



MISSISSIPPI CAREER DEVELOPMENT

Resource Document



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Mississippi Board of Education
5-Year Strategic Plan
2016-2020

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Goals

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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Mississippi Career Development Resource Guidance Document

Introduction and Purpose

One goal of the Mississippi State Board of Education states that every student will graduate from high school prepared for college and a career. In that effort, the Mississippi Department of Education developed a continuum of K-12 services that assists educators in accomplishing this endeavor.

This document is based on career development research and best instructional and comprehensive counseling program practices as revealed during the past twenty-five years. The Mississippi Department of Education is committed to utilizing results of this research for systemic educational improvement and change. The resource document represents a broad consensus among educators, business people, government officials, community representatives, and parents about what students should know and be able to do in the area of career development throughout grades K-12. Career, in this resource document, refers to work both for economic gain as well as work done for family, home and community.

The Career Development Resource document will: (1) establish common practices for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery and assessment in this important area.

What is Career Development?

Career development is a lifelong process by which an individual defines and refines life and work roles. Career development education includes awareness of individual interests, skills, attitudes, talents and abilities, particularly as they change and develop during the educational experience. The process of educating students about career development provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities they will need for success in the modern economy. Specifically, career development education creates an awareness of the training and post-secondary options available to students after graduation and prepares students to:

- make informed career decisions through an understanding of individual qualities necessary for job success
- seek and use employment data and other resources to support decision making; and,
- creates an awareness of the training and post-secondary options available.

Theoretical Foundation of Career Development

The National Career Development Association (NCDA) is the national leader in career development and is a founding division of the American Counseling Association. The NCDA supports career development as early as preschool and as a continuum throughout one's life. The NCDA also supports

career development as a community partnership involving the education system, the home and family, business, industry, and a wide variety of community agencies and organizations.

Career development is a continuum of instruction and learning that helps students understand the changing academic and skill requirements of the emerging workplace, to make sound decisions during the career development process, and to become lifelong learners who seek and use supportive materials.

Connection of K-12 Career Development to School Counseling

The American School Counseling Association (ASCA) and the Mississippi Counselor Growth Rubric carry an expectation that school counselors will deliver a comprehensive, data-driven counseling program. School counselors address the academic, personal/social, and career development needs of all students. The MS Career Development Resource document will serve as support to school counselors when designing a comprehensive school counseling program that includes a core curriculum, individual student planning, and responsive services to address students' career development needs. Additionally, the MS Career Development Resource document will provide guidance for school counselors to involve all stakeholders, which may include businesses, industries, and local employment centers, and post-secondary institutions.

Individual Success Plan (ISP)

The Individual Success Plan (ISP) is a personalized career plan for all students in grades 8-12. School districts, using this document as a resource, should select activities to guide students in exploring strengths and interests, connect strengths and interest to a career pathway, and set career and academic goals based on a chosen pathway. The ISP should not be designed to limit student choice in college and career choice but provide an opportunity for students to connect school to interests and explore career pathways in a supportive environment. The ISP should be revisited every year and evolve along with the students' interests and goals.

Ideally, students, parents, teachers, counselors, and administrators work alongside postsecondary institutions, local industries and with community leaders to ensure that all students have access to opportunities for postsecondary success. Although career development is the responsibility of all stakeholders, school counselors play an important role in this process. School counselors are responsible for ensuring that all students have an ISP by the 8th grade, plans will be revisited each year with students, and necessary changes will be made throughout the process.

College and Career Readiness

In today's economy, most available jobs with supportable living wages and benefits require a post-secondary education. Local Education Agencies (LEA's) should establish common practices that support a K-12 college bound culture for all students. A model K-12 career development program will include strategies to increase awareness of careers in the early grades, explore careers in the middle grades, and plan for careers in the later grades. Counselors should address the academic and college aspirations of all students, ensure that students are engaged in school and community extracurricular activities, and support students in the transition from high school to college. Additionally, implementation of the Early Warning System to identify struggling students will help students succeed academically and emerge from MS schools prepared for college and careers. The Individual

Success Plan will create a college-going culture by helping students make the connection between school and workforce participation.

Curriculum Considerations

A rigorous and relevant curriculum is key to students' career development. When exposed to advanced level classes, students are better prepared for college and career. Course offerings and subsequent student schedules should be guided by the overall needs of the school and the individual student choices are identified in the ISP. Students should be encouraged to select challenging courses such as Advanced Placement courses, dual credit courses, and Career and Technical Education courses. Additionally, students in need of remediation should be identified and supported.



MISSISSIPPI CAREER DEVELOPMENT

Academic Resources

ACT State Testing

The ACT college readiness assessment is a curriculum and standards based educational planning tool that assesses students' academic readiness for college. Starting in the 2014-2015 school year, the ACT will be administered to all students classified as juniors in order to increase the percentage of students' ready for college as measured by ACT benchmarks in each content area.

Advanced Courses

Taking advanced courses better prepares students for college and career. Students who take advanced courses in high school are more likely to enroll in and complete college. The MDE recognizes the importance of advanced coursework in the development of students, the 2018-2019 graduation requirements will include advanced coursework in order for students to earn an endorsement. When considering course offerings and requirements, schools and districts should make decisions that are inclusive of all students. Low-income students, first generation students, and students of color are often underrepresented in advanced courses. A strategic plan by administrators and counselors should be made to identify, enroll, and support students of these subgroups in advanced courses.

Advanced Placement (AP) Courses

The Advanced Placement Program® (AP) provides opportunities for motivated and prepared students to experience college-level courses while in high school, thereby fostering critical thinking, college persistence, and success. For more information about Advanced Placement, visit: <http://apcentral.collegeboard.com/apc/public/courses/index.html>

Dual Credit

A dual credit student is a student who is enrolled in a Community or Junior College (CJC) or Institutions of Higher Learning (IHL) while enrolled in high school and will receive high school credit and college credit for postsecondary coursework. An agreement between the local educational agency (LEA) and the IHL/CJC shall be established prior to the enrollment of students in a dual credit course. The agreement shall detail how issues of tuition and fees, transportation, instructional personnel, materials and sites, academic progress monitoring, and grade documentation will be resolved between the LEA and the IHL/CJC. The Dual Enrollment and Dual Credit Procedures Manual will be available in Fall 2017.

High School College Readiness Courses

In an effort to better prepare high school students for the transition to post-secondary study, Mississippi, in conjunction with Southern Region Educational Board and seventeen other states, have developed two courses that align with college and career readiness standards. Essentials for College Literacy and Essentials for College Math are senior level high school courses designed to prepare students for college level material. Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who met the course entry requirements and complete one or both courses with an 80 or above will not be required to take the corresponding remedial courses for College Algebra or English Composition I at any of the eight public Mississippi Universities. Course entry requirements for seniors are located in the MDE State Board Policy Chapter 28, Rule 28.6.

Mississippi Articulation and Transfer Tool

The MS Articulation and Transfer Tool (MATT) is available to help schools align students' career pathways with college plans. The MATT enables school counselors to advise students about college course selection based on their chosen pathway and ensure that dual credit courses students are taking in high school will transfer to a four-year university in MS. Students enrolling in a community/junior college before an IHL school can also use the tool to ensure courses taken at a CJC will transfer to an IHL school. MATT can be located at: <http://matttransfertools.com>

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	24	

Requirements

- Student must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> Alternate English Elements I-IV
Mathematics	4	<ul style="list-style-type: none"> Alternate Math Elements I-III Alternate Algebra Elements
Science	2	<ul style="list-style-type: none"> Alternate Biology Elements Alternate Science Elements II
Social Studies	2	<ul style="list-style-type: none"> Alternate History Elements (Strands: U.S. History and World History) Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	<ul style="list-style-type: none"> Alternate Health Elements
Art	1	
Career Readiness	4	<ul style="list-style-type: none"> Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	24	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma must identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	• Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One CTE dual credit or earn articulated credit in the high school CTE course
 - Work-Based Learning experience or Career Pathway Experience
 - Earn a State Board of Education-approved national credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology I + two (2) additional science courses above Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	• Must meet CPC requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One academic dual credit course with a C or higher in the course

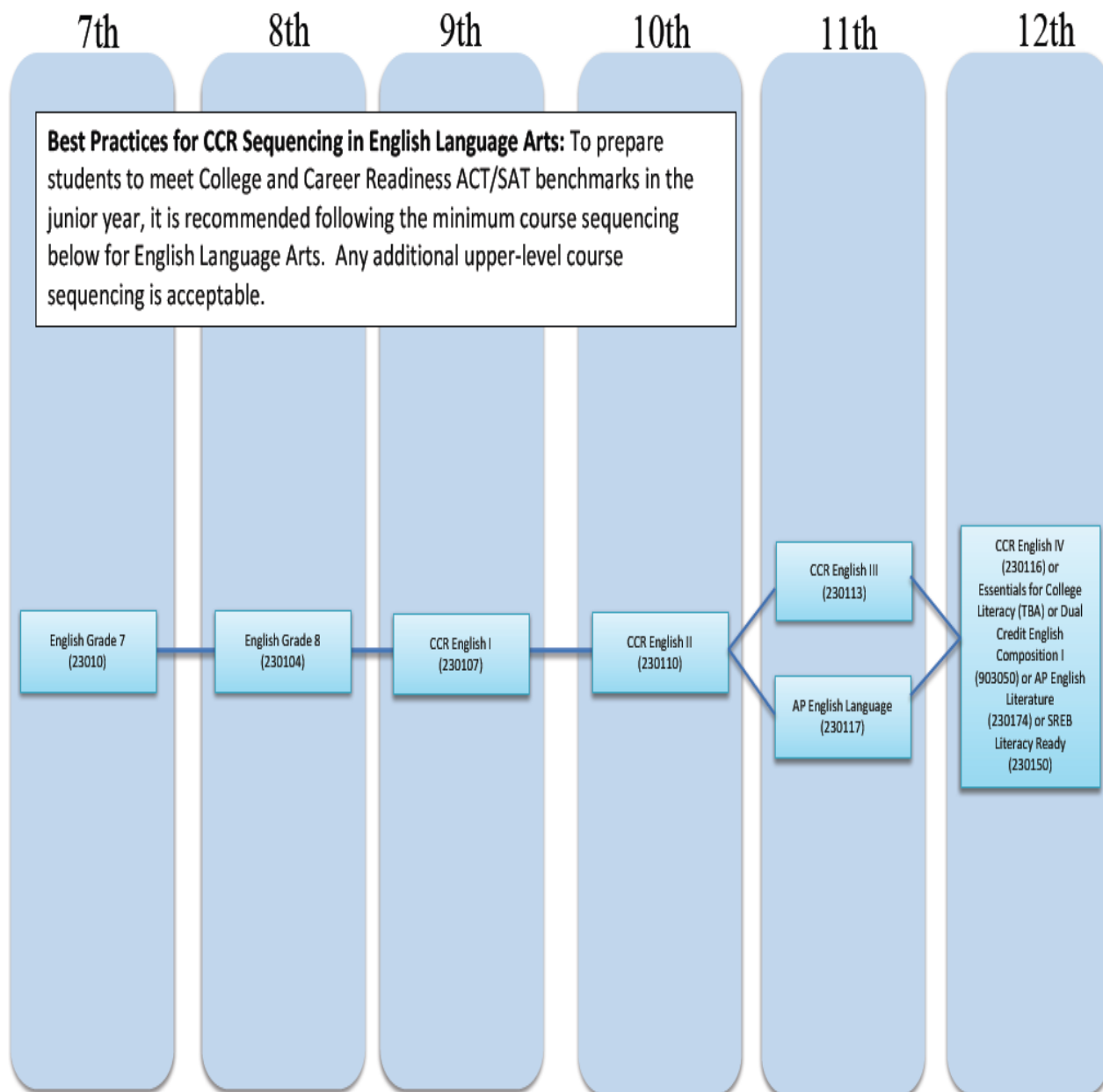
DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology I + two (2) additional science courses above Biology I
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	• Must meet CPC requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL CPC-recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One academic dual credit course with a B or higher in the course

