

School Counseling Programs in Alabama Schools

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Counseling and Guidance
Alabama State Department of Education



Our Vision



Every Child a Graduate –Every Graduate Prepared
for
College/Work/Adulthood in the 21st Century



Promote, Publicize, Showcase Our Profession

@AlabamaDeptofEd

@AlabamaSCA

#ALCA



PLAN 2020

PLAN 2020 is the strategic plan for education in Alabama with a goal to prepare all students to be successful in college and/or career upon graduation from high school.

PLAN 2020 will:

- Improve student growth and achievement.
- Close the achievement gap.
- Increase the graduation rate.
- Increase the number of students graduating high school that are college- and career-ready and prepared to be successful in our global society.

ALSDE

Counseling & Guidance Organization





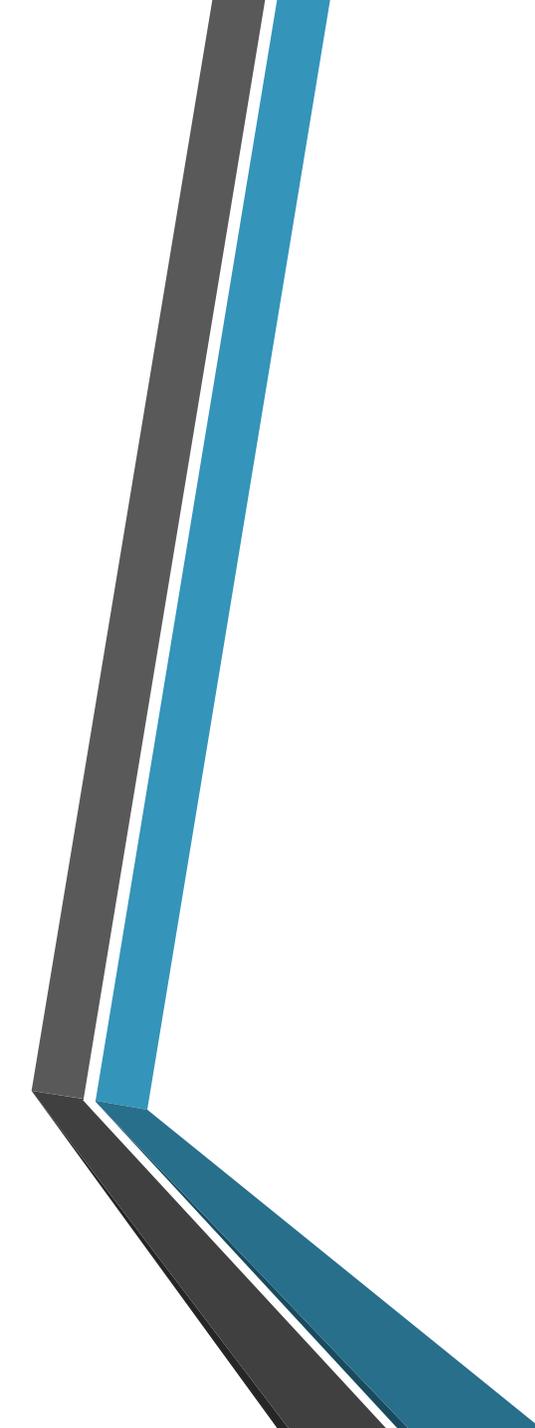
**Creating/Updating ALSDE
Education Directory Account**

and

Accessing ALSDE Connect Sites

Alabama School Counseling and Guidance Initiatives

- Non-Traditional High School Diploma Option
- Data-Driven School Counseling Programs
- Compliance Monitoring
- Role of School Counselors in RTI Intervention
- Standards-Based Report Cards in Credit Recovery
- REACH Student Advisement Program
- Alabama Career Planning System
- CTE Career Coaches
- Achieve Alabama Scholarship Portal
- College Counts Smart Art Contest
- Upcoming PD Events for School Counselors
- College and Career Readiness Dashboard



Non-Traditional High School Diploma Option

Data-Driven School Counseling Programs

A Data Driven School Counseling Program:

- Informs the decisions made at each stage of program delivery and assessment.
- Reviews existing data to determine what services are needed to address opportunity or achievement gaps.
- Helps school staff understand an issue.
- Creates systemic change in schools.



