

SCHOOL COUNSELORS: PREPARING TRANSITIONING HIGH SCHOOLSTUDENTS

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School Counselors: Preparing Transitioning High School Students

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Abstract

Without preparedness for possible career avenues after graduation, many youth struggle with career paths they may want to investigate. Even the considerably prepared students are uncertain what they are going to do after high school. Having transition classes starting in middle school can further enhance students' career paths once they graduate from high school. This project focuses on rural school counselors helping to prepare high school students transition into possible career opportunities. Rural school counselors often have additional advocate duties to help keep a positive connectedness between students and their schools. Increased connectedness and transition classes can make the transition process much more manageable for students after they graduate from high school (Grimes, Haskins, & Paisley, 2013).

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School Counselors: Preparing Transitioning High School Students

Having too few transition classes and not enough school counselors in many rural schools can be two of the factors that are attributed to youth being unprepared for possible career opportunities (Alaska School Counselor Framework [ASCF], 2007). It would be ideal to have a way of providing information to students about transitioning into careers after high school sooner than their freshmen year. In fact, many students are confronted with transition information as late as their senior year of high school; while this is informative, often it does not offer the students enough investigation time (Fowler & Luna, 2009). Once transitioning students begin to learn more about career opportunities that are available, these students will begin to think about different career paths as they close in on graduation (Fowler & Luna, 2009). Students are often unprepared for postsecondary coursework for many reasons, including differences between what high schools teach and what colleges expect, as well as large disparities between the instruction offered by high schools with high concentrations of students in poverty and the instruction offered by high schools with more advantaged students (Venezia & Jaeger, 2013). The research question for this project is: How might rural school counselors better prepare high school students transitioning into careers so the students are better equipped to make appropriate career choices?

Description of Need

Students who have had information about transitioning from middle school to high school and high school to careers while in school are able to investigate different careers and have sufficient time to learn more about various opportunities (DeBerard, Spielmans, & Julka, 2004). This might result in increased interest and passion to work toward receiving competitive test scores in order to be more marketable in the work force (DeBerard et al., 2004). There is

literature that supports that when students have more knowledge about certain careers, they will inquire more about possible opportunities if they hear about these opportunities more often.

Increasing personnel to inform students about transitioning into careers is likely to increase the opportunities available to students following graduation from high school (DeBerard et al., 2004). The rural area identified for this project is rural Alaska where the only way in or out of the communities to access a school is primarily done by airplane travel. The communities often have a population of approximately 100-300 residents with the student population anywhere from 15-100 students (ASCF, 2007).

Many of the rural high school students in the Yukon Koyukuk School District (YKSD) who are in the transitioning process have not had the exposure to career choice opportunities that more urban area students have had (ASCF, 2007). Currently the rural students have the ability to explore possibilities through Internet research but they lack much of the question and answering process that actual presenters in the classroom would offer. Many rural areas of Alaska do not have professionals available, such as urban areas do, where the presenter can drive to the location and present. Rural schools would have to fly the professionals into the village to present and this is added time and money that many communities do not have. Itinerant school counselors who lack the knowledge to help transitioning students with career information could also be a reason rural student's lack exposure to career opportunities. Researchers working with rural populations identified social justice advocacy as a key strategy to address inequities, such as this, in rural education (Cuervo & Wyn, 2012).

Limited research examines the roles and experiences of rural school counseling as a whole. Early rural school counseling literature described many of the same problems identified today, including such issues as isolation, a lack of academic opportunities and role models,

limited resources, the pervasive effects of poverty, and the need for rural school counselors to fulfill multiple roles (McConnell, 1994; Morrissette, 2000). The freshmen year represents a stressful transition for college students from rural environments (Lu, 1994). Despite a multitude of social, academic, and emotional stressors, most college students successfully cope with a complex new life role and achieve academic success. Other students are less able to successfully manage this transition and decide to leave higher education during or at the end of their freshmen year (DeBerard et al., 2004). Unfortunately this is what happens to many of our rural Alaskan students because many of our rural schools lack school counselors to support transitioning students. Some of the schools have an itinerant counselor who works with more than one school and though there are not many students at each school, the students often have to wait until the school counselor is back at their school site to work on the transition process; in many situations a student's concern may have temporarily resolved itself or the student has a different career plan in place. The YKSD students have the ability to conference over video and this has been the recent trend but video does not have the same personal delivery offered by in-person consults.

