

Student Services Coordinator Handbook



HANDBOOK FOR STUDENT SERVICES COORDINATORS

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2021 Edition

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INTRODUCTION

The *Handbook for Student Services Coordinators*, published by the Mississippi Department of Education, Office of Career and Technical Education and Research and Curriculum Unit, Mississippi State University, is developed for the use of Student Services Coordinators (SSC's) statewide. The handbook is designed to aid Student Services Coordinators in understanding their role and responsibilities; to define and provide clarification of the major goals of the Carl D. Perkins Legislation, as it relates to the Student Services Coordinator program; and to provide robust information and resources.

The Handbook for Student Services Coordinators is divided into four main sections:

- **Part I: Student Services Coordinators' Roles, Credentialing, and the Law**

This section details the roles, credentials, and the law as it relates to Student Services Coordinators.

- **Part II: The Program of Work: A Framework for Services**

This section provides the framework for the Student Services Program of Work to support Student Services Coordinators in day-to-day activities and in preparation for technical assistance visits.

- **Part III: Evaluation Tools and Resources**

This section contains the documents used for program evaluations and helpful materials to aid special populations students and program development.

STUDENT SERVICES COORDINATORS' ROLES, CREDENTIALING, AND THE LAW

This section provides detailed orientation to the roles and responsibilities charged to the Student Services Coordinator personnel in Mississippi Career and Technical Centers as related to Carl D. Perkins and other mandated initiatives.

PART I



STUDENT SERVICES

STUDENT SERVICES COORDINATORS: WHO ARE WE, AND WHAT DO WE DO?

Student Services Coordinators are teachers who provide instructional, career, collaborative, and supportive assistance to career and technical education (CTE) students. While we are required to provide assistance to all career and technical education students, our primary charge is to identify and assess students to determine their qualification as “special populations” and any appropriate additional services needed. Collaborations include parent, community, business, and industry and working within the school system to best promote success for career and technical education and special populations students.

In addition, duties of the Student Services Coordinators focus on the recruitment, enrollment, instruction, retention, placement, and follow-up of special populations students preparing for high-skill, high-wage, high-demand occupations and/or nontraditional employment in new and emerging careers. The purpose of the instructional services provided by Student Services Coordinators is to enable special populations students to be successful in their chosen career and technical education program and to prepare them for academic and career success. It is the responsibility of Student Services Coordinators to be vanguards for gender equity in the curriculum, especially in the attitude toward and recruitment of nontraditional students.

A summary of responsibilities is included in the following list:

- Identify and assess special populations students.
- Provide additional educational instruction and developmental services to special populations students, as identified through assessment.
- Provide appropriate career and technical assessment of interests, abilities, aptitudes, and specific needs of special populations students.
- Ensure that special populations students are provided equal access to recruitment, enrollment, retention, completion, placement activities, and preparatory and support services.
- Support special populations students with services such as (a) curriculum, classroom, and equipment modifications; (b) supportive personnel; (c) instructional aids and devices; (d) academic assistance; (e) equal access to nontraditional education and training programs, pre-employment services, etc.; (f) attending conferences and conventions of career-tech programs; and (g) attending IEP meetings and parent/teacher conferences of career-tech students.
- Provide transitional information and services for all special populations students.
- Assist special populations students in the achievement and mastery of necessary skills and explanations required for them to be successful in their career and technical programs.
- Provide services to prepare special populations students for nontraditional education, training, and employment in high-skill, high-wage, high-demand occupations.
- Maintain secure records and documentation detailing services and activities provided to special population students.

STUDENT SERVICES COORDINATORS: WHOM DO WE SERVE?

Carl D. Perkins identifies specific groups of students referred to as “special populations.” These groups represent those candidates eligible for additional support and services through the Student Services Coordinator. These have been identified as the following:

- **Individuals with disabilities**

Individuals with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102), which defines disability as (a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment

- **Economically disadvantaged individuals to include low income youth and adults**

Primarily students who receive free or reduced lunch or self-report via the survey at the secondary level and who receive a Pell Grant at the postsecondary level

- **Single parents**

Single females, including single pregnant women, or males who have been identified as single parents

- **Nontraditional fields**

Occupations or fields of work, including careers in computer science, technology, and other high-skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work

- **English Learner**

A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary School Act of 1965 (20 U.S.C. 7801); or

An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and

- whose native language is a language other than English; or

- who lives in a family environment in which a language other than English is the dominant language

- **Out-of-workforce individuals**

An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

An individual who-

- Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

-Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

-Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

- **Homeless individuals**

Described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)

Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

Includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

- **Youth who are in, or have aged out of, the foster care system**

- **Youth with a parent who is a member of the armed forces and is on active duty**

-is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

-is on active duty (as such term is defined in section 101(d)(1) of such title)

STUDENT SERVICES COORDINATORS: WHAT ARE THE CREDENTIALING REQUIREMENTS?

Persons meeting the requirements (below) are eligible to serve as teacher or coordinator of students in special populations (aka Student Services Coordinator) and provide them with educational services. The information printed below is by permission of the Office of Educator Licensure of the Mississippi Department of Education, from the *Guidelines and Clarification of Requirements for Issuance of Occupational Educator Licenses*.

