HANDBOOK FOR CAREER AND TECHNICAL COUNSELORS

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2014 Edition

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Acknowledgements

The Mississippi Department of Education, Office of Career and Technical Education (CTE) would like to acknowledge the following career and technical personnel for their suggestions, time, and hard work in assisting us with the Handbook for Career and Technical Education Counselors.

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INTRODUCTION

School counselors have a tremendous responsibility in addressing the personal, social, academic, and career needs of every Mississippi student, not just in career and technical education and high school, but as early as prekindergarten. As student advocates, counselors provide support and foster student development as children learn to live, learn, and work.

This handbook was designed to be a resource for Career and Technical Education (CTE) counselors. It lends insight into the policies and procedures for CTE counseling programs and serves as a tool to be utilized when counseling students. It is aligned with the Carl D. Perkins IV Career and Technical law through the CTE Counselor Program of Work. The information for this handbook was taken from various sources including the National Model (ASCA) and the Mississippi School Counseling Model.

Through appropriate placement, retention and completion of respective career and technical completer programs, the Program of Work and Handbook will assist CTE Counselors in performing their duties in conjunction with the Carl D. Perkins core indicators. This is not a regulatory manual. The major focus of a CTE counseling program is to support student achievement. The counselors have the professional skills, desire and ability to help students realize their dreams. It is the Office of Career, Counseling and Student Services’ (OCCSS) hope that this handbook will greatly aid CTE counselors by providing a framework for day-to-day activity and for the annual planning events.
Mississippi School Counseling Mission Statement

The mission of the Mississippi School Counseling Model is to establish standards, objectives, and resources that enable Mississippi school counselors to promote and enhance the learning process of the students in the public schools of Mississippi. The goal of the program is to enable all students to achieve a measure of success in school and develop into contributing members of society. This program will be most successful when implemented by professional school counselors in collaboration with students, administrators, families, teachers, employers, and community members.
Part I: Career and Technical Counselors Roles, Credentialing, and the Law

This section provides detailed orientation to the roles and responsibilities charged to the Career and Technical Center Counselor personnel in Mississippi Career and Technical Centers as related to Carl D. Perkins and other mandated initiatives that bolster Dropout Prevention goals.
CAREER AND TECHNICAL EDUCATION COUNSELORS: WHO ARE THEY AND WHAT DO THEY DO?

CTE Counselors are charged with the implicit accountability performed by career technical centers and the Carl D. Perkins IV Core Indicators, through the Career Technical Counselor’s Program of Work:

- **Academic, which is measured by:**
  - Subject Area Test Program
  - Skill Attainment (MS-CPAS2)
- **Completion Rates, which include:**
  - CTE completers
  - Diploma-earning students
  - Nontraditional recruitment
  - Completion (high-skill, high-wage, and high-demand careers)

They are also charged with positively impacting student success by identifying students’ skills and talents, building employability skills, and addressing any personal and social issues that might impede a student’s success in their CTE classes.

Career and technical counselors’ work responsibilities impact students directly with career and personal development training curricula. Indirect involvement includes considerable efforts by counselors to provide enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Career and technical counselors collaborate with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical, and personal skills resources. They work closely with the special education teachers and the academic counselors to maximize students’ academic achievement. Furthermore, following the Mississippi Curriculum Framework, career and technical counselors assume standard counseling duties designated by the American School Counselor Association.

Career and technical guidance services focus on assisting students in determining their area of interests and aptitudes, selecting a program that meets their career/occupational goals, and expanding their individual options. Program development includes recruitment and retention strategies and providing articulation among the career and technical education site and local business and industry, institutions of higher learning, and the district feeder schools. Goals and objectives for community involvement also include parent and family collaboration to support and nurture students’ goals and improve the probability of successful completion of the program.

Career and technical counselors assist career and technical directors in coordinating the program information data for the Office of Career and Technical Education, the Office of Compliance and Reporting with the Mississippi Department of Education (MDE). Counseling Services are composed of three areas of work: Counseling, Consulting and Coordinating, and Appraisal.
The eight designated areas in the CTE Counselor’s Program of Work directly related to Career and Technical Counselors’ activities are:

- Counseling Services
- Program Accountability
- Professional Development
- Recruitment
- Community Involvement
- Emergency Response Management
- Dropout Prevention
CAREER AND TECHNICAL EDUCATION COUNSELORS: HOW DOES ONE BECOME A COUNSELOR?

CTE Counselors must have a current and valid #436 endorsement, to acquire the Career and Technical endorsement #314. They must also complete the requirements listed below.

The following information is printed by permission of the Office of Educator Licensure of the Mississippi Department of Education, from the Guidelines and Clarification Requirements for Issuance of Occupational Educator Licenses.

Career and Technical Education Counselor

This is an “add on” endorsement that may be earned only by persons who currently hold a valid Mississippi Educator License with endorsement #436-Guidance Counselor.

#314 endorsement allows a person to serve as a career and technical counselor.

This endorsement requires the following:

1. Currently valid Mississippi Educator License with endorsement #436-Guidance

2. Applicant must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to the technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulus, or other specific assessment created by third-party vendors, authorized by Local Education Agency (LEA) and approved by MDE.

3. Applicant must successfully complete a certification for online learning workshop, module, or course that is approved by MDE.

4. Applicant must successfully complete a CTE counselor, module, or course that is approved by MDE in the areas of History and Philosophy of Career Technical Education and Recruitment and Placement. (The Research and Curriculum Unit offers these modules through Canvas).
CAREER AND TECHNICAL EDUCATION COUNSELORS:
WHAT STATE AND FEDERAL LAWS IMPACT CAREER AND TECHNICAL COUNSELORS?

The Carl D. Perkins Career and Technical Education Improvement Act of 2006,
Dropout Prevention and Redesign

The Mississippi Department of Education State Plan for Vocational and Technical Education was adopted July 1, 2008. Concurrent legal mandates for Dropout Prevention MS Code: Title 37 Education 37–13–80 and state initiatives have provided an impetus for revisiting the career and technical counselor’s roles and duties to maximize student success including increased likelihood for employability and postsecondary attendance and completion, graduation, or other recommended certification to high-skill, high-wage, and high-demand occupations. In addition, career and technical counselors work daily with students attending introductory–skills–based courses at career and technical centers with students entering the sophomore, junior, and senior years. The Mississippi Career Pathways are fully implemented in the sophomore year, and career and technical counselors are the career and technical education (CTE) advisors and guidance for students pursuing technical careers and occupations at the secondary level.

