sustainability?
- How can schools and communities develop personal talent and entrepreneurship in youth, particularly in rural locations?
- What components are necessary to make work-based learning both engaging and talent-developing for students?

The results of the foregoing research questions were subsequently integrated into a classroom curriculum to support work-based learning experiences for rural students, and help adolescents increase self-efficacy, embrace family and community, develop entrepreneurship, and identify opportunities for life satisfaction and fulfilling employment in their local communities.

Literature Review

Some research argues that rural students in troubled labor markets have higher stress and hardship than do their peers in stronger labor markets because of unsatisfactory education and career choices (Black et al., 2000; Petrin et al., 2014; Sherman & Sage, 2011). Research indicates it is possible to alleviate this stress by changing student cognition, thereby averting the emotional strain associated with permanently leaving the community, and instead, promoting a mindset that focuses on local opportunity (Paul & Seward, 2016).

The literature indicates that work-based learning is a promising strategy for fostering this local-opportunity mindset, and promoting student entrepreneurship and talent development. The following literature review deconstructs specific methodologies for rural schools used to engage students in their education, improve academic performance, develop talent, and increase high school retention. Finally, literature is synthesized offering suggestions for ways that work-based learning may benefit rural communities by promoting sustainability.

Development of Talent to Support the Labor Market

As described above, rural can be defined as being separate from a larger labor market, having areas of open countryside, having a rural town with less than 2,500 residents and urban areas with populations of less than 50,000 (USDA, 2016). Given that rural communities do not belong to larger labor markets, they must rely on their own smaller labor markets, or face the possibility of citizen out-migration to a larger market with more opportunities (Petrin et al., 2014). In order to address the employment gap in these areas, it is crucial to develop strategies to strengthen local labor markets (Lapan & Kosciulek, 2003; Ramos, Estudillo, Sawada, & Otsuka, 2012; Taren et al., 2011). The vigor of these rural labor markets can be increased if schools and communities partner in order to educate youth and develop skills through culturally attuned work-based learning (Paul & Seward, 2016; Roberts et al., 2011).

Because of their strong sense of communality and long-time proximity, rural communities sometimes form close-knit societies that are difficult for newcomers to enter socially as cultural differences create psychological barriers to social acceptability (Black et al., 2000; Petrin et al., 2014; Roberts et al., 2011). Rural communities have a difficult time recruiting and retaining talented people to fill necessary services within their communities because they maintain different meaning systems, concerns, and practices than mainstream America (Black et al., 2000;

Roberts et al., 2011; Wexler, 2011). The lack of service providers can result in detrimental effects when available options diminish, and local community members leave (Sherman & Sage, 2011). Such variables necessitate talent development; without express development, rural communities are unlikely to grow and replace members of the rural workforce who are necessary for providing important services crucial for community stability (Petrin et al.; 2014; Sherman & Sage, 2011). To help preserve the necessary skills in rural communities, all youth talent must be developed toward strong levels of adult performance achievement (Dai & Chen, 2013; Paul & Seward, 2016). The process of development includes identifying, nurturing and enhancing that talent through practice and exposure to others with a higher level of skill and knowledge (Subotnik, Olszewski-Kubilius, & Worrell, 2011).

Developing Talent in Rural Youth

The state of Alaska requires school districts to provide a plan for identifying and serving gifted students, pursuant to 4 AAC 52.800. In this literature review, the words *talented* and *gifted* are used interchangeably. Services for gifted students in Alaska are traditionally tied to academic prowess. For instance, the 2015 Denali Borough School District plan for identifying gifted students requires that students show exceptional and consistent high scores on Alaska reading, writing, and mathematics standard-based assessments or similar tests from another state (P. Prussing, personal communication, March 14, 2017). The 2010 Alaska Gateway School District and 2015 Kashunamiut School District gifted student identification plans both indicate the selection process includes referral by teachers or other staff based on classroom performance, standardized assessment scores, or referral by parents (P. Prussing, personal communication, March 14, 2017). Both districts' criteria for eligibility require that students score at or above the 97th percentile in at least three of six subject areas on individual or group standardized

achievement tests (P. Prussing, personal communication, March 14, 2017). Denali Borough School District's criteria for eligibility requires a student to score two or more standard deviations (SDs) above the norm on IQ and academic tests in order to be identified for gifted services (P. Prussing, personal communication, March 14, 2017).

These concurrent definitions reflect the homogeneous methods used in Alaska for determining gifted and talented students. Whereas such definitions may be valuable for identifying academic talent, they do not capture the physical, artistic, mechanical, organizational, social, intrapersonal, and interpersonal talent that is critical for sustaining rural communities. Academically-focused constructs of giftedness neglect to account for the culturally unique skills and expertise needed for subsistence hunting or fishing, operating emergency trauma systems, engaging in land use negotiations, or maintaining the integrity of vital pathways such as airstrips for valuable services and supplies (Gentry & Fugate, 2012; Paul & Seward, 2016). These advantageous creative, practical, and social talents are ignored by standardized achievement tests. This results in the exclusion of non-traditionally talented students, under the typical academic guidelines, in receiving funding and support to develop their skills (Gentry & Fugate, 2012; Gentry, Peters, & Mann, 2007). Given the limited definition of gifted and talented and the profound impact such stringent criteria has on the opportunities available to rural youth, it is pivotal to expand the concept to include a diverse range of competencies (Gentry & Fugate, 2012; Gentry et al., 2007; Moon, 2003; Paul & Seward, 2016).

Basic tenets of talent development. Talent is defined as a youth's exceptional ability within a specific domain (Moon, 2003). For example, a high school student engaged in work-based learning may have an exceptional ability to rally people around a cause. This talent may not be developed unless it is identified; therefore, talent identification is the first important tenet

(Gentry & Fugate, 2012; Moon, 2003; Paul & Seward, 2016). It requires adults and youth to recognize this talent as a viable and needed quality (Moon, 2003; Paul & Seward, 2016).

Utilizing the student example above, through an internship at the borough office this student may fully realize this talent for rallying people around a cause by successfully coordinating a borough-wide suicide prevention plan, including an ad campaign for prevention, the creation of a community “safety net” resource including telephone and text help line information, and public meetings to help raise awareness of suicide prevention techniques. This is an example of the ways in which a student’s work-based learning experience can fulfill both functions of student talent development and community benefit.

Additional tenets of talent development include that the identified talent is supported, promoted, and nurtured by others who are skilled in the area (Gentry & Fugate, 2012; Moon, 2003; Paul & Seward, 2016) and that the student recognizes the capacity for transfer to other areas (Bennett, 2007). In the case above, the youth was mentored by the borough Mayor, who was talented in reaching members of the public and mentored this skill in the youth. Consistent with findings in the literature, early identification of youth talent is imperative in order to maximize the full potential of its expression, given that delayed identification can result in diminished expression of youths' talents and skills (Moon, 2003; Paul & Seward, 2016). Educators are essential in the early-identification initiative; however, findings in the research reveal that intentional assistance from local community members is a critical component to fully develop student talents and opportunities (Lapan & Kosciulek, 2003; Olguin & Keim, 2009; Paul & Seward, 2016).

An influential place-based model developed by Paul and Seward (2016) hones in on the specific needs of students and communities in rural environments. This model provides six basic

tenets that guide the talent development of rural youth: (1) all talents should be nurtured; (2) talents can be shaped and developed; (3) society has a responsibility for providing opportunities for talent development; (4) individuals must have a personal investment in and responsibility for their own talent development; (5) psychological and social skills are critical pieces of successful talent development; and (6) exemplary performance and innovation are key goals of education (Moon, 2003; Paul & Seward, 2016; Subotnik et al., 2011). The foregoing tenets are as applicable to at-risk youth as they are to stable youth. The notion that all talents should be nurtured is supported by the American School Counselor Association's (ASCA) Position Statement (2013), which states "school counselors recognize that each student possesses unique interests, abilities and goals, which will lead to various future opportunities" (ASCA, 2013, p. 1). Talent may be defined as "developed expertise rather than innate ability" (Moon, 2003, p. 9). Note the use of the word *developed* as opposed to *innate*. This use of the word *developed* asserts that practice and hard work, both considered well within reach of the "ordinary" individual, can lead to the development of exceptional ability in ordinary individuals (Lent, Brown, & Hackett, 1994; Moon, 2003).

Personal talent. *Personal* talent, defined as "the exceptional ability to select and attain difficult life goals that fit one's interests, abilities, values, and contexts" (Moon, 2003 p. 5), is differentiated from other forms of talent. Personal talent is an antecedent to developing other talents, as it is a positive psychology construct supporting the development of talent in other domains (Moon, 2003). Personal talent can help explain why individuals with lesser domain-specific abilities can outperform their more able peers (Moon, 2003). Personal talent is related to motivation, persistence, resilience, and healthy interpersonal relationships and is central to talent development in other domains (Moon, 2003). Developing personal talent requires seeking

knowledge about one's emotions and cognitive processes as well as one's environment (Moon, 2003; Paul & Seward, 2016). Research indicates that personal talent is enhanced by systematic training and personal effort (Moon, 2003; Paul & Seward, 2016). This systematic training in personal talent can be implemented in the rural school setting by school guidance counselors. School counselors are vital resources in rural areas, and are trained to help students maximize their ability to learn, manage emotions, and develop and apply interpersonal skills (ASCA, 2014).

Intrapersonal domains, important in the concept of personal talent, are concerned with understanding one's *own* emotions (Moon, 2003; Wisner & Starzec, 2016). Intrapersonal domains can be described as self-awareness, self-management, and self-motivation (Wisner & Starzec, 2016). For instance, a person with high intrapersonal intelligence is aware of their strengths and weaknesses (Moon, 2003). Emotional, practical, intrapersonal and social intelligence are cornerstones of personal talent; and excellent self-regulation and personal decision-making skills are necessary for achievement of extraordinary goals (Moon, 2003).

Altruism, industriousness, hardiness, optimism, hope, and self-efficacy are also characteristics of people with high personal talent (Moon, 2003). These intrapersonal characteristics are prized in the rural setting as beneficial to the health of the community, given that members possessing these qualities have the foundation to provide social and moral support contributing to the sustainability of their communities (Petrin et al., 2014). In consideration of the first research question involving work-based learning benefiting the community, the aforementioned characteristics can be enhanced through service learning, a form of work-based learning (Woods, 2002). When students identify a community need and work with teachers to logically and efficiently fulfill that need, student self-efficacy and altruistic behavior increases

through the process of collaboration and contribution (Woods, 2002). The community also benefits, creating a mutually beneficial arrangement (Paul & Seward, 2016). The act of meeting community needs is part of the broader processes critical to the social and economic survival of rural communities (Petrin et al., 2014).

Addressing community needs and closing resource gaps is of paramount importance, as communities whose needs are met are more economically resilient as a result of the place attachment and character of the members who helped meet those needs (Sherman & Sage, 2011). Work-based learning provides students with a platform from which they can discover, practice, and receive praise from a larger community for their intrapersonal characteristics (Bennett, 2007; Black et al., 2000; Roberts et al., 2011). Culturally attuned work-based learning also provides students the opportunity to explore social connections beyond school, friends, and family (TDE, 2016). Understanding the socio-cultural context of their place in their community has a major effect upon students' abilities to self-direct and upon the methods learned to attain life satisfaction (Paul & Seward, 2016).

Socio-cultural context has been largely ignored in the field of gifted and talented education, which has traditionally been centered around achievement outcomes, yet indifferent to vital outcomes such as "happiness, well-being, and life satisfaction" (Moon, 2003, p. 16). Targeting the development of personal talent may help educators shift student focus to achieving life satisfaction rather than pursuing the often reinforced, yet less personalized, goal of having a traditional high-powered career that will distance them from their home community (Moon, 2003). Consistent with the literature, it is suggested that if rural students' values include strong loyalty to place, connection to the surrounding land, and emphasis upon family, then personal talent development may help them achieve life satisfaction by giving them psychological tools

necessary to find opportunities in their home communities (Moon, 2003; Paul & Seward, 2016; Petrin et al., 2014).

Work-based learning, with its connection to community, helps students firmly ground themselves within their community and encourages experimentation that creates a nexus between values, interests, abilities and meaningful action (Paul & Seward, 2016; Roberts et al., 2011). Through culturally attuned work-based learning, schools and communities can help develop personal talent and strengthen a future labor force that finds satisfaction in their own communities, grounded in their own culture and values (Moon, 2003; Patkotak, 2010; Paul & Seward, 2016). Thus, in response to the first and the second research questions, (i.e., how could work-based learning benefit rural communities and promote sustainability, and how can schools develop personal talent and an entrepreneurial mindset in youth) the research presented above demonstrates how schools can actively increase both personal talent and place attachment in rural students through work-based learning. In turn, this benefits communities and promotes sustainability by providing a culturally adjusted, resilient workforce (Moon, 2003; Paul & Seward, 2016; Roberts et al., 2011).

The concepts drawn from the study of personal talent in gifted education are valuable for all students, not only high-achieving students (Paul & Seward, 2016). These concepts focus on the personal talent components of self-regulation and personal decision-making that, when well-developed, motivate adolescents to consider their future (DEED, DOLWD, & UA, 2010). Additionally, these concepts promote the development of emotional, practical, intrapersonal and social intelligences, which are cornerstones of personal talent (Moon, 2003). These are the same intelligences necessary for the development of employability, or “soft” skills, that employers look for in employees (TDE, 2016). Soft skills are identified in the workplace as

communicating, conflict management, having a positive attitude, being adaptable to change, human relations, autonomy and control, negotiating, team building, emotional intelligence, and other such ability, defined in terms of expected outcomes (Kyllonen, 2013; Sumanasiri, Yajid, & Khatibi, 2015).

The Alaska Career and Technical Education Plan: A Call to Action (DEED, DOLWD, & UA, 2010), a cooperative document between Alaskan government and education, addresses the “individual need for career preparedness as well as the broader social need for a training and education system that is efficient, effective, and coordinated with regional and state current and future workforce needs” (DEED, DOLWD, & UA, 2010, p. 2). The development of personal talent through work-based learning in school aids in Strategy 2.3d of the call to action, which indicates that training should have “embedded employability skills in the curriculum” (DEED, DOLWD, & UA, 2010, p. 17). Additionally, sites may find support to use the innovative concept of personal talent in Strategy 3.3b, “Identify and support sites that will pilot innovative portfolio assessments of employability skills acquisition via a variety of student activities” (DEED, DOLWD, & UA, 2010, p. 20). The development of personal talent is a viable way to incorporate employability skills acquisition into work-based learning programs. Thus, Alaskan schools are positioned to be at the forefront of a revolutionary movement to identify new criteria for defining giftedness within a local context and incorporating it into productive work-based learning programs (DEED, DOLWD, & UA, 2010; Paul & Seward, 2016).

Role of the school in talent development. A structure for delivering education to enhance talent can be built within the general education curriculum. To benefit talent and thus career development, this requires cooperation between many different stakeholders: schools, counselors, teachers, administration, community members, parents and students (Olguin &

Keim, 2009; Paul & Seward, 2016). A systematic approach in which stakeholders understand the process is crucial (Lapan & Kosciulek, 2003; Olguin & Keim, 2009). As previously mentioned, one framework specifically created for the development of talent in rural youth is Paul and Seward's (2016) place-based investment model (PBIM) of talent development. This model is a guide for districts to create programs that provide rural students with opportunities to build knowledge, skills, and tools to understand themselves, develop their talents, and, above all, to recognize local opportunities for employment and self-fulfillment in adulthood (Paul & Seward, 2016).

Three talent development imperatives for the rural context. Schools and communities can develop personal talent and entrepreneurship in rural youth by adapting their work-based learning program to relevant components of the PBIM. First, the PBIM of talent development holds that rural youth need enriched learning experiences meaning exposure to a wider variety of professional fields than those available within their immediate environment (Paul & Seward, 2016). Wider exposure will help them understand the importance of learning skills that transfer across many disciplines (Kilbrink & Bjurulf, 2013). Introduction to a plethora of disciplines enlightens them to opportunities that help them connect to areas of previously unknown strengths and interests (Paul & Seward, 2016). Schools can promote rural talent development through field trips, the provision of Internet connections that allow students to communicate through Skype or Google Hangouts with passion peers from other areas, and exposure to adults from outside their community who are skilled in their talent area (Black et al., 2000; Paul & Seward, 2016; Roberts et al., 2011).

Secondly, the development of cultural and social capital in rural youth is as important as enriched learning experiences (Black et al., 2000; Patkotak, 2010; Paul & Seward 2016). The

third research question in this review, (i.e. what components are necessary to make work-based learning both engaging and talent-developing for students), finds part of its answer here. Social capital includes “bonding” relationships with peers and family, “bridging” relationships such as those with school counselors or teachers that help students connect with people who are not from similar socio-demographics, and “linking” relationships that consist of trusting and respectful connections between students and people who are part of explicit power gradients, such as decision-makers in higher education, industry, or government (Raymond-Flesch, Auerswald, McGlone, Comfort, & Minnis, 2017). As adolescents assert their growing independence from family, the building of social capital is a way to engage students in their education by introducing real-world relevance (Bennett, 2007; Kilbrink & Bjurulf, 2013). Development of cultural capital can enable students to experience processes that give them a window into who they are, or may become. Young people engaging in socially contextualized knowledge by helping conduct the inquiry process are encouraged to become border crossers into unknown cultural areas, to help understand people with different views, and to help shape new identities in contemporary society (Coburn, 2011). Actively developing cultural and social capital as part of the talent development program will help students understand how to function outside of school and family while still maintaining their own identity (Black et al., 2000; Patkotak, 2010; Paul & Seward, 2016; Raymond-Flesch et al., 2017). Additionally, the development of cultural and social capital serves as a transition activity by promoting relationships with adults beyond students’ immediate circles (Bennett, 2007; Coburn, 2011). If youth are not comfortable in wider social circles, they will not enter the postsecondary training areas in which they are capable of excelling (Paul & Seward, 2016; Raymond-Flesch et al., 2017).

Third, entrepreneurial thinking can be taught (Paul & Seward, 2016). Training in entrepreneurial thinking is needed for students to learn to create opportunities within their rural context. If youth can see their communities as places they can *shape* to pursue opportunity, even if they do not currently have the resources to do so, they are employing entrepreneurial thinking (Paul & Seward, 2016; Sternberg, 2003). Sternberg's (2003) theory of successful intelligence delineates three choices for successfully intelligent people in their home environment: (1) adapt, (2) shape the environment in ways that will help them achieve their life goals, or (3) leave their environment to pursue their goals. Goal-driven, successful, and intelligent individuals could shape their home environment in ways that would permit them to achieve their goals. Therefore, if a student's rural values bid them to return to their rural communities after post-secondary training, and they are employing Sternberg's theory of successful intelligence, such a student could devise a means to achieve life satisfaction.

Five talent development pathways. Schools can additionally make available to students the following pathways to encourage development of talent and entrepreneurial thinking. Recommended are five talent development pathways including: (1) enrichment, (2), advanced learning opportunities, (3) human connections, (4) entrepreneurial thinking, and (5) specialized guidance (Paul & Seward, 2016). These pathways are highly functional when available as a continuum of services in rural schools and communities. When these five talent development pathways are provided as a continuum of services in rural schools and communities, rural schools can develop a formal, written structure to promote talent development and an entrepreneurship in youth (Paul & Seward, 2016). Entrepreneurial thinking has much in common with critical thinking, creative thinking, and problem-solving (Paul & Seward, 2016), which are taught in schools regularly. Literature on entrepreneurial thinking has found six relevant criteria:

questioning; improvising, willingness to take risks; awareness of potential to fail yet not being deterred by that potential of failure or even actual failure; ability to work with others collectively; improvising, and being self-driven (Krause, 2015). Such qualities help students problem solve inventively and resourcefully.

Gifted and talented redefined. To best foster talent development in rural communities, it is important to qualitatively define *talent* in each school district within the context of their community's values and needs, as positioned within their culturally attuned reality and school policies (Gentry & Fugate, 2012; Paul & Seward, 2016). This ideology is a revolutionary departure from the commonly used selection procedure for gifted and talented education. Typically, selection is based upon academic aptitude measured by standardized achievement tests, which is exclusionary to other forms of talent (Moon, 2003; Paul & Seward, 2016).

To develop the idea of a qualitative measure of talent, it is useful to examine a related field, career counseling, which has recently been employing qualitative assessments to gain a richer understanding of the client's narrative, or the experiences that define them (German, 2013). Narrative career counseling offers that our "experience of life is mediated through the stories that we tell, and that are told, about who we are" (German, 2013, p. 77). Within these narratives, people have agency to live their lives by their *preferred stories*. If school districts were similarly allowed to define talent qualitatively through local culture rather than standardized tests, the field of gifted and talented education could be revolutionized in Alaska, providing a new focus for rural educators in developing talent (Gentry et al., 2007, Paul & Seward, 2016).

