

Career and Technical Education Counselor Handbook



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 in prekindergarten through grade 12 and vocational. As student advocates, counselors provide support and foster student development.

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. The CTE Program of Work is aligned with the Carl D. Perkins V Career and Technical Law. The information for this handbook was taken from various sources including the American School Counselor Association (ASCA) National Model and the Mississippi School Counseling Model (Framework).

Through appropriate placement, retention and completion of career and technical programs, the Program of Work and handbook will assist CTE Counselors in performing their duties in conjunction with the Carl D. Perkins core indicators. The major focus of a CTE counseling program is to support student achievement. The counselors have professional skills, desire and ability to help students realize their dreams. It is the hope of Office of Career and Technical Education that this handbook will greatly aid CTE counselors by providing a framework for day to day activity and for annual planning of 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.

Perkins V Core Indicators of Performance (Secondary)

Every state and local district will establish plans for performance for each of the core indicators. These indicators apply to career and technical students and directly impact the duties and responsibilities of the career and technical counselors.

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- Reading/Language Arts (English II)

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- Mathematics (Algebra I)

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-Science (Biology I)

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.

PROGRAM OF WORK

The following is the career and technical counselors' Program of Work. It is divided into 9 sections and encompasses 26 standards.

The nine designated areas in the CTE Counselor's Program of Work directly related to Career and Technical Counselors' activities are:

- Counseling
- Consulting and Coordinating
- Appraisal
- Program Accountability
- Professional Development
- Recruitment
- Community and Parent Involvement
- Emergency Response Management
- Dropout Prevention

COUNSELING

Career and Technical Education (CTE) counselors are vital members of the education team. They guide/advise career and technical education students in the areas of academic achievement, personal/social development and career development. Duties should be focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services.

COUNSELING Standard 1. Counseling services provide students personal growth and development training.

Reference: Perkins V Core Indicators 1S1, 1S2, 2S1, 2S2, 2S3

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.

Suggested Strategies

- Provide group and individual counseling services to first and second year students using self-exploration tools, checklists, student needs assessments, interest inventories, and appraisal worksheets.
- Coordinate data from Student Services coordinators to determine interventions needed.

- Assist students with goal setting and time management skills through individual and group sessions.
- Collaborate with career and technical instructors to assist in determining students' personal and social needs.

Suggested Evidence

- Utilize data documentation from calendar activities
- Lesson plans
- Documentation of classroom visits
- Develop pre- and post-tests for lessons given to students
- Sign-in sheets

COUNSELING Standard 2. Counseling services provide students academic and career development.

Reference: Perkins V 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 for college, career, and military exploration.

Suggested Strategies

- Track academic and career and technical progress.
- Facilitate the development of workplace skills.
- Collaborate with Student Services.
- Conduct group and individual counseling sessions on the skills necessary to gain employment.
- Collaborate with CTE instructors to encourage participation in student organizations.
- Assist students in course selection according to their career goals.
- Facilitate college, military, and career exploration by developing working relationships with recruiting offices and coordinating guest speakers.

Suggested Evidence

- Access to student information package system.
- Calendar of events and presentations, sign-in sheets, agendas, and business cards
- Evaluation forms completed by students assessing quality of guest speakers and college presentation

COUNSELING Standard 3. Counseling Services are provided to Special Populations students.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Assist Student Services coordinator in individualized education plan (IEP) meetings, and student placement.
- Maintain current information regarding all local and state plans, policies, laws, rules, and regulations about special needs learners, including the Individuals with Disabilities Act (IDEA).

Suggested Evidence

- IEP meeting sign-in sheets
- Daily calendar documentation

COUNSELING Standard 4. Career and technical counselors provide placement information to students.

Reference: Perkins V Core Indicators 1S1, 1S2, 3S1, 5S1, 5S2, 5S3

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

Suggested Strategies

- Post job opportunities on bulletin boards and in classrooms.
- Schedule guest speakers from military.
- Conduct or arrange group sessions on how to apply for financial aid and college admission.
- Assist in conducting a college and career fair.

Suggested Evidence

- Sign-in sheets from financial aid presentations
- Sign-in sheets of presentations by military and postsecondary personnel
- Copy of articulation agreement with local community college

CONSULTING AND COORDINATING

CTE counselors provide valuable contributions to the consultation process. Counselors increase the value and efficiency of the collaboration between different parties. When engaging in consultation, it is imperative to abide by the ASCA Ethical Standards. The indirect services provided may include referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

CONSULTING AND COORDINATING Standard 1. Career and technical counselors assist in coordinating the integration of academic and career and technical skills.