Increasing the availability of transitioning classes is needed resource for rural schools in Alaska. There are various curriculums for transitioning students but not a lot to choose from. YKSD uses the Life skills transitions lessons for their students but the lessons are altered a bit to incorporate the rural student perspective on how to gain more use of the materials. Students are unprepared for postsecondary coursework for many reasons, the authors write, including differences between what high schools teach and what colleges expect, as well as large disparities between the instruction offered by high schools with high concentrations of students in poverty and that offered by high schools with more advantaged students (Venezia & Jaeger, 2013).

Another possibility for transitioning students is dual enrollment courses that provide college-level courses, taught either in high schools or colleges, for which high school students receive both high school and college credit. Typically, high school and college faculty work together to ensure that curricula and instruction within the high school align well with credit-bearing college level coursework (Venezia & Jaeger, 2013). Currently, these courses are available for many rural Alaskan students.

Purpose

The purpose of this paper is to design a curriculum for rural Alaska school counselors to follow in order better relate and transition their students into career opportunities once they graduate from high school. By following the American School Counseling Association (ASCA) National Model (2012), school counselors should be able to tailor the curriculum to work for their own set of transitioning students. The ASCA National Model helps high school counselors meet the needs of all students in the academic domain through collecting data in the targeted area. Examining data and assessing the needs of a high school provides valuable information to help school counselors make decisions that will ensure they are meeting the needs of all students. For example, when a high school counselor looks at course placement statistics in rigorous courses, the data can help the school counselor determine the gatekeepers preventing students from becoming college and career ready. The school counselor can then develop a plan to advocate to remove these barriers and collaborate with those who have decision-making abilities related to those barriers.

Literature Review

This literature review will be the supporting documentation for how school counselors can better support students who are transitioning to careers after graduation. Specific topics include rural settings for school counseling and how the counselors can help transitioning high schoolers better prepare for career opportunities after graduation. The literature review also includes helpful factors to incorporate into high school lessons that can help with the transition process for many students.

Rural School Counselors as Social Justice Advocates

Increasing poverty, changing demographics, low high school graduation rates and college attendance rates, outward migration, and inequitable educational preparation and policies all point to significant educational needs in rural schools (Griffin, Hutchins, & Meece, 2011). Geographic isolation, weak community infrastructure, outward migration, and increased regulations contribute to the economic decline of many rural communities (Griffin et al., 2011). These are just a few of the realistic confines that contribute to a low rate of students transitioning to careers after high school. Whether in urban, suburban, or rural settings, school counselors are challenged to provide interventions to the problems in schools by responding as social justice advocates for increasing student success (Griffin et al., 2011). In rural communities the school counselors are often called upon to make decisions concerning students where the situation is often thought of as out of the school counselor's skill level. Currently, it would seem that many of the situations are not just academic anymore but rather behavioral and the like. It would be wise to have school counselors trained to be social advocates as well for these varying scenarios that can arise in rural school settings (Griffin et al., 2011).

Rural areas would also need to consider the Native American background in education. Lamsam (2014) reported that 0.05% of American Indians who persist through doctoral degrees can certainly qualify as American Indian/Alaska Native (AIAN) achievers. Resisting assimilation is especially risky and often tiresome for those who pursue this path. They not only deal with the multitude of stresses and hurdles faced by any academics, but they also deal with the cultural loneliness that comes from being cut off from the collective source of strength: the Indian community. In an essay describing her academic journey to the Ph.D., Lowery describes the process as "at best, a hostile act" (1997, p. 29). "Sometimes my spirit actually ached. I missed, not just the support, not just the opportunity of being surrounded by other people like me, but I missed the shared humor, the sounds, the feel of the spirits of other Indian people" (Lowery, 1997, p. 30).