To achieve this, a measurement tool would have to be defined. As an example, qualitative criteria used to define talent in a career and technical education setting is offered

(Gentry et al., 2007). These criteria include that students (1) show outstanding talent in their particular career pathway when compared to same-age peers; (2) show potential for performing at remarkably high levels of accomplishment when compared to others similar in experience, age, or environment; (3) show desire to work with advanced concepts and materials in their talent area; (4) are willing to examine new concepts and pursue alternative ideas, (5) intentionally consider others' values; and (6) think in unconventional ways (Gentry et al., 2007).

It is proposed that rural school districts consider applying this qualitative criteria to defining talent (Paul & Seward, 2016). To achieve this, rural school districts could gather teams of stakeholders from their community, school, student body, and their parents to conduct a community needs assessment. Subsequently, these teams could define "gifted and talented" within their local, cultural context with a primary goal of addressing the identified community needs (Black et al., 2000; Lapan & Kosciulek, 2003; Paul & Seward, 2016; Roberts et al., 2011). Defining talent within the context of their community's values and needs allows schools the mobility to develop personal learning and career plans for students and to be more inclusive in their planning, leading to more students being positively affected, both in general and in gifted education (DEED, DOLWD, & UA, 2010; Paul & Seward, 2016). Furthermore, schools can support the development of this talent through allocation of staff, time, and resources. In this way, rural schools can invest in their communities by using work-based learning to match community needs to local youth talent development (DEED, DOLWD, & UA, 2010; Paul & Seward, 2016). This is a culturally attuned way of offering education to very diverse rural communities. Work-based learning is the perfect forum for this.

Incorporating social cognitive career theory into the above structure provides a bridge between education and career development. Capitalizing on the rural cultural value of strong

sense of place, schools developing their own locality-specific definition of talent can use work-based learning as an opportunity to build a reserve of talent for their future workforce by increasing student self-efficacy, providing students with the potential to develop positive outcome expectations for a future career, and influencing student action through community action and initiatives (Black et al., 2000; Moon, 2003; Paul & Seward, 2016; Woods, 2002). A positive combination of these three constructs increases student learning and engagement (Gentry et al., 2007; TDE, 2016).

Components of Work-Based Learning: Student Engagement and Talent Development

The terms work-based learning and career and technical education may be used interchangeably. A review of the literature of work-based learning reveals different components of work-based learning that students, teachers, work-place mentors or researchers find to be significant in student engagement and talent development. Key findings indicate work-based learning provides a complement to academic classroom-based education that is equally powerful in student development and, furthermore, an instrument for student engagement (TDE, 2016). Moreover, a work-based learning curriculum engages students who use different learning styles than those required in academic learning, thus reversing underachievement of this potentially at-risk population as well as providing them with well-deserved recognition and encouragement (Gentry et al., 2007; Gohm, Humphreys, & Yao, 1998; Kilbrink & Bjurulf, 2013). Work-based learning enables school personnel to define talent individually through a personal lens that diverges from stringent traditional academic achievement criteria (Gohm et al., 1998; Kilbrink & Bjurulf, 2013). Key findings indicate such community-based personalization enhances students' school engagement and, subsequently benefits their surrounding community through students'

increased desired citizen behavior (Bennett, 2007; Lapan & Kosciulek, 2003; Paul & Seward, 2016).

Engagement related to autonomy, social support, and real-world relevance.

Students have a different academic experience in a work-based learning environment than in a classroom (de Jong, Wierstra, & Hermanussen, 2006; Kolb, 1984; Gentry et al., 2007). A qualitative study was conducted at one exemplary career and technical education (CTE) center to determine how students' part-time, work-based learning experiences differed from their traditional high school experiences (Gentry et al., 2007). The authors examined the reactions of gifted/talented and general education students to work-based learning. The CTE center had emerged as an exception from a national sample of career and technical education secondary schools in a 2005 study by Gentry and colleagues intended to measure student feelings about their class activities in the matters of appeal, meaningfulness, challenge, choice, and self-efficacy, all components in student engagement (Bennett, 2007; Gentry et al., 2007; Patall et al., 2017). The CTE center received far higher marks than the other 26 schools in the 2005 study. Between 1997 and 2006, the CTE center had a 2.13% dropout rate (Gentry et al., 2007) compared to 9.3% nationally in 2006 (Stark & Noel, 2015). Although national dropout rates continue to decrease (6.8% in 2013), this 2.13% dropout rate continues to be significantly lower compared to the national average (Institute of Education Sciences [IER], National Center for Education Statistics [NCES], 2013).

This retention anomaly suggests that students experienced increased engagement in their education at the CTE center (Gentry et al., 2007). The study examined in detail the components of work-based learning (components key to preventing student dropout) that increased student engagement (Gentry et al., 2007). It identified key factors relating to developing student

engagement via a student-centered perspective, and provides some direction as to the third area being investigated in this paper, how work-based learning can be engaging and develop talent in youth.

This important yet often excluded student voice, through the use of surveys, indicated that student engagement in education was achievable through autonomy, caring and effective teachers, and real-world-relevance of the work-based learning curriculum (Gentry et al., 2007; Gewertz, 2006). Autonomy includes academic choice (courses and assignments), determining curricular pace, and career experimentation (Gentry et al., 2007; Kilbrink & Bjurulf, 2013; Paul & Seward, 2016). Allowing academic choice and self-pacing not only encourages self-efficacy and autonomy but is another way to engage students (Bandura, 1986). Self-efficacy is a major mediator of choice (Lent et al., 1994). A certain amount of choice, influencing the development of career, is inherent in work-based learning (Lent et al., 1994). Components of career choice include selection of a primary goal from career interests, action to implement that choice, and achievement of performance attainments, all of which are found in work-based learning (Lent et al., 1994).

Aspects of effective and caring teachers, the second engagement component, included high yet achievable academic expectations, strengths-based pedagogy, teacher empathy and interest in the student's welfare beyond the curriculum, and teacher experience in the field they were teaching contributing to real-world relevance (Gentry et al., 2007). Consistent with the literature, teachers' high yet reasonable expectations of students, which demonstrate an authentic and personalized interest in their education, are a component of successful student engagement (Canning 2012; Gewertz, 2006). Effective and caring teachers provide social support, which has been shown to have a significant effect on students involved in work-based learning beyond the

value of the work itself (Bennett, 2007; Roberts et al., 2011). Students in work-based learning have more social support than students in the regular academic curriculum (Bennett, 2007). Social constructivists believe that people working together are capable of actions and understandings beyond that of the lone individual (Bennett, 2007; Richard, Clark, & Welch, 2011). Work-based learning, in which mentors and other adults provide human connections for the student, can provide the collective social support needed to expand student engagement, learning, confidence, and talent.

Another aspect of social support in work-based learning comes from peers (Bennett, 2007; Gentry et al., 2007). Students in the study noted that the other students in their CTE program displayed mature and committed behavior, showed interest in their line of study, and participated in clubs related to their career interests (Gentry et al., 2007). This satisfies one of the rural pathways for talent development, human connections, in that talented students need to connect with other students who share the same abilities and interests (Paul & Seward, 2016).

The third student engagement component revealed in this study was the significance of relevant course material in an applied setting (Gentry et al., 2007). Students cited increased engagement in education stemming from the following components of relevant course material in an applied setting: (1) their work-based learning curriculum's real-world connections to the profession, (2) the chance to explore interests that weren't found in the regular high school curriculum as well as hands-on learning; (3) students were treated professionally as though they were in a job already; (4) the learning had a clear link to their field of study thus reversing a key component of student disengagement; (5) students found meaning in their area of study; and (6) industry certifications and early college credit were popular and provided rigor and relevance (Canning, 2012; Gentry et al., 2007; Gewertz, 2006; TDE, 2016).

In terms of the second research question presented in this paper (i.e., what can schools and communities do to increase student engagement and talent development), research supports the aforementioned aspects as components of student engagement (Canning, 2012; Gentry et al., 2007; Gewertz, 2006). Additionally, this CTE center provided talent development components (Paul & Seward, 2016). The three talent development imperatives for rural students are exposure to a wider variety of professional fields than those available within their immediate environment; development of cultural and social capital; and the teaching of entrepreneurial thinking (Paul & Seward, 2016). The CTE center provided exposure to a wider variety of professional fields by introducing students to real-world connections in the profession, and giving them the opportunity to explore interests not available in the conventional high school setting (Gentry et al., 2007; Paul & Seward, 2016). Students developed their cultural and social capital through exposure to teachers who had worked in the field, had professional connections, and made these available as resources to the students (Gentry et al., 2007; Paul & Seward, 2016). Further development of cultural and social capital was provided by *passion peers* who exhibited commitment and interest in their field by participating in clubs that further increased their networks (Gentry et al., 2007; Paul & Seward, 2016). Student comments displayed the following connection to the talent development pathways of enrichment, advanced learning opportunities, human connections, entrepreneurial thinking, and specialized guidance (Paul & Seward, 2016): enrichment was provided through curriculum not available within the regular high school program; advanced learning opportunities were provided through the earning of industry certifications and early college credit; and human connections were provided by exposure to professionals in the talent field (Paul & Seward, 2016).

The student engagement and talent development components listed by the students in Gentry and colleague's (2007) study are important to incorporate into a rural school's work-based learning program to increase retention and engagement (Bennett, 2007; Patall et al., 2017 Paul & Seward, 2016). The potential for inserting variety and vigor into the rural environment can be increased by a culturally attuned work-based learning program increasing students' perceptions of local opportunities for employment (Black et al., 2000). The intentional addition to this curriculum of instruction identifying local opportunity for life satisfaction provides rural communities with students possessing increased sense of self and their role in supporting their community (Coulter-Kern et al., 2013; Woods, 2002). This prepares students in rural communities for their role as the future workforce, aiding in sustainability (Woods, 2002).

Engagement related to learning orientations. Individuals absorb information and knowledge in a diverse ways (de Jong et al., 2006; Dunn & Griggs, 1995; Kolb, 1984). Learning style is defined as the process by which individuals focus on, internalize, and retain new and difficult information (Dunn & Griggs, 1995). It is recognized that students have varying learning-style preferences and that a single type of instruction will not be engaging for all students (Dunn & Griggs, 1995). In a study of the relationship between academic learning and experiential learning, it was determined that school-based academic learning depended on different competencies than work-based learning (de Jong et al., 2006). School-based learning emphasizes memorization of verbal and written information through passive reception, active reproduction, and active reconstruction of knowledge (de Jong et al., 2006). In work-based learning, gathering experiential knowledge is far more important than memorization (Kolb, 1984).

A key finding in the literature is that there is a need for schools to employ work-based learning as an alternative to engage students who are not thriving in conventional academic curriculum settings (Gentry et al., 2007). These students may have different learning styles than are required in academic learning (de Jong et al., 2006), and are more likely to be engaged in experiential education. Schools should cater to different learning styles to increase engagement in learning (Dunn & Griggs, 1995; Patkotak, 2010; Roberts et al. 2011), which can be achieved by implementing this pedagogy through work-based learning to serve student populations that may otherwise disengage from education.

At-risk students who disengage from their education are at a social and economic disadvantage and may be detrimental to their community by suffering the consequences of low employability, including poorer health and lower participation in the workforce (Bennett, 2007; Petrin et al., 2014; Sherman & Sage, 2011; U.S. Government Accountability Office, 2007). Findings in the literature indicate that work-based learning can benefit rural communities and promote sustainability by providing an important means to keep adolescents engaged in their education so they do not become at-risk for dropout (Bennett, 2007). A set of people ages 16-24 who dropped out of high school participated in a series of focus groups in Philadelphia and Baltimore, and they noted wanting more engaging classes, including the chance to engage in real-world learning opportunities (Gewertz, 2006). As reported by these participants, the most common factors lacking in school were teachers who had higher expectations of them, schools that helped them more when they struggled, and classes that were more engaging (Gewertz, 2006). These student voices provide compelling testimony to students' desires to develop skills and accomplish goals.

In order to prevent school dropout, the most at-risk students need the opportunity to engage in work-based learning experiences (Bennett, 2007). A solid work-based learning program, where close supervision is implemented by both caring work-place mentors and school counselors, can increase retention (Bennett, 2007). Quality work-based learning components include relevance to student interests and plan of study, learning goals, connection to related instruction, alignment to postsecondary and career opportunities both locally and regionally, and close supervision from both work-based learning site mentors and school personnel (Bennett, 2007; Gentry et al., 2007; TDE, 2016). A quality and culturally attuned work-based learning experience provides the engagement and opportunity for successful experiences that at-risk students crave, as well as critical opportunities to increase their relationships with pro-social adults outside of school and family (TDE, 2016). This is especially important during adolescence as students become more independent but still need significant support (Bennett, 2007).

Engagement through social support experienced in work-based learning. Schools have a responsibility to educate students to have socially and economically productive lives (Bennett, 2007; Paul & Seward, 2016). Students without social support, lacking direct contextual and performative experience may endorse the idea that they cannot succeed in said performance context (Lent & Brown, 2000). A role model may unknowingly communicate to a child that a particular career is not achievable because of environmental barriers, thus discouraging them from entering a specific career field (Lent & Brown, 2000). In economically distressed communities, collective community beliefs sometimes negatively influence students by transmitting collective beliefs to students that there are no local opportunities (Petrin et al., 2014). In these ways and others, students may refrain from aspiring to certain careers or even a

job, due to the internalized belief that they cannot succeed (Bennett, 2007). The consequences of a lack of employment efficacy are dire. Data from the U.S. Bureau of Labor Statistics (2017) indicate that full-time workers over 25 years of age without a high school diploma earned median weekly earnings of \$512, high school graduates with no college earned median weekly earnings of \$702, and those with a bachelor's degree earned median weekly earnings of \$1280. An individual without a high school diploma earned 40% of what a person with four years of college earned. Due to the smaller population sample, the most recent Alaska wage data available is from 2015: in Alaska, the same individuals would have had average median weekly earnings of \$480 without a high school diploma, \$658 with a high school diploma, and \$1015 with a bachelor's degree. This disproportional distribution indicates that without having access to formal education, students without postsecondary training will be disadvantaged to find a job that pays a living wage (Bennett, 2007). Youth without a high school diploma are at high-risk for occupational disengagement (Bennett, 2007), making them a concern for rural communities. When young people grow up in socially and economically disadvantaged families and environments, they are more likely to experience adverse childhood experiences, or *ACEs* (Bennett, 2007). ACEs include (1) instances of physical, sexual, verbal or emotional abuse, (2) household dysfunction including mental illness in the household, substance abuse in the home, separation or divorce, a household member in prison, witnessing domestic violence, or (3) physical or emotional neglect (Alaska Board on Alcoholism and Drug Abuse [ABADA] and Alaska Mental Health Board [AMHB], 2015). ACEs have the potential to result in long-term negative effects on a child's well-being. These negative effects include future violence victimization and/or perpetration of violence, or lifelong health problems and deficiencies in opportunities over an individual's lifetime (Center for Disease Control and Prevention [CDC],

2017). ACEs have been linked to risky health behaviors, chronic health conditions, lower quality of life and lower life expectancy (CDC, 2017). Individuals who overcame ACES indicate that an important key to their success was the positive relationship with supportive adults who provided advice, encouragement, and assistance to them as children (Bennett, 2007). Consistent with the literature it is noted that adult social support, which can be garnered through work-based learning, can reverse a cycle of poor choices often made by at-risk students (Bennett, 2007).

Occupational engagement orientation is the degree to which youth have developed an orientation toward a specific career. Social support from adults at the students' workplaces on occupational engagement orientation beyond the effect of the actual experience itself is significant (Bennett, 2007). A key finding is that students enrolled in district work-based learning programs experienced greater social support than students not enrolled in these programs (Bennett, 2007). Given that young adults have a need for independence, it is important for them to form social ties with pro-social adults apart from family, friends, and neighborhood (Gentry & Fugate, 2012; Bennett, 2007; Paul & Seward, 2016). To this end, it is important for schools to provide supportive work-based learning experiences and positive mentors who give students access to meaningful human connections that encourage them to strive for success and embrace multiple opportunities (Bennett, 2007; Gentry et al., 2007; Paul & Seward, 2016; TDE, 2016). Schools can increase engagement through work-based learning which provides a valuable opportunity to create a pro-social network in which students operate independently while mentors provide feedback, resources, modeling, and emotional support (Gentry et al., 2007; TDE, 2016). Such experiences allow students to build their competencies and self-efficacy (Bennett, 2007; Lent et al., 1994).

Work-Based learning: Beneficial for Rural Development and Sustainability

Rural schools can be central in local economic development by creating intentional relationships with local employers, creating student awareness of local economic opportunities, and actively encouraging critical labor force development and community engagement (Petrin et al., 2014). Although schools can be centers for community integration and personal and community identity, this is not always the case. Distressed labor markets may cause students and teachers both to embrace student out-migration as the only chance for individual success (Petrin et al., 2014).

Role of schools in pressure to out-migrate. When the local labor market is weak, schools can become agents of *brain drain*, preparing talented students for out-migration to seek education and jobs elsewhere. Youth out-migration is a problem in rural communities (Petrin et al., 2014; Sherman & Sage, 2011), with patterns of out-migration of young adults who tend to be more educated or trained, compared to individuals left behind who are less educated with lower incomes and skill sets (Petrin et al., 2014; Sherman & Sage, 2011).

The experience of growing up in a rural area is defined by connectedness and personal relationships, the concept of self-sufficiency, and connection to place and family (Paul & Seward, 2016). Youth, by living in their community and finding their place within its social fabric as they grow up, become attached to their communities through their own experiences (Flaherty & Brown, 2010). Mainstream cultural perceptions of postsecondary educational attainment, economic self-sufficiency, and professional growth conflict with that of many rural youths' connectedness with their home environment (Petrin et al., 2014). Although circumpolar youth believe they need to do well in school in order to be successful, many of them struggle to find meaningful learning and teaching in school (Ulturgasheva,

Rasmus, Wexler, Nystad, & Kral, 2014). Additionally, strong formation of identity necessitates continuity between values and identities formed in childhood and the citizen roles available to adults (Ulturgasheva et al., 2014). Many rural youth believe that *both* living close to their family *and* leaving their home areas will be important in their life, and this conflict is negatively associated with pursuit of academics (Hektner, 1995; Patkotak, 2010). This view, characterized by two extremes, causes stress on the part of students, parents, and educators (Petrin et al., 2014).

Several researchers have perceived schools as playing a key role in helping students develop skills that will help them secure employment outside the rural area (Sherman & Sage, 2011). Researchers suggest that teachers often devalue student attachment to community and desire to stay, particularly when students show high academic potential (Petrin et al., 2014). Data show that in communities experiencing economic distress there is often strong social encouragement for talented youth to leave rural communities (Burnell, 2003; Petrin et al., 2014; Sherman & Sage, 2011). The qualitative data in these studies demonstrate that adults often believe there is not enough economic opportunity in their rural communities for youths to have a fulfilling career that pays a living wage. Factors relating to the educational patterns and out-migration of young adults in economically distressed communities include parent socioeconomic status, social capital (including cultural, human and moral capital), and the influence of adults in mentoring roles, including teachers (Sherman & Sage, 2011).

Conversely, in communities *not* experiencing economic distress, the expectations and precedents of rural return change (Petrin et al., 2014). In those communities with sufficient economic activity to provide potential economic opportunities for young adults, themes

running throughout the country included (1) the small size of the school environment encouraging participation of all students in extracurricular activities, (2) students would leave to get educated then come back to their home communities, and (3) education was a necessary input to communities' vigor and human capital base (Petrin et al., 2014). In economically viable communities, the connection to community and rural values was enough to convince out-migrants to return (Petrin et al., 2014).

In sum, key findings from this study indicate that youths' decisions about out-migration and rural return are strongly influenced by commonsensical assessments of local economic opportunity, the strength of the community, and sense of place attachment modeled by school and community (Petrin et al., 2014). Educators and other rural community members in their study emphasized the importance of creating local environments that youth feel connected to and to which they could return. In answer to the first research question proposed in this paper, work-based learning can promote rural sustainability by providing a way for students to see commonsensical ways to achieve local economic opportunity, and can influence their perception that their community is a viable place to gain life satisfaction (Paul & Seward, 2016; Petrin et al., 2014; Roberts et al., 2011; Sternberg, 2003).

If a school district structures talent development and student engagement within a purposeful, work-based learning framework to encourage community sustainability, schools can create community career systems that help students see local economic opportunity and engage students in their communities (Lapan & Kosciulek, 2003; Paul & Seward, 2016; Petrin et al., 2014). This benefits rural communities, promotes sustainability and can easily take place within an economically viable community (Petrin et al., 2014). The problem, however, is more complex within an economically distressed community. Economic and

social factors sometimes join to exacerbate issues, and impede the development of an adaptive orientation to the work force (Bennett, 2007; Petrin et al., 2014). Lower expectation of being able to achieve positive career outcomes concur with unstable work and low income (Petrin et al., 2014; Sherman & Sage, 2011). Collective community beliefs may thus negatively influence students by transmitting the collective endorsement of the belief that there are limited or no local opportunities (Petrin et al., 2014).