Reference: Perkins V Core Indicators 2S1, 2S2, 2S3, 5S1, 5S2, 5S3

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

Suggested Strategies

- Review students' academic and career and technical grades each grading period.
- Plan group and individual sessions on topics such as study skills, time management, test taking strategies, and other relevant skills that will enhance students' opportunities for success.
- Collaborate with student services personnel to ensure that students' academic and career and technical needs are being addressed.

Suggested Evidence

- Grades from Student Information System
- Lesson plans
- Sign-in sheets

CONSULTING AND COORDINATING Standard 2. Career and technical counselors coordinate activities leading to program retention and completion.

Reference: Perkins V Core Indicators 1S1, 1S2, 5S1, 5S2, 5S3

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.

Suggested Strategies

- Conduct classroom presentations on employability skills.
- Provide ACT information and registration assistance.
- Assist with college applications and financial aid applications.
- Assist instructors in compiling follow-up/placement information for reporting to MSIS.
- Assist students in course selection and appropriate program placement.

Suggested Evidence

- Placement information to MSIS
- Sign-in sheets

CONSULTING AND COORDINATING Standard 3. Career and technical counselors provide consultation to teaching and other professional staff.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors provide resources to staff for students' career, personal, and academic development.

Suggested Strategies

- Maintain a community resource list.
- Post crisis hotline numbers in classrooms.
- Review student needs assessment with staff.
- Assist with field trips and classroom speakers.

Suggested Evidence

- Needs assessment data
- Calendar

CONSULTING AND COORDINATING Standard 4. Career and technical counselors work with and assist in district and CTE Compliance and Reporting.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Utilization of Mississippi Student Information System (MSIS) and student information package system.
- Maintain student records and student data.

Suggested Evidence

- Student data/enrollment information such as rosters, completers, special populations
- Use of MSIS

APPRAISAL

CTE counselors assist with assessments such as the Mississippi Career Planning and Assessment System, Third Edition (MS-CPAS3) and national certifications. This may include inputting student information, ordering, scheduling, administering the test, and ensuring that test security is maintained.

APPRAISAL Standard 1. Career and technical counselors assist with state mandated career and technical tests.

Reference: Perkins V Core Indicators 5S4

Competency: CTE counselors assist with career and technical tests such as the Mississippi Career Planning and Assessment System, Third Edition (MS-CPAS3) and national certifications.

Suggested Strategies

- Provide orientation to students on state-mandated testing.
- Maintain a current testing calendar with local, district and MDE-mandated testing.
- Follow guidelines set forth by the district test security plan and maintain proper documentation.
- Meet with teachers, principals, and students to interpret test results.

Suggested Evidence

- Test training sign-in sheets and agendas
- Professional development materials
- School and District Test Security Plans

PROGRAM ACCOUNTABILITY

In keeping with the federal mandate of the Every Student Succeeds Act and the Carl D. Perkins Act of 2018, all educational programs must meet the educational needs of all students. Mississippi career and technical programs ensure equal access/opportunity to all students. 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 annually by the career and technical counselor.

PROGRAM ACCOUNTABILITY Standard 1. Career and technical counselors maintain annual calendar of Program of Work.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Create and maintain an annual calendar of events, including daily, weekly, and monthly activities.
- Prepare for program reviews by district, state, or federal officials.

Suggested Evidence

- Calendars, sign-in sheets, agendas, and lesson plans

Program Accountability Standard 2. Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2006.

Reference: Perkins V 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.

Suggested Strategies

- Discuss counseling curriculum with administration and staff.
- Establish a classroom schedule for counseling activities.
- Maintain sign-in sheets from individual, group and classroom counseling.

Suggested Evidence

- Documentation of requests for classroom activities
- Sign-in sheets, lesson plans and agendas

PROGRAM ACCOUNTABILITY Standard 3. Career and technical counselors maintain student information and record keeping.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors maintain electronic and/or hard files on students to include general and specific information reflecting the student's performance in the career and technical program.

Suggested Strategies

- Maintain student files.
- Prepare complete data for submission to MSIS.
- Record and maintain enrollment information of Year 1 and Year 2 students.