Course Sequencing – English Language Arts



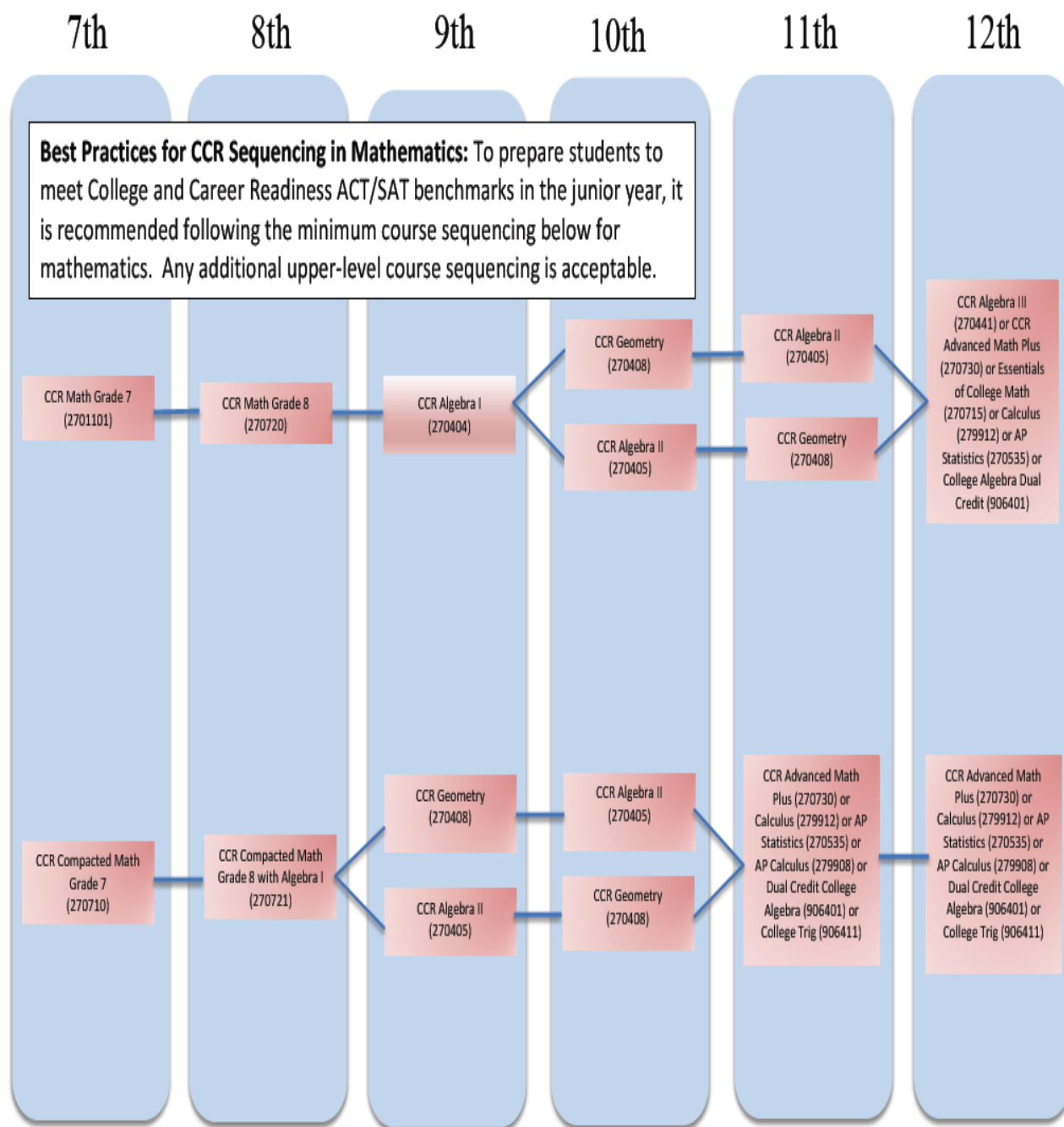
Suggested Course Sequencing Secondary Options for English Language Arts

Suggested Course Sequence Secondary Options for English Language Arts

The course codes follow the course names in parentheses. For other options for English classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
9	CCR English I (230107)	CCR English I (230107)	
10	CCR English II (230110)	CCR English II (230110)	
11	CCR English III (230113)	AP English Language and Composition (230117) or Approved Dual Credit/Dual Enrollment English Language Arts Course	This sequence is NOT recommended for post-secondary enrollment. Creative Writing (230511), Debate (231026), Foundations of Journalism (270603), Oral Communication (231010), Print Journalism (270604), African American Writing (230124), Twentieth Century Writing (230125), Technical/Workplace Writing (230142), World Literature (230144), or Mississippi Writers (230761)
12	CCR English IV (230116) or Essentials for College Literacy (230185) <i>formerly SREB Ready</i>	AP English Literature and Composition (230174) or Approved Dual Credit/Dual Enrollment English Language Arts Course	This sequence is NOT recommended for post-secondary enrollment. Creative Writing (230511), Debate (231026), Foundations of Journalism (270603), Oral Communication (231010), Print Journalism (270604), African American Writing (230124), Twentieth Century Writing (230125), Technical/Workplace Writing (230142), World Literature (230144), Mississippi Writers (230761) SREB Literacy Ready (230150)

Course Sequencing – Mathematics



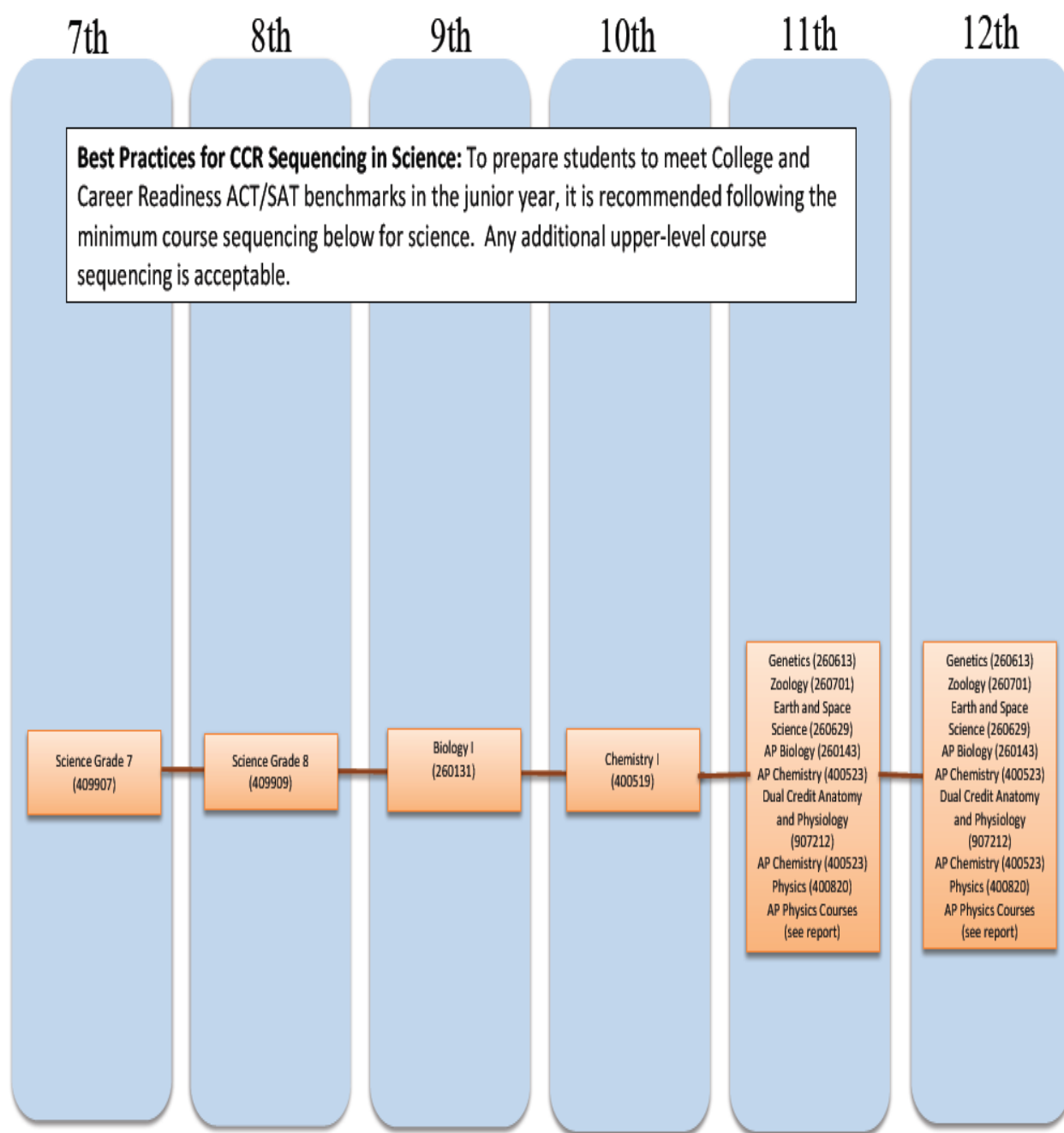
Course Sequencing Secondary Options for Mathematics

Suggested Course Sequence Secondary Options for Mathematics

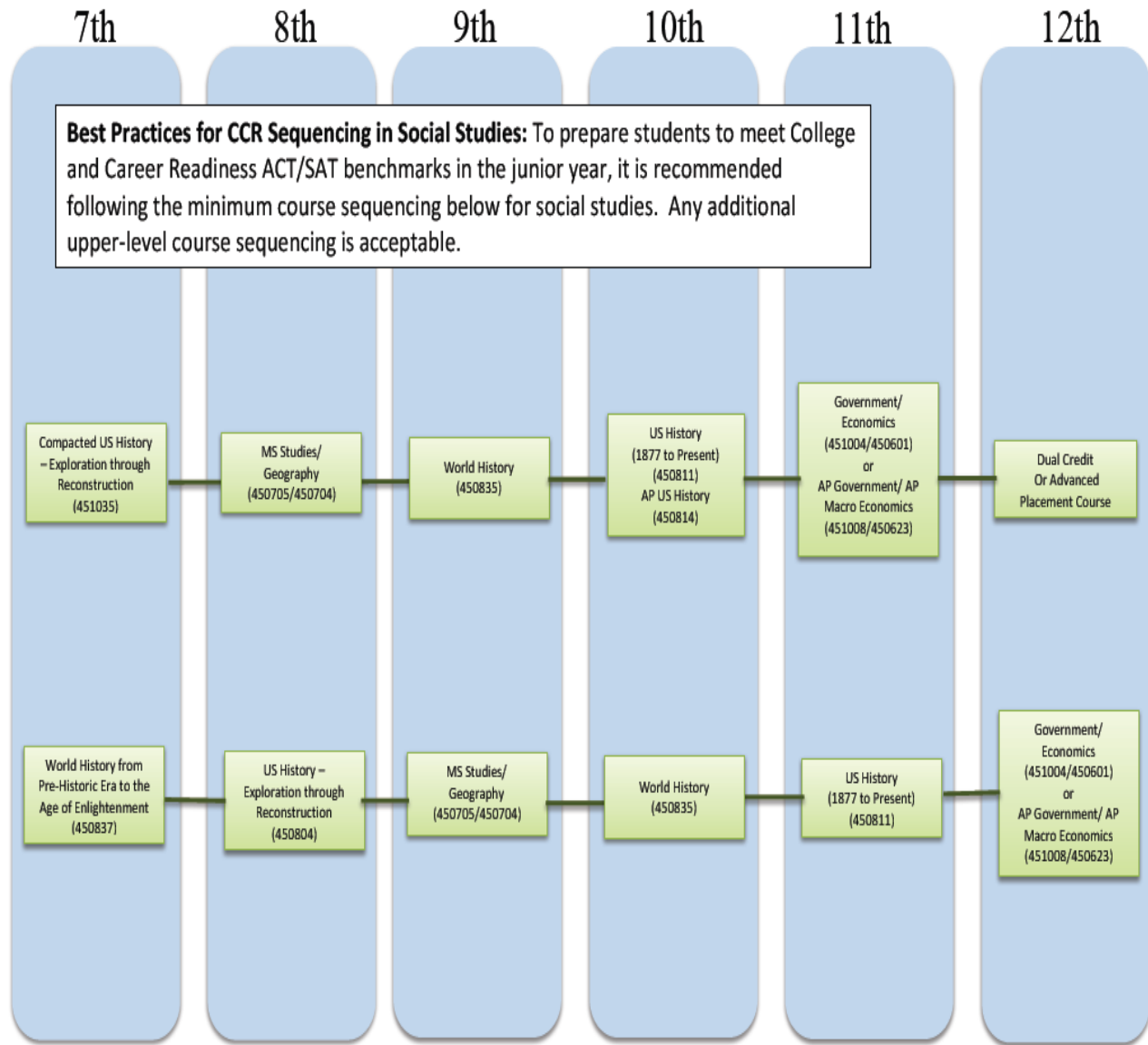
The course codes follow the course names in parentheses. For other options for math classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
7	CCR Mathematics Grade 7 (270101)	CCR Compacted Math Grade 7 (270710)	CCR Compacted Math Grade 7 (270710)
8	CCR Math Grade 8 (270720)	CCR Compacted Grade 8 with Algebra I (270721)	CCR Compacted Grade 8 with Algebra I (270721)
9	CCR Algebra I (270404)	CCR Geometry (270408)	CCR Algebra II (270405)
10	CCR Geometry (270408)	CCR Algebra II (270405)	CCR Geometry (270408)
11	CCR Algebra II (270405)	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus (279912) AP Calculus AB/BC (279908, 279909) Dual Credit/Dual Enrollment	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus (279912) AP Calculus AB/BC (279908, 279909) Dual Credit/Dual Enrollment
12	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus 279912) AP Calculus AB/BC (279908, 279909) Essentials for College Math (270715) <i>formerly SREB Math Ready</i> Dual Credit/Dual Enrollment	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus (279912) AP Calculus AB/BC (279908, 279909) Essentials for College Math (270715) <i>formerly SREB Math Ready</i> Dual Credit/Dual Enrollment	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus (279912) AP Calculus AB/BC (279908, 279909) Essentials for College Math (270715) <i>formerly SREB Math Ready</i> Dual Credit/Dual Enrollment