School Counseling Programs in Alabama

FY2017 State Allocations

| | |
|---|----------------|
| ADM | 734,870 |
| School Counselors | 1533.50 |
| School Counselor to Student Ratio: | 1:479 |

Compliance Monitoring

| A. COMPREHENSIVE COUNSELING AND GUIDANCE MODEL FOR ALABAMA PUBLIC SCHOOLS, BULLETIN 2003, No. 89 | | | |
|--|------------|-----------|--|
| 19. Has each LEA ensured that counselors at each school have: | YES | NO | |
| a. Developed and implemented a comprehensive counseling and guidance program with certified counselors that ensure that every student achieves the minimum counseling competencies at each appropriate grade level? | | | <ul style="list-style-type: none"> • Copy of LEA and each school's comprehensive counseling and guidance plan • Counselor schedules for classroom guidance and lesson plans |
| b. An annual agreement is created and signed by the school counselor and supervising administrator within the first two months of school which provides rationale for use of time based on data and goals, the roles and responsibilities of the school counselor and areas identified for counselor professional development? | | | <ul style="list-style-type: none"> • Annual Agreement is for current school year and for each school counselor • Annual Agreement is signed by school counselor and school administrator |
| c. Provided information to students, parents, and staff regarding the school counseling and guidance program? | | | <ul style="list-style-type: none"> • Copy of agenda • Sign in sheets • Copy of letter to students and parents explaining the role of the school counselor, services offered and referral procedures |
| d. Spent 80% of their time providing services through the four required program components: school guidance curriculum, individual student planning, responsive services, and system support? | | | <ul style="list-style-type: none"> • Use of time assessment • Counselor's schedules • School counseling calendar of activities |
| e. Developed and followed a planned calendar of activities? | | | <ul style="list-style-type: none"> • Copy of yearly and monthly calendars of guidance and counseling activities |
| f. Implemented a planned sequential program of large group, small group, and individual activities that enhances the instructional program in required area? | | | <ul style="list-style-type: none"> • Copy of yearly and monthly calendar • Counselor's schedule indicating large group, small group, and individual activities |
| g. Provided adequate resources for instruction and delivery of guidance services? | | | <ul style="list-style-type: none"> • Observation • Counselor interviews |
| h. Assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services? There is a systematic and consistent provision for the referral of students who exhibit barriers to learning? | | | <ul style="list-style-type: none"> • Interviews • Actively serving on the RtI Team (RtI Team Roster) • Copies of RtI agenda and minutes. • Copies of student contracts (such as behavior contracts) • Copies of meeting notices/referrals (IEP, RTI, 504, HealthCare Plans) |
| i. Implemented a comprehensive counseling and guidance program that ensures equal access and appropriate | | | <ul style="list-style-type: none"> • Interviews • Copy of Plan |

Compliance Monitoring

ALSDE SC Annual Agreement Sample-4

Home Insert Design Layout References Mailings Review View Developer

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Normal No Spacing Heading 1

Counseling Guidance

SC Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals
The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

| Program Goal Statements | |
|-------------------------|--|
| 1 | |
| 2 | |
| 3 | |

Use of Time
I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

| Direct Services to Students | Planned Use | of time delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students | Recommended |
|-----------------------------|-------------|--|---|-------------|
| | _____ % | | | |
| | _____ % | of time with individual student planning | Assists students in developing educational, career and | RNC |

SC Use of T

Home Insert Page Layout Formulas Data Review View

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Referrals/ Consultation/ Collaboration