Lowery (1997), reported that many students who leave home to achieve higher education are also bound by loneliness for their families/communities. When YKSD students get into high school, the early stages of transitioning these students into higher education or career paths begin immediately. High school goes by too quickly and the more information they have sprinkled on them from years before, the better. What is noteworthy in more recent times is the fact that more of Alaska's rural high school students are taking college credits in math and English. These courses, which are part of the University of Alaska Fairbanks core requirements, are completed by the time the students graduate from high school and this is a huge incentive to continue their college education.

Increased School Connectedness

School connectedness is influenced by two primary and interdependent components: school attachment and school commitment (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004). Catalano and colleagues (2004) describes school attachment as having close working relationships at school, and school commitment as the level of commitment a student has to their education. Students who have a positive connection to their schools and to their education typically have a higher rate of success. McNeely, Nonnemaker, & Blum (2002), using data from the National Longitudinal Study of Adolescent Health, found that students reported higher connectedness when their teacher managed the class in a controlled and positive way.

A number of studies have identified school-based factors that are associated with increased school connectedness and which may be targeted in intervention programs that assist transitioning students (McNeely et al., 2002). Several relate to the structural features of the school and its policies. McNeely and colleagues (2002) found that students' connectedness was higher when schools enforced tolerant disciplinary policies and when school populations were small. Importantly, school connectedness is also increased when adolescents believe that they have some influence over institutional policies (Whitlock, 2006).

The majority of researchers, however, identify important factors relating to teacher practices and the classroom environment. McNeely et al. (2002) used data from the National Longitudinal Study of Adolescent Health and found that not only do students report higher connectedness when their teacher managed the class in a controlled and positive way but found the strategies most likely to enhance school connectedness include high expectations from teachers and parents for school performance and completion, consistent enforcement by school staff of collectively agreed upon disciplinary policies, effective classroom management, and

having supportive and positive student–adult relationships within the school (Bergin & Bergin, 2009). Goodenow (1998) also showed that perception of teacher support was the most significant predictor of sixth to eighth grade students' connectedness.

Furthermore, parents and teachers who set goals with their students are going to meet milestones with the students when students are held accountable for their education (Catalano et al., 2004). The school, student, parent partnerships are obviously important in supporting a student's educational success and helping students transition to a career following their education.

Career Development

Adolescents must explore future career options and implement career plans based on their interests, aptitudes, and values (Choi, Kim, & Kim, 2015). One of the main goals of high school counseling is to help high school students understand the connection between their academic achievements and potential careers. It is important to identify the common risk factors for student outcomes in order to best develop targeted intervention programs (DeBerard et al., 2004). One of the risk factors for poor career planning is lack of access to career counseling. Currently many of our schools do offer guided lessons on career opportunities and have information available to students. However, the lessons often are not delivered effectively because larger schools might only have one school counselor or several smaller schools are sharing one counselor. A lack of school counselor presence in smaller rural settings is often the cause for the presentation of only a minimal number of guided lessons and inconsistent career counseling with students. For elementary and secondary schools with fewer than 500 students, there may only be one half-time school counselor employed (American School Counselor Association, 2015). The ratio of school counselors in Alaska schools is 404 students to one school counselor (Alaska

School Counselor Association, 2015). In rural school district often one counselor is serving four different schools with students ranging from kindergarten to grade twelve.

Some schools have been using career assessment tool results as a way of determining areas of career interests and determining how implementation of training information can occur in career portfolios of transitioning students. One of these assessment tools, Alaska Career Information System (AKCIS), is used in rural Alaska. Assessment tools such as AKCIS can help students see where they are scoring high in career opportunities, allowing further encouragement to students to gravitate toward a particular career (ASCF, 2007).

In the article, "Career-Ready Students: A Goal of Comprehensive School Counseling Programs" specific guidelines are provided to help with preparing students to transition into a career (Gysbers, 2013). Career readiness is defined as including and understanding where a person is currently in their lives, taking into account outside influences that are going on around them, and being completely set for the career world once out of high school (Gysbers, 2013). The emphasis of this article is on the preparation that schools are affording their students from a very young age to begin learning about possibilities in the work force or college after high school. Fortunately, schools have begun to educate students on opportunities that are available to them once they have graduated.