The implicit accountability performed by career and technical centers regarding Dropout Prevention and Perkins IV are outlined below in the Perkins IV indicators. The state initiatives mirror Perkins IV and Dropout Prevention mandates to promote active learning in the classroom, increased and continuous student engagement, best placement for skills and interest based on assessment information and inventories, and branding campaigns to inform and to promote nontraditional courses in Science, Technology, Engineering, and Mathematics (STEM) to students, parents, and community through CTE recruitment and retention. These elements directly relate to career and technical counselor duties to provide accurate and timely career and employability guidance, appropriate assessment, and personal and social counseling, which can be delivered through individual, group, and/or classroom activities. Following the Mississippi Curriculum Framework, career and technical counselors assume standard counseling duties designated by the American School Counselor Association. This requires scheduled time for counseling students with personal and social issues that may be barriers to academic and CTE success. Career and technical counselors also play a major role in the recruitment of CTE students and communication with parents and community.
Perkins IV Core Indicators (Secondary)

Every state and local district will establish plans for performance for each of the core indicators, and the analysis must be in percentage form. These indicators apply to all vocational and technical students and directly impact the duties and responsibilities of career and technical counselors working with all career and technical students and include the following:

- **1S1 Academic Attainment** – Reading/Language Arts (English II)
- **1S2 Academic Attainment** – Mathematics (Algebra I)
- **2S1 Technical Skills Attainment** – CPAS
- **3S1 Secondary School Completion** – Diploma; GED
- **4S1 Student Graduation Rates** – Dropout Prevention
- **5S1 Secondary Placement** – Recruitment – Career Pathways
- **6S1 Nontraditional Participation** – High skill, high wage, high demand
Part II: Program of Work and Technical Tool Box: A Framework for Services

The Mississippi Department of Education, Bureau of Dropout Prevention, the Office of Vocational Education and Workforce Development, and the Research and Curriculum Unit of Mississippi State University provide a completed revision of the 2004 Vocational Counselors’ Program of Work. The revised 2010 Program of Work for Career and Technical Counselors has been updated and provides a comprehensive overview of the career and technical counselor’s duties and services at Mississippi career and technical centers and/or high schools. The content reflects mandates and initiatives proposed in the Bureau of Dropout Prevention and the American School Counselor Association model for a comprehensive guidance program. Included in this section is a monthly timeline summarizing activities that would be accomplished by the CTE counselor. Additionally, hard copies of documents that are used for technical assistance visits and compliance and reporting visits are included.
Monthly Timeline for CTE Counselors’ Program of Work

**JULY**
- Attend ACTE Conference
- Check eligibility requirements of students for programs
- Check course codes in your Student Management System
- Balance class sizes
- Attend testing training webinar for baseline testing
- Set your yearly calendar of events to meet Program of Work Requirements
- Sign-up for Listservs through MDE and the RCU (vocational and school counselors)
- Update website /brochures
- Update Student Referral Resources

**AUGUST**
- Register students
- Pull rosters for CPAS baseline testing
- Work with SSC to identify non-traditional students
- Work with SSC to identify special needs students
- Complete Student Data forms
- Identify at-risk students
- Order/verify MS-CPAS Baseline tests through RCU
- Train staff to administer baseline tests
- Balance class sizes
- Adjust schedules
- Staff development
- Student Needs Assessment
- Student Orientation to CTE Counselor Services
- Orientation w/staff (referral forms)
- Continue recruitment for programs
- Senior conferences
- Administer Baseline Test
- Attend Professional Development Conferences
- Students Leadership/Teambuilding Training
- MS-CPAS Demo Testing
- Develop an enrollment chart for all programs
- Begin individual counseling sessions
- Check computers for testing purposes
SEPTEMBER
  - Create Advisory Committee
  - Progress Reports
  - Begin Parent/Teacher Conferences (ongoing)
  - Back to School Night
  - Host Poster and Poetry Contest
  - Verify Vocational Indicators in your Student Management System
  - Develop Testing Security Plan
  - Verify Placement Information
  - Interpret Baseline Results

OCTOBER
  - Develop Newsletter
  - Submit MCA Poster & Poetry Contest Submissions
  - Create CPAS Roster
  - Review grades (Student intervention conferences)
  - Red Ribbon Week
  - College & Career Fair

NOVEMBER
  - Post-test semester CPAS tested areas (if applicable)
  - Attend Mississippi Counseling Association Regional Fall Meeting
  - Attend Mississippi Counseling Association Convention
  - Order/Verify semester MS-CPAS Exams for January (if applicable)
  - Review District Summary Report
  - Make-up Testing (CPAS 1st years)

DECEMBER
  - Interpret testing results
  - NTHS Initiation
  - Recruitment preparation
  - Recommendation Letters
  - Update program descriptions for Registration Handbook

JANUARY
  - Recruitment/Tours
  - Send updated CTE program application to schools
  - Planning for CTE Month
  - Verify rosters
  - Grade verifications
**FERBRUARY**
- Host National Career and Technical Education Month event(s)
- Recruitment/Tours
- Attend MS-CPAS Testing Training at RCU
- Assist in hosting Non-traditional Day with Student Service Coordinators (SSC)
- Host College Financial Aid Event
- Develop Master Schedule and send to feeder schools
- Attend Mississippi Counseling Association Regional Spring Meeting

**MARCH**
- Recruitment/Tours
- Verify/Order MS-CPAS Exams
- IEP Meetings

**APRIL**
- MS-CPAS Testing
- IEP Meetings

**MAY**
- Host Awards Program
- Student evaluation of counseling program
- Students complete follow-up form

**JUNE**

**ONGOING**
- Publicity (ex: newspapers, newsletters, state publications, website, etc.)
- Monitoring grades
- Monitoring absences
- Student intervention
- Promote CTE Organization participation
- Individual counseling
- Group counseling
- Parent contact
- Guest speakers
- Field Trips
- Presentations (academic, career, & personal/social)
- Career Pathways Options (student/parent notification)
The following is the career and technical counselors’ Program of Work. It is divided into 9 sections and encompasses 28 standards.

Section A: Counseling Services-Counseling
CTE counselors are vital members of the education team. They help career and technical education students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. CTE counselors should spend most of their time in direct service to and contact with students. Duties should be focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services.

Objective A1. Counseling services provide students personal growth and development training. Reference: Perkins IV Core Indicators 1S1, 1S2 and 4S1

Competency:
CTE counselors provide career and technical education students with training to develop thinking and behavioral skills, leading to positive self-esteem and a better understanding of self and others.

Strategies
- Provide group and individual counseling services to first- and second-year students using self-exploration tools, checklists, student needs assessments, inventories, and appraisal worksheets.
- Coordinate data from Student Services coordinators to determine intervention needed.
- Employ interest inventories (e.g., CHOICES software, Holland Self-Directed Search, and Interest Inventory in ASVAB Career Exploration Program).
- Provide Student Needs Checklist/Survey; first-year students are surveyed for comprehensive interests and background, and second-year complete the survey geared to career, college, and military interests.
- Assist first-year students with goal setting and time-management skills through individual and group sessions.
- Collaborate with career and technical instructors to provide students with appropriate and adequate information to use in effective decision making and problem solving.

Evidence
- Utilize data from documentation in daily schedule or Web-based reporting system (i.e., SCAATAP, http://www.scaatap.com/ or EZAnalyze http://www.ezanalyze.com/required).
- Lesson plans
- Classroom visits documented via calendar or other category
- Develop pre- and post-test for lesson given to students.
Resources
- Student Needs Assessment
- Activities from CHOICES planner

Objective A2. Counseling services provide students academic and career development.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors follow career and technical students’ academic and career and technical progress, assist students in developing career and workplace skills, and assist in course selection, based on Career Pathways Redesign Model for college, career, and military exploration.