This endorsement requires the following:

1. Bachelor's degree in education with a teacher license in one of the following and at least three (3) years teaching in one of the following:

<u>Endorsement</u>	<u>Subject Area/Major</u>
117	Elementary Education (4 – 8)
116 & 117	Elementary Education (K – 3) & Elementary Education (4 – 6)
152	Elementary Education (K – 4)
119	English (7 – 12)
120	Elementary Education (K – 6)
154	Mathematics (7 – 12)
174	Remedial Reading (K – 12)
177	English as a Second Language (K – 12)
181	Biology Education (7-12)
206	Emotional Disability (K – 12)
207	Gifted (K – 12)
221	Mild/Moderate Disability (K – 12)
224	Mild/Moderate Disability (7 – 12)*

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 technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3 or other approved MDE substitute.
3. Applicant must successfully complete a Certificate for online learning workshop, module, or course that is approved by the Mississippi Department of Education. (Exception: Educators with a five-year 309 endorsement do not have to complete this requirement.)
4. Completion of an approved three (3) semester credit course in History, Philosophy, or Principles of Vocational Education OR completion of the comparable education module at the RCU at MSU.

Note: If the applicant meets all requirements listed above, that applicant will be issued a 309 endorsement—a five-year license. If the applicant meets the educational and endorsement requirements, but does not meet all other requirements, the applicant may be issued a three-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

Note: For those persons who served as Special Populations Personnel (secondary level) prior to July 1, 2009, no additional requirements are imposed. At the time of the renewal, the endorsement #309 will be added (provided all other renewal requirements are met). Teachers who seek an initial #309 endorsement on or after July 1, 2009, must meet all requirements stated above.

***Note: Effective July 1, 2017, the Office of Career and Technical Education will no longer accept the endorsement code 224. Those educators that already have the 309 will not be affected by the change.**

STUDENT SERVICES COORDINATORS: WHAT STATE AND FEDERAL LAWS IMPACT STUDENT SERVICES COORDINATORS?

General Overview

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. As States and local communities embark on the development of new plans for CTE, the Department hopes that the videos, resources, links, and media found below and throughout this Website can be useful tools for States and local recipients in "rethinking CTE" and arriving at bold goals under the newly-authorized Perkins V statute.

The Mississippi Subject Area Tests required for graduation and used in the federal accountability of career and technical programs include English II (Academic Attainment 2S1), Algebra I (Academic Attainment 2S2) and Biology I (Academic Attainment 2S3) Although Student Services Coordinators help Mississippi CTE and special populations students with any state test that impacts graduation, assistance with the reading/language arts, mathematics and biology tests are mandatory. Tools and surveys are used to evaluate and measure accountability and the efficacy of the career and technical education program per Academic Attainment Core Indicator.

The Perkins V Core Indicators that impact secondary career and technical education programs and Student Services Coordinator Program of Work include the following:

- **1S1: Four-Year Graduation Rate**
 - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.
- **1S2: Extended-Year Graduation Rate**
 - (At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in section 8101 of the ESEA.
- **2S1: Academic Proficiency in Reading/Language Arts**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

- **2S2: Academic Proficiency in Mathematics**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.
- **2S3: Academic Proficiency in Science**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.
- **3S1: Post-Program Placement**
 - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- **4S1: Non-traditional Program Concentration**
 - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*
 - *This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
- **5S1: Program Quality – Attained Recognized Postsecondary Credential**
 - The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- **5S2: Program Quality – Attained Postsecondary Credits**
 - The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement
- **5S3: Program Quality – Participated in Work-Based Learning**
 - The percentage of CTE concentrators graduating from high school having participated in work-based learning.
- **5S4, 5S5, 5S6...: Program Quality – Other**
 - The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.

MULTI-TIERED SYSTEM OF SUPPORTS AND UNDERSTANDING BY DESIGN

The Mississippi Department of Education has established several strategies for accomplishing the Dropout Prevention Goals and for increasing student success as measured by state and national testing. These include the following: Multi-Tiered System of Supports (MTSS), Understanding by Design (UbD), Reading Literacy Institute, and math literacy initiatives. All areas directly impact Student Services Coordinators participation.

Perkins V law mandates and charges Student Services Coordinators and students with “best practices” in educational support. Perkins III Core Indicators included a separate special populations category, Academic Barriers, which was discontinued in Perkins IV. In order to serve these students, guidance was provided to assess students and identify those who were two or more grade levels below in reading and math skills. Perkins V Core Indicators, as mentioned previously, continue to require measurement of academic success through the three subject areas of English II, Algebra I and Biology which also necessitates baseline performance in the academic area as well as baseline information on basic math, science and reading literacy. Using data to assess and drive instructional goals for special populations students and providing ongoing progress monitoring using post-tests, surveys, and other measurements defines the Multi-Tiered System of Supports activities provided by Student Services Coordinators. Understanding by Design is a strategy that involves students in a process that engages and provides students with a relevancy for and active learning participation in each course or curriculum area. Student Services Coordinators will provide assistance and direction as needed to instructional staff and apply Understanding by Design to their remediation techniques for individual and small group activities. (See Section III for Mississippi Department of Education website resources on Multi-Tiered System of Supports and Understanding by Design.)

THE PROGRAM OF WORK: A FRAMEWORK FOR SERVICES

The purpose of the Program of Work for Student Services Coordinators is to provide a framework for daily duties and responsibilities that ensure that qualified students are obtaining focused and timely services. In addition, the Program of Work supports the special populations strand in the Carl D. Perkins Legislation for Student Services Coordinators. Also included in this section is a Monthly Timeline summarizing activities to be accomplished by the Student Services Coordinator.