Gysbers (2013), implies students are not only getting ready for college while in school, but they are also beginning to become attuned to careers in the labor force through the Career and Technical Education programs that are in many school districts now. Career ready students should be able to determine exactly what it is they are going to do after graduation and how to attain those goals. They are inclined to know how to juggle life events that come up and are

ready to challenge various factors that come up in everyday life and where to go if they need help.

Gysbers (2013), continued to explain that this form of education is a strengths based curriculum that promises to teach students in three different content areas, which are: academic development, career development, and personal/social development beginning in elementary school. In order for schools to make appropriate delivery to the students, schools have been using different computer programs to set up portfolios for students. Based on the information that the students put into their profiles, the students, along with the counselor, are able to start looking at where their interests may be after graduation. Under the three criteria within the curriculum, the State of Missouri has set standards as far as what the students can expect from the Guidance Counseling office. The standards are very easy to follow and attainable for the students and counselors (Gysbers, 2013).

Although these are not new ideas that have come to schools, they do act as a reminder that schools need to have life affecting avenues available to students and inform them of how systems work, because many of them do not get this information from home (Gysbers, 2013). With no information coming from home, the student is still able to benefit from career information available at the school. With this curriculum described by Gysbers (2013), the school counselor works very closely with the students, school personnel and the parents or guardians on information that is available and the various directions the students can take (ASCF, 2007). The career classes are not all of a sudden placed on key people when they are about to exit school but they occur gradually throughout their school experience. The fact that the parents/guardians are involved in the curriculum is such a plus when implementing the criteria involved because that means that the parents and students are working in collaboration

with the school to look for commonalities and possible goals to set and reach. With all the buy in from the key people, the likelihood of students actually having a firm foot in the ground once they are ready to move on it life increases, as they have all the backing and knowledge to put their best foot forward and not feel like they were set up to fail (Gysbers, 2013).

The model described by Gysbers (2013) is not new and there are countless situations where students prevail when there are more people involved in the positive fulfillment of their lives; it just goes to further show us how successful these programs can be once they are incorporated into the curriculum. Even if a student says they are going to do nothing outside of their village, for instance, and they are going to stay in a camp all year round, the information is still useful to them. It is useful because if and when they decide they may want to go to college or enroll in a trade school, they have the necessary tools to get started. This curriculum is designed to take the students almost directly into the field they are interested in or at least set visible footsteps for them to follow when they decide they are ready to start life on their own. This curriculum is available in many schools, and the students are still able to figure out where their interests are, no matter their academic level (Gysbers, 2013). Gysbers explains that the guidance curriculum is presented systematically and sequentially in classrooms in which school counselors teach, team-teach, or support the teaching of guidance curriculum activities or units. Teachers may also conduct the units. In addition, school counselors organize and conduct large group sessions, such as career days and college days.

Student Transition Programs

For students interested in going to college after high school, many schools have provided students with the option of taking college courses while still in high school (Fowler & Luna, 2009). The goal of these programs is to enable high school students to take college

courses and earn the credits, easing the overall transition to college through a variety of strategies and activities including rigorous academic instruction, counseling and mentoring, and college preparation and application assistance (Fowler & Luna, 2009). Many college bound students have been able to start college with as many as twelve credits they have attained while still in high school. The fact that students have taken a college level course while at home or at school creates a positive realization for transitioning students that they can be successful. Historically, first generation students are at a higher risk for experiencing a difficult transition from high school to college and students who are academically and socially involved experience a smoother transition to college and are more likely to return for their sophomore year (Smith & Zhang, 2009).

Studies have generated meaningful consensus about how high schools differ in their approaches to preparing students to manage the college planning and application process and the effectiveness of the schools' college counseling strategies, particularly for low-income students. To date, little attention has been paid to understanding how school districts influence the capacity of high schools to establish and maintain college counseling strategies that have strong potential to facilitate successful college transitions for a larger, more diverse pool of people interested in college (Hill, 2012).