Suggested Evidence

- Copies of student records, student packages, and files

PROGRAM ACCOUNTABILITY Standard 4. Career and technical counselors conduct annual program evaluation.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors conduct annual evaluations of counseling services.

Suggested Strategies

- Measure the effectiveness of the career and technical guidance program by using end of year surveys.

Suggested Evidence

- Exit interviews/surveys
- Director/teacher evaluation of counseling services

PROFESSIONAL DEVELOPMENT

Career and technical counselors must stay current on legal, technical, and educational issues impacting career and technical programs and student performance. Networking with peers and other professionals is critical for maintaining professional performance.

PROFESSIONAL DEVELOPMENT Standard 1. Career and technical counselors participate in professional growth opportunities.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.

Suggested Strategies

- Join professional organizations 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 workshops, seminars, and conferences sponsored by local district, MDE, and professional organizations.
- Network with local and state business/industry leaders and other CTE Counselors.

Suggested Evidence

- CEU certificates/contact hours/agendas
- Calendar

PROFESSIONAL DEVELOPMENT Standard 2. Career and technical counselors continually update technical and career and technical knowledge and skills.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors attend sessions offering technical training.

Suggested Strategies

- Attend training related to school student information package and Mississippi Student Information System (MSIS).
- Participate in any district/state/military/and business/industry sponsored tours to gain knowledge in the latest technology.
- Use of Google Docs or other web-based applications to support collaboration and documentation
- Participate in new technology training opportunities.

Suggested Evidence

- Demonstration of knowledge of school student information package and MSIS
- Google Docs
- Certificate of Attendance or Certificate of CEUs
- Agendas

RECRUITMENT

Recruiting involves marketing of the career and technical programs to all partners in the educational system: teachers, administrators, parents, and community stakeholders. Career and technical counselors provide information to the public through news releases and articles; success stories and awards are published periodically.

RECRUITMENT Standard 1. Career and technical counselors establish a public relations plan and strengthen the public's knowledge of CTE events and activities.

Reference: Perkins V Core Indicators 3S1, 4S1, 5S1, 5S2, 5S3

Competency: CTE counselors recruit students by maintaining a community relations program designed to enhance and promote career and technical education.

Suggested Strategies

- Submit articles/pictures to local news outlets highlighting student activities and accomplishments.
- Involve businesses and industry, community stakeholders, and the news media to promote National Career Technical Education Week.
- Publish a bi-yearly newsletter for distribution to students, faculty, parents, community stakeholders, and business and industry leaders.

Suggested Evidence

- Documentation of events and activities
- Media publications
- Newsletters
- Brochures/pamphlets

RECRUITMENT Standard 2. Career and technical counselors provide students with career and technical information.

Reference: Perkins V Core Indicators 3S1, 4S1, 5S1, 5S2, 5S3

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

Suggested Strategies

- Conduct CTE program tours.
- Distribute CTE recruitment brochures to junior high students and their parents/guardians.
- Set up displays at feeder schools during events throughout the school year.
- Visit 9th and/or 10th grade students 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.

Suggested Evidence

- CTE site tour sign-in sheets
- Copies of recruitment brochures

RECRUITMENT Standard 3. Career and technical counselors keep parents informed of new trends in career and technical education.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Maintain a publication of CTE course descriptions.
- Seek opportunities at Parent 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.

Suggested Evidence

- Course catalog/registration handbook

COMMUNITY AND PARENT INVOLVEMENT

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. Counselors provide a wide range of resources to students, community and parents.

COMMUNITY AND PARENT INVOLVEMENT Standard 1. Career and technical counselors serve as liaisons between the students and community resources.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Keep a file of community resources.
- Document Advisory Committee meetings at least twice per year. Members may include academic counselors, business/industry representatives, community college representatives, parents, etc.

Suggested Evidence

- Agendas and sign-in sheets
- Documentation of resources

COMMUNITY AND PARENT INVOLVEMENT Standard 2. Career and technical counselors assist students with opportunities for community service activities.

Reference: Perkins V Core Indicators 4S1, 5S1,5S2, 5S3

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

Suggested Strategies

- Publish community involvement activities.

Suggested Evidence

- Special projects recorded in notebooks or bulletin board displays
- Newspaper articles or press releases

COMMUNITY AND PARENT INVOLVEMENT Standard 3. Career and technical counselors assist CTE instructors with job shadowing activities.