Course Sequencing – Science



Course Sequencing – Social Studies



Course Sequencing Secondary Options for Social Studies

Suggested Course Sequence Secondary Options for 6th – 9th Social Studies

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students. Beginning with school year 2015-2016, the following options are available for Social Studies course sequence for middle school:

Option	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
6	World Geography and Citizenship	World History from Pre-Historic Era to the Age of Enlightenment (450837)	World Geography and Citizenship
7	World History from Pre-Historic Era to the Age of Enlightenment (450837)	*Compacted Seventh Grade U.S. History from Exploration through Reconstruction and Citizenship (451035)	World History from Pre-Historic Era to the Age of Enlightenment (450837)
8	U.S. History from Exploration through Reconstruction (450804)	Mississippi Studies (One semester .5 Carnegie Unit) (450705) / *Compacted Introduction to World Geography (451030) (One semester .5 Carnegie Unit)	U.S. History from Exploration through Reconstruction (450804) Option to add Mississippi Studies (450705) (One semester .5 Carnegie Unit) and/or World Geography (One semester .5 Carnegie Unit) as elective choices
9	Mississippi Studies (450705) / Introduction to World Geography (450704)/ AP Human Geography (450715)	World History from The Age of Enlightenment to the Present (450835)	World History from The Age of Enlightenment to the Present (450835)

*NOTE: For Option 2, the standards for the World Geography and Citizenship course must be integrated into the U.S. History and the Intro to World Geography courses taught in the 7th and 8th grades, as outlined in the attached documents.

**NOTE: For Option 3, U.S. History Exploration to Reconstruction must be taught in the 8th grade. MS Studies and Geography are taught in addition to the U.S. History course as separate courses.

Individual Success Plan (ISP)

An Individual Success Plan is a personalized plan for all students in grades 7-12. Selected activities guide students in setting career and academic goals and is a framework for students to see the connections between school coursework and activities in relation to their future career and college goals.

The ISP is a requirement:

All public-school students in grade 7-12 are required to have an ISP. The ISP should include activities that explore personal and career interests, academic and career planning, and goal setting for postsecondary success. Students should create a five-year academic plan and choose a career pathway by the end of 7th grade. The ISP should be revisited every year until the student exits school and should be revised as needed. *Process Standard 14.1.1*

The ISP is designed to:

- Explore student strengths and interests
- Connect student strengths and interests in pathways
- Realize postsecondary options including military options including military careers, two-year and four-year educational programs, apprenticeships, etc.
- Set secondary and postsecondary academic and career goals
- Select coursework and school activities to support goals

ISP template and instructions can be found at:

<https://www.rcu.msstate.edu/SchoolInnovations/CollegeandCareerReady.aspx>



Student Planning Tool for the Traditional Diploma

I. STUDENT INFORMATION			
Student Name:		MSIS#:	
Career Cluster: (select one) Refer to guidance document for additional information		<input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Arts, A/V Technology & Communications <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Education & Training <input type="checkbox"/> Finance <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Health Science <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections & Security <input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> Transportation, Distribution & Logistics	
II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)			
Academic Endorsement (26 Credits)		Career and Technical (CTE) Endorsement (26 Credits)	
Date Selected:		Date Selected:	
<input type="checkbox"/> Earn an overall GPA of 2.5 <input type="checkbox"/> Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements <input type="checkbox"/> Earn MS IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL) <input type="checkbox"/> Earn two additional Carnegie units for a total of 26		<input type="checkbox"/> Earn an overall GPA of 2.5 <input type="checkbox"/> Must complete a four-course sequential program of study <input type="checkbox"/> Earn two additional Carnegie units for a total of 26 <input type="checkbox"/> Earn silver level on ACT WorkKeys	
Must successfully complete one of the following: <input type="checkbox"/> One AP Course with a C or higher and take the appropriate AP exam <input type="checkbox"/> One Diploma Program-IB course with a C or higher and take the appropriate IB exams <input type="checkbox"/> One academic dual credit course with a C or higher in the course		Must successfully complete one of the following: <input type="checkbox"/> One CTE dual credit or earn articulated credit in the high school CTE course <input type="checkbox"/> Work-Based Learning experience or Career Pathway Experience <input type="checkbox"/> Earn a State Board of Education approved national credential	
Distinguished Academic Endorsement (28 Credits)			
Date Selected:			
<input type="checkbox"/> Earn an overall GPA of 3.0 <input type="checkbox"/> Earn four additional Carnegie units for a total of 28 (4 science and 4 social studies credits) <input type="checkbox"/> Courses must meet MS IHL CPC recommended requirements <input type="checkbox"/> Earn national college readiness benchmarks on each subtest established by ACT 18 in English and 22 in Math or SAT equivalency as established by College Board and IHL			
Must successfully complete one of the following: <input type="checkbox"/> One AP course with a B or higher and take the appropriate AP exam <input type="checkbox"/> One Diploma Program-IB course with a B or higher and take the appropriate IB exams <input type="checkbox"/> One academic dual credit course with a B or higher in the course			
III. REQUIREMENTS AND RECOMMENDATIONS			
Date Met	Requirements		
	Student identifies an endorsement prior to entering 9th grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature) For early release, student must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following: <ul style="list-style-type: none"> • Have a 2.5 GPA • Passed or met all MAAP assessments requirements for graduation • On track to meet diploma requirements • Concurrently enrolled in Essentials of College Math or Essentials of College Literacy 		
Date Met	Recommendations		
	For early graduation, a student should successfully complete an area of endorsement. Student should take a math or math equivalency senior year.		

August 2017: Begins with incoming freshmen of 2018-2019

Assessment: 2018-2019 Testing Calendar

The Office of Student Assessment (OSA) is responsible for administering all state and federally mandated assessment programs for students in Mississippi's public schools. The 2017-2018 Testing Calendar is below. Additional information is available on the OSA website.

Test Information		Testing Window			Testing Population		Testing Results		
Test Abbreviation	Test Name	Start Date	Finish Date	Duration in Minutes	Grade Levels	Retesters	P/F Report	Score Report	Public Report
K-Readiness	Kindergarten Readiness Assessment (Pre-Test)	8/13/18	9/21/18	41	PK-K	No	NA	Yes	Yes
MS-CPAS3	MS Career Planning Assessment System, Third Edition	11/12/18	11/15/18	TBD	Secondary	No	NA	Yes	Yes
MS-CPAS3	MS Career Planning Assessment System, Third Edition (Make-up)	11/16/18	11/16/18	TBD	Secondary	No	NA	Yes	Yes
MAAP-EOC	MS Academic Assessment Program for Biology I and U.S. History	11/26/18	12/14/18	Untimed	9-12 (see Annotation s tab)	Yes	Yes	Yes	Yes
MAAP	MS Academic Assessment Program for ELA & Math	11/26/18	12/14/18	207-257	English II, Algebra I	Yes	Yes	Yes	Yes
NAEP	NAEP Assessment	1/28/19	3/8/19	60-90	4,8,12	No	NA	No	Yes
ACT	American College Test - Paper	2/20/19	2/20/19	175	11	No	NA	Yes	Yes
ACT	American College Test - Online	2/20/19	2/28/19	175	11	No	NA	Yes	Yes
ELPT	LAS Links-English Language Proficiency Test	3/4/19	4/16/19	120-125	K - 12	No	NA	Yes	Yes
MAAP-A	MS Academic Assessment Program - Alternate for ELA & Math	3/18/19	5/10/19	Untimed	3-12 (see Annotation s tab)	No	NA	Yes	Yes
MAAP-A	MS Academic Assessment Program - Alternate for Science	3/18/19	5/10/19	Untimed	5, 8, 11 (see Annotation s tab)	No	NA	Yes	Yes

ACT	American College Test - Paper-only Make-up	4/2/19	4/2/19	175	11	No	NA	Yes	Yes
MS-CPAS3	Performance -Based Assessment	4/1/19	4/26/19	TBD	Secondary	No	NA	Yes	Yes
MS-CPAS3	National Certifications Testing	4/1/19	5/10/19	TBD	Secondary	No	NA	Yes	Yes
MS-CPAS3	MS Career Planning Assessment System, Third Edition	4/8/19	4/26/19	TBD	Secondary (see Annotations tab)	No	NA	Yes	Yes
K-Readiness	K-Readiness Assessment (Post Test)	4/8/18	5/17/19	41	PK-K	Yes	NA	Yes	Yes
MAAP	3rd Grade MAAP ELA-LBPA	4/15/18	4/26/18	127	3	No	Yes	No	No
MAAP	MS Academic Assessment Program for ELA & Math	4/15/19	5/17/19	207-257	3-8, English II, Algebra I	Yes	Yes	Yes	Yes
ACT	American College Test (Make-up)	5/7/19	5/7/19	175	11	Yes	NA	Yes	Yes
MAAP-SCI	MS Academic Assessment Program for Science, Grade 5 and Grade 8	4/15/19	5/17/19	180/19	5 & 8	No	NA	Yes	Yes
MAAP-EOC	MS Academic Assessment Program for Biology I and U.S. History	4/15/19	5/17/19	Untimed	9-12 (see Annotations tab)	Yes	Yes	Yes	Yes
MAAP	3rd Grade Reading Alternative Assessment	5/13/19	5/17/19	225	3	Yes	Yes	Yes	Yes
MAAP	3rd Grade Reading Alternative Assessment	6/24/19	8/2/19	225	3	Yes	Yes	Yes	Yes
Key: NA = Not Applicable; TBD = To be determined			Mardi Gras is March 5, 2019; Easter is April 21, 2019; Spring Break typically will be March 11-15, 2019; Coastal Spring Break is TBD.						
Note: Testing days vary from a minimum of one (1) day to a maximum of three (3) days.									
Note: Please see K-3 Assessment Key Dates document for further information on all dates related to the Literacy-Based Promotion Act.									

Assessment: ACT Testing

The ACT college readiness assessment is the most widely used entrance exam by universities and colleges. The ACT measures instructional skills taught in high school and its results provide student reports indicating academic strengths and weaknesses, as well as guidance in career planning.

ACT Profile

<http://www.actprofile.org/login>

Free and mobile, ACT Profile provides personalized information to help guide students as they begin making decisions concerning college and careers. Tools are available for counselors, teachers, and administrators. Counselors are able to create student groups, track student plans, invite others—including students, colleagues, and parents—to join, and download activities to help with the planning process.

The ACT Profile will:

- **Increase** self-awareness
- **Expand** their views of opportunities
- **Improve** decision making
- **Understand** the bigger picture of planning for college or career

The ACT Profile, counselors can see students' planning summaries and inventory results via their personalized Major Map and Career Map. This information can be used to begin conversations about the planning process.

Start Planning

Counselors can create an ACT Profile account and begin helping students plan out their college and career goals.

Continue Planning

Already have an ACT Profile account? Log in to continue helping students plan for college and career.

ACT Profile Dashboards

Accessing Student Information

Counselors can move beyond an individual student view to a collective group view of their students' information. The ability to monitor a group of students at once allows counselors to implement group activities while still monitoring individual progress.

ACT Major Map

Exploring Majors

The Major Map organizes common majors into 13 groups. The location of each major is based on the interests of college students in that major. After students complete the ACT Profile Interest Inventory, they can view their results place them on the Major Map.

ACT Career Map

Discovering Occupations

The Career Map organizes hundreds of occupations into 26 career areas (groups of similar occupations) according to their basic work tasks. By first completing the interest Inventory in the ACT Profile, students can see where their interests, abilities, and values place them on the Career Map.

Counselor and Group Dashboards

Counselors can use dashboards to see the bigger picture of where a group of students are in the planning process. Dashboards allow counselors to move beyond the individual view of students to an aggregate view of an entire student group. Dashboards also allow counselor to easily identify where students are in the planning process, identify potential gaps in students' plans, and work with them to take necessary actions to help ensure success.