Strategies
- Track academic and career and technical progress by:
  - Obtaining student information on academic performance through Web–based student information system package or from academic counselors during the 9–week period
- Facilitate the development of workplace skills by:
  - Collaborating with Student Services in administering skills tests (e.g., skills areas are associated with the SCANS [Secretary’s Commission on Achieving Necessary Skills] basic skills—CHOICES Basic Skill Profiler, Test for Adult Basic Education, WIN/KeyTrain software, PLATO, SPMS, MY SKILLS TUTOR, TestPrep, and Occupational Specific Tests)
  - Conducting group and individual counseling sessions with career and technical students in work–related areas such as work ethics, interviewing skills, resume writing (e.g., CHOICES software—functional, chronological, and combination resume style), business etiquette, communication, job applications, and teamwork
  - Collaborating with CTE instructors to encourage participation in student organization
- Assist students in course selection by:
  - Aligning students’ academic and career and technical classes with their career goals following the career pathways redesign model
  - Collaborating with academic counselors, CTE instructors, and administrative staff to ensure proper alignment between academic and CTE programs
Facilitate college, military, and career exploration by:
  - Assisting in district college and career fairs
  - Developing working relationship with recruiting offices of various branches of Armed Forces in order to provide students with military career options
  - Providing accurate and timely local, state, and national occupational outlook materials to all students, particularly the second–year students
  - Coordinating guest speaker activities with 2– and 4–year college recruiters and business and industry personnel

Evidence
  - File copies or electronic copies of results of surveys.
  - Student completion of curriculum requirements
  - Portfolio with completion of resume
  - Brochures and recruitment DVDs
  - Calendar and agenda for presentation or scheduled visits
  - Sign-in sheets and so forth
  - Calendar of events, sign-in sheets, agendas, and business cards
  - List of guest speakers and presenters
  - Evaluation forms completed by students assessing quality of guest speakers and college presentations

Resources
  - Handbook (pp. V5–V21) for workplace skills
  - Lesson Plans from Career Choices Curriculum, My10YearPlan.com
  - Teacher creates or obtains rubric for interview based on class expectations; parent letter
  - Army National Guard Self–Directed Search

Objective A3. Counseling Services are provided to Special Populations students.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors provide knowledgeable district-wide assistance in the recruitments of Special Populations students to career and technical programs.

Strategies
  - Assist Student Services coordinator with individualized education plan (IEP) issues, meetings, and student placement.
  - Maintain current information regarding all local and state plans, policies, laws, rules, and regulations about special needs learners. This includes special needs students in career and technical education (P.L. 94–482), special education (P.L. 94–142), Individuals with Disabilities Act (IDEA), and Career and Technical Rehabilitation – Comprehensive Employment and Training Amendment (CETA–Section 504).
Accountability
- IEP meeting sign-in sheets
- Copies of evaluations on students assessed
- Copy of laws accessible
- Daily calendar documentation

Objective A4. Career and technical counselors provide placement information to students.
Reference: Perkins IV Core Indicators 3S1, 4S1, 5S1

Competency:
Students are provided current information on the college application process, employment opportunities, and military opportunities.

Strategies
- Post job opportunities on bulletin boards and in classrooms.
- Schedule guest speakers from military/service to speak to students; schedule individual meetings with recruiter and interested students.
- Conduct or arrange group sessions on how to apply for college that include application completion and financial aid; contact organizations such as the Education Services Foundation (ESF) to work with students.
- Assist in conducting a college fair at the career and technical centers.
- Establish articulation with postsecondary career and technical counselors.

Evidence
- Maintain current educational and job placement file.
- Handouts for ESF workshop, sign-in sheets for financial aid nights, parents, and students
- Record of presentation by military and postsecondary personnel
- Copy of articulation agreement with local community college

Resources
- Local colleges, local businesses, and military recruiters
Section B: Counseling Services-Consulting and Coordinating

Consultation, whether formal or informal, is a critical component in the work of CTE counselors. CTE counselors provide valuable contributions to the consultation process, including insights regarding students and their families, as well as facilitation and collaboration skills. Consultation is a collaborative process. Consultation may provide information to the counselor about the student and/or her family. At other times, individual participants will receive information from the counselor. This process increases the value and efficiency of the collaboration between different parties. When engaging in consultation, it is important to abide by the ASCA/ACA Ethical Standards at all times. The indirect services provided on behalf of students as a result of CTE counselors’ interactions with others may include referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Timeline: Ongoing

Objective B1. Career and technical counselors assist in coordinating the integration of academic and career and technical skills.
Reference: Perkins IV Core Indicators 1S1, 1S2, 2S1

Competency:
CTE counselors collaborate with instructors and academic counselors in order to provide a seamless integration of academic and career technical skills.

Strategies
- Review students’ academic and career and technical grades each grading period.
- Develop a grade improvement plan for those students who experience difficulties.
- Plan group and individual sessions on such topics as study skills, time management, test-taking strategies, and other relevant skills that will enhance students’ opportunities for success.
- Consult with student services personnel to ensure that students’ academic and career and technical needs are being addressed.

Evidence
- Report cards and progress reports
- Implement Grade Improvement Plan.
- Sign-in sheets; schedule follow-up sessions routinely after Grade Improvement Plan is initiated.

Resources
- Programs of Study
Objective B2. Career and technical counselors coordinate activities leading to program retention and completion.
Reference: Perkins IV Core Indicators 3S1, 4S1, 5S1

Competency:
CTE counselors play a vital role in program retention, placement, and follow-up; encourage program completion and transition into a career and technical field of work or study.

Strategies
- Coordinate program retention strategies throughout the year.
  - Share survey information with the career and technical faculty and administration.
  - Use survey information to make needed changes in services to students and identify at-risk students.
- Maintain records of completers’ employment/education plans and their permanent addresses and telephone numbers.
- Coordinate placement and follow-up activities
- Assist instructors in compiling follow-up/placement information for reporting.

Evidence
- Utilize information from the Student Needs Survey.
- Share information with faculty and administrators.
- Implement and complete placement or follow-up information sheet.
- Conduct exit interview; also follow up.

Resources
- Follow-up information sheet

Objective B3. Career and technical counselors provide consultation to teaching and other professional staff.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors provide resources to staff for students' career, personal, and academic development.
Strategies
- Maintain telephone numbers and the names of contact people from local school and community agencies such as the Mississippi Employment Security Commission, local mental health services, and issue-related crisis hotlines (such as child abuse, suicide, rape, etc.).
- Document contacts with these agencies.
- Share information on a need-to-know basis with other professionals, maintaining high ethical and legal standards including confidentiality.

Evidence
- Phone log, calendars, and Web-based recording system

Resources
- ASCA form for outside referrals (ASCA Workbook, pp. 96–97)

Objective B4. Career and technical counselors work with and assist in district and OVTE Compliance and Reporting.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors assist with and coordinate the collection and aggregation of data from the career and technical site.