Community career systems. Culturally attuned work-based learning can benefit rural communities by providing a platform for a unified community career system (Lapan & Kosciulek, 2003). Community career systems, including school-to-work partnerships, can create important scaffolds that support students as they plan for the future (Lapan & Kosciulek, 2003; TDE, 2016). To create a community career system, teams of stakeholders meet to determine community needs; and employ a framework for identifying local post-secondary outcomes for students (Lapan & Kosciulek, 2003; Patkotak, 2010). This can include an evaluation of talent as oriented toward potential careers, defined in a local context (Paul & Seward, 2016). Community career systems intentionally engage students in school and work-based learning experiences that motivate students to pursue professional exploration, while engaging the support and resources of the community (Lapan & Kosciulek, 2003; TDE, 2016).

Utilizing findings in this literature review, a curriculum was subsequently created, validating all types of careers to encourage entrepreneurial thinking, including subsistence careers in rural areas. Legitimizing subsistence careers can engage the tacit knowledge and cultural capital of rural students (Kilbrink & Bjurulf, 2013; Mitra, 2015). In rural Alaska, legitimizing subsistence careers validates local cultural beliefs that subsistence activities are

a form of work in their own right, as identified by an Alaskan Iñupiaq group of youth, as well as their village leaders (Mitra, 2015). In rural areas, where residents have a strong attachment to the land, career roles often reflect “intersections of career and culture, the grounding of culture in everyday practices of work” (Mitra, 2015, p. 1828). In this curriculum, interests and culture are presented as valuable sources of opportunity and innovation and entrepreneurial thinking is intentionally taught and fostered (Moon, 2003; Paul & Seward, 2016). Local partnerships affect the development of the set of adult roles the student will fill in the future (i.e. learner, worker, citizen) within the social settings of school, work, and community (Coulter-Kern et al., 2013; Lapan & Kosciulek, 2003; Paul & Seward, 2016; Roberts et al., 2011).

The development of youth through work-based learning implicitly benefits the community culturally through an input of new ideas, the passing on of history and context, the strengthening of social ties between generations (Ford, 2013), and the connections between the outer world and the rural community (Paul & Seward, 2016). The development of youth talent through work-based learning explicitly benefits the community in a practical sense by (1) providing an increase in the number of workers for both the present and the future in viable trades (DEED, DOLWD, & UA, 2010); (2) increasing healthy occupational engagement orientation of at-risk youth (Bennett, 2007); and (3) increasing the potential for youth with entrepreneurial thinking skills to bring new ideas for economic opportunity to their home locale (Bennett, 2007; Paul & Seward, 2016). To focus the talent-building potential of youth and galvanize it into postsecondary careers, social cognitive career theory is offered as a guiding support for the curriculum introduced in this project.

Theoretical Orientation

Social cognitive career theory (SCCT) provides a valuable framework for understanding how work-based learning prepares students for careers through development of self-efficacy, positive outcome expectations, and goal-setting (Lent et al., 1994). SCCT follows Bandura's (1986) social cognitive theory in that *self-efficacy beliefs*, *outcome expectations*, and *personal goals* help individuals regulate their own career behavior (Lent et al., 1994). SCCT provides a structure within which the talent development and capacities of rural students can be improved (Lent et al., 1994; Paul & Seward, 2016). SCCT focuses on the processes whereby academic and career interests evolve and these interests promote career-relevant choices; and the processes by which people arrive at various levels of performance and perseverance in their educational and career undertakings (Lent & Brown, 1996).

Sources of Self-Efficacy Beliefs

Self-efficacy beliefs rest on four main sources of information: “(a) personal performance accomplishments, (b) vicarious learning, (c) social persuasion, and (d) physiological states and reactions” (Lent & Brown, 1996, p. 311). The most powerful of these are *success experiences*, which fall under the category of personal performance accomplishments (Lent et al., 1994). Success experiences elevate self-efficacy beliefs within a domain, and failures tend to lower self-efficacy beliefs. New experiences can help students counteract faulty self-efficacy precepts (Lent & Brown, 1996). Social supports and barriers affect academic and career decision self-efficacy (Wright, Perrone-McGovern, Boo, & White, 2014). Culturally attuned work-based learning can provide success experiences for those students who are not perceived as ‘talented’ in the academic classroom, improving self-efficacy perceptions (Lent et al., 1994; Mitra, 2015). The more success experiences students

have in a particular domain, the more they will wish to develop that domain (Lent et al., 1994).

Outcome Expectations

Outcome expectations are the conviction that specific behaviors lead to particular outcomes (Bandura, 1986). Individuals' actions are affected by both their self-efficacy beliefs and their outcome expectations, but self-efficacy beliefs exert the most influence on the individual's behavior (Bandura, 1986). The reasoning follows that even if individuals have a positive outcome expectation about an action (i.e. getting an engineer's education because this career pays well), they will avoid the action if they don't believe they have the capability to be successful. Avoidance is indicative of low self-efficacy (Lent et al., 1994). Outcome expectations about potential career paths are shaped by a student's direct and indirect acquisition of knowledge about those paths. For example, their outcome expectations are affected by how they perceive others' outcomes in certain career fields, and through information acquired from research or others (Lent & Brown, 1996). The expression of a positive outcome expectation has been identified as a characteristic of entrepreneurship, such that while these individuals may express momentary failure expectations, the presiding expectation is of success (Krause, 2015; Paul & Seward, 2016).

Personal Goals

Personal goals are an essential vehicle through which individuals can apply agency (Lent & Brown, 1996). Personal goals help individuals to organize, navigate, and maintain their own efforts, even over long periods without external support (Lent & Brown, 1996). Social cognitive theory emphasizes that individuals' goals are heavily affected by their self-efficacy beliefs and outcome expectations. For example, an individual's beliefs

about one's capabilities in math and sciences, as well as their perceived outcomes of pursuing an education in STEM fields, are likely to impact their personal career goals (Lent et al., 1994).

In the area of personal goals, SCCT recognizes that individuals are not permanently relegated to a course of action because of environmental influences or reinforcement patterns (Lent et al., 1994). Students can set goals through personal agency, which results from the combination of self-efficacy, outcome expectations, and interests. Personal talent also comes into play by providing self-regulation, good personal decision-making, and understanding of socio-cultural context (Moon, 2003). Given that work-based learning is typically assigned to students based upon interest, a case can be made for a positive link between the setting of personal goals and work-based learning (Gentry et al., 2007; Paul & Seward, 2016). In order to maximize the benefit from the work-based learning experience, there is a need for a work-based learning curriculum supporting the work site component with reflective, active learning time in the classroom, exploring interests, abilities, values and goal-setting (Paul & Seward, 2016; TDE, 2016).

Application

Intended Audience

This application, or curriculum, is intended to be a resource for high school counselors in rural Alaska to support students with strong rural values including loyalty to place, connection to the surrounding land, the keeping of traditions, emphasis upon family, personal independence, and a strong work ethic (Paul & Seward, 2016). Rural students who embrace the conflicting values of residing close to their family *and* leaving their home areas for professional growth may be highly stressed, resulting in detrimental academic

inclinations (Hektner, 1995; Petrin et al., 2014; Roberts et al., 2011). As such, a curriculum was designed with the primary goal of aiding rural high school students possessing a strong loyalty to place in identifying their values and developing an entrepreneurial ethic that creates local opportunities for individual economic success or life satisfaction, or both. The importance of family and other primary relationships in student lives was also emphasized. This curriculum has flexibility to adjust to local cultural customs. To ensure success, program facilitators must be aware of, and sensitive to, the issues and values unique to the rural population they are serving. This curriculum is designed to support students as they prepare for successful transitions to postsecondary life. For the curriculum to be effective students must identify personal values and skills, understand the intrapersonal and environmental variables that affect career decisions, learn to navigate their sociocultural environment, and set goals (Lapan & Kosciulek, 2003; Lent et al., 1994; Paul & Seward, 2016).

Basic Application

The application is a small-group curriculum intended to function as the classroom component necessary for a quality work-based learning experience for juniors and seniors in rural high schools. The curriculum may be adapted for other age groups, but it is written to be developmentally appropriate for juniors and seniors. The typical group size for this group is 6-10 students, who are not separated by gender identity. The curriculum spans two semesters. Sessions 1-12 are designed to start at the beginning of the fall semester, after the student's work-based learning experience has begun. Sessions 13-24 start at the beginning of the second semester, and culminate in one of two experiences, depending upon the facilitator's judgment, either: (1) a Career Day in which the work-based learners present to

the junior high with their work site mentors, or (2) a Career Day in which the work-based learners present to their own class, alongside their work site mentors. Individual career counseling sessions will be scheduled as needed.

Although the curriculum is designed for one school year, there is room for curricular flexibility. The set of activities encourages sequential development of self-awareness and career-making decisions, however most activities are structured as stand-alone sessions; therefore, if a counselor believes that additional students would benefit from any sessions, they can attend at any time. Notably, although students are expected to be in class, missing a session will not impede group progress.

Each session is designed to be completed within 45-60 minutes, and each student group-member will keep a journal to reflect on their work-based learning experience and monitor their individual progress. Appropriate activities have been designed, and resources are either integrated or inserted as appendices. Sessions are generally divided into five segments: (1) weekly reflection on work-based learning experience, (2) warm-up/anticipatory set, (3) activity, (4) assessment, and (5) closure. Lessons are designed to be completed in class, although students are encouraged to take home unfinished or finished activities to complete and share with their family, work site mentors, or other important people in their lives.

Conclusion

The experience of growing up in a rural area, and more specifically in a rural or remote area, is defined by connectedness and personal relationships, the concept of self-sufficiency, and connection to place and family (Paul & Seward, 2016; Petrin et al., 2014; Roberts et al., 2011; Wexler, 2011). Older Alaskan youth are at a point in their lives where

they have reached adulthood and must consider postsecondary education, a career, or a serious job, leading to migration (Alaska DOLWD, 2016; Hadland, 2004). Mainstream cultural perceptions of postsecondary educational achievement, economic independence, and professional development exhort high-achieving rural youths to out-migrate to populated areas in pursuit of high-powered careers (Petrin et al., 2014; Sherman & Sage, 2011). Many rural youths believe that *both* living close to their family *and* leaving their home areas will be important in their life. This view, characterized by two extremes, causes internal stress on the part of students, parents, and educators (Hektner, 1995; Patkotak, 2010). School counselors are charged with helping to alleviate this stress by sensitively facilitating the transition process from high school to postsecondary life (ASCA, 2013).

Rural communities in Alaska, which are located both on and off the road system, necessarily have diverse local cultures that help them survive (Ford, 2013). Culturally attuned work-based learning offers a solution for students when presented in the context of the development of local opportunity and targets vital outcomes such as happiness, well-being, and life satisfaction (Moon, 2003; Paul & Seward, 2016; Roberts et al., 2011). Both high-achieving and at-risk students benefit when work-based learning is intentionally taught with the purpose of giving students an entrepreneurial ethic (Paul & Seward, 2016). Culturally attuned work-based learning, with its connection to community, helps students firmly orient themselves within their local context and encourages hands-on examination of how their values, interests and abilities may contribute to the selection of life goals (Bennett, 2007; Mitra, 2015; Paul & Seward, 2016; Roberts et al., 2011). Work-based learning thus benefits schools and communities by developing youths' personal talent to yield a future labor force with an incentive to reside at home (Petrin et al., 2014; Roberts et al., 2011).

A thorough examination of the current criteria for identification of gifted students in Alaskan school districts is recommended for future research. The current criteria for identifying students as gifted, using academic prowess as a base, is exclusionary to other forms of talent that are equally definitive to student success (Moon, 2003; Paul & Seward, 2016; Ulturgasheva et al, 2014). Identifying new criteria for giftedness within a culturally attuned local context and incorporating it into productive work-based learning programs will license Alaskan educators to focus new resources on the creation of a future workforce (DEED, DOLWD, & UA, 2010). This is a revolutionary departure from the current dynamic but can be legitimized through continued emphasis upon employability skills for rural Alaskans within their local contexts (DEED, DOLWD, & UA, 2010).

In sum, work-based learning has strong potential to be a vehicle for economic and social community investment, growth, and sustainability in rural areas when it connects rural students to the local work force (Bennett, 2007; Lapan & Kosciulek, 2003; Patkotak, 2010; Roberts et al, 2011), engages students in their education (Gentry et al., 2007; Kilbrink & Bjurulf, 2013), provides students opportunities for genuine maturity, teaches students to think entrepreneurially, and encourages students to bring skills back to their home to sustain economic vigor (Lapan & Kosciulek, 2003; Petrin et al., 2014; Sherman & Sage, 2011).

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Appendix A

Work-based Learning - Engaging Rural Students and Sustaining Rural Communities



A curriculum accompaniment to high school work-based learning experiences, created to support rural school districts in student engagement and community investment

By Stephanie E. Stickle

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Curriculum Overview

This curriculum is designed to be a resource for rural Alaskan high school counselors to support student engagement and community sustainability. It is the classroom complement to a student's work-based learning experience, which may include internship, Tech Prep, service learning, co-operative education, school-to-work experiences, and more. Work-based learning is intended to serve as a self-efficacy building experience for students as well as a postsecondary transition activity.

This curriculum is designed for juniors and seniors, for whom postsecondary transition is salient. Work-based learning utilizes the concepts of (1) connecting classroom learning with real-life experiences that are relevant to the student, (2) connecting to a social network beyond that of the school, and (3) connecting to career (Paul & Seward, 2016; Petrin, Schaftt, & Meece, 2014). These components are shown to increase student engagement and retention in school (Gentry, Peters, & Mann, 2007). A critical set of components are necessary for a quality work-based learning experience and include: selection of work site, close supervision by a supportive work site mentor and counselor, and designated learning outcomes. More information about the work site components of work-based learning can be found at <https://education.alaska.gov/tls/cte/wbl.html> (Alaska Department of Education and Early Development [DEED], 2003).

Quality work-based learning experiences include a regular classroom component where students meet with the school counselor or work-based learning facilitator (Tennessee Department of Education [TDE], 2016). This curriculum is designed to meet the integral classroom component, with the goal of providing students the tools to develop the knowledge,

skills, and attitudes necessary to thrive in a rural environment. Furthermore, the curriculum challenges students to set personal goals, develop connections to community, and utilize entrepreneurial thinking to recognize local opportunities for potential careers. In turn, these students become an indispensable resource in sustaining their rural communities.

Cultural values, worldviews, and ways of being help to define “rural”. These cultural considerations include strong loyalty to place, connection to the surrounding land, the keeping of traditions, emphasis upon family, importance of religion, independence, and a strong work ethic (Paul & Seward, 2016). Students who grow up in rural environments often have a strong attachment to their home communities. Research indicates that a prevalent belief endorsed by schools and communities with distressed labor markets is that these students must leave their home environment to achieve economic success and life satisfaction (Petrin et al., 2014; Sherman & Sage, 2011). Researchers suggest these students feel more stress and emotional hardship in regards to education and career choice compared to their peers living in areas with strong labor markets (Patkotak, 2010; Petrin et al., 2014). To prevent this detrimental phenomenon, this curriculum is offered in an attempt to support the work-based learning experience in a manner that encourages rural students to identify and create fulfilling opportunities for employment in their home community.

This curriculum is grounded in social cognitive career theory (SCCT). SCCT focuses on (1) the processes whereby academic and career interests evolve and these interests affect career-relevant choices, and (2) the processes by which youth arrive at various levels of performance and perseverance in their educational and career endeavors (Lent & Brown, 1996). SCCT provides a useful framework for understanding how this curriculum prepares youth for careers through development of self-efficacy, positive outcome expectations, and goal-setting. Self-

efficacy beliefs pertain to one's response capabilities wherein a student may ask an internal question, "Can I do this?" Self-efficacy beliefs are perceived as a factor in determining a student's choice of activities and environments, as well as influencing effort expenditure, emotional response to obstacles, thought patterns, and persistence (Lent, Brown, & Hackett, 1994). Due to success experiences elevating self-efficacy beliefs within a domain, and failures lowering self-efficacy beliefs, self-efficacy beliefs are believed to be important in personal agency (Lent et al., 1994).

Outcome expectations are personal beliefs that specific behaviors will lead to particular outcomes (Bandura, 1986; Lent et al., 1994). Outcome expectations consist of one's anticipation of the consequence of carrying out particular behaviors, and may prompt one to internally ask, "If I do this, what specifically is going to happen?" A healthy sense of self-efficacy can bolster efforts even when outcome expectation is uncertain (Lent et al., 1994). Individuals' actions are influenced by both their self-efficacy beliefs and their outcome expectations (Bandura, 1986), but more heavily by their self-efficacy beliefs. The logic stands that even when individuals have positive outcome expectation pertaining to an action (i.e. getting an pilot's license because they have an interest in flying), they will avoid the action if they suffer low self-efficacy and don't believe they have the capability to be successful (Lent et al., 1994). Outcome expectations about potential career paths are obtained through a student's direct and indirect knowledge about those paths (Lent et al., 1994). For example, their outcome expectations are affected by how they perceive others' outcomes in certain career fields, as well as through information acquired from research, others' experiences, or reinforcement patterns (Lent & Brown, 1996).

Goals are the decision to take action to effect a particular future outcome and are heavily influenced by both self-efficacy and outcome expectation (Bandura, 1986). Goals have a self-

motivating quality, which functions by connecting self-satisfaction to goal achievement as well as self-regulated and internally set behavior standards (Bandura, 1986). Career and educational plans, decisions, and aspirations are goals (Lent et al., 1994). Although environment and personal history are important factors in influencing behavior, SCCT puts forth that individuals' personal agency is significantly increased by goals, and an individual has the ability to shape their own future despite environmental influences or reinforcement patterns. Therefore, this curriculum is designed to support the work-based learning experience, helping students enhance their self-efficacy, achieve positive outcome expectations, and set personal goals to recognize and create local opportunities for economic success.

Format

The curriculum is a classroom career-counseling curriculum to be implemented by the school counselor in tandem with a work-based learning experience. Although it is possible for a work-based learning facilitator to deliver this curriculum, some lessons require the support and expertise of a school counselor given the potentially sensitive topics generated in some of the discussions. Therefore, in this curriculum, the word "counselor" is used to denote the group leader with the understanding that a school district may choose to employ a work-based learning facilitator to run the work-based learning program. The lessons specifically requiring the support of the school counselor will delineate as such at the beginning of the lesson.

The curriculum is divided into 12 sessions taking place in the first semester and 12 sessions in the second semester of work-based learning, including a culminating capstone project. Individual meetings with the counselor are scheduled twice a semester, but the counselor is available as needed for additional counseling. The suggested capstone project is a group event near the end of the second semester. Students may organize a Career Day in which

workplace mentors and students speak to the junior high about the possibilities for employment in the community. A thorough class presentation and discussion about work place mentors and experiences is another feasible option. The instructions for planning a Career Day are not within the scope of this project. However, sessions five and seven are dedicated to inviting work site mentors to either a class presentation or a Career Day for the junior high. To support either of these options, high school interns will complete a poster project to present with their workplace mentor. A recommended size for this group is between six and ten work-based learning students.

Target Population

This curriculum is intended to serve Alaskan rural juniors and seniors in work-based learning as an engagement and retention tool. The curriculum is specifically designed to provide a reflective and enriching classroom complement to a work-based learning experience such as internship. Most sessions are stand-alone sessions, thus, if the counselor determines that other students may benefit from these activities, they may participate at any time. The stand-alone component ensures that if students are absent, it will not impede group progress.

Logistics

Each session is to be completed in 45-60 minutes. Students participating in this curriculum should be involved in a work-based learning experience at the work site four days per week. For example, students engaged in work-based learning Monday through Thursday, may be taught this curriculum as the Friday class component. This work-based learning curriculum schedule is flexible, and thus can be altered to suit diverse student schedules. In each session, students will complete components to support reflection and analysis of the work site experience itself, as well as a post-secondary transition and career counseling component. See the

“Curriculum Components” below. Sessions are generally divided into five segments: (1) weekly reflection on work-based learning experience, (2) warm-up or anticipatory set, (3) activity, (4) assessment, and (5) closure.

Materials For All Lessons

- A large whiteboard and dry erase markers
- Reflection journals, digital, paper or other medium. It is important that students hand in a weekly reflection on their work site experience to the counselor, which is handed back and re-inserted it into the reflection journal.
- Pens, pencils, and colored pencils or markers
- Large 32” x 28” paper (i.e. easel Post-it notes)
- Computers with Internet access and a projector for the counselor
- Poster board for final student projects

Computers with Internet access, projectors, and large 32” x 28” paper are necessary only for some classes. However, these materials are useful to have on hand and could be used every class, if desired.

Curriculum Components

Grading systems introduce a power differential that is not appropriate for counselor-student relationships. Therefore, graded components may need to be graded by someone other than the counselor. The methods by which the grading will be accomplished should be discussed among staff. Potential options include but are not limited to (1) Pass/Fail based on whether assignments are completed or not, or (2) having a work-based learning teacher grade the portion of the curriculum that requires formal evaluation.