PART III



MONTHLY TIMELINE FOR STUDENT SERVICES COORDINATORS

AUGUST

- Complete an inventory list and check all resources in the Special Populations lab.
- Administer basic skills assessments or compile basic skills data for students.
- Identify students eligible for Special Populations services.
- Begin completing enrollment data forms for the Special Populations categories.
- Make sure you have a working classroom (computers must be operable), and report all needed repairs.
- Send out information on Special Populations to new teachers; state the location of the lab and purpose of Special Populations
- Communicate with teachers about scheduling students to come into the lab.
- Set the calendar, and check with the principal for the school's testing dates and with the Mississippi Department of Education for state testing dates.
- See appropriate personnel (secretary or counselor) for teacher master schedule (homeroom roster) and class rolls.
- Attend the first Parent–Teacher Organization/open house meeting (most parents attend these meetings). Introduce yourself to parents, inform them of all that Special Populations offers, and invite them to visit your lab.

SEPTEMBER

- Finish administering or compiling basic skills data for students.
- Using assessment results, target weak skill areas for instruction and skill building activities. (Use software and other resources.)
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.

OCTOBER

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.

NOVEMBER

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.

DECEMBER

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.

JANUARY

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Schedule career center orientation for any new teacher/students.

FEBRUARY

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.
- Assist students with transition documentation.

MARCH

- Continue with skill-building activities (software such as USA Test Prep, Study Island, etc.).
- See testing schedule (local and state Mississippi Department of Education schedules).
- Review grade records to see which students may need additional educational instruction.
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.
- Assist students with skills needed for MS-CPAS3/National Certification testing.
- Assist students with transition documentation.

APRIL

- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.
- Assist students with transition documentation.

MAY

- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Complete inventory of equipment and resources, order new materials needed, and report repairs needed.
- Assist students with transition documentation.

STUDENT SERVICES COORDINATORS' PROGRAM OF WORK?

The following is the Student Services Coordinators' Program of Work. It is divided into 5 domains and encompasses 9 standards.

DOMAIN I: PLANNING

Student Services Coordinators provide direct assistance and participation in all aspects of preparation, recruitment, additional educational instruction, and retention activities for career and technical programs. They identify students who are interested in a nontraditional career path and work with instructional staff to promote the success of students matriculating in career and technical and nontraditional careers.

Student Services Coordinators manage, promote, and administer equity and equal access, in accordance with Title I, Title IV, Title IX, IDEA, FAPE, FERPA, and Individual Education Program/504 policies,* for special populations students to participate in career and technical programs. Equal access and equity are promoted in the recruitment and enrollment of special populations students to include students with disabilities and students seeking nontraditional careers. Student Services Coordinators work collegially with district personnel to ensure that students obtain additional services in guidance, mentoring, or supplementary services as needed. Collaborations are made to provide supportive and supplemental services to special population students concerning their retention in career and technical programs.

Student Services Coordinators participate in career development activities and are equipped with relevant information to assist special populations students in making realistic career and technical, educational, and career plans. Special populations students receive information and services that assist them in making responsible choices in career and technical programs. Student Services Coordinators provide direct assistance and appropriate referral to assist special populations students in achieving their academic and career goals and opportunities for career exploration and information for nontraditional students and training in high-wage, high-demand, and high-skill fields; they also work closely with staff and business and industry personnel to provide information on nontraditional careers.

Student Services Coordinators provide direct and appropriate referral to special populations students for post-program planning. Transitional services are provided to all special populations students. Student Services Coordinators provide contacts with appropriate service providers with the school and business community to facilitate the transition from completion of the career and technical program to the secondary, postsecondary, or employment situation. Student Services Coordinators collaborate with all relevant personnel and develop a network of community service providers that will assist with the transition of special populations students.

Timeline: August—Ongoing

*Career/employment selection does not discriminate on the basis of race, color, and national origin, including migrant status, gender, or disability.

Standard 1: Plans and coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical Education (CTE) program.

Indicators

- 1.1 Assists counselors and CTE instructors in middle and high school recruitment efforts including students with disabilities
- 1.2 Schedules and implements annual school tours including any CTE site visits and school visits
- 1.3 Addresses student’s interests, skill level and personality in determining best placement in CTE program
- 1.4 Develops and publishes print media
- 1.5 Uses survey instruments to assist and provide opportunities for college and career planning

Examples of Evidence

- The SSC plans and executes (independently or in collaboration with the center’s goals) appropriate recruitment and advisement activities
- Examples of documentation include but are not limited to:
 - Documents that advertise or market the activity
 - Documents that identify attendees
 - A recruitment schedule is prepared, and a written presentation plan is developed.
 - Evidence of scheduling recruiting classroom visits in the SSC planner or calendar
- Documentation of guest speaker presentations, assistance with career fairs and college fairs, and postsecondary information consisting of shared activity list of vendors, participants, agendas, sign in sheets, news articles, etc.
- Documentation of military speakers addressing special populations students
- Memoranda, flyers, and brochures document STUDENT SERVICES COORDINATORS as coordinators/facilitators of career exploration programs
 - Documentation of handouts, dates sites or materials were used, classroom activities, and small group activities
 - Ongoing relationship with business and industry personnel as well as postsecondary staff such as annual advisor meetings—agendas, minutes of meetings, goals, and accomplishments and projects associated with mentoring and career development activities
 - Specialized career planning options for students with an Individual Education Program on file
 - Demonstration and documentation of activities to address nontraditional fields by use of the nontraditional grant funds available through the Office of Career and Technical Education and Workforce Development
 - Agreements and regular site visits to postsecondary sites or visitation from postsecondary staff to career and technical site

(Appropriate documentation is defined as current and valid documents that are signed, dated, or date stamped, have letterhead or school captioning, reflect attendee participation, display PowerPoint presentations, and present videos.)