Dashboards allow counselors to:

- **Identify** students' interest areas
- **Spot** potential challenges or gaps in plans
- **Remind** students to complete critical tasks
- **Share** relevant resources and information

Assessment: PSAT/NMSQT and SAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

PSAT/NMSQT is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. Approximately 3.5 million students take the PSAT/NMSQT each year. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program. The PSAT is offered nationally every year in October.

National Merit Scholarships

<http://www.nationalmerit.org/s/1758/interior.aspx?sid=1758&gid=2&pgid=398>

Winning a National Merit Scholarship is no easy task. Each year, approximately 50,000 students (out of 1.4 million juniors) qualify for recognition based on their high PSAT score. Around 34,000 of these students receive Letters of Commendation from the National Merit Scholarship Corporation. It is a distinguished honor for students to receive a Letter of Commendation and it will help students in the competitive college admission and scholarship selection process.

The remaining 16,000 students or so with scores in the top 99th percentile in their state will become National Merit Semifinalists. Of these, approximately half will win scholarships after submitting their high school records, recommendations from teachers, and a personal essay. Some students will be selected to receive a \$2,500 scholarship from the National Merit Corporation, while others may win larger awards from colleges and universities hoping to attract top scorers.

SAT

<https://collegereadiness.collegeboard.org/sat>

Created by the College Board, the SAT is an entrance exam used by most colleges and universities to make admissions decisions. The SAT is given to provide colleges with one common criterion that can be used to compare all applicants. However, it is just one factor in the admissions decision. Schools also consider your high school GPA, academic transcript, letters of recommendation, extracurricular activities, interviews, and personal essays. The weight placed on SAT scores varies from school to school.

The SAT exam is offered nationally every year in October, November, December, January, March, May and June. There are two main [SAT sections](#): Math, Evidence-Based Reading and Writing. There is an optional Essay portion and those results are reported separately. The SAT test will take students approximately three hours and 50 minutes to complete.

Advanced Placement

<https://apstudent.collegeboard.org/exploreap>

AP® offers 38 courses, all of which allow students an opportunity to dig deeper into subjects they are curious about and earn college credit while in high school.

Advanced Placement courses are college-level courses offered by trained high school teachers in the regular high school setting. AP® courses guarantee rigor in our classrooms. The high school teachers who offer AP® courses are trained by The College Board to offer the course at a college-level and have a syllabus approved by The College Board. AP® courses are challenging, involve significant study time on a daily basis, and require sophisticated critical thinking skills. In May of each year, AP students take the AP® exam(s). Students who score at the 3, 4 or 5 level may be able to earn college credit for these courses before leaving high school. Policies for college credits differ from college to college, and it is recommended to check college admissions and credit policies carefully.

Performing well on an AP® exam means more than just the successful completion of a course. Research suggests that students who complete an AP® courses are:

- Better prepared for college-level work
- Stand-outs in the college admissions process
- More likely to continue beyond their freshman year in college
- More likely to graduate within 4-5 years
- More competitive in qualifying for scholarships

Additional information may be found on the following websites:

MDE <http://www.mde.k12.ms.us/ESE/advanced-placement>

Mississippi Institutions of Higher Learning

Admissions Standards

<http://www.mississippi.edu/admissions/index.asp>

A student may be admitted to a Mississippi university by meeting any of the following criteria:

- Complete the College Preparatory Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; or
- Complete the College Preparatory Curriculum (CPC) with a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and a score of 16 or higher on the ACT* (Composite); or
- Complete the College Preparatory Curriculum (CPC) with a minimum 2.00 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); or
- Satisfy the NCAA standards for student athletes who are "full-qualifiers" or "academic redshirts" under Division I guidelines.

Students who do not meet the above criteria may still be eligible for admission. Such students must participate, however, in an on-campus placement process at the university of their choice.

This process will determine whether the student may be enrolled in regular freshman-level courses or be required to enroll in the summer semester with mandatory participation in the Summer Developmental Program. Successful completion of the summer semester entitles the student to continue enrollment in the fall semester at the university of his or her choice.

***In lieu of ACT scores, students may submit equivalent SAT scores**

College Preparatory Curriculum (CPC)

<http://www.mississippi.edu/admissions/curriculum.asp>

Effective summer 2012, the Mississippi Institutions of Higher Learning will admit Mississippi High School graduates under both a **required** and **recommended** College Preparatory Curriculum (CPC). The CPC identifies *16 ½ Carnegie units as the minimum required CPC for full admission and 19 ½ Carnegie units is recommended* for enhancing student readiness for university-level coursework.

The CPC is aligned with current Mississippi high school graduation requirements and course offerings. The CPC and an accompanying course list ensure uniformity of courses being accepted in each category of the CPC across Mississippi's eight public institutions.

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units <ul style="list-style-type: none"> All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	English: 4 Carnegie units <ul style="list-style-type: none"> All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 3 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (2 units) 	Mathematics: 4 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (3 units)
Science: 3 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (2 units) 	Science: 4 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (3 units)
Social Studies: 3 Carnegie units <ul style="list-style-type: none"> U.S. History World History U.S. Government (1/2 unit) Economics (1/2 unit) or Introduction to World Geography (1/2 unit) 	Social Studies: 4 Carnegie units <ul style="list-style-type: none"> U.S. History World History U.S. Government (1/2 unit) Economics (1/2 unit) Introduction to World Geography (1/2 unit) Mississippi Studies (or state/local government course in any other state)
Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two 1/2 units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two 1/2 units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course 	Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course
Technology: 1/2 Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. 	Technology: 1/2 Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.
Total Carnegie units: 16½	Total Carnegie units: 19½
Notes:	

- **Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- **Substitutions:** Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.
- **Course Acceptance:** A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements. See www.mississippi.edu/admissions/. The Mississippi Department of Education also maintains an online course catalog with CPC classifications for each course - <http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx>

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); **OR**
4. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

**In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

- A. All entering freshmen enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Algebra during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Algebra. Students who have completed the SREB Math Ready course with a grade of “80” or higher regardless of ACT Mathematics subtest score will not be required to take Intermediate Algebra and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering freshmen enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students who have completed the SREB Literacy Ready course with a grade of “80” or higher regardless of ACT English subtest score will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering freshmen enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students who have completed the SREB Literacy Ready course with a

grade of “80” or higher regardless of ACT Reading subtest score will not be required to take Intermediate Reading.

- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

University	College-level English	College-level Mathematics	College-level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

IHL, 08/10/17

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS

COLLEGE PREPARATORY CURRICULUM

Begins with the incoming freshmen class of 2022

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	English: 4 Carnegie units <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 4 Carnegie Units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (2 units) 	Mathematics: 4 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (3 units)
Science: 3 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (2 units) 	Science: 4 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (3 units)
Social Studies: 3 ½ Carnegie Units <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence. 	Social Studies: 4 Carnegie units <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence.
Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one unit from Option 3 Option 3: (1) Any combination of an advanced level course above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. <u>Example: completion of both Health Sciences I & II will count as an advanced elective.</u> 	Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one unit from Option 3 Option 3: (1) Any combination of an advanced level course above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. <u>Example: completion of both Health Sciences I & II will count as an advanced elective.</u>
Technology or Computer Science Course: 1 Carnegie Unit <ul style="list-style-type: none"> A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. 	Technology or Computer Science Course: 1 Carnegie Unit <ul style="list-style-type: none"> A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will

Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.	involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.
Total Carnegie units: 18 ½ Carnegie Units	Total Carnegie units: 20 Carnegie Units

Notes:

- The required CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Academic Endorsement.
- The recommended CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Distinguished Endorsement.
- **Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- **Substitutions:** Advanced Placement (AP), International Baccalaureate (IB, Academic or Career and Technical Dual Credit (DC) and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum
- **Course Acceptance:** A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC classifications for each course.

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

3. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
4. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); **OR**
5. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); **OR**
6. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

**In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course

with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year- long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.
- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

(BT Minutes, 2/2000; 2/2005; 2/2009; 3/2010; 1/2016; 2/2018)

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

IHL, 08/01/18

Dual Enrollment/Dual Credit

http://www.mississippi.edu/oasa/dual_enrollment.asp

Legislation

§ 37-15-38 A local school board, the Board of Trustees of State Institutions of Higher Learning, and the State Board for Community Colleges shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

During the 2016 Regular Session, the Mississippi Legislature adopted SB 2064, which revises §37-15-38 effective July 1, 2016.

Dual Enrollment

A Dual Enrolled Student is a student who is enrolled in a community/junior college or state institution of higher learning *while enrolled in high school*. A Dual student only receives post-secondary credit for the course, not high school credit.

Dual Enrolled students can earn up to a semester worth of college credit in high school. A semester worth of college credit equals 15 credit hours at a Mississippi community/junior college or 12 credit hours at a Mississippi public universities.

One (1) three-hour university or community/junior college course is equal to one (1) high school Carnegie unit. (MS Code 37-15-38 (13))

Dual Credit

A Dual Credit Student is a student who is enrolled in a community/junior college or state institution of higher learning *while enrolled in high school and is receiving high school credit and college credit for postsecondary coursework*.

Dual Credit students can earn an unlimited number of college credits while in high school.

Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit. (MS Code 37-15-38(11))

Developmental education or remediation courses are not eligible for dual credit.

Courses eligible for dual credit include, but are not limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses.

Academic Eligibility Criteria for Student Participation in Mississippi's Dual Enrollment System

- A minimum overall GPA of 3.0 on a 4.0 scale on all high school courses and
- Successfully completed of 14 core high school units and/or junior status and
- A written recommendation from school principal or guidance counselor

OR

- A minimum overall GPA of 3.0 on a 4.0 scale on all high school courses and
- A minimum composite ACT score of 30 or the equivalent SAT score and
- A written recommendation from school principal or guidance counselor

School Districts and Universities or Community/Junior Colleges

- A Memorandums of Understanding must be signed between the school district and the postsecondary institution in Mississippi.
- Dual enrolled student and dual credit students must meet the same admission criteria as traditional students.
- The community/junior college decides the following:
 - Course pre-requisites
 - Placement (for college-readiness)
 - Instructor
 - Course site
 - Teaching schedule
 - Tuition & fees (sometimes negotiable)
- The school district shall determine how to apply Carnegie Units earned through dual credit courses towards high school graduation requirements based on the content area of the postsecondary course.

Dual Credit/Enrollment Contact List for Mississippi's Public Universities and Mississippi's Community/Junior Colleges are available on the website. Additional courses may be added.

Additional information is available in the *Approved Courses for the Secondary Schools of Mississippi*.

NCAA Requirements

<http://www.ncaa.org/student-athletes/play-division-i-sports>

Students interested in competing in NCAA sports at a Division I school must register with the NCAA Eligibility Center to stay on track to meet initial-eligibility standards.

If you have questions about eligibility or the registration process, call toll free at 1-877-262-1492.

International students should call 317-917-6222. A guide for student athletes can be found at

<http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

Grade 9

- Students meet with their counselor and review a list of their high school's NCAA core courses to make sure they are enrolled in the right classes.

Grade 10

- Students register with the NCAA Eligibility Center at eligibilitycenter.org.

Grade 11

- Students check with their counselor to make sure you will graduate on time with the required number of **NCAA core courses**.
- Students take the **ACT or SAT** and submit your scores to the NCAA using code 9999.
- At the end of the year, counselors upload students' official transcripts to the NCAA Eligibility Center.

Grade 12

- Students finish their last NCAA core courses.
- Students take the ACT or SAT again, if necessary, and submit their scores to the NCAA using code 9999.
- Students complete all academic questions in their NCAA Eligibility Center account at eligibilitycenter.org.
- After graduation, students will ask their counselor to submit their final **official transcript** with proof of graduation to the NCAA Eligibility Center.

Division I academic eligibility

For students to be eligible to compete in NCAA sports during their first year at a Division I school, they must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if the high school offers it)
 - One additional year of an English, a math, or a natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, and/or comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before their seventh semester. Once students begin their seventh semester, they may not repeat or replace any of those 10 courses to improve their core-course GPA.

- Earn at least a 2.3 GPA in their core courses.
- Either earn a [SAT combined score or an ACT sum score](#) that matches their core-course GPA on the Division I sliding scale. The Division I sliding scale balances a student's test score and core-course GPA. If students have a low test score, they will need a higher core-course GPA to be eligible. If they have a low core-course GPA, they will need a higher test score to be eligible.

What if a student does not meet the requirements?