Strategies
- Counselors will be familiar with databases and data-driven information for state and federal compliance.
- Counselors maintain resources for obtaining any needed information on students (i.e., number of completers, special populations, roster, etc.).

Evidence
- Review of student packages; Month 1 and Month 9 rosters; electronic data

Resources
- MSIS
**Section C: Counseling Services-Appraisal**

CTE counselors coordinate tests such as the Mississippi Career Planning and Assessment System, Second Edition (MS-CPAS2). This includes inputting student information, ordering, scheduling, administering the test, and ensuring that all testing requirements are adhered. It is important for all CTE counselors to understand the responsibilities of each individual involved in the testing process and be able to answer questions and instruct the test administrator when applicable.

**Timeline:** February, March, April

**Objective C1.** Career and technical counselors coordinate and/or assist district test coordinators with state mandated career and technical tests.

Reference: Perkins IV Core Indicators 2S1

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**Competency:**
CTE counselors coordinate career and technical tests such as the Mississippi Career Planning and Assessment System, Second Edition (MS-CPAS2).

**Strategies**
- Attend annual test coordinator training.
- Provide orientation to students on state-mandated testing; emphasize importance of best effort.
- Coordinate testing dates; document make-up days for statewide testing and names of students completing testing.
- Maintain a current testing calendar with local district and MDE-mandated testing.
- Follow guidelines set forth by the district test plan on test security, test administration, dates, and proper documentation.
- Train teachers on the district test security prior to the administration of the test.
- Order and return test to appropriate source.
- Meet with teachers, principals, and students to interpret test results

**Evidence**
- Test training sign-in sheets
- Professional development materials
- Test security plan local and district

**Resources**
- RCU (http://info.rcu.msstate.edu)
- Mississippi Department of Education Office of Student Assessment (www.mde.k12.ms.us/osa)
Section D: Program Accountability
In keeping with the federal mandate of the No Child Left Behind Act of 2001 and the Carl D. Perkins Act of 2006, all educational programs must meet the educational needs of all students, providing appropriate alternatives to students identified as at risk. Career and technical counselors maintain robust documentation to address these issues. Mississippi career and technical programs ensure equal access/opportunity to all students. Annual evaluation of programs by all populations (students, teachers, administrators, business/industry, and self-review) is necessary to cultivate creative and objective perspectives to position the state’s career and technical programs for the 21st century. The Program of Work Calendar will be used by state career and technical staff in site visits/reviews and must be maintained as documentation for all activities conducted by the career and technical counselor annually. A measure that is aligned with the ASCA model will be the Support Personnel Accountability Report Card (SPARC), which is a continuous improvement tool that gives a school site an opportunity to demonstrate effective communication and a commitment for getting results. SPARC was developed by an advisory group of Los Angeles County counselors, counselor supervisors, counselor educators, and California Department of Education Consultants.

Timeline: Ongoing

Objective D1. Career and technical counselors maintain annual calendar of Program of Work. Reference: Perkins IV Core Indicators ALL

Competency:
The Mississippi Department of Education/Office of Vocational Education and Workforce Development (MDE/OVEWD) Program of Work is planned, implemented, and evidenced in some form of documentation such as a monthly calendar.

Strategies
- Create and maintain an annual calendar of events and activities, as recommended by the Program Review Instrument, which displays daily activities by the month, using a personal or professional appointment book such as a Day Timer or At-A-Glance.
- Document annual events such as pre-service orientation to teaching staff, state testing, career fairs, college day, open house, orientation programs, parent night, industry visits, character- and career-development activities, and holidays.
- Maintain and document daily, weekly, and monthly activities to include counseling services, classroom employment skills training, recruitment activities, and postsecondary visits on- and off-site.
- Establish preparedness for program reviews by district, state, or federal officials.
Evidence
  o  Counseling documentation using Web–based system
  o  Calendars, sign–in sheets, agendas, and lesson plan

Resources
  o  Calendars within software programs

Standard D2. Career and technical counselors support components of the No Child Left Behind mandate and the Carl Perkins Act of 2006.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors provide documentation to show that all students have equal access to counseling program offerings by scheduling group and individual sessions with all students enrolled in career and technical programs.

Strategies
  o  Schedule presentation time during pre–service professional workdays to elaborate and discuss counseling curriculum requirements with administrative staff and teachers; explain the importance of the curriculum; describe what the students will be doing and how this will positively impact the students’ career and technical education experiences and career pathway choices.
  o  Establish a schedule for counseling activities with each teacher to avoid conflicts with classroom curriculum and testing.
  o  Maintain attendance records of students to verify students’ participation in counseling program offerings through the year.

Evidence
  o  Memorandum of requests for classroom activities
  o  Copy of attendance report and sign–in sheets for professional development days
  o  Records of presentation – agendas
**Objective D3.** Career and technical counselors maintain student information and record keeping. Reference: Perkins IV Core Indicators 3S1, 4S1 and 5S1

<table>
<thead>
<tr>
<th>Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE counselors maintain electronic and/or hard files on students to include general and specific information reflecting the students’ performance in the career and technical program.</td>
</tr>
</tbody>
</table>

**Strategies**
- Maintain confidential student files, which may be kept in a secured cabinet in the counselor’s office for a period of at least 2 years coinciding with the completion of the career and technical program.
- Maintain completers’ files for follow-up surveys for 2 years post-completion.
- Coordinate follow-up of completers’ post-career and technical status for the Mississippi Student Information System (MSIS). Document student information including but not limited to academic performance; disciplinary action and disposition; parent contact; honors, awards, and scholarships earned; participation in activities mandated by the curriculum such as field trips and permission forms; job shadowing experiences; work-based learning experiences and reports from employers; testing and appraisals; evaluations; and students’ participation in summer internships.
- Maintain contact with teaching staff regarding attendance including tardiness and absenteeism.
- Record and maintain records of total population of first-year and second-year students, including a breakdown of populations from the feeder schools.

**Evidence**
- Copies of student records, student packages, and files

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**Objective D4.** Career and technical counselors conduct annual program evaluation. Reference: Perkins IV Core Indicators ALL

<table>
<thead>
<tr>
<th>Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE counselors conduct annual evaluations of guidance services.</td>
</tr>
</tbody>
</table>
Strategies

- Measure the effectiveness of the career and technical guidance programs by teaching staff evaluation, director evaluation, student evaluation, and guidance counselor review.
- Utilize tools such as reviewing of the students’ cumulative records, consulting with teachers, observing the students in the classroom, reviewing results of state test scores, and interviewing students.
- Administer evaluation forms created for students, teachers, and administrative staff to obtain curriculum-specific information.
- Measure the effectiveness of the program as it relates to the community by keeping records of community involvement and conducting surveys with employers in the placement program.