Standard 2: Service planning that meets the diversity of students' backgrounds and all categories as defined by Perkins' special populations (students' prior knowledge, experience and/or cultural background based on data collected).

Indicators

- 2.1 Demonstrates the use of multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students
- 2.2 Identifies students for special population classification based on Perkins definitions
- 2.3 Collaborates with school personnel (CTE instructors and academic personnel) to share and utilize resources in designing and implementing learning experiences that accommodate students identified by Perkins special populations
- 2.4 Selects instructional goals that incorporate high levels of basic skill in academic and program areas to help students be successful. (Examples of documentation include but are not limited to: Student referrals, progress reports/report cards, contact information, administrative logs for online tools, district reports, instructional strategies, study guides/resource materials, inventory checklists from SPED teachers)

Examples of evidence include but are not limited to:

- **Identify and Assess special populations students**
 - Skill assessments
 - Enrollment Survey
 - Career Interest
 - Surveys
 - District reports
- Individual Education Plan
- Contact information
- Individual Student Success Plan (ISSP) or Individual Success Plan (ISP)
- Classroom and shop observation documents

Explanation of Laws

Title I	Improving academic achievement of the economically disadvantaged
Title IV	Safe and Orderly Schools, with regard to Drug-Free and Violence-Free environments
Title IX	Gender equity in education ensures opportunities in employment and career regardless of gender.
IDEA	Individuals with Disabilities Education Act ensures services to children with disabilities.
504	Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities.
FAPE	Free Appropriate Public Education for Students with Disabilities
FERPA	Family Educational Rights and Privacy Act of 1974
IEP	Individual Education Program

DOMAIN II: ASSESSMENT

Student Services Coordinators, in conjunction with career and technical counselors, provide students with opportunities to explore interests and to assess skills and aptitudes through a variety of instruments. These instruments can include self-report surveys, standardized testing, and online career exploration and computer software.

Student Services Coordinators identify and assess special populations students interested in or currently enrolled in a career and technical educational program. Student Services Coordinators will administer an enrollment survey to all career and technical students and a basic skills assessment to students as determined by site and district policy. Results of the survey will provide information necessary to place students in special student services categories and to provide all students with services; the assessment will provide information on any additional educational instruction needs career and technical students may require.

Timeline: August—Ongoing

Standard 3: Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress

Indicators

- 3.1 Works independently and collaboratively with appropriate school personnel to use assessment results to adjust to student needs
- 3.2 Maintains accurate and complete data records that demonstrate student progress
- 3.3 Utilizes data to select and implement goals aligned to Common Core State Standards, other MS standards, frameworks and programs
- 3.4 Coordinates with academic and CTE instructors to best address data obtained to develop goals and appropriate remediation
- 3.5 Provides clear and actionable feedback to students and CTE instructors to enable student improvement

Examples of Evidence include but are not limited to:

- District Reports
- Instructional plan
- Test and Survey data
- Contact Information
- IEP Information
- Student Information
- Schedule/Calendar/Weekly Plan
- Teacher/Student Referral
- Sign In Sheet
- Student Conference
- Graded/Assessed Assignments
- Observations
- E-mail
- Notes

DOMAIN III: INSTRUCTION

Perkins IV Core Indicators for secondary career and technical programs emphasize increased accountability for program attendance and completion resulting in continuing education efforts: attainment of a certificate based on business and industry standards, alternate forms of completion such as the Graduate Equivalency Diploma, and increased graduation rates. Student Services Coordinators working with special populations students collaborate with career and technical counselors and other district staff (English as a Second Language coordinators, special education coordinators, and academic counselors) to provide information and equip students for successful experiences at the career and technical centers.

Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for career and technical skills and in academic standing; they coordinate educational instruction activities with career and technical instructors and academic teachers. All students have the availability of services including additional educational instruction for subject area testing (SATP), career and technical skills attainment (MS-CPAS3/National Certification), and work for major projects such as senior research projects and term papers. Student Services Coordinators provide additional educational instruction in academic areas, subject areas impact in graduation/high-stakes testing; career and technical skills impacting completion of career and technical programs; and reading and mathematics additional educational instruction impacting employability and success at the post-secondary level.

Timeline—Ongoing

Standard 4. Actively engages students in the learning process

Indicators

- 4.1 Utilizes a variety of instruction strategies and resources appropriate to student' skill level
- 4.2 Manages activities that include social-interactive activities, educational games, textbooks, computer-based software and internet sources that support students' achievement of high-level basic skills
- 4.3 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community lives and experience
- 4.4 Utilizes relevant and timely examples instruction and activities related to the students' diversity
- 4.5 Utilizes literacy strategies and activities that help students access complex text and analyze, synthesize, and evaluate content related to CTE

Examples of Evidence

- Observations
- Physical Classroom management
- Student Information
- Community Resource Information
- Student Organizations
- Instructional resources
- CCSS implementation

Standard 5. Communicates clearly and effectively**Indicators**

- 5.1 Communicates written and oral content, expectations, directions and procedures clearly and concisely and adapts communication style in response to student behavior
- 5.2 Speaks clearly and at an appropriate pace
- 5.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs
- 5.4 Uses developmentally appropriate language and explanations and adapts communication style as needed

Examples of Evidence

- Samples of written communication
- Observations

DOMAIN IV: LEARNING ENVIRONMENT

Student Services Coordinators facilitate and provide educational resources in computer labs using various strategies. Schedules and lesson plans are created for students to complete exercises pertaining to building skills for academic and vocational instruction. Adequate standard operating procedures for the lab must be evident by posting rules in the lab as well as establishing etiquette for sharing stations and best practices online activities.