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Use of Time Assessment

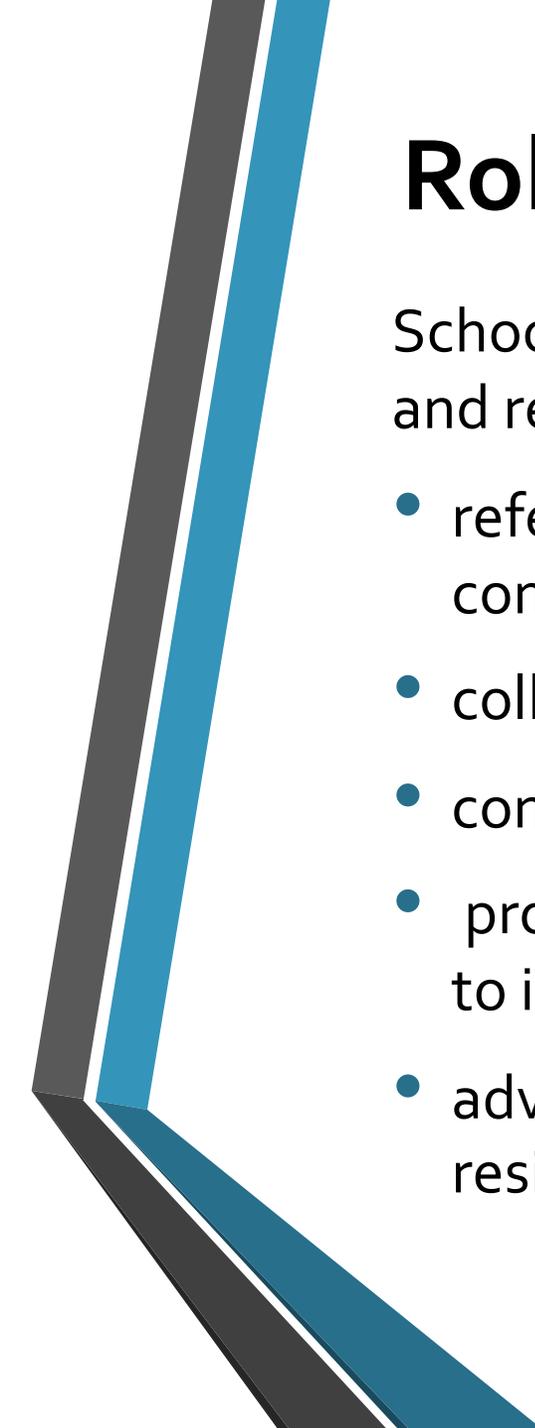
| | Direct Student Services | Individual Student Planning | Responsive Services | Referrals/ Consultation/ Collaboration | Program Foundation, Management and Accountability | Fair-Share Responsibility | Non-School Counseling Tasks |
|----|-------------------------|-----------------------------|---------------------|--|---|---------------------------|-----------------------------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | 7-7:15 a.m. | | | | | | |
| 5 | 7:16-7:30 a.m. | | | | | | |
| 6 | 7:31-7:45 a.m. | | | | | | |
| 7 | 7:46-8 a.m. | | | | | | |
| 8 | 8:01-8:15 a.m. | | | | | | |
| 9 | 8:16-8:30 a.m. | | | | | | |
| 10 | 8:31-8:45 a.m. | | | | | | |
| 11 | 8:46-9 a.m. | | | | | | |
| 12 | 9:01-9:15 a.m. | | | | | | |
| 13 | 9:16-9:30 a.m. | | | | | | |
| 14 | 9:31-9:45 a.m. | | | | | | |
| 15 | 9:46-10 a.m. | | | | | | |
| 16 | 10:01-10:15 a.m. | | | | | | |
| 17 | 10:16-10:30 a.m. | | | | | | |
| 18 | 10:31-10:45 | | | | | | |
| 19 | 10:46-11 a.m. | | | | | | |
| 20 | 11:01-11:15 a.m. | | | | | | |
| 21 | 11:16-11:30 a.m. | | | | | | |
| 22 | 11:31-11:45 a.m. | | | | | | |
| 23 | 11:45 a.m.-Noon | | | | | | |
| 24 | 12:01-12:15 p.m. | | | | | | |
| 25 | 12:16-12:30 p.m. | | | | | | |
| 26 | 12:31-12:45 | | | | | | |
| 27 | 12:46-1 p.m. | | | | | | |
| 28 | 1:01-1:15 p.m. | | | | | | |

time analyses graphs Sheet3

Role of School Counselors in RTI Intervention

School counselors take a leadership role in enhancing students' strengths and reducing their risk factors by:

- enhancing social support through a peer mentoring or buddy system
- assigning adults as monitors or mentors for students
- providing classroom guidance lessons to increase student knowledge and awareness of the dangers of harmful behaviors as well as promoting resiliency and success skills
- providing responsive services, including brief, short-term individual, group counseling



Role of School Counselors in RTI Intervention

School counselors take a leadership role in enhancing students' strengths and reducing their risk factors by:

- referring students and families to appropriate support services and community agencies
- collaborating with school staff to identify and assist students in crisis
- conducting staff development for school and district staff
- providing information, consultation, and support to parents/guardians to increase familial involvement
- advocating for changes in the school and community to promote resilience, success, and equitable access to needed resources

Standards-Based Report RTI Interventions

Standards Report Card

Laney High School
3271 Dwight David Eisenhower Court
Crawford, AL 36869

To the Guardian of: ID: S834388
Beard, Jaime Gerardo GR: 11
GP: Abs: 0.00 Trd: 0
YR: Abs: 0.00 Trd: 0

| GPA method | Cumulative | | 4th 9-weeks | |
|---------------|------------|--------|-------------|--------|
| | Wt. | Un-wt. | Wt. | Un-wt. |
| Core Numeric | 80.168 | 79.800 | 81.000 | 81.000 |
| Core Standard | 2.500 | 2.500 | 3.000 | 3.000 |
| Numeric | 79.645 | 77.893 | 81.000 | 81.000 |
| Standard | 2.500 | 2.500 | 3.000 | 3.000 |

Grading Scale:

| Z20011.001 BIOLOGY | I | Meja, Reynaldo Steve | A |
|--------------------|---|--|---|
| BI.1(09-12) | | Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment. | H |
| BI.10.(09-12) | | Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants. | M |
| BI.11.(09-12) | | Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion. | U |
| BI.12.(09-12) | | Describe protective adaptations of animals, including mimicry, camouflage, bed type, migration, and hibernation. | H |
| BI.13.(09-12) | | Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids. | M |
| BI.14.(09-12) | | Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen. | |
| BI.15.(09-12) | | Identify biomes based on environmental factors and native organisms. | H |
| BI.16.(09-12) | | Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem. | |
| BI.2.(09-12) | | Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis. | |
| BI.3.(09-12) | | Identify reactants and products associated with photosynthesis and cellular respiration and the purposes of these two processes. | |
| BI.4.(09-12) | | Describe similarities and differences of cell organelles, using diagrams and tables. | M |
| BI.5.(09-12) | | Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere. | |
| BI.6.(09-12) | | Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells. | U |