This curriculum assumes that the counselor, student, and work-based learning site mentor have already met and agreed upon a Personal Training Plan (see Appendix D for the Personal Training Plan and Student Evaluation). This document is used prior to the work-site experience to set learning objectives, during the work site experience for evaluation by mentors, and post-experience for evaluation by mentors and counselors and for student evaluation. This curriculum assumes that students have recently initiated their work-based learning experience.

For the classroom component of the work-based learning experience, each student will:

- Hand in a weekly log of work site activities, along with their time sheet signed by their work site mentor, to the counselor.
- Write a weekly single-spaced, criteria-specified one-page reflection or a one-minute video reflection of their week. See Appendix A for Components of Weekly Reflection on Work-based Learning Experience.
- Develop a portfolio including their work-based learning research project, résumé, weekly logs and time sheets, application for post-secondary training or employment, letters of recommendation, a poster project or a video presentation describing their work-based learning experience, and an overview of the ways in which this work-based learning experience can be a stepping stone to a future local opportunity. See Appendix C for Suggested Components of a Work-Based Learning Portfolio.
- Complete and turn in a bi-semester self-evaluation of work at the site, to the designated counselor. Students will complete a self-evaluation using a copy of their Personal Training Plan and Student Evaluation. Following the self-evaluation, the counselor will contact the employer for their student evaluation,

which is conducted utilizing the Personal Training Plan and Student Evaluation.

Counselor will meet bi-semester with students and employers to review both sets of evaluations and compare, make suggestions for any needed improvements, and celebrate successes. Note that the counselor is available for additional individual sessions, as needed.

Activities are designed to help students prepare for the world of work.

For the transition and career component of the sessions, each student will:

- Create and keep a written and/or pictorial journal of their work-based learning experience, the human connections and social support they have made, and new ideas they have gotten from their work-based learning, to organize their learning
- Learn how personal values affect their career choices
- Learn how to set goals
- Use entrepreneurial thinking to recognize local economic opportunity
- Familiarize themselves with post-secondary education, training, and career options
- Prepare for post-secondary transition and changes in relationships generated by post-secondary transition
- Learn about potential obstacles and generate coping strategies
- Recognize and reflect on their social support systems
- Develop a resource list of local careers

Activities are designed to inspire dialogue between students, their families, and other important people in their lives, and to encourage students to take a more active role in their life and career development process.

The goal of this program is to foster student success. Please contact me, Stephanie Stickle, at stephaniestickle@dbsd.org with any questions, concerns, or suggestions.

Outline for School Year

To be fully effective, this curriculum is implemented over the course of one school year. It provides a sequential list of activities whose cumulative learning objective is to create student self-awareness, understanding of local economic opportunity, and how to take advantage of that.

Fall Semester

Students will participate in 12 weekly group sessions as outlined below. Additionally, students will meet mid- and end of semester for individual appointments with the counselor.

- Session 1 - Introductions/Career Geno-Sociogram
- Session 2 - Interpreting My Career Geno-Sociogram
- Session 3 - Research Project on Work-based Learning Site
- Session 4 - Values – How do they Affect Career Choices?
- Session 5 - Plan Career Fair – Send out Invitations to Presenters/Work on Projects
- Session 6 - S.M.A.R.T Goal Setting/First Student Self-Evaluation/Schedule individual Counseling Session
- Session 7 - Plan Career Day – Send Information to Responding Presenters
- Session 8 - Learning About Work and School with AKCIS
- Session 9 - Entrepreneurial Thinking
- Session 10 - Transition Preparation and Relationships
- Session 11 - Résumé Building in AKCIS/Second Student Self-Evaluation/Schedule Individual Counseling Session
- Session 12 - Guest speaker(s)/Student Evaluation of Class/Wrap Up Semester

Spring Semester

Group sessions continue. Initially two individual sessions will be scheduled with each student, with the option of additional sessions as needed. A Career Day in spring semester with the work site mentors will be a main event for the group.

- Session 13 - Potential Obstacles and Coping Strategies/Planning Career Day/Schedule Individual Counseling Session
- Session 14 - College or Employment Application/Letters of Recommendation
- Sessions 15-19 – Planning for Career Day
- Session 20 - Career Day
- Session 21 – Tree of Life/Circle of Support/Schedule Individual Counseling Session
- Session 22 – Portfolio Development
- Session 23 - Fourth Student Self-Evaluation/Portfolio Development
- Session 24 - Work-based Learning Group Evaluation/Wrap up of Semester

Appendices

Support Documents for Work-based Learning:

- Appendix A: Components of Weekly Reflection on Work-based Learning Experience
- Appendix B: Work-Based Learning Pre-Experience Research Checklist

- Appendix C: Suggested Components of a Work-Based Learning Portfolio
- Appendix D: Personal Training Plan and Student Evaluation
- Appendix E: Request for Letter of Recommendation
Support Documents for Planning Career Day
- Appendix F: Career Day Invitation
- Appendix G: Career Day Information for Participating Presenters

Support Documents for Classroom Sessions:

- Appendix H: Sample Group Membership Agreement
- Appendix I: Sample Career Geno-Sociogram
- Appendix J: Evaluating Your Results: How Family and Influential Relationships
Influence Your Career Decision-Making Process
- Appendix K: The Seven Types of Entrepreneurs
- Appendix L: Value Card Activity

Fall Semester

Session 1 – Introductions/Career Geno-Sociogram
48 minutes

Objective: The primary aim is to familiarize students with each other and their work-based learning placements. Students will begin exploring factors influencing their career decision-making process. Following the session, students will be able to identify two major influences on their career aspirations.

Scope and sequence: This class increases student awareness of their familial and environmental influences on career and education choices. Students examine how their personal histories reflect their connection to their community. Students also reflect on community connections in light of rural sustainability.

The following ASCA Standards will be met during this session:

- ✓ CA 1.7 – Understand the importance of planning.
- ✓ CB 1.7 – describe traditional and non-traditional occupations and how these relate to career choice.
- ✓ CB 1.8 – Understand how changing economic and societal needs influence employment trends and future training.
- ✓ CC 1.2 – Explain how work can help to achieve personal success and satisfaction.
- ✓ CC 1.3 – Identify personal preferences and interests influencing career choice and success.
- ✓ CC 1.5 – Describe the effect of work on lifestyle.

This session requires school counselor support. This activity should be led by a counselor, given that teachers are not trained to process the information in the career geno-sociogram. Counselors can address the career competencies that are being met through the assignment, and can handle interpersonal conflicts that may occur when exploring family dynamics. Use of the career geno-sociogram will help students in their career development and encourage communication between students and their families or important personal connections about careers, motivational factors, values, and interests.

Materials: Large whiteboard and dry erase markers, M & M's or Skittles, reflection journals that have loose-leaf paper for each student (these may be digital if they have computers), large pieces of paper for construction of a career geno-sociogram (at least 11" x 17" is preferable), pens and pencils, colored pencils or markers, computers with Internet access, and sample career geno-sociogram.

Introduction
10 minutes

Have students sit in a circle on the floor or put their desks in a circle. The counselor will also be a part of this circle. Explain that this program is designed to support students participating in work-based learning such as internship. Explain that part of the benefit of work-based learning is to help students develop connections to community through their workplace mentors, learn about potential local careers, and to identify resources existing in their community.

Discuss the positive outcomes of the classroom component of the work-based learning experience. Explain that through discussion, this class will help them identify personal skills, values, goals, and human connections; thus confidentiality is paramount. Collaboratively decide on a set of culturally appropriate group norms. Norms may include being on time, listening without interrupting, not having cell phones in class, being supportive of others' ideas, respecting member rights not to share sensitive material, etc. Write these ground norms down on the board and make sure they are visible thereafter. Have students sign the Group Membership Agreement (see Appendix H), reinforcing the significance of these group norms.

Ice Breaker (Anticipatory Set)

5 minutes

Objective: This ice breaker is meant to help students relax and develop group cohesion. Each student will be invited to take three multi-colored candies. For each possible color, assign a topic to it such as:

Blue = family
 Red = school
 Green = interests

Each student will tell the group one fact about him or herself for each candy they have. So, if they have two greens and one red, they must tell two facts about their interests and one fact about school. The counselor should go first to provide an example.

Warm-up

5 minutes

Objective: A weekly reflection journal will be utilized to document progress at the student's work-based learning site. Pass out a reflection journal to each student and explain that it is utilized to keep track of their progress in both the work-based learning experience and the classroom component. Explain how reflecting on their work-based learning experience involves the formation and crystallization of observations about the core factors of the lessons provided by the work-based learning experience.

Pass out the Outline for School Year (see p. 9) and the Suggested Components of a Work-Based Learning Portfolio to students (see Appendix C). Explain to students that they will document their work-based learning experience with the artifacts listed in the latter document. Encourage students to take photographs and/or videos at their work-based learning sites that will become part of the final project which they present at Career Day in the spring. Emphasize that students should ask employer permission before taking photographs.

Give students three minutes to write their name inside their journal and to decorate or personalize the cover. Students will keep their journals in class. Explain that once a week they will compose their weekly work-based learning reflection for ten minutes immediately upon arrival in class. The components are listed directly below and provided for the students in a separate document in Appendix A.

Components of Weekly Reflection on Work-based Learning Experience

1. The list of responsibilities undertaken.
2. One thing that was a challenge and how the student dealt with it, along with how they would deal with it again if given the chance.
3. Skills learned and desired future skills to learn.
4. Connections with professionals at the workplace.
5. How the internship is tied to current and past coursework.
6. How the internship is tied to their future education and career goals.

Activity

20 minutes

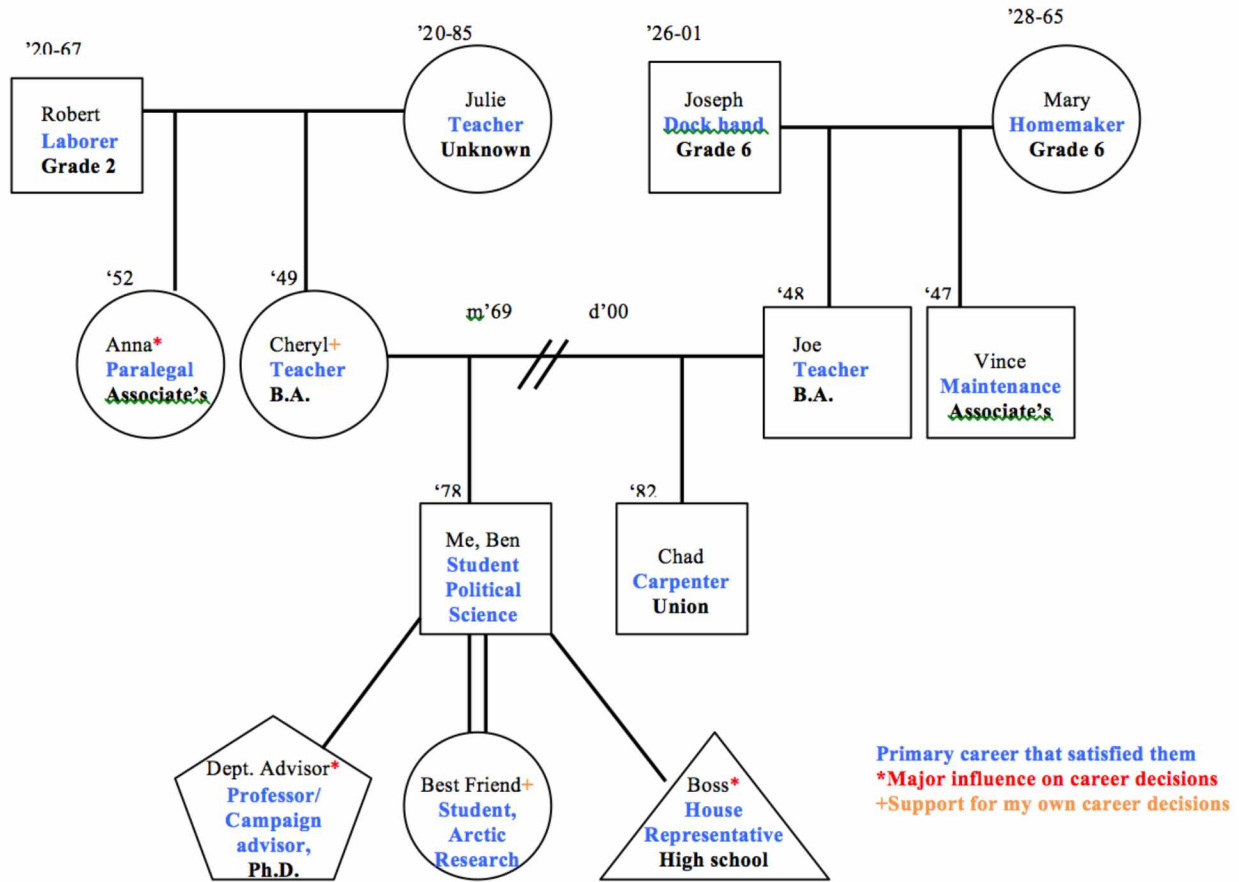
Objective: Career geno-sociograms will be employed to help students examine themes and patterns of motivational factors within their family and close relationships influencing their decisions about career and post-secondary schooling.

Introduce students to the idea of career geno-sociograms. Genograms are diagrams that depict how individuals within a family are related to one another. A geno-sociogram carries those relationships one step further, beyond family, to include other important people in a student's life. Career geno-sociograms contain information about the work experience and education of family members and of other important people. Inform students of the usefulness of geno-sociograms in understanding the career development process. An individual's career decisions may be influenced by their family or mentor's education, career choices, and attitudes towards work.

Tutorial: Show a sample of a career geno-sociogram either by drawing on the board or projecting an image. Discuss the meaning of different symbols. Direct students to begin creating a preliminary career geno-sociogram chart, listing their parents, siblings, aunts, uncles, and grandparents and each of their careers and educational levels. Students should try to go back as far as possible to their great-grandparents or further if they can. Students should focus on those individuals that are emotionally closest to them. Also, indicate that students can list individuals having a strong influence on their career decisions including peers, coaches, teachers, mentors, religious leaders, and bosses. Legitimize subsistence careers as work. An example of a career geno-sociogram is provided below (Virginia Commonwealth University, 2016), in Appendix I, and several are available online as well.

Cautions: A limitation in the use of the career geno-sociogram is with children of blended families, same-sex families, foster families, and adopted families. These students are encouraged to create a career geno-sociogram, but are also given the option for the student and/or family to process thoughts and feelings on an individual basis with the counselor instead of a group setting, if desired.

Career Geno-sociogram



Independent Work: Students are given time to create their career geno-sociogram and the counselor provides assistance as needed. Inside each symbol students should list the person's name, career or job(s), and level of education. If the student is unsure of this information, they should leave that space blank, and may fill it out later with their family's help.

**Assessment
3 minutes**

Ask students to name two influences on their career decision-making process. If they can each name two, the session objective is accomplished. If not, the counselor must provide additional instruction on the factors that influence student career decision-making processes.

**Closure
5 minutes**

Insight Prompt: Complete the career geno-sociogram at home with your family. Reflect on the following questions and write them down (*the counselor may wish to have a prepared sheet with these questions ready*). Your answers will be filed in your journal.

- What are the personal interests/hobbies of your siblings, parents, grandparents, aunts, uncles, great-grandparents, caregivers or influential adult connections? Do you have similar or different interests?
- What are the traditional versus nontraditional occupations represented in your family?
- How is your mother's and/or father's, caregiver's or influential adult relationship's education related to their career choice?
- Do your parents, caregivers, or influential adults work in the community or must they travel outside of the community?
- How do your parents, caregivers, or influential adults manage their extracurricular activities and work?
- Did the economy affect your parents', grandparents', and great-grandparents' employment?

Students should photocopy their current work and insert it in their reflection journal before they leave class as a precaution against loss of work.

Session 2 – Interpreting My Career Geno-Sociogram
45 minutes

Objective: The primary aim of this session is to identify themes or patterns of occupational factors within the family influencing decisions about career and education. These themes can also include those of non-family members if those people are identified on the career geno-sociogram. Students will analyze these themes.

Scope and sequence: This session fits into the broader unit by continuing development of students' understanding of their socio-cultural context, an important concept in social cognitive career theory. Students also examine influences on their personal career-making decisions. Using career geno-sociograms helps students examine how these themes are influencing their current decisions about career and education and helps them begin to decide if these decisions are appropriate for them. This incorporates SCCT by allowing students to judge their capability to organize and execute courses of action to achieve specific types of outcomes. This lesson is a central step in the development of student outcome expectations pertaining to career.

The following ASCA Standards will be met during this session:

- ✓ AA 1.3, Take pride in work and achievements.
- ✓ AA 3.2, Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- ✓ AB 2.7, Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.
- ✓ CA 1.2, Learn about the variety of traditional and nontraditional occupations.
- ✓ CA 2.4, Demonstrate knowledge about the changing workplace.

This session requires school counselor support.

Materials: Large whiteboard and dry erase markers, students' completed career geno-sociograms, pens and pencils, colored pencils or markers, computers with Internet access, and a projector for the counselor (recommended but not required).

Weekly Reflection

10 minutes

Objective: A weekly reflection journal will be utilized to document student progress at their work-based learning site. As students arrive, they complete and hand in in their reflection of their week's work-based learning experience, which will be placed in their journal after review by the counselor. See the Components for Weekly Reflection on Work-based Learning Experience (Appendix A).

Warm-up

5 minutes

Objective: To crystallize student thoughts and feelings about the career geno-sociogram activity. Have students put desks in a circle or sit in a circle on the floor. Check in with students regarding their insight prompt from last session. Possible discussion questions may include: 1)

did anyone have trouble completing his/her career geno-sociogram or 2) did anyone discover something new or interesting about his/her family's education or work experience? Did they discover something about their other important personal connections' education or work experience?

Class discussion may be facilitated about the meaning of work, types of work viewed as important, gender roles, and potential values connected to work like independence and economic security.

Activity
25 minutes

Objective: Students will discover themes and patterns that influence their career and post-secondary educational decisions.

Partner and group discussions may go longer than the 15 minutes allotted. If they are shorter, have students work on components of their work-based learning portfolio. Suggested components are listed in Appendix C.

Partner Discussion (4 minutes): The counselor may or may not choose to distribute the sample interpretation, titled Evaluating Your Results: How Family and Influential Relationships Influence Your Career Decision-Making Process (see Appendix I), depending whether the counselor thinks an example will be beneficial. Inform students that the group will go around the circle and share one insight from partner discussion. The counselor should post the following discussion questions.

- Did you find any themes through the career geno-sociogram (educational, traditional, historical, economic, political, etc.)? Write these down on your career geno-sociogram.
- Do you think that you are more likely to choose a career that someone in your family already has because those are the careers you are the most familiar with? Why or why not?
- How did your family members influence you, both positively and/or negatively? What is their reasoning? How do you feel about their reasoning?
- Think for a minute about your parents' attitudes towards post-secondary training. Do you think that children could be influenced by their parents to either go to post-secondary training or not go to post-secondary training? Why or why not? Is this good or bad?
- If you listed influential non-family members in your career geno-sociogram, what are their attitudes towards post-secondary education? Do their attitudes influence you at all?
- Who is one person you want to emulate and one you do not?

Group Discussion/Assessment (11 minutes): Go around the circle and encourage students to share the themes and insights they gained from the partner analysis of their career geno-sociograms and their partner discussions. Next, pose the following questions:

- Are there any themes in your career geno-sociogram? For instance, are there any consistent careers in particular parts of your family or influential non-family relationships? In particular genders or eras?

- Beyond family, who else influences your perceptions and expectations? (Students may generate answers that include peers, coaches, teachers, mentors, religious leaders, bosses, TV show stars, etc.)
- Do you think your family or influential non-family connections increase or limit the career options that you see for yourself?
- What careers do you connect with in your career geno-sociogram?
- Whom might you connect with going forward, that has similar values or career aspirations as you? Who might support you in your career choice?

Assessment (to happen during group discussion)

During group discussion, ensure that every student can identify a theme in their career geno-sociogram, such as family career patterns, choices, or gender roles. If no theme is identified, use this as an area of reflection. If a student prefers to not identify a theme verbally, they may write it down on a Post-it note and pass it to the counselor to read privately before the end of class. Every student should be able to identify if/how these themes influence their career or education decisions. If they are unable to identify themes, re-teach that piece of the lesson through discussion.

**Closure
5 minutes**

Insight Prompt: Consider how themes in your local environment might influence your perceptions and attitudes about career choice. Write the influences you think these themes will have on your career choice. Store these in your reflection journal.

Next session we will work on our research project on our work-based learning sites.

Session 3 - Research Project on Work-based Learning Site
40-60 minutes

Objectives: This session addresses four objectives. First, students will analyze their work-based learning site to understand its organizational structure. Next, students will identify local opportunities supporting their present and future life satisfaction. Third, students will engage in setting goals to support their desired future plan. Finally, students will articulate their role within their worksite as it relates to the organization's purpose, structure, and service delivery.