The computer applications portion of services provided by Student Services Coordinators varies by program, available resources, space, and location. The classroom/laboratory needs to be highly utilitarian and a clean and orderly environment that is inviting to students. Work areas for non-computer differentiated learning are required in addition to an area for small group and team activities.

Student Services Coordinators provide ongoing services utilizing best practices in management of school-based technical equipment, educational technology, and Internet learning.

Timeline: April – May—Ongoing

Standard 6. Creates an environment conducive to learning

Indicators

- 6.1 Organize and maximizes use of physical space and resources for student learning
- 6.2 Begins services on time, follows rules and established classroom management procedures
- 6.3 Establishes expectations and manages student behavior Collaborate with career and technical instructional staff and academic staff to ensure students' success in both academic and career and technical skill areas
- 6.4 Demonstrates respect for students and builds relationships that recognize the diversity and achievement of groups and individuals
- 6.5 Ensures the classroom is a place for students to voice their thoughts and opinions
- 6.6 Displays positive environment in the classroom showing relevance to career goals of students

Examples of Evidence

- Observation of physical environment
- Classroom management
- Instructional plan
- Contact information
- Requisition list
- IT Help Desk tickets
- Disclaimer statements for posters, etc.
- Posters and student recognition

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

Student Services Coordinators are endorsed teaching professionals who work with special populations students at career-technology centers. In order to accomplish goals fully for these students, particularly those who may be at risk, Student Services Coordinators commit to lifelong learning and professional development.

The local community and parents have a unique investment in the outcome of program goals and students' successful achievement and completion of programs. Student Services Coordinators work with family and community directly and in collaboration with career-technical counselors and instructors to assure that special populations students have information and direction in their endeavors for career, secondary and postsecondary experiences.

Student Services Coordinators will:

- participate in professional growth opportunities
- attend professional development opportunities
- invest time to attend trainings that promote best practices
- be involved in professional organizations
- work closely with CTE counselors and CTE instructors
- partner with parents to assist students in making informed, long-term decisions for secondary and postsecondary experiences
- collaborate with business and industry

Timeline—Ongoing

Standard 7: Engages in continuous professional learning opportunities and applies new information to meet the needs of students

Indicators

- 7.1 Proactively seeks out and participates in professional development related to the program area **other than** a professional conference such as MS-ACTE
- 7.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures
- 7.3 Attends trainings and accesses resources in college and career readiness

Examples of Evidence

- Membership card/certificate in the Association of Career and Technical Education, the Mississippi Association of Career and Technical Education, Mississippi Association of Student Services Coordinators and other professional organizations
- Certificates of completion, verification of earned continuing education units (CEUs), and endorsements
- Publications used in curriculum planning
- Get2College literature

Standard 8: Establishes and maintains effective communication with parents/guardians and community stakeholders

Indicators

- 8.1 Provides clear understandable information to parents/guardians about student progress and activities on a regular basis
- 8.2 Collaborates with parents/guardians and their students to establish expectations and support
- 8.3 Engages parents/guardians in CTE program activities
- 8.4 Collaborates with business and industry to promote college and career readiness

Examples of Evidence

- Progress Reports
 - Parental Contact Information
 - Media
 - Community participation
 - Community college contact information
 - Career Information activities
 - Business and Industry involvement
 - Advisory Committee
 - Uses information from Student Planning Tool
-

Standard 9. Collaborates with colleagues and is an active member of a professional learning community in the school.

Indicators

- 9.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers
- 9.2 Supports colleagues in improving student performance and teaching practices

Examples of Evidence

- Community college contact information
- Career Information activities
- Business and Industry involvement
- Advisory Committee
- Uses information from Individual Success Plan (ISP) and Individual Education Plan (IEP)

EVALUATION TOOLS AND RESOURCES

This section provides robust information and best practices for managing systemic programming that will impact Student Services Coordinators in preparing for events and activities, curriculum planning, assessment, and test preparation.

Hard copies of various documents that have been created to assist the STUDENT SERVICES COORDINATORS in program development and improvement and best practices for the technical assistance visit.