Evidence

- Exit interviews
- Student evaluation of guidance services

Resources

- School Counselor Handbook, pp. X13–X24
- Missouri Comprehensive Guidance Programs: Linking School Success with Life Success (pp. 124–132)

Section E: Professional Development

As mentors and guardians of students’ personal and academic performance, career and technical counselors need to stay current on legal, technical, and educational issues impacting career and technical programs and student performance. Career and technical counselors are responsible for gaining knowledge in the areas of High School Redesign and the Career Pathways Model. More importantly, opportunities for networking with peers and personal and professional renewal are critical for maintaining high levels of enthusiasm, excitement, and connection to the mission of career and technical education.

Timeline: July, August, November and Ongoing

Objective E1. Career and technical counselors participate in professional growth opportunities. Reference: Perkins IV Core Indicators ALL

Competency:

CTE counselors keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.
Strategies
- Join and attend meetings and conferences sponsored by professional associations such as the Association of Career and Technical Educators (ACTE), Mississippi Association of Career and Technical Educators (MS–ACTE), Mississippi Counseling Association (MCA), American Counseling Association (ACA), Mississippi School Counselors’ Association (MSCA), and Mississippi Career and Technical Counselors’ Association (MVCA)
- Earn continuing education units (CEUs) by attending district– and state–sponsored workshops, seminars, and conferences; and earn college credits by attending graduate–level courses.
- Network with local and state business/industry leaders, other educational settings, and peers.
- Subscribe to pertinent publications providing current information on career and career and technical counseling.

Evidence
- Certificates of completion, licenses, and CEU certification

Resources
- Mississippi Counselor Association Web site (www.mscounselor.org)
- Association for Career and Technical Education (www.acteonline.org)

Objective E2. Career and technical counselors continually update technical and career and technical knowledge and skills.
Reference: Perkins IV Core Indicators 2S1

Competency:
CTE counselor attends sessions offering technical training on new equipment, software, and Internet skills.

Strategies
- Take advantage of all opportunities to use and fully understand the CHOICES software, updates, and Internet applications, and understand how each component works to provide a comprehensive picture of career information to students.
- Use opportunities for attending other technical training such as Blackboard training for counselors sponsored by the RCU, and training in software, database management, and so forth.
- Keep abreast of and be conversant in new technology applications in career and technical curricula.
- Participate in any district/state–, military–, and business/industry–sponsored tours offered for career and technical counselors.
- Participate in any High School Redesign training that is offered for CTE counselors
Evidence
- Develop communication system using electronic communication.
- Be able to demonstrate access and ability with technical equipment.
- Attend and show agenda and certificates of completion from CTE training through district, state, and Tech Prep consortia workshop and conferences.

Resources
RCU (http://info.rcu.msstate.edu)

Section F: Recruitment:
Building on good working relationships with feeder schools and high schools and keeping the public sector and parents apprised of career and technical education curricula and its numerous benefits to students are essential in developing sustainability in career and technical programs. Ongoing relationships are developed with feeder schools, with an emphasis on introducing career and technical activities to middle school students entering high school, as well as introduction to high school students. Sustainability is predicated on students’ interest in and commitment to career and technical education opportunities and their demonstrated success in future career and academic programs. Recruiting involves marketing of the career and technical programs to all partners in the educational system: teachers, administrators, parents, and local area community business and industry. Career and technical counselors provide information to the public through news releases and articles; success stories and awards are published periodically. As students take advantage of the opportunities in career and technical education, pending graduates will be equipped with knowledge and practical skills that will enable them to make suitable college and employment choices that will lead to satisfying careers.

Timeline: January, February and March

Objective F1. Career and technical counselors establish a public relations plan.
Reference: Perkins IV Core Indicators 5S1

Competency:
CTE counselors recruit students by means of a good public relations program designed to enhance and promote the integrity of education and technical education.

Strategies
- Submit articles or pictures weekly/monthly to the local newspaper to highlight student activities and accomplishments in the career and technical programs.
- Involve businesses, the community, news media, and public libraries in activities promoting National Career Technical Education Week.
- Invite legislators and civic organizations to tour your center.
- Publish a biannual newsletter for distribution to students, faculty, parents, community, and business leaders.
Evidence
- Notebook of events and clippings; pictorial histories
- Keep a list of student competition winners and disaggregate data

Objective F2. Career and technical counselors provide students with career and technical information.
Reference: Perkins IV Core Indicators 5S1 and 6S1

Competency:
CTE counselors provide students from feeder schools information on career and technical programs.

Strategies
- Conduct tours of the career and technical center.
- Distribute informative letters to parents of junior high students at events such as Parent/Teacher Conference Day or Back to School Open House.
- Set up displays at feeder schools’ open houses, parent/teacher conferences, career days, and so forth.
- Publish and distribute recruitment brochures containing information on occupational areas offered at the career and technical center suitable for seventh-, eighth-, 9th-, and 10th-grade students.
- Visit 9th- and/or 10th-grade students in homerooms or classes such as STEM/Computer Discovery, other non-subject-area classes, and so forth and provide them with informational materials about career and technical programs.
- Encourage CTE instructors or students to be classroom guest speakers in junior high or middle school classrooms.

Evidence
- Vocational site tour evaluation
- Copies of recruitment brochures and letter/memorandum; calendar schedules for visits; hard copies of e-mail communications

Objective F3. Career and technical counselors keep academic faculty informed of new trends in career and technical education.
Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors keep academic faculty informed of new trends in and advantages of career and technical education.
Strategies
- Prepare updates and information to be presented at faculty meetings and professional development events.
- Include information in Advisory Committee meetings.

Evidence
- Advisory Committee meeting minutes for the guidance program
- Sign-in sheets

Reference: Perkins IV Core Indicators ALL

Competency:
CTE counselors provide information to parents of students at feeder schools about the career and technical education curricula, credits earned, and how the program can benefit students’ future employment and academic pursuits.

Strategies
- Include CTE classes and class descriptions in the high school registration manual.
- Seek opportunities at Parents’ Night, Back to School Night, and PTA meetings to distribute information or speak about the advantages of career and technical programs as they relate to the world of work and academic fields of study.

Evidence
- Copy of pre-registration course description, catalog of courses, and brochures describing courses

Resources
- Parent letter and course description brochure
Section G: Community and Parent Involvement
Career and technical programs are most successful when the local community and parents have an investment in the programs’ goals and their students’ academic and career and technical achievements. The career and technical counselor provides many venues for Community and Parent Involvement. Networking with local area business and industry is central to the goal of obtaining quality career and technical opportunities for the students. Parent involvement in the motivation and understanding of the career and technical programs’ goals and objectives is crucial to the sustainability of career and technical programs statewide. Counselors provide a wide range of resources to students, community, and parents.

Objective G1. Career and technical counselors serve as liaisons between the students and resources.
Reference: Perkins IV Core Indicators ALL

Competency:
Students are informed of current community resources pertaining to their selected curriculum.

Strategies
- Attend community meetings, workshops, seminars, or conferences to obtain knowledge concerning resources that are available to students, and share those findings with students.
- Keep a file/Rolodex of community resources, their services, contacts, and phone numbers.
  - Include social, educational, and faith-based organizations and so forth.
- Document Advisory Committee meetings at least twice per year. Include those who will serve as good resources for your program (e.g., academic counselors, business/industry representatives, community college representatives, parents, etc.).