Retention of College Freshmen

According to the National Center for Education Statistics (NCES), about fifty-nine percent of students who began seeking a bachelor's degree at a four year institution in the fall of 2007 completed that degree within six years (NCES, 2015). The graduation rate for females was sixty-two percent, which was higher than the rate for males who were at fifty-six percent. In terms of student retention among many first time post-secondary students who enrolled into a

four-year granting institution, in 2012, about eighty percent returned the following fall. At public four-year institutions, the overall retention rate was eighty percent, with a range from sixty percent in open admission institutions (NCES, 2015). Since there has been an increase in numbers from previous years, as far as retention rate of post-secondary students, it would appear that continued transition classes while still in high school could prove to be helpful to students who are interested in competitive employment after graduation (NCES, 2015).

Personal Development

Because students spend a large portion of their time in school, school based health education and prevention programs have been implemented to increase youth self-esteem, peer involvement, and family connections. These types of programs focus on getting students involved in interactive, student oriented, decision-making and cooperative learning activities, as well as including aspects of parental involvement, peer counseling, tutoring, and mentoring. With additional information on basic social skills, students are able to learn and draw on the life lessons they can incorporate into their everyday lives (King, Vidourek, Davis, & McClellan, 2002). Health education and prevention programs are related to career readiness, as the information is an important part of preparing a student to pursue a healthy lifestyle.

This particular model of service delivery involves the self-guided use of information and instructional resources designed for use by individuals having high readiness for career decision making, as determined by an individual's career decision-making capability and complexity (Sampson, Reardon, Peterson, & Lenz, 2004). Self-help services are appropriate when a student makes a direct request for information with no sign of a problem that would interfere with their ability to complete the service, indicating a readiness to engage in the career decision-making process (Meyer-Griffith, Reardon, & Hartley, 2009). Most important, self-help services may

include the use of resources in an actual career center setting or using the Internet, where it is possible to ask questions and receive support when needed (Sampson et al., 2004). Thus, self-help services may not occur in a completely counselor-free environment (Kronholz, 2014).

Intended Audience

The intended audience is school counselors focused on working in rural areas in Alaska. Many rural schools in Alaska do not have the luxury of being fully staffed (ASCF, 2007). Knowing this, increasing career class delivery earlier than freshmen year with the staff members who are available might close the gap significantly. All high school students should also keep involved in opportunities that are available to them through their schools for academic advancement as well. Like much of the work force, transitioning students are caught up in so many requirements and opportunities already they often do not give much thought to life after high school until it is upon them. Having some prior knowledge would play a part in helping them successfully make this transition after high school.

In describing the rural setting (Grimes et. al., 2013), participants shared many positive aspects regarding the stability of their place and were candid about the negative aspects. In a discussion of her rural area's separation from the closest city, a rural school counselor stated, "It's not that far geographically, if you think about it, but the city is like another world to them. I think the benefit is knowing the families. And also being able to go into the poorest of the poor; I don't know if it's because I have been there for 30 years, I think that's a benefit for me, knowing the people, knowing the families, having taught some of the older people, having gone to church there" (Grimes et. al., 2013, p. 46). Many rural counselors come into rural communities for their jobs but often do not know exactly what to expect. Hopefully this paper will be able to assist future counselors with helping rural students' transition. Within the YKSD

area of Alaska, seven of the sites can only be accessed by air travel and two of the sites are on the road system connected to Fairbanks, where the main office is located. There is a great support system for employees and employees can all be connected by video telephone conferencing if necessary. The communities are small and it is easy to reach out to include people in the community to help with various activities. Many of the tribal employees in the communities have funds available to work with students as well; therefore it is vital to get to know who does what in the communities (ASCF, 2007).

Application

Creating an intensive training for school counselors made specifically to touch on the needs of transitioning students who are ready to embark on their career paths is the proposed application of this project. The training will be created to encompass information and resources that are currently available to transitioning students. The training should have the input of each site principal to describe what their individual needs are for their set of students and how the programs at their schools are working or not working. Information shared between sites can be key to building a stronger foundation for students by providing resources that will take students further. Once the information from this training has been gathered, it should then go to the district school board for revisions to see if further training will be created for incoming school counselors.