PART III



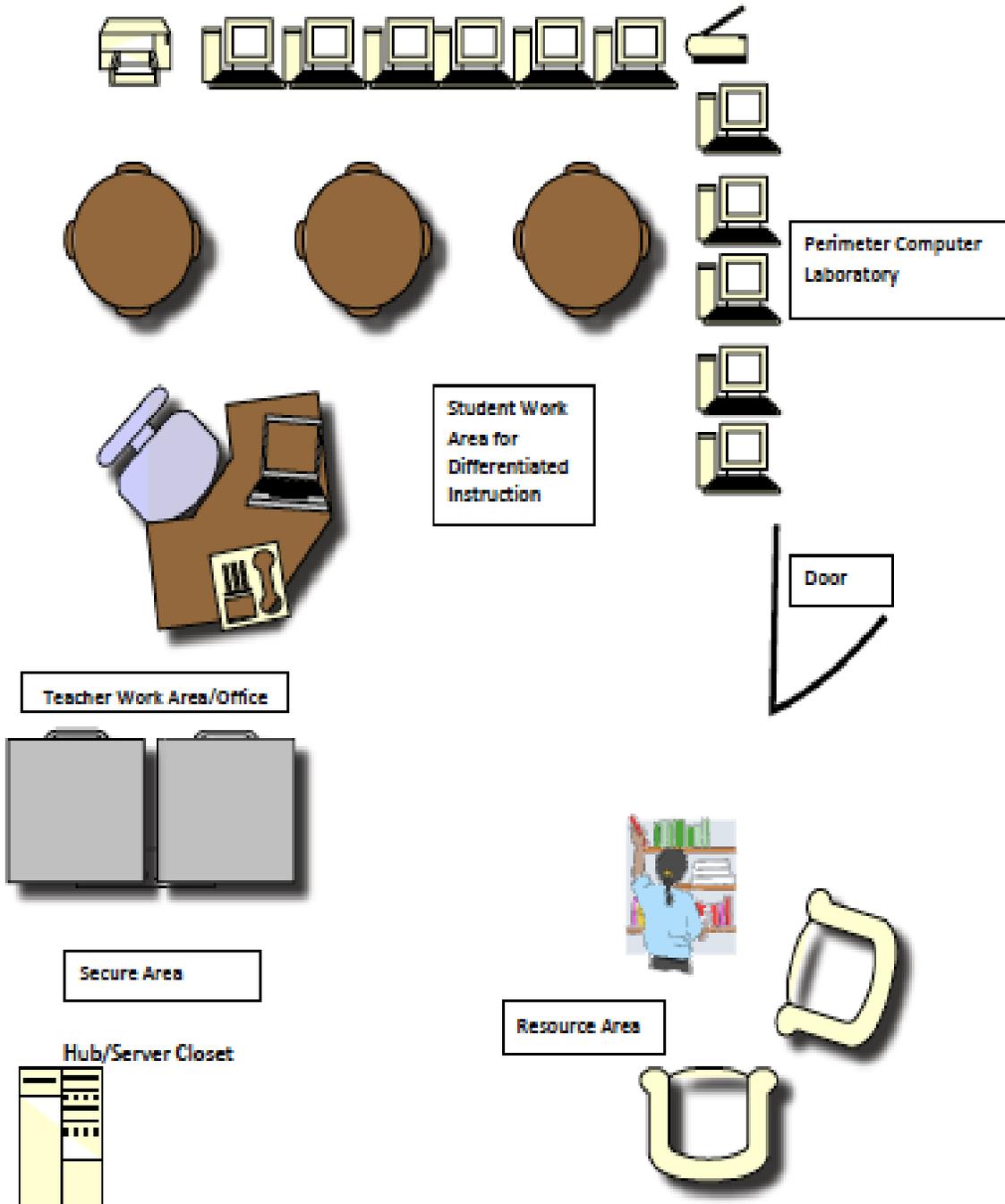
COMPUTER LABORATORY FACILITY DESCRIPTION

The computer applications portion of services provided by Student Services Coordinators (SSCs) varies by program, available resources, space, and location. Some Student Services Coordinators serve at high school locations and may use computer laboratories available on-site in conjunction with instructional support services. Others who serve at career and technical education centers will typically have an office area with an adjoining space for a computer laboratory and student work area. The best layout for a student lab is a perimeter model, which allows the instructor high visibility for supervision. The classroom/laboratory needs to be highly utilitarian and a clean, uncluttered well-ordered environment that is inviting to students. Work areas for non-computer differentiated learning are required in addition to an area for small-group and team activities.

The facility will ideally include the following:

1. Mini-blinds or other glare reducing window coverings
2. Square footage based on 20 to 24 computers: 1,600 sq. ft.
3. Tile, linoleum, or static-free carpet walls painted or paneled
4. Lighting should be carefully designed to allow workstations to be well lit and glare free.
5. Workstations located along the walls may best be lit by individual lights.
6. Air conditioning and heating with individually adjustable controls for each lab
7. Security measures
 - a. Ventilated, secured storage space for network hub equipment (Separate lockable room is recommended with ventilation and 120-V power outlets.)
 - b. Adequate security precautions (locks on doors and windows, lighting, and access from outside the building)
 - c. Lockable storage space and secure area for confidential files
8. Dedicated telephone line with cordless phone
9. Workstations with adequate space between students
10. Cables and power cords are properly bundled and contained in Panduit.
11. Bookshelves with updated materials for remediation, career, military, and postsecondary information
12. The number of workstations should be large enough to accommodate the special populations students and in working order.
13. System for reporting technical assistance through district technology coordinators will be established, and services will be provided in a timely manner.
14. Hardware must meet minimum specifications as determined through the Office of Compliance and Reporting and may consist of is but not limited to the following:
 - Computers—cable or wireless
 - Network printer
 - Scanners
 - Digital camera
 - Smart Board

STUDENT SERVICES CLASSROOM/COMPUTER LEARNING CENTER SUGGESTED LAYOUT



INSTRUCTIONS FOR TECHNICAL ASSISTANCE

Purpose

The purpose of the new technical assistance visit procedure is to do the following:

- Provide streamlined, focused, and high-quality assistance to student service personnel in implementing program improvement.
- The electronic copy of the Professional Growth System form must be completed and e-mailed back to the program supervisor no less than 1 week prior to site visit. (Deadlines for their completion will be issued when the technical assistance visit is scheduled.)
- Responses to the completed Professional Growth System will be provided by the program supervisor and e-mailed back with comments, suggestions, and questions to assist student services personnel to be completely prepared for the visit.