Evidence
- Agendas and sign-in sheets
- Documentation of resources

Resources
- Student and parent resource for scholarship and/or college information (www.esfweb.net)
- ACT information (www.act.org)
Objective G2. Career and technical counselors assist students with opportunities for community service activities.
Reference: Perkins IV Core Indicators 2S1, 5S1 and 6S1

| Competency: |
| Students participate in school-sponsored service projects to enhance their career and technical skills and increase their community awareness. |

Strategies
- Assist instructors in planning and implementing a community service project for each program in your school. Choose projects that will utilize the skills that are being taught in each career and technical program (e.g., Health Science students work in a free clinic, working with local health agencies, or Building Trades students work with Habitat for Humanity, etc.).
- Document student achievements and activities in newspapers and newsletters to promote self-esteem and pride in community involvement.

Evidence
- Special projects recorded in notebooks or bulletin displays; newspaper articles; press releases; and film clips

Resources
- Contact local Rotary Club, Lions Club, local Chamber of Commerce, or other civic organizations.

Objective G3. Career and technical counselors assist CTE instructors with job shadowing activities.
Reference: Perkins IV Core Indicators 2S1, 5S1, 6S1

| Competency: |
| Students who participate in a job shadowing or technical training program observe a worker or workers in the student's occupational field of choice. |

Strategies
- Assist instructor with disseminating information about the program to local business and industry partners.
- Reinforce work ethics in preparation for job shadowing experience.
- Provide debriefing and conduct post-job-shadowing evaluation.

Evidence
- Lesson plans, calendar, and Web-based reporting system

Resources
- Contact community college workforce development coordinator.
Objective G4. Career and technical counselors support and assist instructional staff in planning field trips to local/regional business and industry sites. Reference: Perkins IV Core Indicators 2S1, 5S1 and 6S1

**Competency:**
Student groups visit business/industry sites and observe workers on the job.

**Strategies**
- Assist program instructors with business/industry visits at least once a year.
- Contact business/industry partners and coordinate visits annually for each program offered at the center (e.g., visits with large and small groups of students or colleagues and/or individual visits with sites to obtain information on new innovations, career opportunities, hiring practices, and resource building for student information and job placement).
- Establish a relationship with business/industry to determine what assessment/skills are used as criteria/guidelines for employment.

**Evidence**
- Documentation of business and industry visits and field trips via Web–based reporting system; calendar, lesson plan, and so forth

**Resources**
- Local manufacturing plants, local industries, and local Chamber of Commerce

Objective G5. Career and technical counselors strengthen the public’s knowledge of events/activities through the use of media. Reference: Perkins IV Core Indicators ALL

**Competency:**
Career and technical events and activities will be publicized.

**Strategies**
- Lead students to make public service announcements concerning career and technical events (e.g., ask students to make a PSA about your celebration of National Career and Technical Education Week).
- Publicize events/activities in the local newspaper and/or through career and technical newsletters and Web sites.
- Develop pamphlets about each program, and place in local high schools and public libraries.
Evidence
- Copies of media release, samples of flyers, pamphlets, recordings, and so forth

Resources
- Contact local radio station and/or newspaper

Objective G6. Career and technical counselors strengthen parent involvement in career and technical programs.
Reference: Perkins IV Core Indicators ALL

<table>
<thead>
<tr>
<th>Competency:</th>
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</thead>
<tbody>
<tr>
<td>Parents have the opportunity to be involved in career and technical school activities.</td>
</tr>
</tbody>
</table>

Strategies
- Conduct an open house at least once per school year.
- Provide opportunities for parent/teacher conferences.
- Schedule parents who work in business/industry to serve as guest speakers, tour guides, preceptors, employers for co-op students, and so forth.
- Invite parents to chaperone on club trips, industry tours, and so forth.
- Invite parents to induction ceremonies of career and technical organizations.
- Offer special programs to parents and students (e.g., ACT workshops, financial aid workshops, etc.).
- Invite parents to the career and technical awards program

Evidence
- Sign-in sheets, phone logs, and agendas

Resources
- PTA/PTO involvement
**Section H: Emergency Response Management**

The globalization of the world has forever changed beliefs about social context. Geographical distances no longer truly separate people. Traumatic events, such as 9-11, the Oklahoma City bombings, and the Columbine and Pearl High School shootings, have derailed the idea that “bad things happen somewhere else…over there.” To compound these changes in the worldview, local area school districts must face the ever-increasing possibility of a catastrophic event occurring on school grounds and during school time. The Columbine and Pearl High School shootings are examples of worst-case scenarios. The nature of crisis and emergency events significantly impacts populations precisely because they are unexpected and, more pointedly, are never even consciously considered as a possible occurrence. Proactive training in anti-violence and anger management is essential. Crisis and emergency planning is mandatory, and planning for crisis response is imperative. Career and technical counselors, along with other professional district staff, play a significant role in student/staff management during a crisis event and its aftermath.

**Timeline: Ongoing**

**Objective H1.** Career and technical counselors comply with response management as outlined in the Mississippi School Counseling Curriculum Framework.

Reference: Perkins IV Core Indicators ALL

<table>
<thead>
<tr>
<th>Competency:</th>
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</thead>
<tbody>
<tr>
<td>CTE counselors comply with the general Mississippi School Counseling Curriculum Framework.</td>
</tr>
</tbody>
</table>

**Strategies**
- Keep a copy of the Mississippi School Counseling Curriculum Framework in the career and technical counselor’s office, as a resource for all counselor competencies, including general instruction for emergency management.
- Keep a copy of the district emergency plan in the office.

**Evidence**
- Written plan for crisis events at desk; resources from MSCCF CD on Crisis Response procedures, *When Tragedy Strikes...What Will You Do?*

**Resources**
- Mississippi Curriculum Framework, National Organization for Victim Assistance (www.trynova.org)
- National Association of School Psychologists (www.nasponline.org)
- Local police department/sheriff’s department for information and/or student presentations
Objective H2. Career and technical counselors participate in crisis/emergency response training. Reference: Perkins IV Core Indicators ALL

### Competency:
CTE counselors attend training and/or crisis response rehearsals mandated by their school district.

### Strategies
- Attend “Protocol for Counselor Response Team” or other emergency management training sponsored by the Mississippi State Department of Education and/or district training events for crisis and emergency management.

### Evidence
- Documentation of training events attended

### Resources
- American School Counselor Association (http://www.schoolcounselor.org)
- Local police department/sheriff’s department for information and/or student presentations
Section I: Dropout Prevention

Counselors are essential to the development and success of all students. However, the American School Counselors Association advocates focused identification, intervention, and tracking of at-risk students. The identification of at-risk students is essential and requires a team approach in such programs between academic and career and technical programs. This includes a focused review of academic records and a survey of attitude and motivation toward education.

