

# School Counselor Guide

*Jobs for Michigan's Graduates is an elective class for credit*

## COURSE DESCRIPTIONS:

*List class as your school sees fit. A recommendation: Career/College Readiness 1/2/3/4*

### UNDERCLASSMEN:

**Open to:** Grades 9 & 10

**Description:** Taught through the Jobs for Michigan's Graduates (JMG) Program. This is a year-long, project based learning course that helps underclassmen gain a better sense of the importance of completing high school as it relates to life after graduation. Students will gain knowledge of various tools and resources available to determine interests and career path options. They will also practice organizational, time management, and communication skills, along with teamwork and conflict resolution. Students will engage in project based learning units and activities that cover career exploration, success skills, leadership development, self-awareness/confidence, financial literacy, and community service. Participation, attendance, teamwork, and a positive attitude are critical in passing this course.

### UPPERCLASSMEN:

**Open to:** Grades 11 & 12

**Description:** Taught through the Jobs for Michigan's Graduates (JMG) Program. This is a year-long project based learning and career research course that helps upperclassmen map and solidify their career and life goals. While students continue to practice success skills for life after high school they will also develop an in-depth plan for postsecondary education and employment to ensure they are able to make their life goals a reality. This course will utilize tools and resources students can revisit if their plan changes anywhere along their path. Seniors will work with their JMG Specialist to create a 12 month follow-up plan that will be referenced during the 12 month post-graduation follow-up period. Students will also practice effective communication, interview skills, public speaking, critical thinking, financial literacy, resume writing, and job search skills. Student officers are elected, and regular officer meetings are held. Participation, attendance, teamwork, and a positive attitude are critical in passing this course.

## Student Make-up:

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- Total of 45-65 students
- Students who need, want, and can benefit from the program
- 25% Top of class, 50% middle, 25% bottom
- Need/benefit from mentorship
- Don't have a firm plan for their future - Need/benefit from focused career exploration, planning, and guidance
- Benefit from leadership development opportunities/potentially not involved in extracurriculars or other outside activities to gain this experience
- Will take advantage of opportunities
- **For Seniors**, it is a two-year commitment. The teacher will conduct monthly follow-up for 12 months. The purpose of this is:
  - Mentoring relationship continues
  - Check in on goals from IDP/EDP
  - Services delivered as needed

## Required of the Teacher:

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- Does not have to be certified teacher, just need a teacher of record
- 2-3 planning periods
  - One is a traditional planning period
  - The 2nd/3rd are for data entry, conducting follow-up, connecting with employer/postsecondary partners
- Ability to take students to the following events:
  - Leadership Day, in the Fall
  - Legislative Day, February or March
  - Career Development Conference, April
  - Any National event the youth qualifies for
  - Career/College fairs
  - Tours of employment and/or postsecondary places
  - Any other event that is deemed necessary for the program
- Teacher attends professional development (PD) provided by Youth Solutions:
  - SHECHs will be provided at Youth Solutions PD trainings
  - Monthly PD's via Zoom
  - Attend Youth Solution's annual conference (Summer Summit) event in July

## **Program/Class Provides:**

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- Level 2 & 3 of the Multi-Tiered System of Support (MTSS) for Career-Focused Education

### **Creating Equitable Access To Career-Focused Education:**

- Help youth discover how their interests and skills align with education and their future
- Provide resources and support to ensure future success
- Foster a culture of respect and acceptance
- Support youth through Trauma Informed Care practices
- Assist youth in creating a plan to overcome barriers
- Promote inclusivity and a sense of belonging
- Support schools in the creation of a sustainable career development program

### **Increasing Awareness of Postsecondary Pathways:**

- Supporting EDP development and execution
- Help youth navigate their path, whether it leads to college, credential attainment, the military, an apprenticeship or entering the workforce after graduation
- Ignite youth curiosity and guide them through diverse career options available right here in Michigan
- Partner with employers to introduce youth to first hand experiences within a job or industry
- Teach youth critical skills needed for future employment success

### **Providing a Community of Support:**

- Partner with organizations to provide quality in and out of school program delivery
- Connect youth to additional support services as needed
- Partner with employers to provide opportunities for youth to explore different career options
- Partner with 2 and 4 year colleges to help youth understand options for postsecondary education
- Collaborate with thought partners on best practices in the education and workforce development space