If a student has not met all the Division I academic requirements, he/she may not compete in your first year at college. However, if he/she qualify as an academic redshirt it may be possible to practice during the first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, students must graduate high school and meet **ALL** the following academic requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if the high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, and/or comparative religion or philosophy
- Earn at least a 2.0 GPA in your core courses.
- Either earn a [SAT combined score or an ACT sum score](#) matching your core-course GPA on the Division I sliding scale.

If students are concerned you may not meet the Division I academic requirements, they may consider taking the following actions:

- Ask for advice and accountability from the high school counselor. Students should check in with the admissions or compliance office at the college they hope to attend.
- Get tutoring or other study help.
- Graduate on time. Division I schools allow college-bound student-athletes who graduate on-time to take one core course during the year after they graduate high school.
- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
- Keep up with necessary coursework. If the NCAA Eligibility Center needs to review your record due to irregularities, students may be asked to provide verification of coursework completed.
- Follow all the high school's policies and rules.

Credit Recovery Guidelines

DESCRIPTOR TERM: Credit Recovery

Policy RULE: 28.5

ADOPTION DATE: May 19, 2008

REVISION:

The purpose of the credit recovery policy is to provide guidance to Local Education Agencies (LEAs) with Credit Recovery Programs. Credit recovery allows students who have been unsuccessful in mastering content or skills in a course an opportunity to apply for credit recovery as an alternative to repeating an entire course.

- I. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. In order to be eligible for credit recovery, a student must have unsuccessfully completed and failed a course or failed a SATP assessment.
- II. Beginning with the 2008-2009 school year, any LEA who provides a Credit Recovery Program shall develop and implement a Credit Recovery Program that has been adopted by the school board and that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to faculty, students, and parents/guardians. At a minimum, LEAs must address the following areas:
 1. Admission to and removal from the Credit Recovery Program
 - a) LEAs shall establish an application process that requires parental consent.
 - b) LEAs shall establish minimum criteria to determine eligibility for participation in the Credit Recovery Program.
 - c) LEAs shall determine the number of Credit Recovery Courses that a student can take at one time.
 - d) Students shall not remain in a Credit Recovery Course for more than one year.
 - e) Only students that have failed a course may enroll in credit recovery to earn a minimum passing grade. Credit recovery cannot be used by a student that has passed the course to improve the students assigned course grade.
 - f) A student that has passed a SATP class but failed the SATP assessment may enroll in credit recovery for remediation only. The grade earned for the SATP class remains unchanged.

Instruction:

- a) LEAs shall determine the instructional methodology used for the Credit Recovery Program (i.e., online program, Mississippi Virtual Public School (MVPS), direct instruction, computer assisted instruction, etc.).
- b) If an online credit recovery program is used, the online delivery must be supervised by a licensed teacher employed by the LEA that issues the final credit recovery grade. The LEA must ensure that content and instruction is aligned to the Mississippi College and Career Ready Standards and the Mississippi Curriculum Frameworks.

- c) LEAs shall provide professional development for teachers and facilitators involved with the Credit Recovery Program.
- 3. Content and Curriculum: Credit Recovery Curriculum shall be based on the Mississippi Curriculum Frameworks competencies and objectives.
- 4. Grades: LEAs are responsible for establishing specific procedures for evaluation of student progress and determining grades.
- 5. **Beginning school year 2016-2017, a student who selects credit recovery to earn a Carnegie unit shall only earn the minimum passing grade on the district grading scale.**



MISSISSIPPI CAREER DEVELOPMENT

Career and Technical Education Resources

Career Clusters and Pathways

The US Department of Labor has identified 16 National Career Clusters. Career clusters are broad categories of related occupations. Within each Career Cluster are several more specific pathways. Identifying a career cluster and pathway enables students to choose appropriate coursework and activities in middle school and high school to better prepare them for greater success in college and in their career.

16 CAREER CLUSTERS



- Agricultural & Environmental Science and Technology
- Agriculture & Natural Resources
- Agriculture & Power Machinery
- Food Products, Meat
- Forestry
- Horticulture
- Intro to Agriscience
- Biotechnology
- Agricultural Leadership and Personal Development
- Aquaculture



- Construction
- Architecture & Drafting
- Carpentry
- Electrical
- Heating, Ventilation, and Air Conditioning
- Masonry
- Plumbing



- Digital Media Technology
- Simulation & Animation Design
- Television, Broadcasting, and Production



- Management
- Business Fundamentals



- Teacher Academy



- Finance & Accounting



- JROTC



- Healthcare & Clinical Services
- Veterinary Science (2016)
- Dental Assistant
- Sports Medicine



- Culinary Arts
- Lodging, Restaurant, & Tourism Management



- Early Childhood Education



- Information Technology
- Computer Science (2016)



- Law & Public Safety



- Manufacturing
- Industrial Maintenance
- Metal Fabrication
- Precision Machining
- Welding



- Marketing



- Engineering
- Polymer Science
- Energy



- Automotive Service Technician
- Collision Repair Technician
- Diesel Service Technician
- Logistics
- Heavy Equipment

Career and Technical Education

<https://www.acteonline.org/>
<https://www.mdek12.org/CTE>

The MDE Office of Career and Technical Education (CTE) and Workforce Development helps to train a qualified workforce for today's job market. The CTE office works with economic and workforce developers to stay informed of the ever-changing workforce needs.

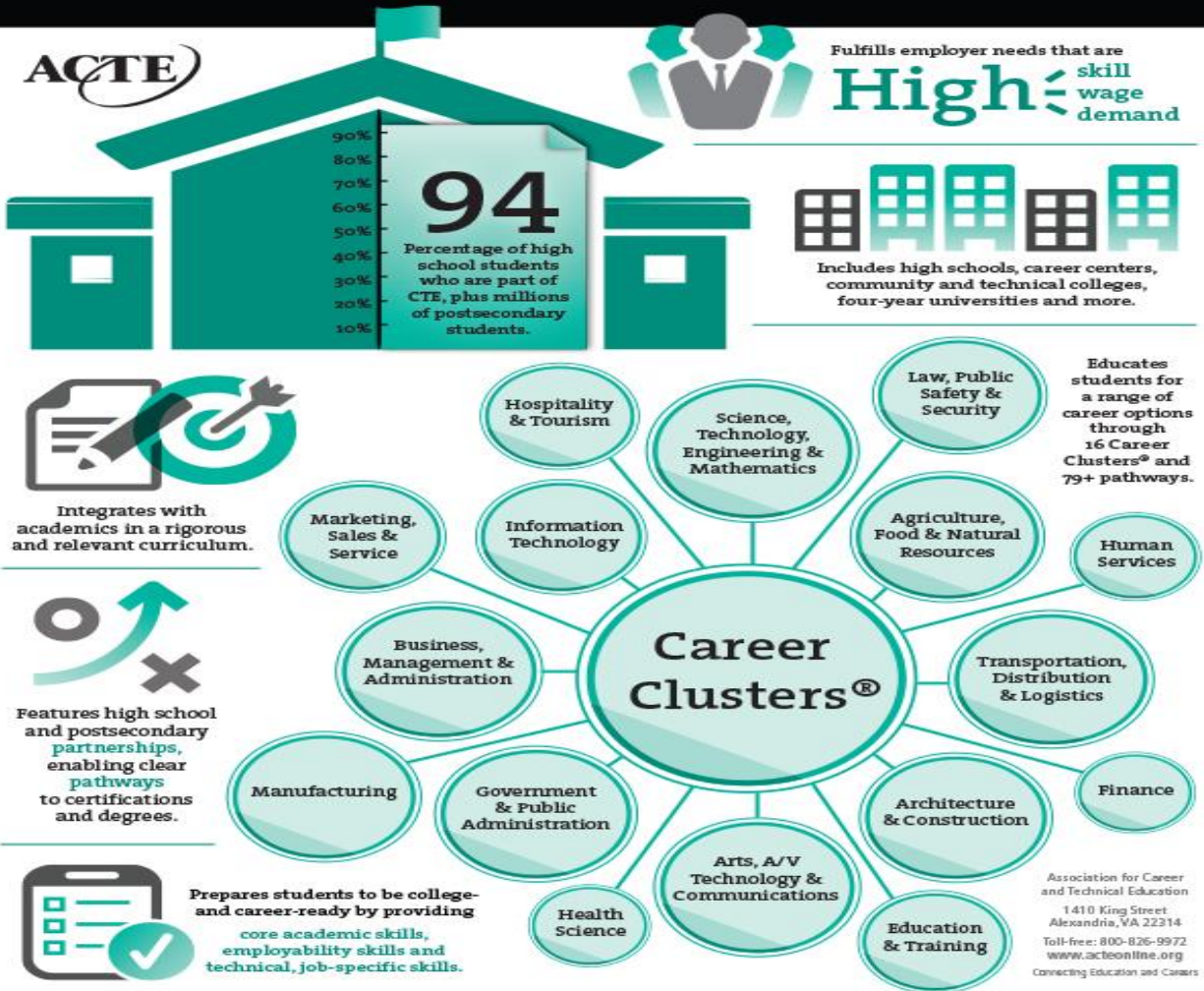
Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. Across the nation, about 12.5 million high school and college students are enrolled in CTE programs. CTE prepares learners for the world of work by introducing them to workplace competencies, and helps make academic content accessible to students by providing a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90%, which is about 15 percentage points higher than the national average.

The CTE programs in MS schools and career and technical education centers are based on the needs of the workforce and offer rigorous, accredited programs that often lead to a national certification. CTE programs also have dual credit opportunities. Students should explore all options, including CTE, when deciding on a career path. Academic school counselors and vocational/CTE counselors should collaborate to ensure all students and parents are aware of all opportunities available through CTE programs.

CTE curriculum, assessment, and professional learning information can be accessed at the Mississippi State University Research and Curriculum (RCU) website: <http://www.rcu.msstate.edu/>

***The Mississippi Career Development Resource Guidance Document will be reviewed and revised annually by a taskforce of stakeholders following the pilot implementation year.**

What is Career and Technical Education?



Program Areas

Career and Technical Education (CTE) can help students prepare for a broad range of careers. These courses provide a meaningful framework of practical instruction that helps bridge the gap between education and an authentic career experience.

In Mississippi, all CTE curricula are research-based and meet industry-specific standards in technology, workplace skills, and academics. In response to an ever-changing business and industry world, we evaluate and update our programs frequently. These programs are part of an integrated educational delivery system that accommodates every secondary and postsecondary school district.

CTE programs, whether secondary, postsecondary, short-term adult, industry training, or business and industry partnership settings, enable students to acquire needed skills and abilities to achieve their occupational goals. Upon a successful completion of a CTE program, students will possess marketable job skills and national industry certifications.

Program areas include:

Adult Learners
Agricultural and Related Technology
Business and Computer Technology
CONTREN Learning Series
Family and Consumer Sciences and Related Technologies
Health Science Technology
Marketing and Cooperative Education
Technology Education
Trade, Technical, and Engineering-Related Technologies

Curriculum

<http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#LiveTabsContent6381>

In Mississippi, every Career and Technical Education (CTE) program follows a standardized, state-wide curriculum. Each curriculum is revised every four years by a team of program area instructors. Revisions are based on field research and survey results from program area instructors and related personnel. Likewise, each unit or course references related national- and/or state-level standards in academics, the workplace, technology, and industry. Current references are listed for each unit or course.

Over 100 different curricula are offered through the Mississippi Career Education and are available online.

Student Organizations

<https://www.mdek12.org/CTE/SO>

The Division of Student Organizations provides opportunities to expand and enhance students' overall educational experience, improve social skills, gain self-confidence, acquire leadership skills, and learn how to function as a member of a group or team.

The following student organizations, coordinated by the Division of Student Organizations, create a medium for interaction among students, faculty, staff, and the community as a whole:

Student Organizations	
ASE Student Certification	http://www.asestudentcertification.com/
Collegiate DECA	https://www.deca.org/college-programs/
High School DECA	https://www.deca.org/high-school-programs/
Distributive Education Clubs of America	http://www.deca.org/
Educators Rising	https://educatorsrising.org/
Family Career and Community Leaders of America (FCCLA)	http://www.fcclainc.org/
Future Business Leaders of America	http://www.fbla-pbl.org/ :
Future Educators Association	http://www.futureeducators.org/
Future Health Professionals	http://www.hosa.org/
Health Occupational Students of America (HOSA)	http://www.hosa.org/
National FFA Organization	https://www.ffa.org/Pages/default.aspx
National Technical Honor Society	https://www.nths.org/
Phi Beta Lambda (PBL)	http://www.fbla-pbl.org/pbl/
Skills USA	http://www.skillsusa.org/
Technology Student Association	http://www.tsaweb.org/

Student Services

<https://www.mdek12.org/CTE/OCCSS/Student-Services>

Purpose

To assure accountability for services to special populations, including students pursuing nontraditional occupations, in programs funded under the Carl D. Perkins Vocational and Technical Education Act and Workforce Investment Act.