Standards Report Card

| | | |
|-------------------------|---|---|
| BI.7.(09-12) | Apply Mendel's law to determine phenotypic and genotypic probabilities of offspring. | U |
| BI.8.(09-12) | Identify the structure and function of DNA, RNA, and protein. | |
| BI.9.(09-12) | Differentiate between the previous five-kingdom and current six-kingdom classification systems. | M |
| LI.RST.11-12.(11-12) | Key Ideas and Details | |
| LI.RST.11-12.1.(11-12) | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. | M |
| LI.RST.11-12.10.(06-12) | By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. | |
| LI.RST.11-12.2.(11-12) | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. | |
| LI.RST.11-12.3.(11-12) | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | |
| LI.RST.11-12.4.(11-12) | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. | M |
| LI.RST.11-12.5.(11-12) | Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. | |
| LI.RST.11-12.6.(11-12) | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. | |
| LI.RST.11-12.7.(11-12) | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | |
| LI.RST.11-12.8.(11-12) | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. | |
| LI.RST.11-12.9.(11-12) | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | |
| LI.RST.9-10.(06-08) | Key Ideas and Details | |
| LI.RST.9-10.(09-10) | Craft and Structure | |
| LI.RST.9-10.1.(09-10) | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | |
| LI.RST.9-10.10.(09-10) | By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | M |
| LI.RST.9-10.2.(09-10) | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | |
| LI.RST.9-10.3.(09-10) | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | |

Standards-Based Report Cards in RTI Interventions

Attention! You are logged into Laney High School 2014-2015 (2014 - 2015), a PAST academic session.

Edit Activity: Activity 1

Term: SECOND SEMESTER Grading Period: 4th 9-weeks Section Number - Name: 220011.001 - BIOLOGY

Activity

*Date: 05/28/2015 Day: Thursday Unit: *Category: Homework

*Activity Name: Assessment Visible in Home Portal

Grading Properties

Graded Can drop student score Is entire activity dropped

*Total: 100.00 *Weight Multiplier: 1.000000 *Weight Addition: 0.000000

Standards Attributes

| Name | Description |
|---|---|
| <input type="checkbox"/> BI.11.(09-12) | Classify animals according to type of skeletal structure, me... |
| <input type="checkbox"/> BI.12.(09-12) | Describe protective adaptations of animals, including mimi... |
| <input type="checkbox"/> BI.15.(09-12) | Identify biomes based on environmental factors and native... |
| <input type="checkbox"/> BI.4.(09-12) | Describe similarities and differences of cell organelles, usin... |
| <input type="checkbox"/> BI.7.(09-12) | Apply Mendel's law to determine phenotypic and genotypic... |
| <input type="checkbox"/> LI.RST.9-10.10.(09-10) | By the end of grade 10, read and comprehend science/tec... |
| <input type="checkbox"/> LI.RST.9-10.4.(09-10) | Determine the meaning of symbols, key terms, and other ... |

Attention! You are logged into Laney High School 2014-2015 (2014 - 2015), a PAST academic session.

Grade Book of Teacher: Mejia, Reynaldo Stevie

Term: SECOND SEMESTER Grading Period: 4th 9-weeks Section Number - Name: 220011.001 - BIOLOGY

Plan Scores Comments Standards

Category: All Standards: All Refresh Recalculate Add Activity

| Student | Student Name | Alerts | Avg | Activity 1 100.00 | Activity 2 100.00 | Activity 3 100.00 | Chapter 1 100.00 | Exam 100.00 |
|---------|-------------------------|--------|-----|----------------------|----------------------|----------------------|---------------------|----------------|
| | | | | 05/28 | 05/28 | 05/28 | 05/28 | 05/28 |
| 8825288 | Beard, Jaime Gerardo | | 82 | 85.00 | 67.00 | 100.00 | | 50.00 |
| 8839908 | Beck, Lovella Patricia | | 82 | 60.00 | 90.00 | 76.00 | | 100.00 |
| 8838980 | Buchanan, Tiffany Leila | | 72 | 89.00 | 50.00 | 78.00 | | 100.00 |
| 8844869 | Burris, Luisa Katharine | | 79 | 65.00 | 76.00 | 89.00 | | 76.00 |
| 8844099 | Carrillo, Kendrick Jan | | 63 | 25.00 | 99.00 | 66.00 | | 99.00 |
| 8839902 | Chase, Florence Julie | | 77 | 69.00 | 60.00 | 78.00 | | 90.00 |
| 8838402 | Cruz, Brooks Brock | | 87 | 100.00 | 78.00 | 99.00 | | 89.00 |
| 8839435 | Franks, Nicole Daisy | | 87 | 67.00 | 100.00 | 100.00 | | 90.00 |
| 8839532 | Lane, Mona Ana | | 64 | 55.00 | 100.00 | 100.00 | | 100.00 |