Reference: Perkins V Core Indicators 4S1, 5S1,5S2, 5S3

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

Suggested Strategies

- Assist instructors with job shadowing opportunities.
- Prepare classroom presentations on soft skills and work ethics.

Suggested Evidence

- Lesson plans, calendar, and sign-in sheets

COMMUNITY AND PARENT INVOLVEMENT Standard 4. Career and technical counselors support and assist instructional staff in planning field trips to local/regional business and industry sites.

Reference: Perkins V Core Indicators 4S1, 5S1,5S2, 5S3

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

Suggested Strategies

- Assist program instructors with business and industry visits.
- Establish a relationship with business and industry.

Suggested Evidence

- Documentation of business and industry visits and field trips
- Calendar
- Lesson plans

COMMUNITY AND PARENT INVOLVEMENT Standard 5. Career and technical counselors strengthen parent involvement in career and technical programs.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Conduct an open house.
- Provide opportunities for parent/teacher conferences.
- Schedule parents who work in business/industry to serve as guest speakers.

Suggested Evidence

- Sign-in sheets, phone logs, and agendas

EMERGENCY RESPONSE MANAGEMENT

Local area school districts must face the ever-increasing possibility of a catastrophic event occurring on school grounds and during school time. 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.

EMERGENCY RESPONSE MANAGEMENT Standard 1. Career and technical counselors comply with response management as outlined in the Mississippi School Counseling Curriculum Framework.

Reference: Perkins V Core Indicators ALL

Competency: CTE counselors comply with the Mississippi School Counseling Curriculum Framework.

Suggested Strategies

- Maintain a copy of the Mississippi School Counseling Curriculum Framework as a resource for general instruction for emergency management.
- Keep a copy of the district emergency plan.

Suggested Evidence

- Copy of *When Tragedy Strikes...What Will You Do?*, resource located in the Mississippi School Counseling Curriculum Framework
- Posted copy of district Emergency Response Plan

EMERGENCY RESPONSE MANAGEMENT Standard 2. Career and technical counselors participate in crisis/emergency response training.

Reference: Perkins V Core Indicators ALL

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

Suggested Strategies

- Attend Suicide-Bullying Prevention training as required by House Bill 263.
- Attend emergency training sponsored by the Mississippi Department of Education or local district.

Suggested Evidence

- Documentation of training events attended
- Certificate obtained from Suicide-Bullying Prevention Training

DROPOUT PREVENTION

Counselors are essential to the development and success of all 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 review of academic progress and motivation toward educational success.

DROPOUT PREVENTION Standard 1. Counselors assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.

Reference: Perkins V Core Indicators 4S1 1S1, 1S2, 2S1, 2S2, 2S3

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.

Suggested Strategies

- Obtain and implement the local district Dropout Prevention plan.
- Provide counseling for at-risk students for personal and 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 as needed.

Suggested Evidence

- Lesson plans
- Student information package system

MONTHLY TIMELINE FOR CTE COUNSELORS' PROGRAM OF WORK

The following list is only a few activities that occur during the workday of a CTE counselor. Some of these activities may or may not apply to you and your school. The purpose of this list is to serve as a monthly reminder and a road map to assist a CTE counselor in completing duties that are necessary for the success of your counseling program.

JULY

- Post Crisis Hotline Phone numbers in building
- Update classroom presentations
- Attend MS-ACTE Conference
- Check eligibility requirements of students for programs
- Check course codes in your Student Management System
- 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

- Open House
- Request list of SPED students from feeder schools that are enrolled in CTE programs
- Obtain IEPs and 504s from high school SPED department
- Check with feeder schools to see if they are aware of any medical issues with students enrolled in your building
- Register for MCA Convention
- Pull rosters for baseline testing
- Attend testing training webinar for baseline testing
- Order/verify baseline tests through RCU
- Train staff to administer baseline tests
- Balance class sizes
- Adjust student schedules as needed
- Student Needs Assessment
- Student Orientation to CTE Counselor Services
- Speak to students about requirements for MS Scholars Tech Master distinction
- Ask teachers to start working on Placement Data
- Continue recruitment for programs
- Develop an enrollment chart for all programs
- Begin individual counseling sessions