Students Served

These programs serve all Career-Technical Education students, especially those classified under Special Populations as specified as Perkins.

These populations include:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for non-traditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Mississippi Scholars Tech Master

<http://www.msmeec.com/mississippi-scholars/mississippi-scholars-tech-master-information>

Mississippi Tech Master Students are preparing for their future careers. Employers are concerned with ensuring that both potential and incumbent employees have the skills necessary to thrive in today's workplace.

Purpose

To develop a program under the Mississippi Scholars umbrella to encourage students to pursue and perform well in a tech-prep course of study and to recognize their achievements at graduation. The Mississippi Scholars program currently recognizes those who pursue a college-bound course of study, with an emphasis on science, technology, engineering and math (STEM).

Implementation

The Mississippi Scholars distribution channel and network will be used to quickly ramp up the Mississippi Scholars Tech Master program. This program uses the Mississippi Department of Education Basic 21 Carnegie Unit Career Pathway Curriculum along with feedback from the Tech Master Council to develop the program requirements.

ACT WorkKeys

<http://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html>

ACT WorkKeys® Assessments are the cornerstone of ACT workforce solutions. These assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. WorkKeys assessments are:

- **Relevant**—WorkKeys® assessments are developed to solve actual workplace problems. Unlike other assessments, they don't simply give an indication of reading and writing competency. Instead, they measure a range of hard and soft skills relevant to any occupation, at any level, and across industries.
- **Recognized**—Successful completion of WorkKeys core assessments can lead to earning an ACT WorkKeys® National Career Readiness Certificate™ (ACT WorkKeys NCRC®), which is a credential that verifies skills found to be most essential across industries and occupations. Tens of thousands of employers recognize the value of the NCRC, and many recommend the credential to candidates.

Each assessment offers varying levels of difficulty. The levels build on each other, incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The complexity increases as the quantity and/or depth of information increases.

Assessments are web-based and most take one hour to complete. Assessments are offered in both English and Spanish.

The National Career Readiness Certificate

The ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC®) is an assessment-based credential issued to people who complete the three WorkKeys Assessments and achieve a minimum of Level 3. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.

The NCRC verifies skill proficiency in:

- Problem solving
- Critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics

The NCRC is awarded in four levels:

- **Platinum**: Awarded for achieving a minimum Level 6 on all assessments. Examinee demonstrates foundational skills associated with approximately 99% of jobs in the ACT JobPro database^{1,2}

- **Gold:** Awarded for achieving a minimum Level 5 on all assessments. Examinee demonstrates foundational skills associated with approximately 93% of jobs in the ACT JobPro database^{1,2}
- **Silver:** Awarded for achieving a minimum Level 4 on all assessments. Examinee demonstrates foundational skills associated with approximately 67% of jobs in the ACT JobPro database^{1,2}
- **Bronze:** Awarded for achieving a minimum Level 3 on all assessments. Examinee demonstrates foundational skills associated with approximately 16% of jobs in the ACT JobPro database^{1,2}

¹Percentages are based on an analysis of the three WorkKeys assessments, Reading for Information, Applied Mathematics, and Locating Information based job skill requirement profiles in the ACT JobPro database. ACT will be updating job skill requirement data for Applied Math, Workplace Documents, and Graphic Literacy as data becomes available, which will update these percentages as well.

²Individuals may meet the requirements of a larger percentage of jobs in the ACT JobPro database—the ACT proprietary database that identifies foundational skill requirements for nearly 20,000 job titles—depending on their scores on the three individual ACT WorkKeys assessments. Individuals and employers are encouraged to consult the database for more information about skill requirements associated with specific jobs or contact ACT to set up a detailed job analysis.

National Center for Construction Education and Research (NCCER)

<https://www.nccer.org/about-us/mission-vision-and-core-values>

NCCER, formerly known as the National Center for Construction Education and Research, is a non-profit 501(c)(3) education foundation that develops craft training curriculum. This includes construction, maintenance, and pipeline curricula for more than 70 craft areas, industry-developed safety programs, management education programs, and a complete line of skills assessments. These are turn-key programs used by contractors, associations, businesses, schools, and other educational facilities to train and/or assess their employees and students in order to earn NCCER credentials.

NCCER accredits organizations to deliver craft training and issues industry-recognized credentials for training and testing completions submitted to NCCER via an Accredited Training Sponsor (ATS) or Assessment Center (AAC). Accredited organizations can certify their own instructors, conduct training, and administer testing.

<https://choosereaurants.org/ProStart>

With national and local support from industry members, educators, the National Restaurant Association Educational Foundation (NRAEF), and state restaurant association partners, ProStart® reaches nearly 140,000 students in more than 1,800 high schools across 50 states, the Territory of Guam and at Department of Defense Education Activity schools in Europe and the Pacific.

From culinary techniques to management skills, ProStart offers industry-driven curriculum in real-life experience opportunities and builds practical skills and a foundation that will last a lifetime.

By bringing this industry into the classroom, ProStart provides students a platform to discover new interests and talents, some which will open doors for fulfilling careers. The process includes a curriculum that encompasses all facets of the industry, and sets a high standard of excellence for students and the industry.

ProStart National Certificate of Achievement

ProStart students who meet the requirements are awarded an industry-recognized credential – the [ProStart National Certificate of Achievement](#) (COA). To earn the COA, students must pass two national exams, demonstrate a proficiency of foundational skills and document 400 work hours in the industry. Students who receive the COA also receive extra consideration for NRAEF scholarship opportunities and may receive course credits at numerous leading hospitality and culinary arts programs at colleges and universities across the country.



MISSISSIPPI CAREER DEVELOPMENT

Career Readiness Resources

Mississippi Career Development Resources

Mississippi Career Development Resources K-5th grade			
	Grade	Description of Activity	Link to Resources
Career Awareness	K	Unit 1: Developing Awareness of Work and Workers Unit 2: What Do Adults Do When They Go to Work? Unit 3: Working Together	https://www.rcu.msstate.edu/SchoolInnovations/CollegeandCareerReady.aspx
	1 st Grade	Unit 1: Work, Career Paths and Me! Unit 2: What Work Do Adults Do At Your School? Unit 3: School Jobs, School Success	
	2 nd Grade	Unit 1: Making Connections Unit 2: What Work Do Adults Do In Our Community? Unit 3: Personal Job Skills	
	3 rd Grade	Unit 1: Targeting Careers Unit 2: Career Investigations: Jobs in the World of Work Unit 3: Workers in Our School Community	
	4 th Grade	Unit 1: Finding My Place in the Community Unit 2: The Road to Careerville: Exploring Career Paths & Requirements Unit 3: Working Together Unit 4: Presenting: Me!	
	5 th Grade	Unit 1: Let's Investigate Unit 2: Finding My Place in the World Unit 3: It's Magic! Understanding the Roles, Responsibilities, Grades, and Requirements of Workers in Various Careers	

Mississippi Career Development Pacing Guide 6 th –8 th grade				
Career Exploration	Grade	Description of Activity	Link to Resources	Timeline
	6 th Grade	<p>Take an interest assessment at the “Career One Stop.”</p> <p>Explore career clusters on the Bureau of Labor Statistics.</p> <p>Explore careers related to students’ strengths, skills, and talents.</p> <p>Create an Action Plan with academic and personal goals.</p>	<p>https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</p> <p>https://www.bls.gov/k12/content/students/careers/career-exploration.htm</p> <p>https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf</p>	
	7 th Grade	<p>Individual Success Plan Brochure and introduction letter sent home.</p> <p>Host a parent night to educate parents about ISP including the 5-year academic plan. Understand the importance of academic success and consequences of falling behind.</p> <p>Show “Job Hunter” videos based on MS companies and careers. Connect students with videos based on chosen career cluster.</p>	<p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf</p> <p>https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/index.html</p> <p>http://riseupms.com/planning/job-hunter/</p>	
	8 th Grade	<p>Take the skills and work values assessment at the “Career One Stop.”</p> <p>Show “Job Hunter” videos based on MS companies and careers. Connect students with videos based on chosen career cluster.</p> <p>Host/attend a career fair.</p> <p>Host parent night at the high school to educate parents on graduation requirements and high school opportunities. Focus on how academic and extracurricular choices differ from middle school</p>	<p>https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx</p> <p>http://riseupms.com/planning/job-hunter/</p> <p>https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/index.html</p>	