Grade Book of Teacher: Mejia, Reynaldo Stevie

Term: SECOND SEMESTER Grading Period: 4th 9-weeks Section Number - Name: 220011.001 - BIOLOGY

Plan Scores Comments Standards

| Student | Student Name | Alerts | BI.(09-12) | BI.1.(09-12) | BI.10.(09-12) | BI.11.(09-12) | BI.12.(09-12) |
|---------|--------------------------|--------|------------|--------------|---------------|---------------|---------------|
| 8834388 | Beard, Jaime Gerardo | | | M | | M | M |
| 8839908 | Beck, Lovella Patricia | | | M | | M | U |
| 8838980 | Buchanan, Tiffany Leila | | | M | | U | M |
| 8844869 | Burris, Luisa Katharine | | | M | | M | M |
| 8844099 | Carrillo, Kendrick Jan | | | U | | U | U |
| 8839902 | Chase, Florence Julie | | | | | U | U |
| 8838402 | Cruz, Brooks Brock | | | U | | M | M |
| 8839435 | Franks, Nicole Daisy | | | M | | M | U |
| 8839532 | Lane, Mona Ana | | | U | | M | U |
| 8839521 | Manning, Jerri Gwendolyn | | | M | | M | M |
| 8844127 | Morris, Fern Mollie | | | U | | M | U |
| 8845650 | Nielsen, Paulette Mamie | | | M | | M | M |
| 8840198 | Noble, Rodrick Phillip | | | U | | M | U |
| 8839532 | Owens, Leanne Lila | | | M | | M | M |
| 8838385 | Rich, Carissa Carly | | | | | M | U |
| 8840130 | Rodriguez, Doug Rusty | | | M | | M | M |
| 8839098 | Small, Cecil Lewis | | | M | | M | M |
| 8840129 | Sosa, Boyd Trenton | | | M | | M | U |
| 8839108 | Stein, Aimee Ruthie | | | U | | U | M |
| 8842179 | Todd, Laurence Greg | | | M | | U | U |
| 8839811 | Tyson, Curt Elias | | | | | M | U |
| 8839418 | Waller, Joyce Ursula | | | | | M | M |

REACH Student Advisory Program

Alabama Student Advisement Model in
Grades 5-12:

- Research-based and standards-based
- Planning and implementation tools
- Curriculum maps designed to enhance academic, career, and personal-social development for Alabama middle and high school students.

REACH Connect Site:

- <https://connect.alsde.edu/sites/reach>



Alabama Career Planning System

www.al.kuder.com

The screenshot displays the Alabama Career Planning System (ACPS) user interface. At the top left is the CTE logo with the tagline "Learning that works for Alabama". The main header features the text "ALABAMA CAREER PLANNING SYSTEM" and the ACPS logo. A navigation bar includes buttons for "Home", "Learn About Myself", "Explore Occupations", "Plan for Education", "Plan for Work", "Find a Job", and "My Portfolio".

The main content area is titled "Welcome to Kuder Navigator!". It contains a welcome message: "Ready to explore your education and career options? Begin making decisions about your future by choosing one of the menu items at the top of the page. You can start wherever you want to - take an assessment, explore occupations, or manage your career goals in [My Portfolio](#)." Below this, it says: "Keep an eye on your **Assessments** and any **Recommended Links** below. These will help you keep on track with your career planning."

On the left side, there is a "My Profile" section for user SeanJStevens, including fields for "User Name", "E-mail", and "User Type" (High school student), with an "Edit" button. Below it is a "Messages" section showing "New Messages" and "Received Messages" counts, with a "Check Messages" button.

The central "assessments" section lists three assessments with "Start" buttons and time indicators:

- Kuder® Career Interests Assessment**: "Connect your top interests with career clusters." (9 min)
- Kuder® Skills Confidence Assessment**: "What do you believe you're good at doing?" (7 min)
- Kuder® Work Values Assessment**: "Learn what's most important to you." (4 min)

At the bottom of the main content area is a "recommended links" section.

On the right side, there are three utility boxes:

- complete my profile**: Includes options for "Education Level", "Land Line Numbers", and "Parent E-mail".
- career planning timeline**: Shows "Completed tasks: 0%" and a link to "Career Planning Timeline for high school".
- note taker**: Encourages users to "Keep track of dates, meetings, and events important to your education and career planning." and includes a "Go" button.