SEPTEMBER

- Contact Advisory Committee Members
- Progress Reports
- Ongoing Parent/Teacher Conferences
- Verify Vocational Indicators in your Student Management System
- Collect completer follow-up and placement information
- Submit follow-up data to MSIS

OCTOBER

- Develop Newsletter
- Review grades
- Attend Mississippi Counseling Association Regional Fall Meeting
- Conduct Advisory Committee Meeting
- Host College Financial Aid Event
- Renew membership with MCA
- Invite eligible students to join National Technical Honor Society (NTHS)

NOVEMBER

- Post-test semester CPAS tested areas (if applicable)
- Attend Mississippi Counseling Association Convention
- Review District Summary Report
- Induct new NTHS members

DECEMBER

- Distribute testing results
- Update program descriptions for registration handbook
- Administer/Assist with DECA testing for student qualification for district and state competition
- Participate in NTHS community service activity

JANUARY

- Recruitment/Tours
- Send updated CTE program application to schools

FERBRUARY

- Host National Career and Technical Education Month event(s)
- Recruitment/Tours
- Attend Testing Training at RCU
- Assist in hosting Nontraditional Day with Student Service Coordinators (SSC)
- Develop Master Schedule and send to feeder schools
- Attend Mississippi Counseling Association Regional Spring Meeting

MARCH

- Recruitment/Tours
- Verify/Order MS-CPAS and National Certification Exams
- IEP Meetings

APRIL

- MS-CPAS and National Certification Testing
- IEP Meetings
- Request MS Scholar Tech Master medallions and certificates from MS Economic Council

MAY

- Host Awards Program
- Student Needs Survey Follow-up (Evaluation of Counseling Program)
- CTE Counselor Evaluation Survey by faculty
- Student Exit Survey
- Collect completer data for Fall follow-up
- Report student vocational course failures
- Recognize NTHS students at awards day
- Recognize MS Scholar Tech Master students at the senior awards ceremony

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
- Collaborate with teachers and administrators
- Classroom presentations
- Monitor status of MS Scholar Tech Master applicants

School Counselor Growth Rubric-Program of Work Correlation

Domain I: Comprehensive School Counseling Program Planning

School Counselor Growth Rubric	Program of Work Standards
<p><u>Standard 1:</u> School Counselor partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is preventative, developmental, responsive, and aligns with the school’s goals and mission.</p> <p><u>Standard 2:</u> School Counselor possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed school counseling program.</p>	<p><u>Counseling:</u></p> <p>Standard 1: Counseling services provide students personal growth and development training</p> <p>Standard 2: Counseling services provide students with academic and career development.</p> <p>Standard 3: Counseling Services are provided to Special Populations students.</p> <p>Standard 4: Career and technical counselors provide placement information to students</p> <p><u>Consulting and Coordinating:</u></p> <p>Standard 1: Career and technical counselors assist in coordinating the integration of academic and career and technical skills.</p> <p>Standard 3: Career and technical counselors provide consultation to teaching and other professional staff.</p> <p><u>Program Accountability:</u></p> <p>Standard 1: Career and technical counselors maintain annual calendar of Program of Work.</p> <p>Standard 2: Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2018.</p> <p>Standard 3: Career and technical counselors maintain student information and record keeping.</p> <p>Standard 4: Career and technical counselors conduct annual program evaluation.</p> <p><u>Dropout Prevention:</u></p> <p>Standard 1: Counselors assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.</p>

Domain I: Comprehensive School Counseling Program Planning

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 3: School Counselors deliver developmentally appropriate services and activities directly through instruction appraisal, advisement, and counseling to ensure students develop mindsets and behaviors for success.</p>	<p>Counseling:</p> <p>Standard 1: Counseling services provide students personal growth and development training</p> <p>Standard 2: Counseling services provide students with academic and career development.</p> <p>Standard 3: Counseling Services are provided to Special Populations students.</p> <p>Standard 4: Career and technical counselors provide placement information to students.</p>