Timeline: Ongoing

Objective II. Counselors assist and review student records to include poor grades, low attendance, failure to be promoted, and classroom disengagement.
Reference: Perkins IV Core Indicators 1S1, 1S2, 3S1 and 4S1

Competency:
CTE counselors work collaboratively with academic counselors and teachers, attendance officers, and other invested staff and/or parents to obtain information on at-risk students.

Strategies
- Obtain and implement local district Dropout Prevention plan.
- Provide counseling for at-risk students individually and small group for crisis and personal social issues impacting school performance.
- Collaborate with academic teachers and career and technical instructors to provide appropriate monitoring and reinforcement for students as needed.
- Maintain positive contacts with parents on a routine basis.

Evidence
- Lesson plans
- Web-based reporting systems and phone logs
- Student packages to include SAM 6i, MSIS, and so forth

Resources
- Approaches to Dropout Preventions: Heeding Early warning Signs With Appropriate Interventions (http://www.betterhighschools.com/docs/NHSC_ApproachestoDropoutPrevention.pdf)
- Contact local truancy officer
Instructions for Technical Assistance

**Purpose**

The purpose of a technical assistance visit procedure is to do the following in order to troubleshoot barriers to successful implementation and to provide resources and access to important information for CTE Counselors. This includes: organizing, planning, and implementing the CTE counselor Program of Work.

**Procedure**

- Program Review Instrument for Career and Technical Programs should be printed from the Program of Work.
- The site visit will take place in the office or area where the CTE counselor conducts day-to-day activity. If there are electronic files, a computer or transferable drive with the documents must be available. There will be no disruption of activities.
- CTE counselors will provide well-organized documentation. Each section as outlined in the Program Review Instrument for Career and Technical Programs will be identified by a folder or tab if using notebooks. A sub folder/tab for the standard should be included and labeled with the corresponding number for the indicator. (Note: An electronic file must be pulled up on the computer and minimized; please leave a note for the indicator as an electronic file, and provide the file name so that the program supervisor can access it during the review).

  **Example:**
  - Section A Assessment (Main file/TAB or cover sheet in notebook)
  - Standard 1 (SUB file/TAB) Please write the standard on the folder/tab/electronic form.
  - Indicator 1 (indicate by writing 1.1 on document upper right-hand corner).
  - Indicator 2 (indicate by writing 1.2 on document upper right-hand corner).
  - Standard 2 etc.

- The technical assistance visit, including the exit interview with the director, should take no longer than 2 hours. It should take around 60 minutes to verify all documentation on the Program Review Instrument for Career and Technical Programs.

**Exit Interview with the Director**

Due to the time considerations, the exit interview will take place at the end of the technical assistance visit and will be allotted 20-30 min. If more time is required, a follow-up phone call or conference call will be scheduled. However, if all documentation is provided and deadlines for submitting the Program Review Instrument for Career and Technical Programs are met, the need for additional time is unlikely. An overview sheet, revised Technical Assistance Summary VEPM-001 with recommendations and observations will be completed and reviewed by the program supervisor with the CTE counselor and the director; each will sign the form at the end of the interview.
Program Review Instrument for Career and Technical Programs

Mississippi Department of Education, Counseling Division

To be completed for each career and technical program:

<table>
<thead>
<tr>
<th>School/Location</th>
<th>Program</th>
<th>Performed by</th>
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| Y = yes - Services are deemed to meet objective |
| NI = needs improvement - Services will meet objective with modification |
| N = no - Services are deemed to fail to meet objective |

### A. COUNSELING SERVICES

<table>
<thead>
<tr>
<th>Objective 1: Counseling services provide students personal growth and development.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors provide career and technical students with training to develop thinking and behavioral skills, leading to positive self-esteem and a better understanding of self and others</td>
<td>Y</td>
<td></td>
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<tr>
<td></td>
<td>NI</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objective 2: Counseling services provide students academic and career development.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors track career and technical students’ academic and career and technical progress, assist students in developing career and workplace skills, and assist in course selection, college, career, and military exploration.</td>
<td>Y</td>
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<td>NI</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objective 3: Counseling services are provided to Special Populations students.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors provide</td>
<td>Y</td>
<td></td>
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</tbody>
</table>

knowledgeable district-wide assistance in the recruitment of Special Populations students to career and technical programs.

<table>
<thead>
<tr>
<th>Objective 4: Career and technical counselors provide placement information to students.</th>
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</thead>
<tbody>
<tr>
<td>Students are provided current information on the college application process, employment, and military career opportunities.</td>
</tr>
<tr>
<td>Circle one:</td>
</tr>
<tr>
<td>Strategies/Examples/Source of Information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B.CONSULTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Career and technical counselors assist in coordinating the integration of academic and career and technical skills.</td>
</tr>
<tr>
<td>Career and technical counselors collaborate with instructors and academic counselors in order to provide a seamless integration of academic and career and technical skills.</td>
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<tr>
<td>Circle one:</td>
</tr>
<tr>
<td>Strategies/Examples/Source of Information</td>
</tr>
</tbody>
</table>

| Objective 2: Career and technical counselors coordinate activities leading to program retention and completion. |
| Career and technical counselors play a vital role in program retention, placement, and follow-up; encourage program completion and transition into a career and technical field of work or study. |
| Circle one: |
| Strategies/Examples/Source of Information |

| Objective 3: Career and technical counselors provide consultation to teaching and other professional staff. |
| Career and technical counselors provide resources to staff for students’ career, personal, and academic development. |
| Circle one: |
| Strategies/Examples/Source of Information |

| Objective 4: Career and technical counselors assist/coordinate MDE/OVEWD Compliance and Reporting. |
| Career and technical counselors work with and assist in district and OVEWD Compliance and Reporting. |
| Circle one: |
| Strategies/Examples/Source of Information |
### C. APPRAISAL

<table>
<thead>
<tr>
<th>Objective 1: Career and technical counselors coordinate and/or assist district test coordinators with state–mandated career and technical tests. Career and technical counselors coordinate career and technical tests such as the Mississippi Career Planning and Assessment System, Second Edition (MS–CPAS2).</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td></td>
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<tr>
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<td>N</td>
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</tbody>
</table>

### D. PROGRAM ACCOUNTABILITY

<table>
<thead>
<tr>
<th>Objective 1: Career and technical counselors maintain annual calendar of Program of Work.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mississippi Department of Education/Office of Vocational Education and Workforce Development (MDE/OVEWD) Program of Work is planned, implemented, and evidenced in some form of documentation such as a monthly calendar.</td>
<td>Y</td>
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<td></td>
<td>N</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 2: Career and technical counselors support components of No Child Left Behind and Carl D. Perkins Act of 2006.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors provide documentation to show that all students have equal access to counseling program offerings by scheduling group and individual sessions with all students enrolled in career and technical programs.</td>
<td>Y</td>
<td></td>
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<tr>
<td></td>
<td>N</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 3: Career and technical counselors maintain student information and record keeping.</th>
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<td></td>
<td>N</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 4: Career and technical counselors conduct annual program evaluations.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
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</thead>
<tbody>
<tr>
<td>Career and technical counselors conduct annual evaluations of guidance services.</td>
<td>Y</td>
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<tr>
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<td>N</td>
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</tbody>
</table>
### E. PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Objective 1: Career and technical counselors participate in professional growth opportunities.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Objective 2: Career and technical counselors update technical and career and technical knowledge and skills.</td>
<td>Circle one:</td>
<td>Strategies/Examples/Source of Information</td>
</tr>
<tr>
<td>Career and technical counselors attend sessions offering technical training on new equipment, software, and Internet skills.</td>
<td>Y</td>
<td></td>
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<tr>
<td></td>
<td>N</td>
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</tbody>
</table>