Alabama Career Planning System

Education Planning

Kuder® Career Interests Assessment Aggregate Report

| CLUSTER | PERCENT | COUNT |
|---|---------|-------------|
| Human Services | 21% | 432 |
| Education and Training | 19% | 380 |
| Health Science | 14% | 282 |
| Arts, Audio-Video Technology, and Communications | 12% | 238 |
| Science, Technology, Engineering, and Mathematics | 8% | 163 |
| Finance | 8% | 123 |
| Law, Public Safety, Corrections, and Security | 5% | 103 |
| Agriculture, Food, and Natural Resources | 4% | 80 |
| Information Technology | 3% | 63 |
| Transportation, Distribution, and Logistics | 3% | 63 |
| Business Management and Administration | 2% | 43 |
| Architecture and Construction | 1% | 19 |
| Hospitality and Tourism | 1% | 15 |
| Manufacturing | 1% | 12 |
| Government and Public Administration | 1% | 11 |
| Marketing | 0% | 8 |
| TOTAL | | 2035 |

| GENDER | PERCENT | COUNT |
|--------------|---------|-------------|
| Female | 51% | 1041 |
| Male | 49% | 994 |
| TOTAL | | 2035 |

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kuder

Education Plan
Date Printed: 5/2/2016 7:43 AM
Last Revised On: 5/1/2016

Approved

Education Plan Name: 2015-2016 plan
Student Name: Darrylyn Joiner
Associated School: Paul W Bryant High School
Planned Level of Education: Completion of a four year college degree
Diploma Program: Alabama High School Diploma

Student Signature: _____ Status: Approved
School Signature: _____ (5/1/2016)
Parent Signature: _____ Status: Sent
Area of Study: _____

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade | Credits |
|---|-----------|---|--|--|---------|
| Core | | | | | |
| Math | | | | | |
| 210005 Algebra I (1) | | 210011 Geometry, Honors (1) | 210017 Algebra II with Trigonometry (1) | 210020 Precalculus (1) | 4 |
| English | | | | | |
| 200005 English, Grade 9 (1) | | 200009 English, Grade 10 (1) | 200013 English, Grade 11 (1) | 200017 English, Grade 12 (1) | 4 |
| Science | | | | | |
| 220011 Biology (1) | | 220062 Chemistry, Honors (1) | 220034 Forensic Science (1) | 220071 Physics (1) | 4 |
| Social Studies | | | | | |
| 230013 World History 1500 to Present (Grade 9 Course) (1) | | 230017 U.S. History to 1877, H Gr 10 (1) | 230019 United States History II: The Industrial Revolution (1) | 230051 Economics (Semester) (0.5) 230041 United States Government (Semester Course) (0.5) | 4 |
| Elective | | | | | |
| Physical Education | | | | | |
| 480061 MC JROTC Leadership Education I (1) | | 480062 MC JROTC Leadership Education II (1) | 480063 MC JROTC Leadership Education III (1) | | 3 |
| Fine Arts Education | | | | | |
| 280001 Arts Survey (0.5) | | | 280083 Visual Arts Level I (1) | | 1.5 |
| Foreign Language | | | | | |
| | | | 270154 Spanish 2 (1) 270154 Spanish 2 (1) | | 2 |
| Health Education | | | | | |

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250002 Health, Grades 9-12 (0.5)

Business Technology Applications 0.5

Career Technical Elective 0

400025 Career Readiness (1) 560020 Civil Engineering/Arch-PLTW (1) 590022 Engineering Design/Dev-PLTW (1) 400122 Coop Education WBE1 (1)