Scope and Sequence: As students explore their role within their worksite's organizational structure, they will have the opportunity to consider future employment opportunities within the worksite. This process may result in students being well-prepared for job interviews in the future should they decide to pursue employment at their work-based learning site. Furthermore, it helps them examine their outcome expectations related to future life satisfaction and their desired future pertaining to work.

The following ASCA Standards will be met during this session:

- ✓ CA 1.1, Develop skills to locate, evaluate, and interpret career information.
- ✓ CA 1.3, Develop an awareness of personal abilities, skills, interests and motivations.
- ✓ CA 2.3, Demonstrate knowledge about the changing workplace.

Materials: Work-based Learning Pre-Experience Research Checklist, pens and paper, and computers with access to the Internet and printers.

Weekly Reflection

10 minutes

Objective: A weekly reflection journal is utilized to document progress at the student's work-based learning site. Upon arrival to class, students will complete and hand-in their reflection on the week's work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience (Appendix A).

Warm Up

5 minutes

Objective: To help student understand how their role fits into the organizational structure of their work site and prompt insight into how students fit into their greater socio-cultural environments.

Facilitate a discussion with students about their work sites and help them adopt a holistic view of the organization's structure, purpose, and service delivery. Discuss with students how their roles fit within their work sites. Ask them to tell the class about their duties and responsibilities.

Explain that understanding the company as a whole helps them to be successful in seeing opportunities for future work. Explain that this it will help them do well in an interview if they

decide to apply for employment at their current work site. Inform students they will be asked to give a three-sentence summary later in class about their role at their work sites, explaining how their role fits into the overall workplace environment and describe at least one contribution they make to their work site.

Activity
15-25 minutes

Objective: To familiarize students with their work site so they contribute and interact in an informed manner with their work site mentors.

Activity Prompt: Using the computers and the Work-based Learning Pre-Experience Research Checklist in Appendix B, conduct a research project on your company. Start by finding and writing down one of the items from each category. For instance, choose one item from Planning & Management and one item from Finance & Marketing. Write a short summary for each.

Please save your work and print a copy for the counselor at the end of this class. If you are not finished, you may work on it at home. I suggest you bring your Research Checklist to the work site to gather information. This assignment will be handed in two weeks from now.

Assessment
5 minutes

Assessment Prompt: Can you describe in three sentences how your work at your internship fits into the organization's structure and your workplace environment? What do you contribute to your work site?

If students can respond appropriately, the lesson has been learned. If not, concepts will need to be further discussed.

Closure
5 minutes

Closure Prompt: In the spring semester, we will be planning and hosting a Career Day at school with our work site mentors and other invited participants. The research project we started today will be part of a final project that will be presented at this Career Day.

Parts of your portfolio will be presented at Career Day and may include portions you wish to share of your weekly reflections. Other items you may want to share could include pictures of your work site and evidence of skills that you learned during your placement. You may choose to show videos, write an essay, or perform a live demonstration of the skills you acquired onsite. We have poster board available for you if you wish to use that for your final project.

Parts of your portfolio will be kept private such as your evaluations, any weekly reflections you believe are too private to share, your résumé, and college applications. You do *not* have to share anything you believe should be kept private. Please remember that your Final Project requires substantial work and preparation. During the next session we will talk about our values and how they affect our career choices.

Session 4 –Values: How do they Affect Career Choices?

50 minutes

Objective: The purpose of this session is to learn the centrality of values in decision-making. After this lesson, students should be able to define values, the effect of following or not following their values, and extend this thinking to the manner in which values affect their decisions about career.

Scope and sequence: The previous session explored the influence of family and influential relationships on career decision-making. This session expands development of student awareness of their values and how they influence personal goals as well as affect their decisions about career.

The following ASCA Standards will be met during this session:

- ✓ *AB 2.4, Apply knowledge of aptitudes and interests to goal setting.*
- ✓ *AC 1.1, Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.*
- ✓ *CC 1.7, Understand that work is an important and satisfying means of personal expression.*
- ✓ *PSB 1.8, Know when peer pressure is influencing a decision.*

The following Alaska Cultural Standards will be met during this session:

- ✓ *A, Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member.*
- ✓ *B, Make appropriate choices regarding the long-term consequences of their actions. Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live.*
- ✓ *E, Identify and appreciate who they are and their place in the world.*

This session requires school counselor support.

Materials: Desks or table large enough to spread out 40 Value Cards for each student (see Appendix K for the cards, which need to be cut along the lines), one set of Value Cards for each student and instructor, large whiteboard and dry erase markers, pens and pencils, colored pencils or markers, a computer with Internet access, and a projector to show a Youtube video clip.

Weekly Reflection

10 minutes

Objective: A weekly reflection journal will be utilized to document progress at the student's work-based learning site. As soon as students arrive, they will complete a reflection about their week's work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience in Appendix A.

**Warm-up
10 minutes**

Objective: To generate insight about values before they begin to explore their own.

Have students put desks in a circle (they will need their desks today; if desks are not available, use a LARGE table, big enough to spread 40 cards out on, for each student). Remind students of the group norms they created collaboratively during the first session and have them visibly posted.

Present a short video clip on values that are culturally relevant to their community and discuss. As an example, the link below provides information on Iñupiat values.

<https://www.youtube.com/watch?v=XjDnQczpduQ> (VanWagner, 2015).

Discuss values with students. What are values? Let students answer this question and write their answers down on the board. Give them time to generate their own ideas and feelings, then give them guidance to develop their understanding of values.

Warm-up Prompt: Core values are the fundamental beliefs a person holds. They are the guiding principles that dictate behavior and action. They are important and lasting beliefs or ideals shared by the members of a culture about what is good or bad, and advantageous or objectionable.

You can say that life is good when your decisions, behavior, and lifestyle match your values. This is when you can experience happiness and life satisfaction. On the other hand, you may have a feeling that something is wrong when your decisions, behavior and lifestyle do not align with your personal values. Because of this, you may suffer from discontentment and unhappiness. This is why it is crucial that you make a conscious effort to identify your values. Should you live your life according to your values? *Discuss this point with students.*

Continued Discussion Prompt: Whether you are aware of them or not, values exist. Being aware of, and knowing, your values can make life easier and more fulfilling. Ideally, all the plans and decisions that you make should be in accordance to your values.

Imagine that your job requires you to work 60 hours a week and you are someone who values time with your family. Do you believe you will experience any internal conflict and stress? If you are someone who doesn't enjoy being competitive and you put yourself in a situation where everyone is competitive, do you think you will find satisfaction in your workplace?

The conflict between your values and the things you do can affect the quality of your life. But if you have a clear understanding of your own values, it will be easier for you to decide what path to take. By being aware of your own values, you will find it easier to decide what job you should pursue, or whether to accept or decline an employment opportunity. Just think – by the time you get to retirement age, you have spent more time at work than anywhere else in your life. We need find a way to really understand our values so we could be in a better position to choose our personal and career goals.

Values have a major influence on the development of goals.

Ask the following question:

- What values influence your choice of postsecondary training or career options? Write those down in your journal.

Activity
20 minutes

Objective: Students will identify and explore their own set of values.

Following the discussion, hand each student a packet containing the value cards. Instruct them to clear their desks and lay the cards out in front of them face up, so they can see each of them. Remind students that there may be one or more “blank” cards that are to be used as “Wild Cards”. The Wild Cards can represent a “value” that they feel is important to them, but is not represented among the 36 other values. If you wish, allow them to write their own values on one or more of these blank cards.

Ask students to study the cards for several minutes and try to develop a definition that pertains to each value card. Remind students that the definitions of the words are subjective. They can write on the cards if they want. They can use any definition or meaning they like for any of the words. This gives students the flexibility to think freely about the presented values.

Once they have had some time to reflect on the cards, challenge them to identify the five values that best represent them as individuals. Instruct students to gather all the other cards face down in a pile and to keep only those five “Core Values” face up in front of them. This may take some time for some students, while others will identify their values very quickly. Be patient and allow plenty of time for everyone to select their five value cards. Listen to the discussion as students struggle to edit down their values to only five.

Once everyone has their five values face up on the desk in front of them, ask if they are comfortable with allowing others to see what they have chosen. If everyone is comfortable with this, then encourage students to move about the room and see what others have chosen. Discuss any surprises and ask students why they may have chosen a particular value. Allow students who may not feel comfortable sharing their values to turn them face down if they wish.

Once the discussion has abated, ask students to select the value they could improve upon the most and share it with someone sitting next to them. Ask them to share with the same person why they feel it is the weakest of their values. Once that discussion is over, ask them to select the card that represents the value that coincides with their strongest personality attribute. Again, ask them to share this with a different person sitting next to them. Have them explain why it is the strongest of their values.

The final step is to ask everyone to narrow their list down to just one card that represents their most important “Core Value”, the one they would like to embody. Give them plenty of time for this as it may be as challenging as the first selection. If everyone is comfortable, ask each person to hold up their card and state the value out loud to the entire class. Go around the room until everyone has stated their value. If anyone is too uncomfortable doing this, allow them to simply say “Pass” when it is their turn.

End the activity with a discussion around the questions:

- Would five random people from your life identify the same core value as you selected?
- Do you walk the talk when it comes to your value and the way that you live your life? If so, provide some examples.

(Adapted from

http://www.icarevalues.org/value_activity.htm)

Assessment
5 minutes

Ask students to answer the following questions:

- What are values?
- What is the effect of following your values?
- What is the effect of *not* following your values?
- How do values affect your decisions about career?

If students can list the key points and give examples, they have learned the lesson. If not, more discussion is needed.

Closure
5 minutes

Insight Prompt: This week, talk with your family and close friends about your values. We will talk about your discussions next week. The answers to the following questions can help you have a meaningful decision about career and post-secondary schooling options.

- Identify your culture's values and how they are lived out in your daily life.
- Identify how you would like your values to be a part of your learner, worker, and citizen roles in the future.

Session 5 – Plan Career Day: Send out Invitations to Presenters/Work on Projects
45 minutes

Objective: This session links students' career aspirations with their educational goals. Self-efficacy increases through engagement in planning a career day event that incorporates their work site mentors. Opportunities are provided for students to learn about a wide array of careers. This activity also encourages engagement of community and business partners in the work-based learning program.

Scope and sequence: This lesson continues to develop self-efficacy in students by giving them an opportunity to plan an event and provides an activity to strengthen their social support.

The following ASCA Standards will be met during this session:

- ✓ CA 1.4, Learn how to interact and work cooperatively in teams.

Materials: Computers with Internet and printer access, printer paper, #10 mailing envelopes, and Career Day Invitations (see Appendix F).

Work to hand in: Research Paper on the work-based learning site.

Weekly Reflection
10 minutes

Objective: A weekly reflection journal will be utilized to document progress at the student's work-based learning site. As soon as students arrive, they begin work on their weekly reflection on their work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience in Appendix A.

Warm-Up
5 minutes

Objective: To solidify their understanding of values, increase student connection to community and to celebrate their work so far.

Briefly discuss the definition of values. Ask students about the conversation they had with their family and friends about values the previous week.

Discuss the components of the Career Day. Explain that the purpose of this event is to increase their connections to community and to celebrate their work so far.

Warm-up Prompt: Career Day will provide opportunities for you to learn about a wider array of careers. Career Day will also increase engagement of community and business partners in our school, so they will be motivated and excited to be a part of our work-based learning program.

Activity

20 minutes

Objective: To decide the scope of the second semester's capstone project, the Career Day.

Students and teachers collaboratively decide if they wish to have a Career Day simply within their group, or if they wish to have a larger event that involves presenting to the junior high as well. Once this is decided, have students work on the invitations to the Career Day using the Career Day Invitation in Appendix F. They should decide whom to invite, personalize the invitations, acquire addresses, have the entire invitation complete and ready to mail (complete with return address of the school, c/o Work-based Learning).

Assessment

5 minutes

Remind students that being thorough is an employability skill. Check every student's invitation and mailing envelope for accuracy. Have students print their invitations, sign them, and seal them in the mailing envelope. The counselor will take the envelopes to the office to mail them.

Closure

5 minutes

Ask students how they feel when they think about the Career Day. What do they think will be their favorite part? Do they have anything they are concerned about? Have students write these items down in their journal.

Session 6 – S.M.A.R.T Goal Setting/First Student Self-Evaluation/Schedule individual Counseling Session

50 minutes

Objective: Students will understand how their career choice affects how they fit into their community. After the lesson, students should be able to list the meanings of each letter in the acronym S.M.A.R.T. (explained below) and explain what each one means.

Scope and sequence: This session fits into the broader unit by helping students take concrete steps toward recognizing local opportunities for potential careers that will bring life satisfaction. Students will enhance their awareness of personal values and place within their community. This goal-setting activity sets them on the track toward positive outcome expectation by requiring them to examine the imagined reaction to their career goals of their family and other important people.

The following ASCA Standards will be met during this session:

- ✓ CA 1.6, Learn how to set goals.
- ✓ CA 1.7, Understand the importance of planning.
- ✓ CB 1.1, Apply decision-making skills to career planning, course selection, and career transition.
- ✓ CB 2.1, Demonstrate awareness of the education and training needed to achieve career goals.

This session requires school counselor support.

Materials: Stopwatch, reflection journals, large whiteboard and dry erase markers, pens and pencils, and colored pencils or markers.

Self-Evaluation of Work-Based Learning Experience

10 minutes

Objective: To have students self-evaluate their progress in their learning objectives at their work-based learning site.

This week, instead of their weekly reflection, students will be filling out their self-evaluations using a copy of their original Personal Training Plan. Students will submit this document to the counselor.

Check-in

5 minutes

Objective: To re-visit the values lesson to crystallize and reinforce their understanding of their values.

Have students put desks in a circle or sit in a circle on the floor. Review, *what are values?* Check in with students regarding their insight prompt from two sessions ago. What cultural

values did they identify with their families? How did they find their values affect their roles as learner, worker, and citizen?

Warm-up
5 minutes

Objective: Student will begin to use their values in personal goal-setting.

Facilitate a group discussion with the following question: How will values come into play with setting goals?

Warm-up Prompt: Setting goals can be a double-edged sword. It can drive purposeful action in our lives and allow us to achieve more. However, we need to be careful because goals can also be a source of anxiety. We might worry about the future and forget about being happy in the present.

With this awareness in mind, remember to celebrate existing successes and accomplishments. It is not always appropriate to sacrifice the present for the future. However, it is important to make good decisions and create a balance in our lives.

Goals are just tools to get the most out of time we have. The greatest encourager of success is success itself. It is easy to give up on goals – and, therefore, give up on dreams – if they appear unachievable or far away. This is why it’s imperative to identify short-term goals as well as long-term goals, and to break the goals down into specific steps that let you achieve success as you go along.

- What type of goals do you want to set?
- Career goals?
- Relationship goals such as building friendships or creating a positive family life?
- Goals to help your community?
- Goals to ensure you and your loved ones have a safe and secure place to live?

Activity
20 minutes

Objective: To set personal goals.

Students will record this activity in their journals. Tell students that, when prompted, to write the word “WANTS” at the top of the page in their journals. Tell students that they will have 1 minute to write down the goals they want to accomplish in their lives. Students should think of at least two goals that are related to career or school, but creativity is otherwise encouraged. For example, students can write:

- To make better grades in science class
- To make the basketball team
- Learn how to play the piano
- Open up a shipping business between villages

- To make their mother a nice gift for her birthday
- To be a doctor

Now it is time to let the students write down their “wants.” *Do not give students more than 1 minute to write their “wants.” After 1 minute, instruct students to put their pencils down.*

Tell students to pick two “wants” that are related to work or school. Inform students that you are going to help them create S.M.A.R.T. goals from their “wants.” *Students should start with their most important “want.”*

Explain to students that each letter in the word, S.M.A.R.T., stands for something. Please write 1- 5 below on the board or flipchart paper.

1. S –stands for Specific –You should be clear about what you want to happen
 - Not Specific: I want to make good grades
 - Specific: I want to have a 93 average in science by November 15, 2017
2. M –stands for Measurable –You should be able to track your goal
 - Not Measurable: I want to make a lot of free throw shots
 - Measurable: I want to make at least 9 out of 10 free throw shots in the next basketball game
3. A –stands for Action –What small specific actions must you take to achieve this goal
 - Wrong: In order to make a 93 average in science by November 15, 2017, I must study
 - Right: In order to make a 93 average in science by November 15, 2017, I must read over my science notes every night for 20 minutes
4. R –stands for Realistic –Can you achieve these goals? Is it doable?
 - Unrealistic: I want make 200 free throw shots in one game
 - Realistic: I want to make 8 out of 10 of the free throw shots that I attempt
5. T –stands for Time –You should set a timeframe for your goal
 - No time: I want to learn to play the piano
 - Time: I want to learn to play “Twinkle Twinkle Little Star” by June 3rd

Provide guidance as students create three S.M.A.R.T. personal goals related to career or education.

Assessment 5 minutes

Debrief with students:

1. Ask students what they learned through this activity
2. Ask students to tell you about the most challenging part of this activity
3. Ask students to tell you about the easiest part of this activity
4. Review what S.M.A.R.T goals are. Cover up the board, and have students write down the main words attached to each letter on a piece of paper. Walk around and see who is getting it, and who is not. If everyone can list the components of the acronym, move on.
5. Ask participants if they have any questions about S.M.A.R.T goals.

(Adapted from Simply Outrageous Youth, 2006)

Closure
5 minutes

Insight Prompt: In four weeks, you will be presenting one career S.M.A.R.T. goal, or more if you wish, to your family or important people in your life.

- Decide on your most important career S.M.A.R.T. goal. Write down in your journal how hard you wish to pursue this goal. Consider which people you think will be the most impacted by your goals.

This week, think about how you will present these goals to your family or important people in your life so they can support you. Getting support from responsible people in your life is key to achieving your goals. Is there an art form (drawing, sculpture, poetry, music, etc.) that will enhance your presentation? Will you present your goals verbally, using a note pad to remember the most important parts? Do you want to use technology? Think about how you will present your goals, and next week during warm-up we will discuss your plan.

- Write down the type of medium you think you would like to use to tell your important people about your goals.

Think about what you might do if something unexpected happens. Understand that some of your goals will be well accepted by the important people in your life, and some may not be if there are value conflicts. If people close to you have a hard time accepting your goals, remember that family and important people in your life sometimes need time to adjust to what they are hearing from you. Have patience, *hear* them with your heart, and think about your goals within your socio-cultural context, and what those goals may mean to those important people.

Parents and important adults in your life have experience and wisdom. However, they do not live inside your mind or heart and cannot know the full range of hopes in your life unless you tell them. It is recommended that whatever goal you strive for is consistent with your values, while taking into consideration the values of people around you. You may need to be flexible with your own mindset, or you may need to try to convince those around you of the importance of your goal.

At this point, the counselor will be scheduling individual meetings. Additionally, the counselor will meet with the work-based learning student and the work site mentor at the work site to check in using the Personal Training Plan as a guideline.

Session 7 - Plan Career Day: Send Information to Responding Presenters
45 minutes

Objective: The first part of this session links students' career aspirations to their educational goals. The second part of this session provides opportunities for students to learn about a wide array of careers.

Scope and sequence: Student, perception of social support is strengthened. Self-efficacy is enhanced by engaging students in planning a Career Day event incorporating their work site mentors. This also accomplishes the purpose of increasing engagement of community and business partners in the work-based learning program.

The following ASCA Standards will be met in this session:

- ✓ CA 1.4, Learn how to interact and work cooperatively in teams.

Materials: The compiled list of what day and time worked best for most presenters, the Career Day Information form (see Appendix G), #10 mailing envelopes, and computers with printer and Internet access.

Weekly Reflection

10 minutes

Objective: To help students crystallize their thoughts, feelings, and progress during their week at their work-based learning site. As students arrive, they complete their weekly reflection of their work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience in Appendix A.

Warm Up

5 minutes

Objective: To increase awareness of the need to be grateful for contributions and support that others grant us, and to encourage students to reciprocate.

Discuss the concept of gratitude and that Career Day presenters are willing to spend their personal time with students:

- How will students benefit by this donation of the presenter's time?
- How can students benefit Career Day presenters, in turn?

Activity

15 minutes

Objective: To continue the collaborative work of planning the capstone project of Career Day. Collaboratively go over returned invitations and discuss the list of presenters who will be attending. Decide on the best date for the Career Day. Students will complete and personalize the Career Day Information Form and send out to Career Day presenters.

Assessment

10 minutes

The counselor will verify individual Career Day Information Forms for accuracy. Students will then put the forms into the envelope, address, seal the envelope and give them to the counselor. This provides additional ownership and a sense of responsibility about the forms. The counselor checks for signs of anxiety regarding Career Day and if anxiety is perceived the counselor takes steps to empower students with coping strategies such as positive visualization, positive affirmation, and relaxation techniques. If students are perceived to have significant social anxiety, the counselor will take steps to engage students in individual counseling.