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 4: School Counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students.</p>	<p>Consulting and Coordinating:</p> <p>Standard 1: Career and technical counselors assist in coordinating the integration of academic and career and technical skills.</p> <p>Standard 2: Counseling services provide students with academic and career development.</p> <p>Standard 3: Counseling Services are provided to Special Populations students.</p> <p>Standard 4: Career and technical counselors provide placement information to students</p> <p>Program Accountability:</p> <p>Standard 1: Career and technical counselors maintain annual calendar of Program of Work.</p> <p>Standard 2: Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2018.</p> <p>Community and Parent Involvement:</p> <p>Standard 1: Career and technical counselors serve as liaisons between the students and community resources.</p> <p>Standard 2: Career and technical counselors assist students with opportunities for community service activities.</p> <p>Standard 3: Career and technical counselors assist CTE instructors with job shadowing activities.</p> <p>Standard 4: Career and technical counselors support and assist instructional staff in planning field trips to local/regional business and industry sites.</p> <p>Standard 5: Career and technical counselors strengthen parent involvement in career and technical programs.</p>

Domain II: Delivery of Direct and Indirect Services

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 5: School Counselors utilize a variety of delivery methods to provide 80% or more time in direct and indirect student services and remaining 20% for program management and school support services.</p>	<p>Counseling: Standard 1: Counseling services provide students personal growth and development training Standard 2: Counseling services provide students with academic and career development. Standard 3: Counseling Services are provided to Special Populations students. Standard 4: Career and technical counselors provide placement information to students.</p> <p>Dropout Prevention: Standard 1: Counselors assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.</p>

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 6: School Counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement actions plans, evaluate the impact, and adjust accordingly.</p>	<p>Consulting and Coordinating: Standard 3: Career and technical counselors provide consultation to teaching and other professional staff. Standard 4: Career and technical counselors work with and assist in district and CTE Compliance and Reporting.</p> <p>Appraisal: Standard 1: Career and technical counselors assist with state mandated career and technical tests.</p> <p>Program Accountability: Standard 1: Career and technical counselors maintain annual calendar of Program of Work. Standard 2: Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2018. Standard 3: Career and technical counselors maintain student information and record keeping. Standard 4: Career and technical counselors conduct annual program evaluation.</p> <p>Dropout Prevention: Standard 1: Counselors assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.</p>

Domain III: Culture and Learning Environment:

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 7: School Counselors lead and advocate for systemic change to create an equitable, inclusive, diverse, and respectful learning environment for all students.</p>	<p><u>Counseling:</u> Standard 1: Counseling services provide students personal growth and development training Standard 2: Counseling services provide students with academic and career development. Standard 3: Counseling Services are provided to Special Populations students. Standard 4: Career and technical counselors provide placement information to students.</p> <p><u>Consulting and Coordinating:</u> Standard 1: Career and technical counselors assist in coordinating the integration of academic and career and technical skills. Standard 2: Counseling services provide students with academic and career development. Standard 3: Counseling Services are provided to Special Populations students.</p> <p><u>Program Accountability:</u> Standard 1: Career and technical counselors maintain annual calendar of Program of Work. Standard 2: Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2018.</p> <p><u>Dropout Prevention:</u> Standard 1: Counselors assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.</p>

Domain IV: Professional Responsibilities

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 8: School Counselor adheres to the American School Counselor Association (ASCA) ethical standards, engage in ongoing professional learning, educate stakeholders and promote the importance of the school counseling role, and refine their work through self-reflection.</p>	<p>Program Accountability: Standard 4: Career and technical counselors conduct annual program evaluation.</p> <p>Professional Development: Standard 1: Career and technical counselors participate in professional growth opportunities.</p> <p>Standard 2: Career and technical counselors continually update technical and career and technical knowledge and skills.</p> <p>Emergency Response Management: Standard 1: Career and technical counselors comply with response management as outlined in the Mississippi School Counseling Curriculum Framework.</p> <p>Standard 2: Career and technical counselors participate in crisis/emergency response training.</p>

School Counselor Growth Rubric	Program of Work Standards
<p>Standard 9: School Counselor serves as a leader, change agent and an advocate to in supporting the comprehensive school counseling program as well as the overall mission and improvement plans of the school and district.</p>	<p>Program Accountability: Standard 1: Career and technical counselors maintain annual calendar of Program of Work.</p> <p>Standard 2: Career and technical counselors support components of the Every Student Succeeds Act and the Carl Perkins Act of 2018.</p> <p>Recruitment: Standard 1: Career and technical counselors establish a public relations plan and strengthen the public's knowledge of CTE events and activities.</p> <p>Standard 2: Career and technical counselors provide students with career and technical information.</p> <p>Standard 3: Career and technical counselors keep parents informed of new trends in career and technical education.</p>