Procedure

- The Professional Growth System electronic form (PGS) must be saved to the student services personnel's computer desktop and renamed using the district number and first initial and last name of the student services personnel (e.g., 5411firstinitiallastname; 3600firstinitiallastname). The completed form will be e-mailed to the program supervisor; this form will be the media of communication regarding documentation and elaboration on each indicator.
- The site visit will take place **in the classroom or lab where student services personnel conduct day-to-day activity**. If there are electronic files, a computer or a transferable drive with the documents must be available. There will be no disruption of activities.
- Student services personnel will provide well-organized documentation. Each section (Assessment, Accountability, etc.) as outlined in the Professional Growth System (PGS) will be identified by a folder or tab if using notebooks. In each section, the STUDENT SERVICES COORDINATORS will have a sub folder/tab for the standard; behind each standard, indicators that are verifiable will be labeled with the corresponding number for that indicator. (Note: An electronic file must be pulled up on the computer and minimized and the file should contain the indicator numbers such as 1.1, 1.2, etc., in the upper right-hand corner of the pages; please leave a note for that 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's upper right-hand corner.)

Indicator 2 (Indicate by writing 1.2 on document's upper right-hand corner.)

Indicator 3 (Indicate by writing 1.3 on document's upper right-hand corner.)

Indicator 4 (Indicate by writing 1.4 on document's upper right-hand corner.)

Standard 2, etc.

- If there is more than one student services personnel, only one professional growth system will be submitted; only one set of documentation is required.
- The Perkins IV data Section B Accountability-Perkins IV (Baseline 2007-2008) is required, and assistance by the director is encouraged. This information will help student services personnel use data to drive their program improvement.
- 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 reported on the TA Grid.

Exit Interview with the Director

Due to time considerations, the exit interview will take place at the end of the technical assistance visit and will be allotted 20-30 minutes. 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 Professional Growth System are met, the need for additional time is unlikely.

An overview sheet, revised Professional Growth System Summary with recommendations and observations will be completed and reviewed by the program supervisor with the student services personnel and the director; at the end of the interview.



MISSISSIPPI
DEPARTMENT OF
EDUCATION

*Ensuring a bright future for every
child*

MISSISSIPPI EDUCATOR &
ADMINISTRATOR

**PROFESSIONAL GROWTH
SYSTEM**

Student Services Coordinator Growth Rubric

Level 4 - Meets Level 3 and extends impact of the standard

Level 3 - Addresses the standard fully

Level 2 - Occasionally addresses the standard but not at
Level 3

Level 1 - 1 or never addresses the standard

Domain I: Planning

Standard 1: Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical Education (CTE) programs

Examples of Evidence:

- The SSC plans and executes (independently or in collaboration with the center goals) appropriate recruitment and advisement activities
- Examples of documentation include but are not limited to:
 - Documents that advertise or market the activity
 - Documents that identify attendees
 - Evidence of scheduling recruiting classroom visits in the SSC planner or calendar

(Appropriate documentation is defined as

current and valid documents that are signed, dated, or date stamped, have letterhead

or school captioning, reflect attendee participation, PowerPoint presentations, and videography.)

Student Services Coordinator Growth Rubric

Indicators
1.1. Assists counselors and CTE instructors in middle and high school recruitment efforts including students with disabilities
1.2 Schedules and implements annual school tours including any CTE site visits and school visits
1.3 Addresses student's interests, skill level and personality in determining best placement in CTE program
1.4 Develops and publishes print media
1.5 Uses survey instruments to assist and provide opportunities for college and career planning

Indicators	
<p>Standard 2: Service planning that meets the diversity of students' backgrounds and all categories as defined by Perkins' special populations (students' prior knowledge, experience and/or cultural background based on data collected)</p>	<p>Examples of Evidence: Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Skill assessments • Surveys • District Reports • Individual Education Plans. • Contact information • Individual Career and Academic Plan (iCAP)/[Individual Student Success Plan (ISSP)] • Classroom and shop observation documents

Indicators
2.1 Demonstrates the use of multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students
2.2 Identifies students for special population classification based on Perkins definitions
2.3 Collaborates with school personnel (CTE instructors and academic personnel) to share and utilize resources in designing and implementing learning experiences that accommodate student identified by Perkins special populations
2.4 Selects instructional goals that incorporate high levels of basic skills in academic and program areas to help students be successful. (Examples of documentation include but are not limited to: Student referrals, Progress reports/report card, Contact information, Administrative logs for online tools, District reports, Instructional strategies, Study guides and resource materials, Inventory checklist from SPED teachers