Closure

5 minutes

Note student progress and congratulate them on group cohesion. Affirm their efforts and growth. Positive affirmations are specific and positive statements that help students overcome self-sabotaging, negative thoughts. Positive affirmations help student visualize and believe in what they are affirming to themselves, allowing them to make positive changes to their lives. Indicate to students that if they have anything they wish to talk about on an individual basis, to please contact the counselor.

Closure Prompt: Next week we will be researching careers in order to help you see what local careers are available, what careers are available outside of your home community, and which ones you could get postsecondary training for and bring back to your local community.

Session 8 - Learning About Work and School with AKCIS
50 minutes

Objective: At the end of this session, students will be able to show one example of how postsecondary training can bring needed skills and trades back to their community.

Scope and sequence: This session fits into the broader unit by inspiring further career and education research, including research on potential local careers bringing life satisfaction. This session supports group cohesiveness.

The following ASCA Standards will be met in this lesson:

- ✓ CA 1.1, Develop skills to locate, evaluate, and interpret career information.
- ✓ CA 1.2, Learn about the variety of traditional and nontraditional occupations.
- ✓ CB 1.3, Demonstrate knowledge of the career planning process.
- ✓ CB 1.5, Use research and information resources to obtain career information.
- ✓ CB 1.6, Learn to use the Internet to access career planning information.
- ✓ CB 2.1, Demonstrate awareness of the education and training needed to achieve career goals.

Materials: Computers with Internet and printer access, pens and pencils, paper.

Self-Evaluation on Work-Based Learning Experience
10 minutes

Objective: Students will self-evaluate their progress on their learning objectives listed on the Personal Training Plan.

This week, instead of their weekly reflection, students will be filling out their self-evaluation using a copy of their original Personal Training Plan.

Warm-up
5 minutes

Objective: Students will identify reasons to pursue local economic opportunity.

Have students identify local citizens who went to postsecondary training, such as college or trade school. Ask students to tell you why they think these people returned to their home community (if these citizens did not originate from their home town, ask students why they think those citizens came to this community).

Ask students:

- What types of challenges these people faced *before* they left, *while* they were gone, and *after* they returned.
- What obstacles were in their way?
- Why did they persevere?
- What were the rewards for them?

Tell students, *“Now, we will go on a career search of our own, to see what careers we could bring back to our local community.”*

Activity
25 minutes

Objective: Students will locate a career they would enjoy and brainstorm ways it could fit in their community.

Tutorial (5 minutes): Use a projector to highlight some of the useful features on akcis.org. Explain to students that they will have free access to all the resources on the Alaska Career Information System (AkCIS; 2017) as long as they are Alaskan residents. Show students some of the other helpful functions such as the Résumé Builder, financial aid worksheets, Interest Profiler Short Form, Financial Aid Sort to identify scholarships, and Reality Check.

Independent Exploration (20 minutes): Students will log in to akcis.org. If students are not pre-enrolled into AkCIS, first-time AkCIS users will need to create a username and password. In order for the school counselor to access student information on AkCIS, the student must first login with the school district’s username and password to create their own portfolio, and *preferably select to allow the counselor to see their portfolio*. Remind students AkCIS is intended to store their relevant career and education information. Encourage all students to store their login and password information for future use.

Have the students focus on finding a career they like that would be an ideal fit in their community. They do this by either looking for an occupation or by looking for a program of study that appeals to their interests. Students should be creative and optimistic about what could fit into their community. Students can begin Occupation Sort, the “Work Importance Locator” or “Job Search Action Plan” under the Employment tab. The Job Search Action Plan may need to be adjusted to each cultural environment.

Model how to utilize the “Occupation Sort” or “School Sort” tool to find occupations or colleges that offer their program of study and match their desired criteria.

Stress that students should SAVE all their work by pressing the SAVE button after each assessment or activity.

Assessment
5 minutes

Go around to students individually to see which assessment they chose to do. Ensure their progress in finding an occupation fitting their community.

For students who chose to conduct searches on Occupations, ask the following questions:

- What are some of the occupations that you found most interesting?
- What did you learn about these jobs?
- Which jobs did you identify that require postsecondary training that fit your community?

For students who chose to do searches on Schools, ask the following questions:

- What was the program of study you were searching for?
- Why did you choose this program of study?
- How does this postsecondary training career relate to your community?

Closure
5 minutes

Insight Prompt: Decide if today's exploration session has changed your career or life goals at all. Look at your recent S.M.A.R.T. goals, and modify them using the information you learned today. We will look at your additions or deductions next week at the start of class.

Inform students that the counselor will be contacting them to schedule a short individual follow-up session on their work-based learning experience.

Remind students that for the last session of the semester, we will have a guest speaker. Students should be starting to think about questions they will ask the speaker, and writing these down in their journal.

Session 9 - Entrepreneurial Thinking
50 minutes

Objective: This session teaches students what it means to be an entrepreneur and identify local opportunities for entrepreneurship. After the session, students will be able to list several local opportunities for entrepreneurship.

Scope and sequence: This session fits into the broader unit by exposing students to entrepreneurial thinking. Students understand that entrepreneurship does not always mean only helping yourself but that it sometimes means finding innovative ways to help other people, as in the case of a social entrepreneur. This session gives students the tool of entrepreneurial thinking to develop knowledge, skills, and attitudes necessary to thrive in a rural environment.

The following ASCA Standards will be met in this session:

- ✓ AA 3.2, Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- ✓ AA 3.4, Demonstrate dependability, productivity, and initiative.
- ✓ CA 1.1, Develop skills to locate, evaluate, and interpret career information.
- ✓ CA 1.4, Learn how to interact and work cooperatively in teams.
- ✓ CA 1.7, Describe traditional and non-traditional occupations and how these relate to career choice.
- ✓ CA 2.5, Learn to respect individual uniqueness in the workplace.

Materials: The Seven Types of Entrepreneurs (Appendix J), large whiteboard and dry erase markers, reflection journals, large pieces of paper for construction of a mind map (at least 11” x 17” is preferable) pens and pencils, colored pencils or markers, and sample mind map. The mind map could be drawn on software titled Bubbl if desired.

Weekly Reflection
10 minutes

Objective: Students will complete a weekly reflection of their work-based learning experience to crystallize thoughts and document progress of their learning objectives.

As students arrive, they will complete and hand in their week’s reflection on their work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience in Appendix A.

Warm Up
10 minutes

Objective: To provoke students’ thoughts about entrepreneurship and how it could lead to economic opportunity in their home community.

Have students watch “The Making of a Young Entrepreneur– Gabrielle Jordan Williams at TEDx Rock Creek Park”, a Tedx Talk (2013) at https://www.youtube.com/watch?v=EblQj_pZF1Q. Gabrielle is a young social entrepreneur who

touches on the following topics: being afraid you won't succeed, perseverance, filling a community need, and having a good support network. Encourage students to listen for key points in the video. Have a discussion about what an entrepreneur is. They should know that an entrepreneur is a person who has an idea for a business, a product, or service. An entrepreneur is someone who looks for opportunity beyond what is currently available to them. Different types of entrepreneurs include traditional entrepreneurs, social entrepreneurs, internet-based entrepreneurs, entrepreneurs who make a small living out of their hobbies, and high-potential entrepreneurs who run fast-paced businesses, franchise format entrepreneurs, and more. Go to Appendix J for descriptions of entrepreneurs.

Activity
20 minutes

Objective: Students will use entrepreneurial thinking to devise ideas for economic opportunity in their home community.

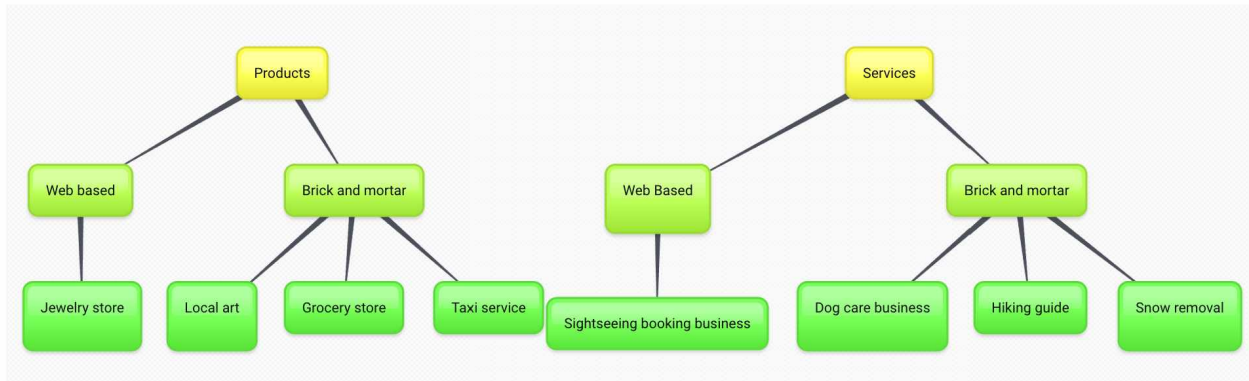
Divide into groups of three or four students. Have students think of several ideas for a new local product or service that either modifies something that is already on the market, or does not currently exist but that they would like to see. This product or service could be targeted to global distribution, so long as they could feasibly produce it in their home locale. Main categories may include products and services that are sold by means of brick-and-mortar or web-based businesses. Students should keep their categories broad, so answers may include:

- Restaurant
- Coffee shop
- Grocery store
- New innovation (technology), or a new service.

Give students the time to develop and write their ideas. Have students share their ideas with their group first, and then the class and encourage them to explain why they think there is a need for their product or service. After all the students have shared their ideas, explain to them that they have just taken on the role of an entrepreneur.

After the groups have completed their ideas, make a Mind Map with the class on the whiteboard. Invite students to write on the whiteboard with you. Start with two categories, products and services, and then for each of those, two more categories, brick and mortar or web-based. From there, use the information students came up with in their groups to make your master list of products and services for the students. Make copies of the completed Mind Map to hand out to each student.

Below is what the Mind Map might look like.



Assessment

5 minutes

Ask students to tell you what being an entrepreneur means. They should be able to tell you individually about three different kinds of entrepreneurs, and as a group they be able to name them all.

Closure

5 minutes

Ask students if any of these ideas could be put to use right away, or do they need some post-secondary training? Discuss this and link it to the information they found in AKCIS in session 8.

Remind students they will have a guest speaker in three sessions and that they should be writing questions in their journal to ask the guest speaker.

Session 10 - Transition Preparation and Relationships
45 minutes

Objective: The purpose of this session is to inspire a dialogue about the manner in which transition from high school impacts personal relationships.

Scope and sequence: This session fits into the broader unit by examining how relationships affect student contexts and thus their decisions concerning postsecondary options.

The following ASCA Standard will be met in this session:

- ✓ *AB 1.4, Seek information and support from faculty, staff, family and peers.*

This session requires school counselor support.

Materials: Whiteboard, dry erase markers, pens, pencils, and paper.

Weekly Reflection
10 minutes

Objective: Students will complete a weekly reflection on their work-based learning experience to crystallize their thoughts and document their progress at their work-based learning site.

As students arrive, they will complete and hand in their week's reflection of their work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience in Appendix A.

Warm-Up
5 minutes

Objective: To develop a deeper understanding of how a local economic opportunity with the potential to bring life satisfaction may develop.

Students will refer to their journals for their S.M.A.R.T. goals. Check in with students to see how their changes to their S.M.A.R.T. goals went.

- Ask students to include how they think they might be able to get post-secondary training and bring their expertise back to their home community.
- Ask students: What other information might you need to help you make informed decisions about your future career or school?

Activity
20 minutes

Objective: This activity will inspire thought and dialogue about the manner in which post-secondary transition will affect their relationships and support systems.

Group Discussion (10 minutes): Senior students discuss their feelings and thoughts about their final year of high school and their preparations for post-secondary life. Students who are not in

their senior year benefit from this exercise as it engages their planning skills and provides positive models for when they engage in postsecondary planning. Check in with students to gauge their mental and emotional processes. Give each student the opportunity to share their feelings about completing high school and elaborate on their future plans.

Journal (5 minutes): Students will consider the impact this transition will have on their relationships with family members and friends. Ask students to respond to the following in their journals.

- List the important people in your life.
- Consider how your relationship with each person may change as you transition to life after high school.
 - How will physical distance impact the way you communicate?
 - How will your role change when you leave home and live independently?
 - How will others roles be impacted?

Partner Discussion (5 minutes): Post the following questions on a white board to guide partner discussion:

- What relationship changes will impact you the most?
- What are some of the positive changes you identified?
- What are some of the negative aspects of these changes?

Closure 10 minutes

Insight Prompt: Have a discussion with some of the important people in your life to generate ideas of how best to preserve and strengthen your relationship after you graduate from high school. Write these thoughts down. What are some of the feelings you are experiencing as you think about these changes to your relationships? *Students should be informed that if any of them are having anxiety over this, to please talk to the counselor. If a student is very uncomfortable with this assignment (i.e. students with poor support systems), you may need to provide an alternate assignment that is within their reach.*

The counselor should confirm with students that the guest speaker for the last session of the semester has been invited and has accepted, and knows the time and place that they will be speaking with the students. Have students review the questions they will ask the speaker.

(Adapted from Jill Elliott, 2015)

Session 11 – Résumé Building in AKCIS/Second Student Self-Evaluation/Schedule Individual Counseling Session
45 minutes

Objective: This session continues to help students build local economic opportunities.

Scope and sequence: This session fits into the broader unit by enhancing student self-efficacy in finding local opportunity.

The following ASCA Standards will be met during this session:

- ✓ CA 2.7, *Develop a positive attitude toward work and learning*
- ✓ CC 1.2, *Explain how work can help to achieve personal success and satisfaction.*
- ✓ CC 1.7, *Understand that work is an important and satisfying means of personal expression.*

Materials: The AKCIS (2017) Quickstart Résumé Creator document available at https://akcis.org/materials/AKCIS_QuickStart_ResumeCreator.pdf (print ahead of time), and computers with Internet and printer access.

Self-Evaluation of Work-Based Learning Experience

10 minutes

Objective: Students will complete their last self-evaluation for this semester and will continue to evaluate their progress and their learning goals at their work-based learning site.

This week, instead of their weekly reflection, students will be filling out their self-evaluation using a copy of their original Personal Training Plan and handing it in to the counselor. The counselor will be scheduling individual sessions with students.

Activity

20 minutes

Objective: Students will create a résumé, which is an important career planning tool and one of the suggested components of the Work-Based Learning Portfolio.

The counselor will aid students to record information in AKCIS for their résumé and create the document. Remind them to SAVE their document often. Remind students to highlight the volunteer work and goodwill they have extended to the community, and encourage them to include items that will highlight their ability to work well in their home community.

For instructions on how to use the Résumé Builder, see the AKCIS Quickstart Résumé Creator document available at https://akcis.org/materials/AKCIS_QuickStart_ResumeCreator.pdf. Students should understand that creating a résumé often takes more than one session, but they should try to get as much done as possible. Student and counselor will work on the résumé together in individual counseling if needed. The résumé will also be re-visited in spring sessions, as it is part of student portfolio for this class.

Assessment

5 minutes

Students should print the document they have created, even unfinished, and insert in their journal.

Closure

10 minutes

Ask the group about any difficulties they encountered as they filled out their résumés. Inform them that their résumés are saved in AKCIS for them to access at any time.

Session 12 – Guest speaker(s)/Work-based Learning Group Evaluation/Wrap up of Semester
37 minutes

Objective: Students continue to develop a sense of local economic opportunities.

Scope and sequence: This session enhances student self-efficacy in finding local opportunity.

The following ASCA Standards will be met during this session:

- ✓ CA 2.7, *Develop a positive attitude toward work and learning.*
- ✓ CC 1.2, *Explain how work can help to achieve personal success and satisfaction.*
- ✓ CC 1.7, *Understand that work is an important and satisfying means of personal expression.*

Materials: Food and drinks if appropriate.

Warm Up
2 minutes

Objective: To introduce the guest speaker and to model courtesy and respect.

Introduce the guest speaker to the students. Many of the students may know the speaker already. If the speaker is one of the work-based learning mentors, have their student prepared ahead of time with guidelines to introduce the speaker with a welcoming speech containing accurate information about their mentor.

Activity
20 minutes

Objective: Students will learn how they may pursue a local career.

This person could be from one of the local community businesses, a local entrepreneur, or someone who can speak to the students about local opportunity for careers and life satisfaction. The speaker will give the students information about what they do.

Over sessions 8, 9, 10, & 11 the students should have generated questions in their journals to ask this speaker. Have the students ask questions.

Assessment
5 minutes

Students should be able to articulate the steps the speaker took to enter their current profession. Students will explain their own ideas for local economic opportunity. Students should appropriately thank the speaker and bid them farewell with appropriate courtesy and respect.

Closure
10 minutes

Students will do the Work-based Learning Group evaluation located on the next page.

Work-based Learning Group Evaluation

Please respond to the items below based on your experience in this classroom component of your work-based learning experience.

1. Overall, this group was helpful to me.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. I enjoyed working with other students.

Strongly Agree

Agree

Disagree

Strongly Disagree

3. I felt supported by the other group members.

Strongly Agree

Agree

Disagree

Strongly Disagree

4. The counselor was able to provide guidance and support when I needed it.

Strongly Agree

Agree

Disagree

Strongly Disagree

5. The activities were useful in my career development process.

Strongly Agree

Agree

Disagree

Strongly Disagree

6. The discussions were important in my career development process.

Strongly Agree

Agree

Disagree

Strongly Disagree

7. The homework assignments helped me see opportunities for economic success in my home community.

Strongly Agree

Agree

Disagree

Strongly Disagree

8. The thing I liked best about this group was:

9. The thing I did not like about this group was:

10. If I could change anything about this group it would be:

Additional Comments:

Your input counts! Thank you for completing this anonymous evaluation. (Adapted from Jill Elliott, 2015)

Spring Semester

Session 13 – Potential Obstacles & Coping Strategies/Schedule Individual Counseling Session
40 minutes

Objective: At the end of this lesson, students will be able to list scenarios in which they might need support, and list solutions to finding support in those scenarios.

Scope and sequence: This session fits into the broader unit by giving students a chance to practice their coping skills thus increasing their self-efficacy. It increases student confidence in their ability to successfully solve future problems by using their existing strategies and resources, and gives them a chance to evaluate their outcome expectations.

The following ASCA Standards will be met during this session:

- ✓ *AC 1.1, Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.*
- ✓ *CA 1.7, Understand the importance of planning.*
- ✓ *CB 2.2, Assess and modify their educational plan to support career.*
- ✓ *CC 2.2, Learn how to use conflict management skills with peers and adults.*

This session requires school counselor support.

Materials: Work-based learning journals, paper, pens, white board and dry erase markers, list of resiliency builders (listed below in lesson).

Warm-Up
10 minutes

Objective: To re-orient students to the classroom component of the work-based learning session and reset group cohesiveness, as well as to reflect on their work-based learning experience.

Welcome students back, introduce new students, and go over the group norms delineated in the first session of first semester. You may have new students who need to learn the group norms or students may wish to alter or add to them. Discuss the positive outcomes of the classroom component of the work-based learning experience, as well as the importance of confidentiality. Collaboratively decide on a set of culturally appropriate group norms for the class. Write these down on the board and make sure they are visible thereafter. Have students sign and date the Group Membership Agreement.

Check in with students and see how their break went. Ask if any of them thought about what they will do after graduation. Does it relate to what they are doing now in their work-based learning experiences? Ask students to share their thoughts with the group.

Activity
20 minutes

Objective: Students will develop awareness of their coping strategies and resiliencies.

Partner Discussion (5 minutes):

Post the following topics on the white board:

- Family, friends
- Housing
- Finances
- Education
- Employment

Have students to find a partner and talk about potential problems they expect to experience during their first year out of high school related to these topics. Students will write these down in their journal.

Group Discussion (15 minutes): Have each pair present their findings to the group. Write themes on the white board. Encourage students to generate coping strategies by thinking of their own resiliencies and problem-solving abilities. Have students write individual coping strategies in their journals. Write the coping strategies on the white board as well. If students need some ideas about resiliencies, the following may be provided:

- Relationships — Sociability/ability to be a friend/ability to form positive relationships
- Service – Giving of yourself to help other people; animals; organizations; and/or social causes
- Humor — Having and using a good sense of humor
- Inner Direction — Basing choices/decisions on internal evaluation (internal locus of control)
- Perceptiveness — Insightful understanding of people and situations
- Independence — “Adaptive” distancing from unhealthy people and situations/autonomy
- Positive View of Personal Future – Optimism; expecting a positive future
- Flexibility — Can adjust to change; can bend as necessary to positively cope with situations
- Love of Learning — Capacity for and connection to learning
- Self-motivation — Internal initiative and positive motivation from within
- Competence — Being “good at something”/personal competence
- Self-Worth — Feelings of self-worth and self-confidence
- Spirituality — Personal faith in something greater
- Perseverance — Keeping on despite difficulty; doesn’t give up
- Creativity — Expressing yourself through artistic endeavor, or through other means of creativity

(Adapted from Resiliency in Action at <https://www.resiliency.com/free-articles-resources/the-resiliency-quiz/>)

Assessment

5 minutes

Can each student tell how they would find support to help them deal with an obstacle or setback? If not, further explore this with students. Have students generate answers to help each other.