Conclusion

It is often difficult for everyone involved in a student's transition from high school into a career choice if the student has not been introduced to career opportunities through the use of career lessons or time to investigate on their own. With the help of this in-service training and

curriculum outline for rural school counselors, students should be better able to navigate through the transition process with their peers as well as their school counselor.

As education shifts its attention to college and career readiness, the ASCA national model helps school counselors provide leadership in that shift, in ways that are appropriate for school counselors. The ASCA national model core components ensure schools have a comprehensive school counseling program with measurable goals and outcomes. In addition, the researched based approach helps to continue to promote the appropriate role of the school counselor (ASCA, 2012).

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Appendix A

Career Counseling for Transitioning Students in Rural Alaska



August 22-26, 2016

This Comprehensive Counseling Program is a combination of information from many School Districts in Alaska, which all follow the model of the Alaska School Counseling Program Framework currently in place.

The Great Alaskan School District (GASD) covers six rural schools that are located in Interior Alaska. Each school has approximately 90-100, K-12 students at each site. The GASD office is based out of one of the sites and there are Itinerant School Counselors who are based in one site but are also covering two other sites in addition to their home base. Each school counselor has an average of 300 students that they serve.

The six villages in which GASD operates are primarily Alaskan Native families who are of Koyukon Athabascan decent. The population at each site is on average around 300 people; the student body at each site is a large percentage of each village. The communities are accessible by small aircraft primarily year round. The communities have small stores that do not carry all of the amenities of the larger stores that you would find in Fairbanks or Anchorage. Residents primarily live off of the land by hunting, trapping, berry picking and fishing. The schools within GASD are very rich in resources and the families work together in order to enrich the education of their children. The staff at GASD are a group of highly educated teachers, counselors and principals who work with the community in order to sustain the solid educational foundation of all children they serve.

According to the Alaska School Counselor Framework (2007) for rural or Itinerant Counselors the guidelines and information is quite helpful for anyone who is new to the position or new to the State of Alaska. The information is fairly accurate and easy to follow. Many of

the circumstances are not exactly accurate, but definitely bring up topics to keep in mind when transferring out to rural Alaska.

Each student who shows up in the counselor's office with areas of concern will be flagged by the Counselor so that the Counselor remembers to come back and check in with the student(s). The school personnel should always have a plan of action that they all agree on in order to have a successful response team for all people that are in the school during the day. The GASD has a phenomenal response team and system put into place that follows the guidelines of the ASCF and all personnel are astute as the policies and procedures of our schools.

The itinerant counselors meet with their director via videoconference once a month to go over any agenda items that have been put on the list for discussion topics pertaining to our students and how to make their educational experience a long lasting one and as pleasant as possible.

The School Counselor job responsibilities are as follows:

Itinerant School Counselor-Job Description

Job Description:

Assist students in all areas related to school and career counseling.

Qualifications:

Bachelor's in Education. Master's degree in Education preferred. State of Alaska Teacher Certification- Type C Counseling required. At least three years successful counseling experience preferred.

Knowledge, Skills and Abilities:

Be able to work well independently. Possess the ability to maintain a friendly and professional environment in the schools and interaction with other staff, parents and the community to work as a joint venture in education.

Examples of Job Duties:

1. Assists students, staff and parents in maintaining graduation requirement files.
2. Provides principals with weekly logs of counseling activities and parent contacts.
3. Establish and maintain student records.
4. Assist principals and teachers in networking with outside agencies.
5. Provide information to students, staff and parents regarding career opportunities.
6. Assist students in applying for opportunities after high school.
7. Maintain a positive, professional, and supportive attitude and environment when working with students, staff and parents.
8. Maintain and upgrade the crisis counseling plan.
9. Coordinate with teaching staff to develop a personal education program for each student.
10. Present guidance lessons to grades K-12 students.
10. Provide personal counseling services for students referred by self, staff or parents.
11. Assist and/or provide staff on child abuse, intervention and prevention, career education and other subjects as needed.
12. Work with other agencies and school districts concerning student transfers and counseling problems concerning students from this district.
13. Be ready to travel out to other sites within the district on scheduled and emergency basis.
14. Other duties as assigned.