560015 Intro Engineering Design-PLTW (1) 560016 Principles of Engineering-PLTW (1) 400122 Coop Education WBE1 (1)

Elective - Non Career Tech 7

280031 Instrumental Level I, 1 credit (1)

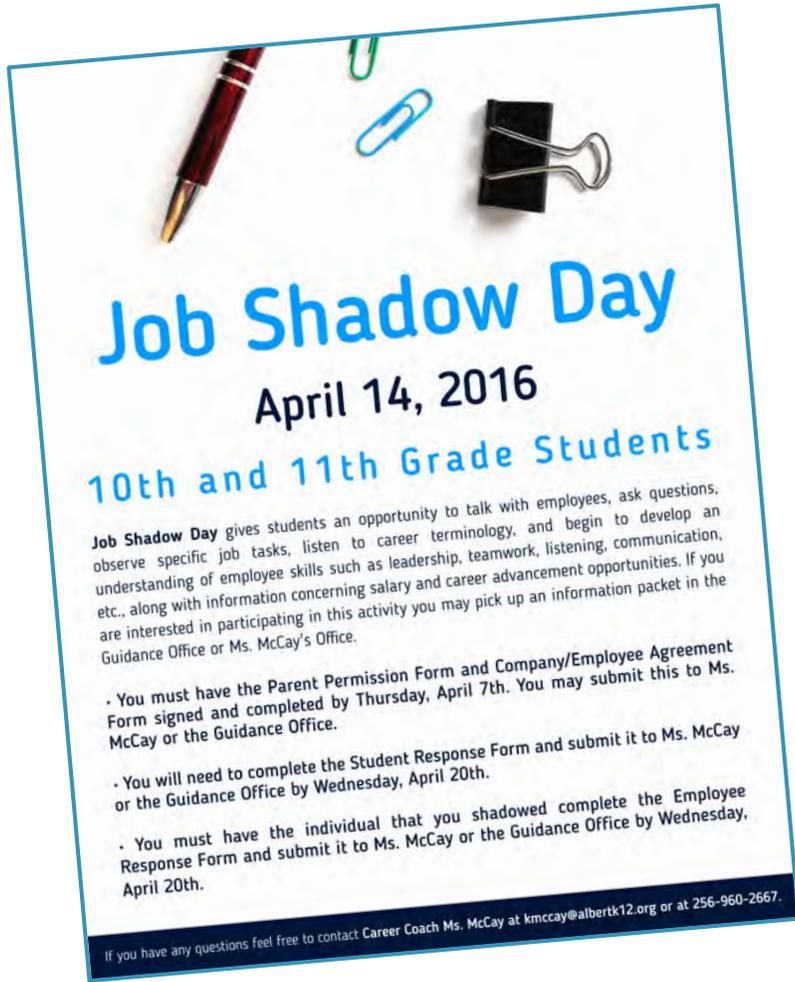
| | 7 | 8 | 8 | 8 | 1 |
|--------------|---|---|---|---|---|
| TOTAL | 7 | 8 | 8 | 8 | 1 |

All grades that are displayed are self-reported by the user.

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Career Coaches



Job Shadow Day
April 14, 2016
10th and 11th Grade Students

Job Shadow Day gives students an opportunity to talk with employees, ask questions, observe specific job tasks, listen to career terminology, and begin to develop an understanding of employee skills such as leadership, teamwork, listening, communication, etc., along with information concerning salary and career advancement opportunities. If you are interested in participating in this activity you may pick up an information packet in the Guidance Office or Ms. McCay's Office.

- You must have the Parent Permission Form and Company/Employee Agreement Form signed and completed by Thursday, April 7th. You may submit this to Ms. McCay or the Guidance Office.
- You will need to complete the Student Response Form and submit it to Ms. McCay or the Guidance Office by Wednesday, April 20th.
- You must have the individual that you shadowed complete the Employee Response Form and submit it to Ms. McCay or the Guidance Office by Wednesday, April 20th.

If you have any questions feel free to contact Career Coach Ms. McCay at kmccay@albertk12.org or at 256-960-2667.



School Counselors and Career Coaches

| 2015-2016 School Year | | |
|--|--|---------|
| Student Contacts | | 22,828 |
| Career Assessments | | 7,647 |
| Outside Speakers | | 786 |
| Classroom Presentations Activities Total | | 4,447 |
| Total Classroom Presentations | | 11,297 |
| Total Students In Presentations | | 220,602 |
| Career Events | | 593 |
| Job Shadowing Events | | 163 |
| Students Participating In Career Events | | 82,826 |
| Participating In Job Shadowing Events | | 3,038 |
| College Applications | | 46,083 |
| Parent Contacts | | 5,425 |
| Business Industry Community Contacts | | 4,937 |

Achieve Alabama Scholarship Portal

www.achievealabama.org



Achieve
Alabama

We help connect students throughout the State of *Alabama* with the school that best fits their needs and with scholarship opportunities that will enable them to pursue their *goals* and *dreams*.

START NOW

We help find the right college for you

Expand your options and explore college opportunities. Our in-depth college profiles show you what makes each campus unique.

[See College Profiles](#)

Distance
Institution Type
Living Environment
School Size
Majors

Greenlight Fit Meter: 06%

Counselor Center

My Student List

| NAME (LAST) ^ | PROGRESS | HIGH SCHOOL | GRAD_YR | LAST LOGIN | |
|----------------|----------|-----------------------|---------|------------|---|
| Lowery, Baylie | 85% | Sylacauga High School | 2017 | 07/07/2016 | + |
| Pope, Deseree' | 80% | Sylacauga High School | 2015 | 06/02/2016 | + |

Summary Statistics*

*STATS FOR LIST ABOVE

| | | | |
|-----------------------------------|---|--|---|
| # OF ALL MY STUDENTS | 2 | AVG. # OF SCHOLARSHIPS IN LIST | - |
| # OF CURRENT HIGH SCHOOL STUDENTS | 1 | AVG. # OF SCHOLARSHIPS APPLIED IN LIST | - |
| # OF FILTERED STUDENTS | 2 | # OF SCHOLARSHIPS WON | - |

Achieve Alabama Scholarship Portal

www.achievealabama.org



We help you find the best scholarships

We have thousands of national and local scholarship opportunities to match your needs and interests. With your Achieve Alabama profile, you can find exactly which scholarships you qualify for and receive updates as more opportunities become available.