Closure
5 minutes

Insight Prompt: Think about the following questions and write the answers down in your journal.

- Who is part of your circle of support?
- Tell about a time in which you have asked them for help.
- Write down some of the obstacles you expect to encounter right out of high school.
- Who are the best people to help you in this situation? Are they personal friends, or are they services such as Rural Student Services at the university?

Scheduling Individual Sessions: Today, the counselor will schedule a follow-up session with each student. The break has given students a chance to speak with their family and friends, to self-reflect and to orient themselves in their personal career development process. The counselor can provide feedback and help students identify solutions to postsecondary transition issues that have arisen, or provide encouragement and planning for new ideas or goals. S.M.A.R.T. goals should be re-visited, and can be revised appropriately.

Session 14 – College or Employment Application/Letters of Recommendation
55 minutes

Objective: Students will complete a college or employment application, and request letters of recommendation.

Scope and sequence: This lesson fits into the larger unit by continuing to develop student understanding of their strengths and resources. This session links students' career aspirations with their educational goals

The following ASCA Standards will be met in this session:

- ✓ CA 2.2, Apply job readiness skills to seek employment opportunities.

This session requires school counselor support.

Materials: Computers with Internet and printer access, printer paper, Request for Letter of Recommendation form (see Appendix E).

Weekly Reflection

10 minutes

Objective: Students complete a weekly reflection on their work-based learning site to crystallize their thoughts and document their progress in their work-based learning site. As students arrive, they complete and hand in in their week's reflection on their work-based learning experience, which will be placed in their journal after review by the counselor. See the Components of Weekly Reflection on Work-based Learning Experience (Appendix A).

Warm-Up

5 minutes

Objective: To continue developing the student work-based learning portfolio and skills to obtain employment.

Now that students are back at their work-based learning sites, they continue working on the components of their personal career development, which include not only a résumé but a completed college or employment application and letters of recommendation. Talk to the students about the advantages of being ready to seize an opportunity when it appears. Students will take their S.M.A.R.T. goal that was related to post-secondary training or employment, find the appropriate application, and complete it. Additionally, they should think of three people who can vouch for their employment skills and character (not friends or family), write those names down, and plan to contact them to ask for a letter of recommendation.

Activity

30 minutes

Objective: Students will complete an application to college or an employment application and begin the process of gathering letters of recommendation.

Students should find the appropriate post-secondary training or employment application and fill it out. They will have their printed résumé to help them. If students have not completed their résumé, inform students they may work on these now. Anyone who does not finish their résumé today will schedule an individual session with the counselor to complete this.

Students will receive three copies of the Request for Letter of Recommendation form and complete three of them.

Assessment

5 minutes

Check every student's application personally and ensure it is complete. If not, have students see the counselor for individual appointments. The counselor should keep a list of who still needs to complete their application and résumé and schedule these students for individual appointments. Check to make sure everyone has completed Request for Letter of Recommendation forms and ask them to give these to the people from whom they will be requesting a recommendation.

Closure

5 minutes

Ask students how they feel about their postsecondary plans. What is most exciting to them? What makes them apprehensive? Have they already devised ways of coping with potential obstacles?

Remind students about the upcoming Career Day in March. Inform them that next week, they will begin planning for this event in earnest.

Sessions 15-19: Planning for Career Day

For sessions 15-19, students will prepare for the upcoming Career Day in March. Planning Career Day is not within the scope of this curriculum. For resources on planning Career Day, please visit Oregon GEAR UP at <http://oregongearup.org/resource/career-and-college-day-toolkit>. There are many other resources available online as well.

If the class has chosen to include the junior high in their Career Day, planning will take at least five class sessions and considerable planning time by the counselor. If the class has chosen to have work-site mentors simply speak with the class, planning will take less time. However, for both options, students must finish their Final Project to present alongside their work site mentor.

Weekly Reflection

Regardless of the chosen option, students will continue to do their weekly work-based learning reflections at the beginning of every class session, along with the components of their Work-based Learning Portfolio that are going into their final project. Only pieces that the students are comfortable sharing will go in to the final project. For instance, a student's résumé or self-evaluations need not go into the final project.

The final project will include the components such as:

- Research Project on Work-based Learning Site.
- Documentation of Progress at the Work-based Learning Site.
 - List of responsibilities undertaken throughout the experience.
 - Weekly reflections that the student is comfortable sharing.
- Work samples such as pictures, videos, and artifacts.
- A presentation of what they learned about careers in their own community, and how to find local opportunity.

Session 18 – Students will complete their third Self-Evaluation of Work-Based Learning Experience instead of completing a weekly reflection.

Session 20 – Career Day

**Session 21 – Tree of Life or Circle of Support/Schedule Individual Counseling Session
50-60 minutes**

Objective: To remind students of their social support over the years, and to give them a sense of cumulative support that will be ongoing as they grow.

Scope and sequence: This session fits into the larger unit by helping students develop their sense of social support. Additionally, this semester is nearing its end. This activity helps students to reflect on their school year's investigation into their social supports, and helps remind them of the networks they have built and recognized.

The following ASCA Standards will be met in this session:

- ✓ *PSA 1.4, Understand change is a part of growth.*
- ✓ *PSA 1.11, Identify personal strengths and assets.*
- ✓ *PSC 1.6, Identify resource people in the school and community, and know how to seek their help (Bowers, Hatch, & American School Counselor Association, 2005).*

This session requires school counselor support.

Materials: Pen, pencil, coloring markers and large 28" x 32" paper.

Decide which is more culturally appropriate for your area – the Tree of Life or Circle of Support. Students living in treeless areas may not find the Tree of Life culturally appropriate and wish to use the Circle of Support option.

**Activity
Tree of Life Option**

Objective: Students will develop a visual narrative of their personal history, daily activities and habits, skills and strengths, aspirations, important support systems, coping strategies, threats to their well-being, and resources to overcome obstacles encountered in their lives.

Students will be walking through this activity starting from the roots of the tree and building upward using the list below. Use the questions listed underneath each description and expand on these. Spend time on each piece of the tree. Students need to draw the object (e.g. the trunk of the tree), and write-in specific things that relate to the description of the object (e.g. for the trunk of the tree, the student could draw the trunk and write in the trunk skills and abilities such as artistic, skilled at the piano, expert fisherman, etc.). This activity will take the entire class or even longer, so don't rush through it. Make sure to comment on the way the students are drawing certain pieces of the tree, the time it is taking to think about something related to the tree, and feelings or emotions that are coming up for the students, etc. Encourage creativity and avoid telling the students what each piece should look like.

Roots: The roots are a metaphor for where you come from, your family history and those who have taught you most in life. It can include where you were born, where you went to school, old family stories and important lessons you learnt when growing up.

- What roots do you have in your life?
- How important are these?
- Does your past influence who you are today?
- Do you feel that your childhood has any impact on your mental health?
- Do you have any favorite memories?
- Has your perception of your early years changed over time?
- If you've moved to Alaska from another country or state, is your old home still a big part of your identity?

Ground: The ground is a metaphor for your present life and some of the day-to-day activities you engage in. For example, who you live with now, your work or education and where you go each day.

- What are the day-to-day activities like in your life?
- What influences you on a daily basis?
- Who do you live with?
- Do you have a favorite place that you visit?
- Does your mental health affect your day-to-day life?
- Is your routine fairly stable or frequently changing?

Trunk: The trunk is going to symbolize our skills and abilities. The things that we (or others) feel we are good at. This can range from being a good friend or listener, to being good at a particular subject at school.

- What skills or abilities do you have?
- Can you play an instrument/draw/write?
- Are you organized?
- Are you good at looking after people?
- How important are these abilities to you? Do you value them in others?
- Do you find it easier to think of your faults compared to your skills?
- Are there any skills other people think you have? (Ask others.)
- Do you think you have any abilities that can help you overcome obstacles?

Branches: The branches represent your hopes, dreams and aspirations.

- If you could have three wishes, what would they be?
- Do you hope for health, happiness, success, money, family etc.?
- Do you aspire to be a nurse, actor, vet, etc.?
- How achievable do you feel your aspirations are?
- What would need to happen for you to achieve these?
- Have obstacles affected what you are hoping for or aspiring to be?
- Do you have hopes and wishes for other people in your life?

Leaves: So, we are now going to work on our leaves, to show important people in our lives. These can range from friends, family, members of staff, etc. Anyone who plays an important

role in your life. You might also want to acknowledge people who have passed away as fallen leaves, or leaves in the wind.

- Who plays an important role in your life?
- What type of influence have they had?
- If they've helped, how?
- Do you have a favorite memory with each of these people?
- Do you feel that you have played an important role in their lives?
- Do you think they will continue to be involved in your life?
- Has anything affected your relationships in your life?
- How might your relationship change in the future?

Gifts: We are now going to add fruit (any type you want including flowers) that will symbolize the gifts you have received from the important people in your life. These can range from material gifts to expressions of kindness.

- Have these people provided you with a shoulder to cry on, support, compliments or hugs?
- What have your parents taught you?
- Have they ever given you a material gift that meant a lot to you?
- How have these gifts helped you?
- What have you given them in return?

The Forest: If you are completing this project with others, put up your trees on the wall next to each other. Take it in turns to present your trees to each other and write positive feedback on each other's sheets with Post-it notes.

Storms: Take the time to think about what might be a threat to your tree. For this we use the metaphor of storms. These can include everything from family conflict, mental health behaviors, self-harm, lack of resources, loss of important people in your life, etc.

- What obstacles have you experienced in the past?
- How did you manage with these?
- What obstacles do you think there might be in the future?

Animals: We are now going to talk about people or groups that might help you overcome obstacles. These might be important people or services in your life.

- Who is good to help you get over obstacles?
- What services are helpful?
- What type of characteristics do they have?
- Do you ever act as a support for someone else?

Closure
5 minutes

Ask students if they wish to share any of the strengths they discovered while creating their Tree of Life. Ask them which resiliency builders they discovered (see list in Session 13 if needed).

If students have not finished their activity, ask them to complete their Tree of Life at home, and bring them back to put with their journal. Have students photocopy their work and give it to the counselor before they leave class.

(Adapted from Weller, 2015)

See Tree of Life example on the following page. Used with permission.

Tree of Life Example



Activity

Circle of Support Option

Objective: Students will develop a visual narrative of their personal history, daily activities and habits, skills and strengths, aspirations, important support systems, coping strategies, threats to our well-being, and resources to overcome obstacles encountered in their lives.

Now you will start the Circle of Support. The Circle of Support was adapted for Alaska from Tree of Life, which originated in Africa.

Use the questions listed underneath each description and expand on these. Spend time on each piece of the Circle of Support. Students need to draw the object (e.g. the circles), and write-in specific things that relate to the description of each circle. This activity will take the entire session, so don't rush through it. Encourage creativity and avoid telling the students what each piece should look like.

Activity Prompt: Imagine you are the person being tossed in a blanket toss. Imagine how far you can see. How high can you go? How are the people around you supporting you? Draw a large circle, in which you are the center in the middle of a larger circle representing the blanket. Around the edge of this larger blanket circle, draw eight circles so they fit close together. We will pretend these are the people supporting you in the blanket toss, with you being tossed up in the air. In this drawing, these people are placeholders for parts of your life that you will be drawing in your Circle of Support. You will draw your thoughts inside each of these surrounding circles by answering the following questions. Draw the following:

Circle 1 - Where you came from:

Circle 1 is a metaphor for where you come from, your family history and those who have taught you most in life. It can include where you were born, where you went to school, old family stories and important lessons you learnt when growing up.

- Where did you come from? What are your roots in your life?
- How important are these?
- Does your past influence who you are today?
- Do you feel that your childhood has any impact on how you do things today?
- Do you have any favorite memories?
- Has your perception of your early years changed over time?
- If you've moved to Alaska from another country or state, is your old home still a big part of your identity?

Circle 2 – Your present life

Circle 2 is a metaphor for your present life and some of the day-to-day activities you engage in. For example, who you live with now, your work or education and where you go each day.

- What are the day-to-day activities like in your life?
- What influences you on a daily basis?
- Who do you live with?
- Do you have a favorite place that you visit?

- Does your attitude affect your day-to-day life?
- Is your routine fairly stable or frequently changing?

Circle 3 – Skills and abilities

Circle 3 is going to symbolize our skills and abilities, the things that we (or others) feel we are good at. This can range from being a good friend or listener, to being good at a particular subject at school.

- What skills or abilities do you have?
- Can you play an instrument/draw/write?
- Are you organized?
- Are you good at looking after people?
- How important are these abilities to you? Do you value them in others?
- Do you find it easier to think of your faults compared to your skills?
- Are there any skills other people think you have? (Ask others.)
- Do you think you have any abilities that can help you overcome obstacles?

Circle 4 – Your hopes, dreams, and aspirations

Circle 4 represents your hopes, dreams and aspirations.

- If you could have three wishes, what would they be?
- Do you hope for health, happiness, success, money, family etc.?
- Do you aspire to be a nurse, actor, vet, etc.?
- How achievable do you feel your aspirations are?
- What would need to happen for you to achieve these?
- Have obstacles affected what you are hoping for or aspiring to be?
- Do you have hopes and wishes for other people in your life?

Circle 5 – Important people in our lives

Circle 5 represents important people in our lives. These can range from friends, family, members of staff, etc., or anyone who plays an important role in your life. You might also want to acknowledge people who have passed away.

- Who plays an important role in your life?
- What type of influence have they had?
- If they've helped, how?
- Do you have a favorite memory with each of these people?
- Do you feel that you have played an important role in their lives?
- Do you think they will continue to be involved in your life?
- Has anything affected your relationships in your life?
- How might your relationship change in the future?

Circle 6 – Gifts you have received from important people

Circle 6 will symbolize the gifts you have received from the important people in your life. These can range from material gifts to expressions of kindness.

- Have these people provided you with a shoulder to cry on, support, compliments or hugs?
- What have your parents taught you?
- Have they ever given you a material gift that meant a lot to you?
- How have these gifts helped you?
- What have you given them in return?

Circle 7 - Storms of life

Take the time to think about something that presents an obstacle in your life. For this we use the metaphor of storms. These can include everything from family conflict, lack of resources, loss of important people in your life, etc.

- What obstacles have you experienced in the past?
- How did you manage with these?
- What obstacles do you think there might be in the future?

Circle 8 – Support systems

We are now going to talk about people or groups that might help you overcome obstacles. These might be important people or services in your life.

- Who is good to help you get over obstacles?
- What services are helpful?
- What type of characteristics do they have?
- Do you ever act as a support for someone else?

If you are completing this project with others, put up your Circles of Support on the wall next to each other. If you are not comfortable sharing your Circle of Support, you do not have to. Take it in turns to present your Circles of Support to each other and write positive feedback on each other's sheets.

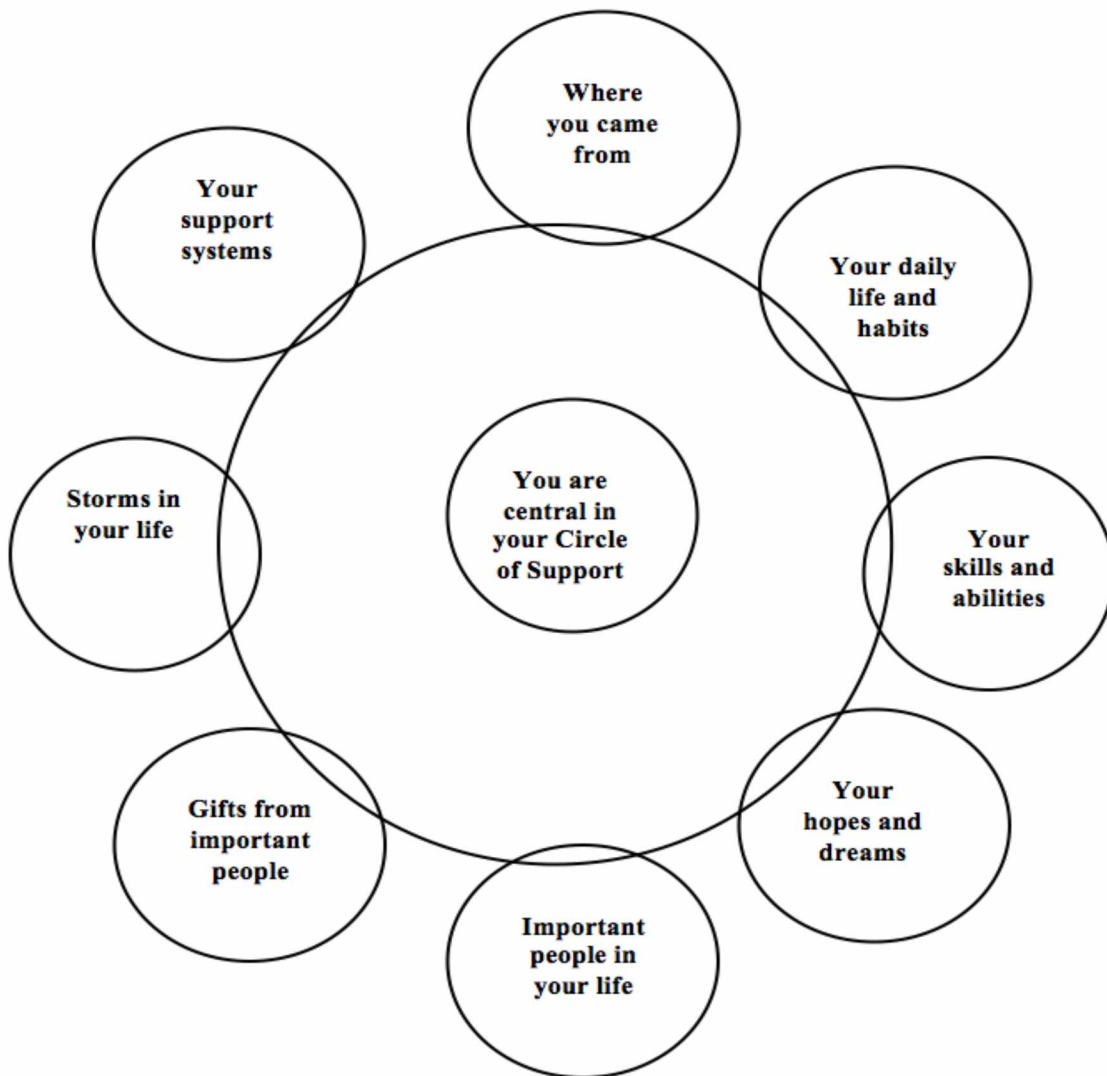
Closure 5 minutes

Ask students if they wish to share any of the strengths they discovered while creating their Circle of Support. Ask them which resiliency builders they discovered (see list in Session 13 if needed).

If students have not finished their activity, ask them to complete their Circle of Support at home, and bring them back to put with their journal.

(Adapted from Weller, 2015)

Circle of Support Example



Pictures of Blanket Toss

Blanket Toss

Opening ceremonies at the 2014 World Eskimo-Indian Olympics. Credit Fort Wainwright Public Affairs Office. Link to license:

<https://creativecommons.org/licenses/by/2.0/legalcode>. Image has not been altered.



Blanket Toss at Nalukataq in Barrow

Photo credit Floyd Davidson. Taken June 23, 2006.

Image has not been altered. Retrieved from

https://commons.wikimedia.org/wiki/File:Nalukataq_Blanket_Toss_Barrow.jpg



Session 22 – Portfolio Development

Students will continue their weekly reflections (see the Components of Weekly Reflection on Work-based Learning Experience, Appendix A) and will finish the suggested components of their portfolio. Students who have finished may explore post-secondary career and education options in AKCIS.

Session 23 – Fourth Student Self-Evaluation/Portfolio Development

Students will complete their fourth Student Self-Evaluation of Work-Based Learning Experience and hand it in to the counselor. They will also finalize their portfolio. Students who have finished may explore post-secondary career and education options in AKCIS.

Session 24 – Work-based Learning Group Evaluation/Wrap up of Semester

Depending on the point at which students are in the school's timeline, they may be finished at their work site or soon to be finished. The work site mentor will complete the Personal Training Plan and Student Evaluation available in Appendix D. The counselor will schedule meetings with students and work site mentors to discuss the experience, gather data about positive and negative factors and make a plan for improvement. Individual sessions with the counselor will be scheduled with the students to re-evaluate their S.M.A.R.T. goals, aid in post-secondary transition, and plan for any concerns the students may have.

Have students complete the Work-based Learning Group Evaluation listed on the next page. Congratulate the students on a job well done this semester.

Work-based Learning Group Evaluation

Please respond to the items below based on your experience in this classroom component of your work-based learning experience.

1. Overall, this group was helpful to me.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. I enjoyed working with other students.