Mississippi Career Development Pacing Guide 9th–12th grade

	Grade	Description of Activity	Link to Resources	Timeline
Career Planning	9 th Grade	<p>Complete the “Explore Careers” activities on the Career One Stop website</p> <ul style="list-style-type: none"> • Self-Assessment • Interest Assessment • Skills Assessment • Work Values Assessment <p>Take the “Career Cluster Interest Survey”</p> <p>Explore career opportunities on the Bureau of Labor Statistics</p> <p>Use “My Next Move” to explore careers</p> <p>Review 9th grade “College Planning Guide”</p> <p>Meet with school counselor to:</p> <ol style="list-style-type: none"> 1. Discuss high school expectations and opportunities: <ol style="list-style-type: none"> a. GPA b. Carnegie units c. Community service hours d. Extracurricular involvement e. Dual credit courses f. Advanced Placement courses g. Career and Technical Education 2. Become aware of federal and state financial aid opportunities <ol style="list-style-type: none"> a. FAFSA b. MTAG c. HELP d. MESG 3. Become aware of institutional and private scholarship opportunities 	<p>https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</p> <p>https://careertech.org/student-interest-survey</p> <p>https://www.bls.gov/k12/content/students/careers/career-exploration.htm</p> <p>https://www.mynextmove.org</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf</p> <p>http://riseupms.com/state-aid/</p> <p>https://get2college.org/resources/scholarships/</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	9 th Grade Cont.	<p>4. Discuss ACT as indicator of college readiness. Provide ACT test prep information.</p> <p>5. Discuss PSAT/SAT. Provide test prep information.</p> <p>6. Set academic and career goals</p> <p>a. Consider all curriculum options (CTE, AP, DC, Career Academies, WBL opportunities)</p> <p>7. Review/revise academic plan</p> <p><u>Optional Activities</u></p> <p>Create an ACT profile account and complete the inventories</p> <p>Create a College Board account and complete the “Getting Started” activities</p> <p>Utilize College Board’s CollegeEd College Planning Program</p>	<p>https://www.actprofile.org/login</p> <p>https://bigfuture.collegeboard.org/get-started</p> <p>https://bigfuture.collegeboard.org/get-started/educator-resource-center/collegeed-college-planning-program</p>	
	10 th Grade	<p>Review/revise/redo “Career Exploration” activities on Career One Stop, Bureau of Labor Statistics, My Next Move, and careertech.org</p> <p>Review “College Planning Checklist” for 10th grade</p> <p>Research colleges to find potential matches for career and personal interest (“Match and Fit”) using one or more of the following:</p> <ul style="list-style-type: none"> ● College Board College List Handout ● ACT Profile ● Get2College College Planning Guide ● College Scorecard 	<p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-9th-10th-Graders.pdf</p> <p>http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf</p> <p>https://www.actprofile.org/login</p> <p>https://get2college.org/</p> <p>https://collegescorecard.ed.gov/</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	10 th Grade Cont.	<p>Meet with school counselor to:</p> <ol style="list-style-type: none"> Review progress towards high school graduation and academic/career goals <ol style="list-style-type: none"> GPA Earned Carnegie units Community service hours Extracurricular involvement Review criteria for state financial aid <ol style="list-style-type: none"> HELP MTAG MESG Review the types of federal financial aid with an emphasis on the FAFSA Emphasize institutional and private scholarship opportunities Discuss ACT and SAT with students <ol style="list-style-type: none"> The importance of these assessments How they are used for college admissions and placement Provide registration information Provide test prep information PSAT <ol style="list-style-type: none"> Benefits of taking Registration information Test prep information Set academic and college/career goals. Review/revise academic plan for high school 	<p>http://riseupms.com/state-aid/</p> <p>https://financialaidtoolkit.ed.gov/tk/learn/types.jsp</p> <p>https://www.actprofile.org/login</p> <p>https://bigfuture.collegeboard.org/get-started</p> <p>https://bigfuture.collegeboard.org/get-started/educator-resource-center/collegeed-college-planning-program</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	10 th Grade Cont.	<p><u>Optional Activities</u></p> <p>Create an ACT profile account and complete the inventories</p> <p>Create a College Board account and complete the “Getting Started” activities</p> <p>Utilize College Board’s CollegeEd College Planning Program</p>	<p>https://www.actprofile.org/login</p> <p>https://bigfuture.collegeboard.org/get-started</p> <p>https://bigfuture.collegeboard.org/get-started/educator-resource-center/collegeed-college-planning-program</p>	
	11 th Grade	<p>Create an ACT profile account</p> <p>And/Or</p> <p>Create a College Board Big Future account</p> <p>Review “College Planning Checklist” for 11th grade</p> <p>Research colleges to find potential matches for career and personal interest (“Match and Fit”) using one or more of the following:</p> <ul style="list-style-type: none"> ● College Board College List handout ● ACT profile ● Get2College College Planning Guide ● College Scorecard <p>Schedule campus visits</p> <ul style="list-style-type: none"> ● Virtual Tours (if in-person tours are not feasible) <p>Attend college fairs</p>	<p>https://www.actprofile.org/login</p> <p>https://bigfuture.collegeboard.org/get-started</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Juniors.pdf</p> <p>http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf</p> <p>https://www.actprofile.org/login</p> <p>http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf</p> <p>https://collegescorecard.ed.gov/</p> <p>https://www.campustours.com/</p> <p>www.get2college.org</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	11 th Grade Cont.	<p>Create a resume</p> <p>Identify juniors eligible for ACT, SAT, PSAT, and AP exam fee waivers</p> <p>Meet with school counselor to:</p> <ol style="list-style-type: none"> Review progress towards high school graduation and academic/career goals <ol style="list-style-type: none"> GPA Earned Carnegie Units Community service hours Extracurricular involvement Advanced Placement Dual Credit Review criteria for state financial aid <ol style="list-style-type: none"> HELP MTAG MESG Review the types of federal financial aid with an emphasis on the FAFSA Emphasize institutional and private scholarship opportunities Discuss Junior ACT administration <ol style="list-style-type: none"> The importance of these assessments How they are used for college admissions and placement Provide registration information Provide test prep information Completing the non-cognitive components Sending ACT scores to colleges Fee Waiver 	<p>http://riseupms.com/state-aid/</p> <p>https://financialaidtoolkit.ed.gov/tk/learn/types.jsp</p> <p>www.get2college.org</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	11 th Grade Cont.	<p>6. PSAT</p> <ol style="list-style-type: none"> Benefits of taking Registration information Test prep information Fee waivers <p>7. AP Exams</p> <ol style="list-style-type: none"> Student search services Fee reduction Sending scores to a college <p>8. Set academic and college/career goals.</p> <p>9. Review/revise academic plan for high school</p> <p>Use statewide Junior ACT test data to:</p> <ol style="list-style-type: none"> Identify HELP or potential HELP eligible students Identify MESG or potential MESG eligible students Identify students for Essentials for College Reading and Essentials for College Math <p>Register for NCAA for student athletes</p> <ul style="list-style-type: none"> Ensure school courses are NCAA approved 	https://web3.ncaa.org/ecwr3/	
	12 th Grade	<p>Create an ACT profile account</p> <p style="text-align: center;">And/Or</p> <p>Create a College Board Big Future account</p> <p>Review College Planning Checklist for 12th grade</p>	<p>https://www.actprofile.org/login</p> <p>https://bigfuture.collegeboard.org/get-started</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Seniors.pdf</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	12 th Grade Cont.	<p>Research colleges to find potential matches for career and personal interest (Match and Fit) using one or more of the following:</p> <ul style="list-style-type: none"> • College Board Big Future • ACT profile • Get2College College Planning Guide • College Scorecard <p>Narrow choices to around 5 colleges</p> <p>Schedule campus visits</p> <ul style="list-style-type: none"> • Virtual Tours (if in-person tours are not feasible) <p>Attend college fairs</p> <p>Participate in College Countdown MS Events</p> <ul style="list-style-type: none"> • Apply-a-palooza • First You Hafta Fafsa • College Signing Day <p>Create a college resume</p> <p>Request letters of recommendation</p> <p>Write college essays</p> <p>Practice interviewing for college admissions and scholarships</p> <p>Create a calendar of college admissions and scholarships deadlines</p> <p>Create a form to list college applications</p>	<p>http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf</p> <p>https://www.actprofile.org/login</p> <p>http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf</p> <p>https://collegescorecard.ed.gov/</p> <p>https://www.campustours.com/</p> <p>www.collegecountdownms.com</p> <p>www.get2college.org</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	12 Grade Cont.	<p>Identify seniors eligible for ACT, SAT, AP exam, and college application fee waivers</p> <p>Register student athletes for NCAA</p> <ul style="list-style-type: none"> • Ensure school courses are NCAA approved <p>Meet with school counselor to:</p> <ol style="list-style-type: none"> 10. Review progress towards high school graduation and academic/career goals <ol style="list-style-type: none"> a. GPA b. Earned Carnegie units c. Community service hours d. Extracurricular involvement e. Advanced Placement f. Dual Credit 11. Determine eligibility for state financial aid <ol style="list-style-type: none"> a. HELP b. MTAG c. MESH 12. Apply for college 13. Apply for federal and state financial aid 14. Apply for institutional and private scholarship opportunities 15. Discuss ACT <ol style="list-style-type: none"> a. College and Career Readiness benchmarks b. Provide registration information c. Provide test prep information d. Completing the non-cognitive components e. Sending ACT scores to colleges f. Fee Waivers 16. SAT <ol style="list-style-type: none"> a. Fee Waivers b. Khan Academy Test Prep c. Registration information 	<p>https://web3.ncaa.org/ecwr3/</p> <p>https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf</p> <p>https://web3.ncaa.org/ecwr3/</p>	

Career Planning	Grade	Description of Activity	Link to Resources	Timeline
	12 th Grade Cont.	<p>17. AP Exams</p> <ul style="list-style-type: none"> a. Student Search Services b. Fee Reduction c. Sending scores to a college <p>18. Set academic and college/career goals (transitioning to college)</p> <p>19. Review/revise academic plan for high school</p> <p>Assist students and families in understanding financial aid and scholarship award letters</p> <p>Support students during transition from high school to college</p> <ul style="list-style-type: none"> • Summer Melt 	<p>http://riseupms.com/state-aid/</p> <p>https://financialaidtoolkit.ed.gov/tk/learn/types.jsp</p> <p>www.collegecountdownms.com</p>	

Mississippi Career Exploration and Planning Expectations

Each student should have an individualized success plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

BY THE END OF THE 6TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> take an interest assessment https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx explore careers related to students' strengths, skills, and talents https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml develop an awareness of career clusters and jobs relating to those career clusters https://www.knowitall.org/subject/career-education identify employability and social skills i.e. work-readiness skills important to career success and apply basic technological skills relating to a variety of careers https://www.careeronestop.org/GetMyFuture/ExploreCareers/what-are-you-good-at.aspx create an action plan with academic and personal goals https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_academic_portfolio.pdf
A student should know:
<ul style="list-style-type: none"> why people need to work what college is, why people go, and the different types (2 year vs. 4 year) the relationship between personal qualities, education, training, and the world of work

BY THE END OF THE 7TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> create an Individual Success Plan (ISP) develop an awareness of careers and companies based in MS http://riseupms.com/planning/job-hunter/ revisit interests and continue to explore careers related to talents and skills https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx review graduation requirements complete the student planning tool
A student should know:
<ul style="list-style-type: none"> the importance of academic success and consequences of falling behind what an Individual Success Plan (ISP) is and how to create a 5 year academic plan

BY THE END OF THE 8TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> complete a career cluster survey https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf attend a career exploration day/career fair Check with your local high school and/or community college be exposed to finance literacy unit in a course or workshop http://financeintheclassroom.org/passport/eighth/math.shtml review graduation requirements and high school opportunities as well as how academic and extracurricular choices vary from middle school https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-educator-guide-1/files/nc/861984397.pdf review/revise ISP complete the student planning tool
A student should know:
<ul style="list-style-type: none"> the concept of career clusters for further exploration possible career clusters of interest the relationship between community service/extracurricular activities and postsecondary/career goals

BY THE END OF THE 9TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> revisit career cluster interest survey https://www.bls.gov/k12/content/students/careers/career-exploration.htm develop self-awareness of skills, work values, and interests https://www.careeronestop.org/ExploreCareers/explore-careers.aspx explore various careers https://www.mynextmove.org/ review 9th grade "College Planning Guide" https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_College-Planning-9th-10th-Graders.pdf meet with school counselor to discuss coursework and postsecondary (PS) career plans become aware of federal and state financial aid opportunities https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture_Financial_Aid_checklist.pdf become aware of institutional and private scholarship opportunities https://get2college.org/student-tools/scholarships/ review/revise ISP complete the student planning tool
A student should know:
<ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, grades, community service, and extracurricular activities to PS and career plans the general cost ranges of various PS options

BY THE END OF THE 10TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> review/revise/redo "Career Exploration" activities on Career One Stop, Bureau Labor Statistics, My Next Move, and careertech.org review "College Planning" checklist for 10th grade http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf research colleges to find potential matches for career and personal interest ("Match and Fit") using one or more of the following: <ul style="list-style-type: none"> College Board College List Handout http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf ACT Profile https://www.actprofile.org/login Get2College Planning Guide http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf College Scorecard https://collegescorecard.ed.gov/ meet with school counselor to review progress toward high school graduation and academic/career goals review criteria for state financial aid http://riseupms.com/state-aid/ review types of federal financial aid https://financialaidtoolkit.ed.gov/tk/learn/types.jsp emphasize institutional and private scholarship opportunities obtain information regarding assessments: <ul style="list-style-type: none"> ACT https://www.actprofile.org/login SAT https://bigfuture.collegeboard.org/get-started PSAT https://bigfuture.collegeboard.org/get-started/educator-resource-center/collegeed-college-planning-program set academic and college/career goals identify 2-3 adults to support him/her through the college and career selection process review/revise ISP complete the student planning tool
A student should know:
<ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations of interest different types of PS credentials and institutions general timing of college entrance exams and applications the benefit of early college credit opportunities and PS access and completions

BY THE END OF THE 11TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> create an ACT profile account https://www.actprofile.org/login create a College Board Big Future account https://bigfuture.collegeboard.org/get-started review "College Planning Checklist" for 11th grade https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Juniors.pdf research colleges to find potential matches for career and personal interest (Match an Fit) using one or more of the following: <ul style="list-style-type: none"> College Board College List Handout http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf ACT Profile https://www.actprofile.org/login Get2College Planning Guide http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf College Scorecard https://collegescorecard.ed.gov/ schedule campus visits-virtual or in-person https://www.campusvisits.com/ attend college fairs www.get2college.org create a resume and a personal statement http://www.readwritethink.org/classroom-resources/lesson-plans/resumes-cover-letters-high-30847.html?tab=4 participate in a mock job interview https://everydayinterviewtips.com/15-possible-questions-for-high-school-student-job-interviews/ identify an internship opportunity related to career pathway https://bigfuture.collegeboard.org/get-started/outside-the-classroom/how-to-find-an-internship-youll-value meet with school counselor to review progress towards high school graduation and academic/career goals review criteria for state financial aid http://riseupms.com/state-aid/ review types of federal financial aid https://financialaidtoolkit.ed.gov/tk/learn/types.jsp emphasize institutional and private scholarship opportunities discuss ACT, PSAT, SAT, and AP test administration set academic and college/career goals register for NCAA (if applicable) https://web3.ncaa.org/ecw3/ review/ revise ISP complete the student planning tool
A student should know:
<ul style="list-style-type: none"> application deadlines, test timing, cost, and prep for industry based certifications career attributes related to career interests entrance requirements, including application deadlines, for expected PS career pathway 3-5 match schools, one safety, and one reach school for PS career pathway financial aid deadlines for chosen PS options

BY 12/31 OF THE 12TH GRADE
A student should be supported to:
<ul style="list-style-type: none"> create an ACT profile account https://www.actprofile.org/login create a College Board Big Future account https://bigfuture.collegeboard.org/get-started review "College Planning Checklist" for 12th grade https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Planning-Calendar-Seniors.pdf research colleges to find potential matches for career and personal interest ("Match and Fit") using one or more of the following: <ul style="list-style-type: none"> College Board College List Handout http://media.collegeboard.com/CollegePlanning/media/pdf/BigFuture-College-List-Handout.pdf ACT Profile https://www.actprofile.org/login Get2College Planning Guide http://get2college.org/wp-content/uploads/2016/06/General-Booklet-2016-17-2.pdf College Scorecard https://collegescorecard.ed.gov/ attend college fairs www.get2college.org schedule campus visits-virtual or in-person https://www.campusvisits.com/ meet with school counselor and ensure 3 or more admission applications to PS institutions are complete attend a FAFSA completion workshop www.get2college.org
By the end of the 12th grade:
<ul style="list-style-type: none"> address any remedial needs obtain an internship opportunity relating to career pathway https://bigfuture.collegeboard.org/get-started/outside-the-classroom/how-to-find-an-internship-youll-value receive industry-based certification https://www.nccer.org/ attend a financial aid award letter workshop www.get2college.org
A student should know:
<ul style="list-style-type: none"> how career pathway and courses experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry level career salary and anticipated debt terms and conditions of any scholarship or loan