Daily Schedule

- Morning meeting with students and staff.
- Correspondence through email, phone or letters.
- Check in with staff, students and parents as necessary.
- Look through student files to see that everything is taken care of.
- Meet with students and classes as scheduled.
- Maintain an approachable demeanor for students, staff and parents.

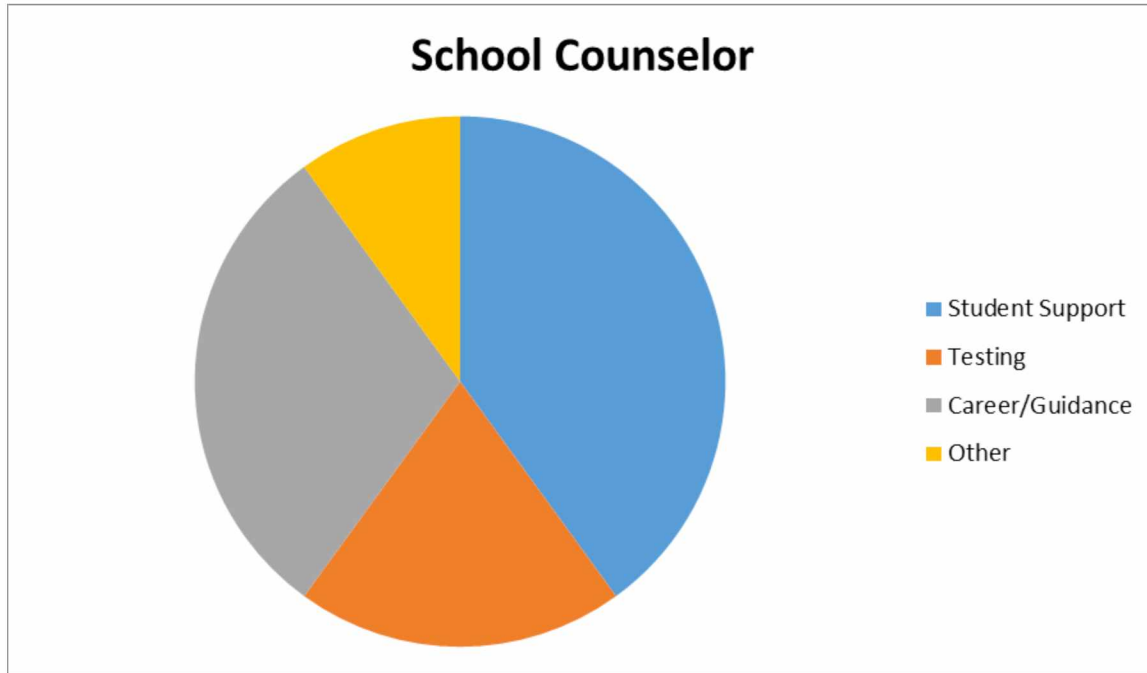
Weekly Schedule

- Answering any correspondence that has come through your office-email, phone calls and letters.
- Attend meetings that are scheduled.
- Check in with staff, students and parents as necessary.
- Leave time available during the day for emergencies that may arise.
- Meet with students and classes as scheduled.
- Maintain an approachable demeanor for students, staff and parents.

Monthly Schedule

- Monthly Reporting procedures.
- Testing is all up to date at each site.
- Career/Guidance lessons are completed for all sites.
- Maintain monthly themes for the Counseling department for students.
- Making sure all High School students are on track with their credits and testing.
- Maintain an approachable demeanor for students, staff and parents.

The pie chart below is a visual aid showing what a typical day may look like, but could change accordingly.