Strongly Agree

Agree

Disagree

Strongly Disagree

3. I felt supported by the other group members.

Strongly Agree

Agree

Disagree

Strongly Disagree

4. The counselor was able to provide guidance and support when I needed it.

Strongly Agree

Agree

Disagree

Strongly Disagree

5. The activities were useful in my career development process.

Strongly Agree

Agree

Disagree

Strongly Disagree

6. The discussions were important in my career development process.

Strongly Agree

Agree

Disagree

Strongly Disagree

7. The homework assignments helped me see opportunities for economic success in my home community.

Strongly Agree

Agree

Disagree

Strongly Disagree

8. The thing I liked best about this group was:

9. The thing I did not like about this group was:

10. If I could change anything about this group it would be:

Additional Comments:

Your input counts! Thank you for completing this anonymous evaluation.

(Adapted from Jill Elliott, 2015)

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Support Documents for Work-based Learning

Appendix A

Components of Weekly Reflection on Work-based Learning Experience

When students first arrive in class, they should begin writing their weekly reflection on their work-based learning experience. This should include:

1. The list of responsibilities undertaken.
2. One thing that was a challenge and how they dealt with it along with how they would deal with it again if given the chance.
3. Skills learned and desired future skills to learn.
4. Connections with professionals at the workplace.
5. How the internship is tied to current and past coursework.
6. How the internship is tied to their future education and career goals.

Appendix B

Work-Based Learning Pre-Experience Research Checklist

Companies and organizations that you may want to work in have many facets and departments. Understanding these different aspects of the organizations will help you see where there are opportunities for future work. It will also help you do well in an interview!

Use this checklist to guide your pre-experience research about an organization of interest to you. Most of this research can be conducted as an Internet search, but interviews or other approaches may also be necessary. Your teacher will provide guidance on how to conduct the research and present this information.

Planning & Management

- “ Mission statement of the organization
- “ Strategic plan of the organization
- “ Management structure of the organization
- “ Departmental structure of the organization

Finance & Marketing

- “ Sources of capital (money) to operate
- “ Customers/clients of this organization

Technical & Production Skills

- “ Roles and responsibilities in production teams
- “ Industry-specific skills needed for an entry-level position
- “ Technologies used in the workplace

Labor Issues

- “ Labor organizations representing workers
- “ Importance of cultural and global awareness in this organization

Community Issues

- “ Participation of the organization in community projects
- “ Public image of the organization in the community

Health, Safety, and Environment

- “ Federal regulations that apply to this organization
- “ Job-specific health threats, if any
- “ Job-specific safety regulations and safety training

Personal Work Habits and Expectations

- “ Expectations regarding attitude, appearance, and fitness of employees
- “ Core academic knowledge and skills most important to possess in this organization
- “ Core technical knowledge and skills most important to possess in this organization
- “ 21st Century skills and Personal/Social skills most important to possess in this organization

This document is part of the Work-Based Learning Implementation Guide. For more resources, see the WBL Toolbox: <https://tn.gov/education/article/wbl-toolbox>

Appendix C

Suggested Components of a Work-Based Learning Portfolio

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. Introductory letter written by the student describing the work to be presented and how the samples were selected.

2. Table of Contents of student work items contained within the portfolio.

3. Career Development Materials

- Career and educational development plan
- Resume
- Application for college
- Application for employment
- Letters of recommendation

4. Documentation of Progress

- List of responsibilities undertaken throughout the experiences
- Periodic journal entries reflecting on tasks and activities

5. Work Samples (3-4)

- Examples of materials developed throughout the experience linked to standards and learning plan

6. Writing/Research Sample to demonstrate in-depth knowledge about a career area, describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations, to demonstrate research/learning how to learn, information literacy, and written communication skills.

7. Project encompassing both work samples and writing samples, and culminating in a presentation. (Note: Students may substitute for Writing/Research Sample and other Work Samples, if the Project will already include these.)

8. Assessments

- Student Self-Assessment
- Supervisor evaluation and observations
- WBL coordinator evaluations and observations

Appendix D

Personal Training Plan and Student Evaluation
--

Student: _____

Employer: _____

Work Site Mentor: _____

Hours of Work: _____

Training Goal: _____

The student will learn and demonstrate the following skills during the work site training. Student will identify what they learn from a set of standards provided by the internship coordinator.

Work Site Mentor, please use the following rating scale for each skill:

1 = Exemplary (Exceeds Expectations)	3 = Developing (Has Potential)
2 = Acceptable (Meets Expectations)	4 = Deficient (Counterproductive OR Not Engaged)

EED¹, WIA², & YES³ EMPLOYABILITY SKILLS					
Date Evaluated→					
Demonstrates punctuality Standard:					
Is dependable Standard:					
Complete assignments in accurate and timely manner Standard:					
Exhibits ability to set priorities Standard:					
Demonstrates problem-solving skills Standard:					
Demonstrates knowledge of company products and services Standard:					
Shows courtesy and respect towards others Standard:					
Builds constructive and effective relationships Standard:					
Demonstrates effective communication skills Standard:					
Demonstrates flexibility and willingness to learn Standard:					
OCCUPATIONAL SPECIFIC SKILLS (Examples)					
Date Evaluated→					

Operate cash register Standard:					
Make change Standard:					
Close out register Standard:					
Address people properly Standard:					
Handle customer inquiries Standard:					
Use safety precautions Standard:					
Price and mark stock Standard:					
Orient new employees Standard:					
Demonstrate product Standard:					
Open the sales presentation Standard:					
Supervisor Initials					

1. EED: Alaska Department of Education and Early Development

2. WIA: Workforce Investment Act

3. YES: Youth Employability Skills. YES Grid available at <https://education.alaska.gov/tls/cte/wblguide.html>

The standards listed next to each skill are intended for school-based counselors or work-based learning facilitators to add Career, English, or Math standards if desired.

Comments—Please use back of page for comments

Appendix E
Request for Letter of Recommendation

TO _____ TODAY'S DATE _____
FROM _____ DUE DATE _____*

*PLEASE GIVE THIS LETTER REQUEST FORM TO YOUR LETTER WRITER NO LESS THAN 21 DAYS BEFORE THE LETTER IS DUE.

Letters may be made generically or list to whom the letter should be sent:

NOTE: Completed letters should be given back to the student requesting the letter. Letters are to be kept by the student in their files and by the writer in their computer files. Ask your letter writer if you make more copies as needed or if they could supply you with more. Make sure the date and other content is current.

The letter should emphasize: **(circle your choices)**

1. General letter of recommendation
2. GPA and academic record
3. School Activities/Involvement
4. Community Activities/Involvement
5. Financial Need
6. Careers Goals
7. Personal Characteristics
8. Other _____

Complete the items below OR attach any information that may be helpful to your letter writer such as an *Activities Resume, your personal statement etc.

Career Goals _____

Teachers who know me

Financial Need (be very specific if this is a factor)

School Activities

Community Activities/offices

Awards/honors

Employment

Support Documents for Planning Career Day

Appendix F Career Day Invitation

(Tailor to presenting to junior high or work-based learning class)

(Sample Letter Inviting Guest Speaker)

Dear _____,

Our work-based learning program at _____ offers guidance to high school students preparing for higher education and careers. Transitioning from high school to postsecondary, and from rural to urban settings presents many challenges for our students. Our hope is that students go on to post-secondary training.

Because of their strong connections to their home community, many of our students wish to return home after their post-secondary training. In an effort to facilitate our students' understanding of the local economic opportunities, our school district encourages activities that foster entrepreneurial thinking and career development.

This year students in the work-based learning program have worked in small group settings to identify the influences on their career aspirations; identify their personal values and assets, explore career and educational opportunities, identify local opportunities for economic opportunity, and create personal goals and plans that will allow them to achieve success. Students have made significant progress on their own in their career development. However, the importance of family and community support cannot be overstated.

We would be honored to have you and your work-site student speak, along with our other work-based learning mentors and students, to our middle school students. This event will be held at **LOCATION** on **DATE**. The hard work and commitment of these students will be acknowledged during this event.

Your career experience and personal achievement make you a positive role model for our youth, and they would greatly benefit from your wisdom and advice.

Please consider joining us as we offer support to these students and celebrate the positive steps they are taking toward a strong future. I can be reached by phone at _____, or email at _____.

Sincerely,

(COORDINATOR'S NAME)
(COORDINATOR'S TITLE)
(COORDINATOR CONTACT INFO)

Adapted from Oregon GEAR UP Toolkit at
<http://oreongearup.org/sites/oreongearup.org/files/toolkits/careerdaytoolkit.pdf> and from Smooth Jill Elliott, 2015

Appendix G

Career Day Information for Participating Presenters

SCHOOL LOGO and/or ADDRESS

DATE

Dear Career Guest Speakers/Career Fair Presenters:

Thank you so much for volunteering your time to help young people in our area to begin thinking about their futures early by exploring various options. We are thrilled to have you agree to be a part of our school's guest speaker series/Career Day on include date, time, and location. You will speak to six different groups of students for fifteen minutes each (one short presentation, six times). Your audience will be 7/8th graders (12/13 year olds). Career Day will last X hours, with students in grades 7-12 visiting booths to ask questions and learn about your career/college. Tables will be provided for each business/college. Let us know if you need access to an outlet or other special requirements. Below are some talking points and tips to help with planning your presentation.

Possible Talking Points/Questions from Students:

- 1) Typical workday
- 2) Career trends (job outlook, how competitive is application process...)
- 3) Pros and cons of job
- 4) Salary range
- 5) Training/education requirements
- 6) Helpful technology to be familiar with
- 7) High school classes that would pertain to career
- 8) Your favorite task in your job
- 9) An exciting, funny, or unusual experience you have had in your career

Presentation tips:

- 1) Bring and explain or demonstrate a visual aid such as a tool you commonly use, a slideshow or video of workers in action, brochures, etc.
- 2) Wear your typical on the job attire and explain why you dress that way.
- 3) Demand respect by not trying to speak over rude students. Wait for them to be quiet before beginning.
- 4) Involve students in demonstrations if possible (e.g. dress a kid up in firefighting gear as you explain the various uses of each component...)

Again, we appreciate your willingness to give back to the youth of our community. If you need any technology such as an overhead projector, internet projector, copy machine, etc., please e-mail coordinator contact info as soon as possible so that we can have it arranged to be available for you.

Directions to your school: provide detailed instructions on parking. Please check in at location upon arrival on time and date and we will take you to your presentation room. If you have any questions, concerns, or changes, please don't hesitate to contact coordinator contact info. If you need to reach us the morning of the Career Day, please call the main office: number here.

Thank you!

(COORDINATOR'S NAME)
(COORDINATOR'S TITLE)
(COORDINATOR CONTACT INFO)

Support Documents for Classroom Sessions

Appendix H
Sample Group Membership Agreement

I agree to commit to working hard and participating in group activities to further my career development.

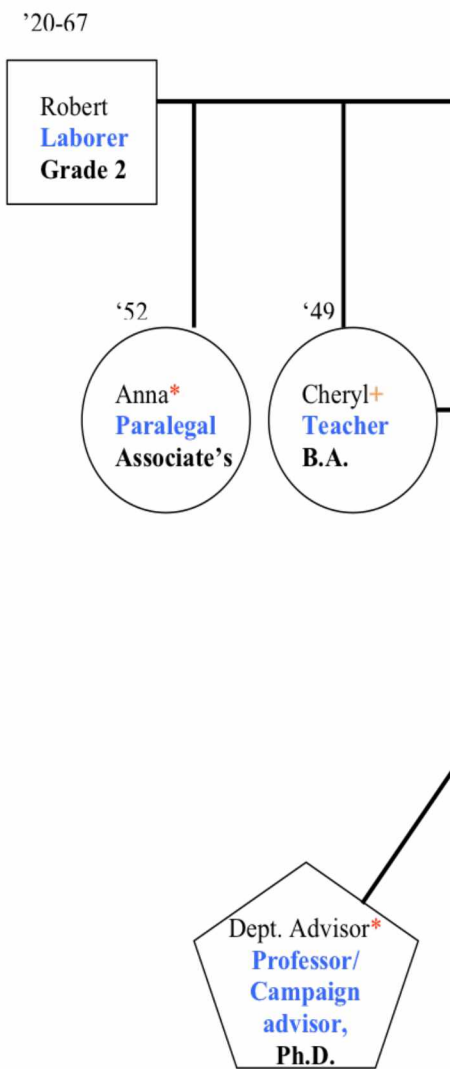
I understand that it is my responsibility to inform the school counselor/group facilitator if I am unable to attend any of the sessions.

I understand that the information shared in gatherings is privileged, and I agree to protect the confidentiality of my fellow group members.

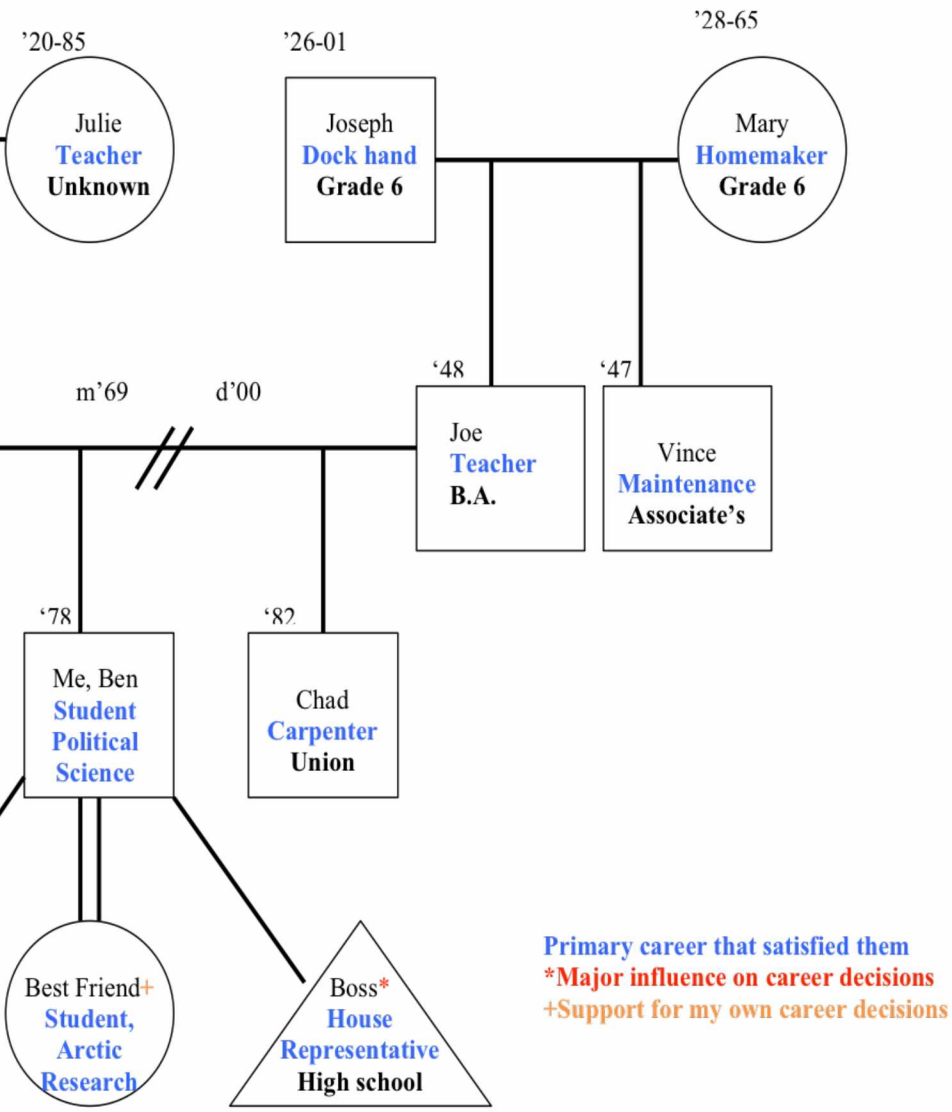
I agree to follow the behavioral guidelines we establish during the first gathering.

Student Signature: _____ Date: _____

Appendix I – Sample Career Geno-Sociogram (see next page)



Career Geno-sociogram



Appendix J

Evaluating Your Results: How Family and Influential Relationships Influence Your Career Decision-Making Process

Example 1- A Girl

I created a career geno-sociogram and noticed most of the men in my gram were miners and most of the women were homemakers. I am interested in using my hands, and working outdoors. I am interested in being a homemaker, but I also want a career outside the house.

Going forward, I might connect with the men in my family, and find ways that I can affirm parts of me that I did not realize were so prevalent in other family members. I might learn of different occupations and options for me that I had not previously considered. I might explore the role that gender played in my family and role models, and how time and circumstances have changed the options for women like me. I might feel more committed to this goal because I understand its origins, and I can choose to continue a family tradition with pride and purpose.

Example 2 – A Boy

I created a career geno-sociogram and noticed most of the men in my gram were laborers and most of the women in were teachers. I am not interested in using my hands, or working outdoors. I am also not interested in being a teacher. I want to study economics, international law and politics so I can help my community. (My high school class in economics had a strong effect on the way I think about the world.)

Going forward, I might find it hard to build on earlier experiences and background. I might have a hard time finding role models in my family system that encourage my ideas and efforts to move in that direction. I have received messages that steer me away from some of my true interests. Knowing this, I can reach out to other role models who can provide information, advice and resources. My family influences are part of my story. With careful thought, planning, and support from the right people, I can continue to write the rest of my story.

Appendix K

Retrieved from <http://canadianentrepreneurtraining.com/the-seven-types-of-entrepreneurs/>, online blog post by Samantha Garner, published online June 22, 2013 by the GoForth Institute.

The seven types of entrepreneurs

By Samantha Garner | June 22, 2013

Just like there isn't one type of business, there isn't just one type of entrepreneur. Entrepreneurship can be experienced in a range of different ways. Here are seven of the most common types of entrepreneurs.

Home-based entrepreneurs

Home-based entrepreneurs are self-employed, working alone or with just a few employees. As you can probably guess, the business is based out of their own home or in a home office. Flexibility and autonomy are what these business owners crave. Also, the freedom to do things like arrange a child's dentist appointment or run errands at lunchtime is a must. These businesses typically don't have a storefront, street advertising signs or customer parking. Examples of home-based businesses include bookkeepers, photographers and graphic designers.

Internet-based entrepreneurs

Internet-based entrepreneurs run their business online and use information and communication technologies to support business activities. The business can provide a service or sell a product through a website. Some internet-based businesses can be home-based businesses too. Examples of internet-based businesses include Amazon.com, eBay and iTunes.

Lifestyle entrepreneurs

Lifestyle entrepreneurs create a business to further their own personal goals instead of make a lot of money. These entrepreneurs may pursue a cash-generating hobby during their spare time or create a business around one of their interests. These businesses usually aren't intended to be high growth, and usually have few employees. Examples of lifestyle businesses include a secondhand book store, or a small market stall selling homemade baked goods.

High potential entrepreneurs

High potential entrepreneurs usually run large companies employing somewhere between 20 and 500 people. These companies are often very fast-paced and experience high growth rates. They often develop and produce the latest technologies and innovations. Most start-up activity involving high potential entrepreneurs is technology and internet related. Access to funding is often easier for these companies. Examples of high potential businesses include quickly-growing technology companies and large internet technology businesses.

Franchise format entrepreneurs

Franchise format entrepreneurs open a franchise or chain in the local business area, complete with support and direction from the franchisor. These entrepreneurs stay within the lines and structures of their franchise and appreciate the lower risk that follows. They are not concerned with the lack of freedom and autonomy that comes with owning a franchised business. There are a wide variety of franchises ranging from service franchising like Century 21 real estate, product franchising like Goodyear Tire Stores and business format franchising like Tim Hortons.

Venture capital entrepreneurs

Venture capitalists invest in ventures, through managerial and technical expertise as well as with actual money. Venture capitalists are very selective about which companies to invest in, and as much as 98% of firms seeking funds are rejected. Aside from individual angels and venture capitalists, venture capital firms also exist. Examples of venture capitalists can be seen on CBC's Dragons' Den, as well as in large companies like those in Silicon Valley.

Social entrepreneurs

A social entrepreneur measures success by the impact that he or she has on society. Highly passionate, the greater good of the community is their primary interest and they create a business to provide solutions to social issues. These entrepreneurs are also called non-profit or philanthropist entrepreneurs. Funding for social entrepreneurs typically comes from non-profit organizations, foundations, governments and non-governmental organizations. Examples include KickStart international and the Grameen Bank.

Appendix L

Value Card Activity

<p>Avoidance of conflict</p>	<p>Love and respect for our Elders and one another</p>
<p>Cooperation</p>	<p>Humor</p>
<p>Sharing</p>	<p>Family and kinship</p>

Knowledge of language	Hunting traditions
Strong attachment to community	Life
Compassion	Freedom
Dedication	Creativity

Advancement	Loyalty
Recognition	Beauty
Honesty	Empathy
Integrity	Love

Respect for nature	Humility
Spirituality	Keeping of traditions
Independence	Strong work ethic
Accountability	Work

Religion	Trustworthiness
Professionalism	Morality
Patience	Spirituality
Success	Responsibility

Power	Respect
Faith	Helpfulness
Knowledge	Wisdom

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