Career Development Resources		
Resource	Description	Link
ACT	The ACT® test is the nation’s most popular college entrance exam accepted and valued by all universities and colleges in the United States. The ACT is based on what students learn in high school and provides personalized information about their strengths for education and career planning.	http://www.act.org/content/act/en.html
Advance CTE	Resource and advocate for policies and legislation that enhance and sustain high-quality CTE programs throughout the nation.	https://careertech.org/
Association on Higher Education and Disability	Site useful in identifying resources, networking, etc., for students with disabilities.	http://www.AHEAD.org
ASCA National Model	Framework for a comprehensive, data-driven school counseling program.	https://www.schoolcounselor.org/school-counselors-members/asca-national-model
ASVAB	The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.	http://official-asvab.com/
Bureau of Labor Statistics	Offers access to MS employment and wages data.	https://www.bls.gov/home.htm
Career One Stop	Source for career exploration, training, and jobs.	http://www.careeronestop.org/
College Board	College Board helps prepare students for a successful transition to college through programs and services in college readiness and	https://www.collegeboard.org/

Career Development Resources		
Resource	Description	Link
	college success — including the SAT and the Advanced Placement Program.	
College Countdown MS	College Countdown MS is the Mississippi partner of The American College Application Campaign (ACAC). The mission is to help Mississippi high school seniors gain access to college through assistance with completing college applications, submitting the FAFSA (Free Application for Federal Student Aid) and the state grant application, and celebrating their acceptance to college.	www.collegecountdownms.com
College Scorecard	Resource to help find schools and programs/degrees and access their toolkits, how-to guides, and videos	https://collegescorecard.ed.gov/
Explore Careers in the Air Force	Resource to help discover careers and opportunities within the Air Force	http://www.airforce.com/careers/
Explore Careers in the Army	Resource to help discover careers and opportunities within the Army	http://www.goarmy.com/careers-and-jobs.html
Explore Careers in the Marine Corps	Resource to help discover careers and opportunities within the Marine Corps	http://www.marines.com/being-a-marine/roles-in-the-corps/career-tool
Explore Careers in the National Guard	Resource to help discover careers and opportunities within the National Guard	https://www.nationalguard.com/careers/
Explore Careers in the Navy	Resource to help discover careers and opportunities within the Navy	http://www.navy.com/careers.html :
Explore Health Careers	ExploreHealthCareers.org is a collaboration between today's	http://explorehealthcareers.org/en/home

Career Development Resources		
Resource	Description	Link
	health professionals and leading health care associations designed to help individuals start down the road toward a career in health. Here you'll find the latest health career information and tools to guide you as you prepare for a future in health care.	
Explore STEM Careers	Resource to help discover careers and opportunities within STEM	http://www.sciencebuddies.org/science-fair-projects/science_careers.shtml?From=Tab:
Exploring	Resource that offers career exploration activities	http://www.exploring.org/
Federal Student Aid	The Financial Aid Toolkit provides federal student aid information and outreach tools for counselors, college access professionals, nonprofit mentors, and others.	https://financialaidtoolkit.ed.gov/tk/
Get on the Grid	From Get On The Grid, you can choose your career, compare salary ranges, find training programs, and search job opportunities in dynamic fields driven by the latest technology.	http://www.getonthegridms.com/
Get2College Center	Access help with ACT prep, completing federal and state financial aid applications, career exploration, college search, interviewing skills, resume writing, and scholarship search	https://get2college.org/
Junior Reserve Officer Training Corps (JROTC)	Resource to help discover JROTC options for students as well as instructor information.	https://www.mdek12.org/JROTC
Learning for Life	K-12 student career exploration	http://www.learningforlife.org/

Career Development Resources		
Resource	Description	Link
	resource	
Mississippi Better Business Bureau	State business directory	https://www.bbb.org/mississippi/
Mississippi Chambers of Commerce	Link to all COCs in the state. Each COC website provides information about businesses in the area.	http://www.ms.gov/Business/Chambers of Commerce
Mississippi Department of Education (MDE)	Resource to access all information pertaining to MDE offices, professional development, strategic plans, etc.	https://www.mdek12.org/
Mississippi Department of Rehabilitation Services	State agency that provides resources to help Mississippians with disabilities find new careers, live more independently, overcome obstacles, and face new challenges.	http://www.mdrs.ms.gov/Pages/default.aspx
Mississippi Development Association/Mississippi Works	MS Works is an economic development program created to drive and grow new industries and ideas.	https://www.mississippi.org/home-page/our-advantages/workforce-main/
Mississippi Manufacturers Associations (MMA)	MMA provides information through committees, seminars, workshops, publications, and online resources regarding manufacturing in MS.	http://mma-web.org/Default.aspx
Mississippi Minority Business Registry	This registry serves as a comprehensive directory of minority- and woman-owned companies within the state of Mississippi.	http://www.mmbr.org/
Mississippi School Counseling Model	Guidance model for school counseling in MS	https://www.mdek12.org/CTE/OCCSS

Career Development Resources		
Resource	Description	Link
Monster	Resource for resume and interview tips.	http://www.monster.com
My Next Move	Resource that offers support for students in developing a college/career plan.	https://www.mynextmove.org/
National Alliance for Partnerships in Education	Resource to help build educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity.	http://www.napequity.org
National Career Academy Coalition	Provides collaborative support and resources for existing and emerging career academies.	https://www.ncacinc.com/
Nepris	Nepri is a resource that connects teachers and students with the right industry experts virtually, without requiring much planning time or time out of the classroom, while providing an effective way for companies to extend education outreach and create equity of access.	https://www.nepri.com/
O*Net Online	O*Net Online is a resource that provides career exploration and job analysis.	http://www.onetonline.org/
P21 Partnership for 21st Century Learning	P21 serves as a catalyst for 21st century learning to build collaborative partnerships among education, business, community, and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops.	http://www.p21.org/

Career Development Resources		
Resource	Description	Link
U.S. Department of Education Parent Portal	The Parent Features portal provides information on how parents may become more engaged in their child's school life.	http://www.ed.gov/parents/landing.jhtml
USDE Office of Career Technical and Adult Education -- Perkins Collaborative Resource Network	A resource for grants, as well as teacher resources pertaining to workforce development	https://www2.ed.gov/about/offices/list/ovae/pi/cte/index.html
Research and Curriculum Unit (RCU) Mississippi State University	RCU benefits K-12 and higher education by developing curricula and assessments, providing training and learning opportunities for educators, researching and evaluating programs, supporting and promoting career and technical education, and leading education innovations.	http://www.rcu.msstate.edu/
Rise Up Mississippi	MS one-stop-shop for career and college.	http://riseupms.com/
State Workforce and Investment Board (SWIB)	A centralized location for workforce and economic information of the state.	https://swib.ms.gov/DataCenter/
WorkKeys	ACT WorkKeys® assessments are the cornerstone of the ACT workforce solutions. The assessments help you measure the workplace skills that can affect job performance.	https://workkeyscurriculum.act.org/

Professional Organizations	
American Counseling Association	http://www.counseling.org/
American School Counselor Association	http://www.schoolcounselor.org/
Association of Career and Technical Education	https://www.acteonline.org/
Computer Science Teacher Association	http://csta.acm.org/Resources/sub/CareersFiles/CSTA-MiddleSchool-broch-new.pdf :
Mississippi Association of Career and Technical Education	http://mississippiaccte.com/
Mississippi Counseling Association	https://mica.memberclicks.net/
National Board for Certified Counselors	http://www.nbcc.org/
National College Access Network	http://www.collegeaccess.org/Default.aspx?aspxerrorpath=/NCAN/
Southern Association for College Admission Counselors	http://www.sacac.org/



MISSISSIPPI CAREER DEVELOPMENT

Workforce Connections Resources

Career Academies

A strategy of the State Board of Education is to require schools to design programs that align to local workforce needs. Career academies are one such program. Career academies employ a 40-year proven model that works to increase college and career readiness for students. Career academies bring together academic and career and technical education into one comprehensive experience for students. To learn more about career academies:

<https://www.rcu.msstate.edu/SchoolInnovations/ImpactLearningWebsite/Opportunities/CareerAcademies.aspx>

Work-Based Learning (WBL) Opportunities

The MDE Office of Career and Technical Education and Workforce Development has statewide and regional Work-Based Learning Coordinators to assist districts in developing career ready opportunities for students. These coordinators provide technical assistance and expertise in planning, implementing and evaluating innovative work-based learning activities.

Work based learning takes place at both the worksite and school site and is an initiative to make lifelong career development easier and more natural by linking learning at school to application at the work site.

The MDE developed the Career Pathway Experience Program (CPE) in accordance with nine recommendations from the National Center for Research in Career and Technical Education (NCRCTE) and recommendations from Mississippi students, teachers, and employers as part of an effort to prepare students for college and/or a career. CPE provides students the opportunity to take knowledge and skills learned in the classroom and apply and test that learning in the workplace. The CPE course fosters self-directed learning; strengthens the development of core academic skills through application in authentic situations; allows students to explore career options; helps enhance students' communication skills, leadership, and problem solving; and contribute to community economic development.

Work-Based Learning (WBL) Opportunities	
Apprenticeship	A combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. After completing an apprenticeship program, the worker's journey-level status provides an additional benefit of nationwide mobility at journey-level scale.
Career fair	An activity designed to expose students to multiple career pathways and help them match their interests and abilities to potential career options.
Career -focused field trips	Students take tours of local businesses to learn about career opportunities and pathways within career clusters.
Career guidance & counseling	Programs that (1) provide career awareness, career planning, and career decision- making information; (2) assist individuals in making and implementing informed educational and occupational choices and (3) help students develop career options with regard to equity.
Career-related student competitions	Activities that require students to demonstrate mastery of career-related skills through juried presentations or competitions. Presentations represent culminations of student effort, often conducted through teams, career and technical student organizations (CTSOs), and programs. For more information about CTSOs please visit the Mississippi Department of Education (MDE) website. https://www.mdek12.org/CTE/SO
Career speakers	Career awareness activities that provide opportunities for students to learn first-hand about the skills required in various industries or career areas; the career paths taken by those in the field; the tools, materials and equipment used; and the work environment and expectations for performance in various industries.
Industry-driven project-based learning	Provides complex, multi-week projects implemented in classrooms with ongoing, technical input from industry representatives to ensure the projects are producing results that meet industry standards. The regular presence of industry representatives provides a culture of high expectations in the classrooms and allows industry to impart workplace norms and knowledge to the students in addition to technical skills. Industry-driven projects are enhanced further when the classrooms are designed as simulated industry "laboratories." These experiences offer an important form of work-based learning when students do not otherwise have access to actual workplaces. This strategy can be used for credit through the Career Practicum course.
Informational interviewing	A career exploration activity in which the student makes contact with a business/industry representative for a telephone or in-person interview, lasting approximately fifteen minutes to an hour. The student should prepare questions in advance to explore opportunities in a given career area or occupation, the skills and education required for entry and success, the long-term growth potential, and, often, the career path taken by the representative prior to arriving at his/her current position. Informational interviewing benefits students by giving them direct contact with an employer, offering them an opportunity to practice their interview skills, display their interest, and gather valuable information.
Internship	Students working for an employer for a limited period of time to learn about a

	particular industry or occupation that provide students with a learning opportunity of value to the student.
Job shadowing	A career exploration activity for late middle school or early high school students. A student follows an employee at a workplace for 1-8 hours to learn about an occupation or career pathway of interest. No credit is granted to the student.
Mentors	School site mentors are professionals employed by the school designated as the student advocate working in consultation with teachers, counselors and employers. Workplace mentors are employers or designated employees at a workplace who direct the student in mastery of employment skills.
Senior project	The senior project and career research paper are designed for students to research a topic or career interest in a specific career pathway. They serve as to guide the student in learning about the college preparation and skills training needed to be successful in that pathway. No additional credit is awarded for participation in this experience; the credit exists within the related course.
Service learning	An opportunity for students to learn and develop through integrated classroom and service activities. Students utilize the skills and knowledge they are acquiring in their classes to make a positive difference in their schools or communities. Service learning provides real life application of academic knowledge and skills to real life community or school needs. Service learning must be carefully differentiated from volunteerism and/or community service. Service learning is community service that directly connects to the knowledge and skills learned in classrooms. In service learning, the interwoven service and learning outcomes derive from a singular, distinct pedagogy.