August 22-Day 1

Morning Session (8:00am – 12:00pm)

- 8:00-8:30 Registration
- 8:30-9:00 Ice breaker Activity & Discuss Norms of the Group & Training
- 9:00-10:00 Welcome, Introductions & Agenda items
- 10:00-11:00 Overview of GASD and all the schools and their locations
- 11:00-12:00 Talk about the information in the packet pgs. 28-33
- 12:00-1:00 Lunch (on your own)

Afternoon Session (1:00pm – 4:30pm)

- 1:00-2:00 GASD Website information, Counseling duties, Itinerant travel, School calendar,

GASD Google Drives, sheets and shared documents
- 2:00-4:00 Go over like Life skills transition packet and work on lessons for:

Developing career related autonomy for students
Developing a vocational identity
Developing effective work/school readiness
Helping student gain knowledge about themselves & the workforce
Discovering personal values and interests
Empowering students to become self-regulated learners in their academic careers
- 4:00-4:30 Closing-Question/Answer session

August 23-Day 2

Morning Session (9:00am – 12:00pm)

- 9:00-9:30 Warm up Activity & overview of the day
- 9:30-12:00 Introduction of School Mint (Registration process for all students)
- Assessment information-State testing, ACT, SAT, Workkeys, Additional testing
- Graduation Requirement worksheet, Course rotation, Online courses-CTE, OWA, AKLN, AIDE program information
- 12:00-1:00 Lunch (on your own)

Afternoon Session (1:00pm – 4:30pm)

- 1:00-2:00 Introduction to PowerSchool and the roles of staff members:
- School Counselors:** Scheduling, Track/Update grades, printing reports, assisting with Attendance, Monitor Graduation progress.
- Principals:** Monitor teacher grade books and attendance, printing reports, view Grades, etc.
- Registrar:** Prepare and send records, mail official transcripts, input transfer Grades/credits, enroll students in school.
- Hands on Data:** Selecting Students, viewing rosters, demographics, cumulative information, viewing graduation progress, historical grades and attendance.
- 2:00-4:00 Continuation of Transition curriculum:
- Developing career related autonomy for students
 Developing a vocational identity
 Developing effective work/school readiness
 Helping student gain knowledge about themselves & the workforce
 Discovering personal values and interests
 Empowering students to become self-regulated learners in their academic careers
- 4:00-4:30 Closing-Question/Answer session

August 24-Day 3

Morning Session (9:00am – 12:00pm)

- 9:00-9:30 Warm up Activity & overview of the day
- 9:30-12:00 **Continue in Power School:** Viewing student/teacher schedules, creating course Sections, single & mass enrollment & dropping students and modifying Attendance. Practice maneuvering around in PowerSchool on our computers, with Instructor
- 12:00-1:00 Lunch (on your own)

Afternoon Session (1:00pm – 4:30pm)

- 1:00-4:00 Continuation of Transition curriculum:
- Developing career related autonomy for students
 - Developing a vocational identity
 - Developing effective work/school readiness
 - Helping student gain knowledge about themselves & the workforce
 - Discovering personal values and interests
 - Empowering students to become self-regulated learners in their academic careers
- 4:00-4:30 Closing-Question/Answer session

August 25-Day 4

Morning Session (9:00am – 12:00pm)

- 9:00-9:30 Warm up Activity & overview of the day
- 9:30-12:00 Review specific site information with school counselors and actually going over class schedules and entering them and adding students to the classes.
- Review annual student events: freshmen orientation, senior orientation, Phlight Club, CTE Academies, and Health & Career Fairs.
- High School graduation worksheet review & GASD transcripts
- Online career portfolios for HS and Elementary paper portfolios. Review of Second Step & Life skills curriculum for lessons.
- 12:00-1:00 Lunch (on your own)

Afternoon Session (1:00pm – 4:30pm)

- 1:00-4:00 Continue with Transition lessons:
- Goal setting
 - Effective communication
 - Managing stress
 - Managing Anxiety
 - Decision making strategies & risks
 - Managing money
 - Applications & Interviews
 - Building positive relationships
 - Increasing self-esteem, peer involvement & family connections
- 4:00-4:30 Closing-Question/Answer session

August 26-Day 5

Morning Session (9:00am – 12:00pm)

- 9:00-9:30 Warm up Activity & overview of the day
- 9:30-10:30 Share lesson plans with each other for Elementary and Secondary classes on transitioning from high school as well as elementary career portfolios.
Permission slips to parents/guardians for select lessons
- 10:30-11:30 Higher education/vocational school application, FAFSA, Scholarship application
Process for high school students.
- 11:30-1:00 Self-care discussion, lunch together & closing!!

Have a great year!!
Have a great year!!