Student Services Coordinator Growth Rubric

Domain II: Assessment	
<p>Standard 3: Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • District Reports • Instructional plan • Test and Survey data • Contact Information • IEP Information • Student information
Indicators	
<p>3.1 Works independently and collaboratively with appropriate school personnel to use assessment results to adjust to student needs</p>	
<p>3.2 Maintains accurate and complete data records that demonstrate student progress</p>	
<p>3.3 Utilizes data to select and implement goals aligned to Common Core State Standards, other current MS standards, frameworks and programs</p>	
<p>3.4 Coordinates with academic and CTE instructors to best address data obtained to develop goals and appropriate remediation</p>	
<p>3.5 Provides clear and actionable feedback to students and CTE instructors to enable student improvement</p>	
Domain III: Instruction	
<p>Standard 4: Actively engages students in the learning process</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Observations • Physical classroom management • Student Information • Community Resource Information • Student Organizations • Instructional resource • CCSS implementation

Student Services Coordinator Growth Rubric

Indicators	
4.1 Utilizes a variety of instructional strategies and resources appropriate to students' skill levels	
4.2 Manages activities that include social-interactive activities, educational games, textbooks, computer-based software and Internet sources that support students' achievement of high-level basic skills	
4.3 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community lives and experience	
4.4 Utilizes relevant and timely examples in instruction and activities related to the students' diversity	
4.5 Utilizes literacy strategies and activities that help students access complex text and analyze, synthesize, and evaluate content related to CTE instructions	

Standard 5: Communicates clearly and effectively	Examples of Evidence: <ul style="list-style-type: none"> • Samples of written communication • Observations
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Indicators	
5.1 Communicates written and oral content, expectations, explanations, directions and procedures clearly and concisely and adapts communication style in response to student behavior	
5.2 Speaks clearly and at an appropriate pace	
5.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs	
5.4 Uses developmentally appropriate language and explanations and adapts communication style as needed	

Student Services Coordinator Growth Rubric

Domain IV: Learning Environment	
<p>Standard 6: Creates an environment conducive to learning</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Observation of physical environment • Classroom management • Instructional plan • Contact Information • Requisition list • IT Help Desk tickets • Disclaimer statements for posters, etc. • Posters and student recognition
Indicators	
6.1 Organizes and maximizes use of physical space and resources for student learning	
6.2 Begins services on time, follows rules and established classroom management procedures	
6.3 Establishes expectations and manages student behavior to provide productive learning opportunities for all students	
6.4 Demonstrates respect for students and builds relationships that recognize the diversity and achievement of groups and individuals	
6.5 Ensures the classroom is a safe place for students to voice their thoughts and opinions	
6.6 Displays positive environment in the classroom showing relevance to career goals of students	
Domain V: Professional Responsibilities	
<p>Standard 7: Engages in continuous professional learning opportunities and applies new information to meet the needs of students</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Observations
Indicators	
7.1 Proactively seeks out and participates in professional development	
7.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures	
7.3 Attends trainings and accesses resources in college and career readiness	

Student Services Coordinator Growth Rubric

<p>Standard 8: Establishes and maintain effective communication with parents/ guardians and community stakeholders</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Progress Reports • Parent Contact Information • Media • Community participation • Community college contact information • Career Information activities • Business and Industry involvement • Advisory Committee • Uses information from Choices & Individual Career and Academic Plan (iCAP)/[ISSP]
Indicators	
8.1 Provides clear, understandable information to parents/guardians about student progress and activities on a regular basis	
8.2 Collaborates with parents/guardians and their students to establish expectations and support	
8.3 Engages parents/guardians in CTE program activities	
8.4 Collaborates with business and industry to promote college and career readiness	
<p>Standard 9: Collaborates with colleagues and is an active member of a professional learning community in the school</p>	<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Community college contact information • Career Information activities • Business and Industry involvement • Advisory Committee • Uses information from Choices & Individual Career and Academic Plan (iCAP)/[ISSP]
Indicators	
9.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers	
9.2 Supports colleagues in improving student performance and teaching practices	

MATERIALS AND USEFUL WEBSITES

LEARNING RESOURCES

ACT: <http://www.act.org/content/act/en/products-and-services/the-act.html>
ASVAB: <http://www.military.com/join-armed-forces/asvab>
Automotive Service Excellence: <https://www.ase.com/>
Canvas: <https://mde.instructure.com/login/canvas>
Career Assessment: <http://www.mynextmove.org/explore/ip>
EdUpdate Newsletter: <https://msachieves.mdek12.org/edupdate>
Education Planner: www.educationplanner.org
4 Tests: <http://www.4tests.com>
Go Sign Me Up: MDE - <https://gsmu.mdek12.org/public/course/browse>
Go Sign Me Up: RCU – <https://rcu.gosignmeup.com/Public/Course/Browse>
i-Ready: <http://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx>
Job Scout: <http://myjobscout.org>
Khan Academy: www.khanacademy.org
Learn Zillion: www.learnzillion.com
Listserv: http://fyt.mde.k12.ms.us/subscribe/Student_Service_Coordinators_Listserv.html
March 2 Success: <https://www.march2success.com/main/courses>
MS-CPAS: <https://www.rcu.msstate.edu/Assessment/MS-CPAS.aspx>
NCCER: <https://www.nccer.org>
Prostart: <https://chooserestaurants.org>
Read Works: www.readworks.org
Renaissance Star: <https://www.renaissance.com/products/assessment/star-360/star-reading-skills/>
SAT: <https://collegereadiness.collegeboard.org/sat>
TABE: <http://tabetest.com>
Today's Class: <https://todaysclass.com/>
USA Test Prep: www.usatestprep.com
National Alliance for Partnerships in Equity: <https://napequity.org/>