### F. RECRUITMENT

<table>
<thead>
<tr>
<th>Objective 1: Career and technical counselors establish a public relations plan.</th>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and technical counselors recruit students by means of a good public relations program designed to enhance and promote the integrity of career and technical education.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Objective 2: Career and technical counselors provide students with career and technical information.</td>
<td>Circle one:</td>
<td>Strategies/Examples/Source of Information</td>
</tr>
<tr>
<td>Career and technical counselors provide information to students from feeder schools about career and technical education.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Objective 3: Career and technical counselors keep academic faculty informed of new trends in career and technical education.</td>
<td>Circle one:</td>
<td>Strategies/Examples/Source of Information</td>
</tr>
<tr>
<td>Career and technical counselors keep academic faculty informed of new trends in and advantages of career and technical education.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Objective 4: Career and technical counselors provide parents with information about career and technical curriculum opportunities.</td>
<td>Circle one:</td>
<td>Strategies/Examples/Source of Information</td>
</tr>
</tbody>
</table>
Career and technical counselors provide information to parents of students at feeder schools about the career and technical curricula, credits earned, and how the program can benefit students’ future employment and academic pursuits.

<table>
<thead>
<tr>
<th>G. COMMUNITY AND PARENT INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Career and technical counselors serve as liaisons between students and resources. Students are informed of current community resources pertaining to their selected curriculum.</td>
</tr>
<tr>
<td>Objective 2: Career and technical counselors assist students with opportunities for community service activities. Students participate in school-sponsored service projects to enhance their career and technical skills and increase their community awareness.</td>
</tr>
<tr>
<td>Objective 3: Career and technical counselors assist CTE instructors with job shadowing activities. Students may choose to participate in a job shadowing or a technical training program which allows them to observe a worker or workers in the student's occupational field of choice.</td>
</tr>
<tr>
<td>Objective 4: Career and technical counselors support and assist teaching staff in field trips to local/regional business and industry. Student groups visit business/industry sites and observe workers on the job.</td>
</tr>
<tr>
<td>Objective 5: Career and technical counselors strengthen the public’s knowledge of events/activities through the use of media. Career and technical events/activities will be publicized.</td>
</tr>
</tbody>
</table>
## Objective 6: Career and technical counselors

Parents have the opportunity to be involved in career and technical school activities.

<table>
<thead>
<tr>
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<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>NI</td>
<td></td>
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<tr>
<td>N</td>
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</table>

## H. Emergency Response Management

Objective 1: Career and technical counselors comply with response management as outlined in the Mississippi Counseling Model.

<table>
<thead>
<tr>
<th>Circle one:</th>
<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>NI</td>
<td></td>
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<tr>
<td>N</td>
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</tbody>
</table>

Objective 2: Career and technical counselors participate in crisis/emergency response training.

Career and technical counselors attend training in crisis management or crisis response rehearsals mandated by school districts.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>NI</td>
<td></td>
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<tr>
<td>N</td>
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</tbody>
</table>

## I. Dropout Prevention

Objective 1: Counselors assist and review student records to include poor grades, low attendance, failure to be promoted, and classroom disengagement.

CTE counselors work collaboratively with academic counselors and teachers, attendance officers, and other invested staff and/or parents to obtain information on at-risk students.

<table>
<thead>
<tr>
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<th>Strategies/Examples/Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
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<td>NI</td>
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</tbody>
</table>

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**Evaluation Completed:**

__________________________________________  ____________  ____________
MDE/OVTE (signature)  DATE

__________________________________________  ____________  ____________
CAREER AND TECHNICAL COUNSELOR (signature)  DATE
Part III: Resources
This section provides information and best practices for managing a career and technical counselor education program. This includes but is not limited to: preparing for events and activities, guidance curriculum planning, assessment and test preparation.
Materials and Useful Web Sites

Web Sites

Career Development

http://www.ms.bridges.com/: Choices Planner/iCAP


http://dreamitdoitms.org/: Dream It, Do it, Mississippi – Explore Mississippi Manufacturing Careers

http://www.careeronestop.org/: Career One Stop

http://www.onetonline.org/: O*Net Online provides career exploration and job analysis


http://www.airforce.com/careers/: Explore Careers in the Air Force


http://www.nationalguard.com/careers/mos-guard-jobs: Explore Careers in the National Guard


Student Organizations

http://www.deca.org/: Distributive Education Clubs of America

http://www.fbla-pbl.org/: Future Business Leaders of America

http://www.futureeducators.org/: Future Educators Association

https://www.ffa.org/Pages/default.aspx: National FFA Organization

http://www.hosa.org/: Future Health Professionals

https://www.nths.org/: National Technical Honor Society

http://www.tsaweb.org/: Technology Student Association
http://www.asestudentcertification.com/: ASE Student Certification

Professional Organizations

http://www.counseling.org/: American Counseling Association

http://www.schoolcounselor.org/: American School Counselor Association

http://www.mscounselor.org/: Mississippi Counseling Association

http://www.nbcc.org/: National Board for Certified Counselors

https://www.acteonline.org/: Association of Career and Technical Education

http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf: Ethical Standards for Schools Counselors

Test Preparation

www.act.org: ACT registration

https://sat.collegeboard.org/home: SAT registration

http://get2college.org/test-prep/: College information and test prep

STEM Career Fields (especially for girls and women)

http://csta.acm.org/Resources/sub/CareersFiles/CSTA-MiddleSchool-broch-new.pdf: Computer Science Teacher Association

http://forgirls.girlscouts.org/?redirected=true&source=gg&source=gt: Girl Go Tech


http://canteengirl.org/braincake/: Brain Cake

http://www.onlineengineeringdegree.com/: Engineering Degree Project

http://www.dotdiva.org/: Become a Dot Diva

http://www.engineeringmessages.org/: Changing the Conversation

http://eecgsdl.edc.org/index.php: Gender and Science Digital Library

http://www.iwaswondering.org/: I Was Wondering

Educational Instruction
Mississippi Department of Education

Office of Career and Technical Education

Graduation Options Chart includes ASVAB and CPAS score information

Mississippi School Counseling Model

JROTC options for students and instructor information

Professional school counselors; provide for assignment and responsibilities.

CPAS Information
The Mississippi Department of Education Office of Career & Technical Education and Workforce Development does not discriminate on the basis of race, color, religion, national origin, sex, age or disability in the provision of educational programs and services or employment opportunities and benefits.

The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the Mississippi Department of Education: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, Suite 203, Jackson, Mississippi 39201. 601.359.3511