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STUDENT SERVICES COORDINATOR

Contemporary Careers
High Wages, High Demand, High Skills

Student Services Coordinator Handbook

HANDBOOK FOR STUDENT SERVICES COORDINATORS

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2011 Edition

ACKNOWLEDGMENTS

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INTRODUCTION

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

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

- **Part I: Student Services Coordinators' Roles, Credentialing, and the Law**
  This section details the roles, credentials, and the law as it relates to Student Services Coordinators.

- **Part II: The Program of Work and Technical Tool Box: A Framework for Services**
  This section provides the framework for the Student Services Program of Work and the technical tools to support Student Services Coordinators in day-to-day activities and in preparation for technical assistance visits.

- **Part III: Resources**
  This section contains helpful materials, Web sites, and contact information that support instructional aides for special populations students and program development. Additionally, it contains several crosswalks between the Program of Work, and Perkins IV.

STUDENT SERVICES COORDINATORS' ROLES, CREDENTIALING, AND THE LAW

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

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STUDENT SERVICES COORDINATORS:
WHO ARE THEY AND WHAT DO THEY DO?

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

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

A summary of responsibilities are included in the following list:

- Identify and assess special populations students.

- Provide additional educational instruction and developmental services to special populations students, as identified through assessment.

- Provide for appropriate vocational assessment of interest, abilities, aptitudes, and specific needs of special populations students.

- Ensure that special populations students are provided equal access to recruitment, enrollment, retention, completion, placement activities, and preparatory and support service.

- Support special populations students with services such as (a) curriculum, classroom, and equipment modifications; (b) supportive personnel; (c) instructional aids and devices; (d) academic assistance; and (e) equal access to nontraditional education and training programs, pre-employment services, and so forth.

- Provide transitional information and services for all special populations students.

- Assist special populations students in the achievement and mastery of necessary skills and explanations required for them to be successful in their vocational programs.

- Provide services to prepare special populations students for nontraditional education, training, and employment in high-skill, high-wage, high-demand occupations.

- Maintain records and documentation detailing services and activities provided to special populations students.

STUDENT SERVICES COORDINATORS: WHOM DO THEY SERVE?

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

- **Individuals with disabilities**

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

- **Economically disadvantaged individuals**

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

- **Single parents**

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

- **Nontraditional fields**

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

- **Limited English Proficiency (LEP) individuals**

  Individuals who have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who live in a family or community environment in which a language other than English is the dominant language

- **Displaced homemakers (typically postsecondary)**
  - Individuals who have worked primarily without remuneration to care for a home and family and for that reason have diminished marketable skill
  - Individuals who have been dependent on the income of another family member but are no longer supported by that income
  - Parents whose youngest dependent children will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) no later than 2 years after the date on which the parents apply for assistance under this title
  - Individuals who are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment

STUDENT SERVICES COORDINATORS:
WHAT ARE THE CREDENTIALING REQUIREMENTS?

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

Teacher education preparation requirements:

Endorsement	Subject Area/Major
117	Elementary Education (4–8)
119	English (7–12)
154	Mathematics (7-–12)
174	Remedial Reading (K–12)
177	English as a Second Language (K–12)
206	Emotional Disability (K–12)
207	Gifted (K–12)
221	Mild/Moderate Disability (K–12)
224	Mild/Moderate Disability (7–12)

The applicant must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education. The assessment must be directly related to the technology competency required by the grade level and subject matter being taught. Approved assessments for this license are Certiport IC[3], Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the Mississippi Department of Education.

This is a 1-year license, and it may be converted to a 5-year license by completion of an approved three (3) semester credit course in History, Philosophy, or Principals of Vocational Education during the first year of employment OR completion of the comparable education module at the Research and Curriculum Unit at Mississippi State University.

The applicant must enroll immediately in the Vocational Instructor Preparation (VIP) program and complete the individualized professional development plan (PDP) requirements of the VIP program prior to the expiration date of the 1-year vocational license.