SCHOLARSHIPS

American Legion Department of Alabama Scholarship

American Legion - Alabama

APPLICATION INFORMATION   Like 0

Get Instant Scholarship Matches

Complete your free profile to get personalized matches to over \$1 billion in scholarship rewards.

[Login](#) or [Sign up to apply for this Scholarship](#)

SCHOLARSHIP OVERVIEW

This scholarship is for students who live in Alabama and are children or grandchildren of veterans who served their country in times of war.

HOW EASY IS IT TO APPLY?

This scholarship's application process shouldn't take more than an hour or so.

HOW MUCH COMPETITION IS THERE?



This scholarship won't have as many applicants as most.

CONTACT INFORMATION

[Login](#) or [Sign Up](#)

DETAILS

| | |
|----------------|-------------------------------|
| DEADLINE: | May 1 |
| AVERAGE AWARD: | \$850 |
| RENEWABLE: | This scholarship is renewable |



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College Counts Smart Art Contest

Contest Timeline

- October 3, 2016: Email to schools announcing CollegeCounts Smart Art Contest
- October 14, 2016: Deadline for school counselors to submit *School Participation Form* to ALSDE Counseling & Guidance Office (via online form)
- December 6, 2016: Deadline to have LEA winning artwork to the State Treasurer's Office in Montgomery



Upcoming Events for School Counseling Staff

Alabama Career Development Conferences (Career Development for all K-12 Educators)

January 20, 2017 Wallace State Community College-Hanceville, AL

January 27, 2017 Southern Union Community College—Opelika, AL

National School Counseling Week February 6-10, 2017

REACH Student Advisory Regional Training March 2017

American School Counselor Association (ASCA) Annual Conference

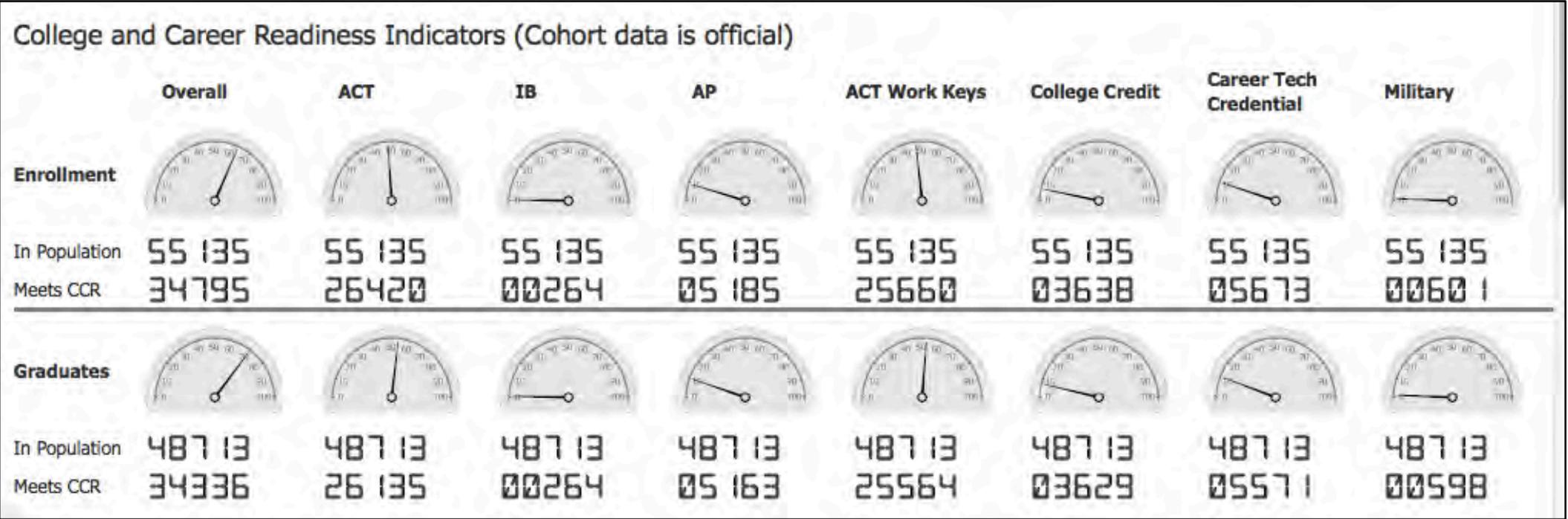
July 8-11, 2017—Denver, CO

MEGA Conference (School/System Administrators and New Counselor Academy)

July 10-14, 2017—Mobile, AL

College and Career Readiness Dashboard

Class of 2015





Sean J. Stevens, Education Administrator
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Willietta Conner, Education Specialist
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Wanda Langley, Education Specialist
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Alabama State Department of Education
334-242-9111

<http://www.alsde.edu/sec/cg/Pages/home.aspx>