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

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

General Overview

Roles and responsibilities for Student Services Coordinators are determined by the Carl D. Perkins Career and Technical Act of 2006. The Perkins IV State Plan and other Mississippi Department of Education initiatives, such as Response to Intervention and Understanding by Design, provide a framework in establishing goals and parameters and strategies for student achievement and ultimately success in career and technical education. In Mississippi, the Perkins IV State Plan, and Dropout Prevention are folded in to the overarching goals and standards for the Student Services Program of Work. These goals enable Student Services Coordinators to be fully vested in planning for and creating programs that address graduation and completion rates, dropout prevention planning, having access to strategies that accomplish robust assessments for reading and math literacy, and obtaining measures for targeting additional instructional support in the Mississippi Career Planning and Assessment System II (MS-CPAS2). Data collection and tracking of student performance across variables associated with the Perkins IV federal mandates drives program development, improvement, and enhancement.

Carl D. Perkins IV Legislation

In August 2006, the Carl D. Perkins Act was reauthorized and is now known as The Carl D. Perkins Career and Technical Act of 2006 (2006 Perkins Act). Goals and Standards in the secondary Student Services Coordinator Program of Work are aligned with the Perkins IV legislation and state initiatives for both academic and vocational skill attainment in the secondary core indicators and technical skill proficiency.

The Mississippi Subject Area Tests required for graduation and used in the federal accountability of career and technical programs include English II (Academic Attainment 1S1) and Algebra I (Academic Attainment 1S2). While Student Services Coordinators help Mississippi CTE and special populations students with any state test that impacts graduation, assistance with the Reading/Language Arts and Mathematics tests are mandatory. Tools and surveys are used to evaluate and measure accountability and the efficacy of the career and technical education program per Academic Attainment Core Indicator. The second major emphasis for additional instructional services and support is Technical Skills Attainment (1S2), which is measured by the MS-CPAS2. The remaining Core Indicators that directly impact services provided by STUDENT SERVICES COORDINATORS involve Nontraditional Placement and Completion, Technical Skills Attainment, and Completion and Graduation rates.

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

- 1S1 Academic Attainment – Reading/Language Arts
- 1S2 Academic Attainment – Mathematics
- 2S1 Technical Skills Attainment
- 3S1 Secondary School Completion
- 4S1 Student Graduation Rates
- 5S1 Secondary Placement
- 6S1 Nontraditional Participation
- 6S2 Nontraditional Completion

RESPONSE TO INTERVENTION AND UNDERSTANDING BY DESIGN

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

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

The purpose of the Program of Work for Student Services Coordinators is to provide a framework for daily duties and responsibilities that ensure that qualified students are obtaining focused and timely services. In addition, the Program of Work supports the special populations strand in the Carl D. Perkins Legislation 2006 for Student Services Coordinators. Included in this section is a Monthly Timeline summarzing activities that would be accomplished by the Student Services Coordinator. In addition, the Technical Assistance Tool Box section contains hard copies of all documents including a facility/lab schematic that provide guidance and recommendations for best practices for the technical assistance visit and classroom environment.

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MONTHLY TIMELINE FOR STUDENT SERVICES COORDINATORS' PROGRAM OF WORK

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

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

OCTOBER
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.

NOVEMBER
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.

DECEMBER
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.

JANUARY
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- Update enrollment forms for the Special Populations categories.

- Schedule students to come into the lab.
- Schedule career center orientation for any new teachers/ students.

FEBRUARY
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.

MARCH
- Continue with skill-building activities (software such as PLATO, WIN, and Keytrain).
- See testing schedule (local and state Mississippi Department of Education schedules).
- Review grade records to see which students may need additional educational instruction.
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Assist students with skills needed for subject area testing.
- Assist students with skills needed for MS-CPAS2 testing.

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

MAY
- Update enrollment forms for the Special Populations categories.
- Schedule students to come into the lab.
- Complete inventory of equipment and resources, order new materials needed, and report repairs needed.
- Prepare report for enrollment data to be entered into the Mississippi Student Information System.

STUDENT SERVICES COORDINATORS' PROGRAM OF WORK

The following is the Student Services Coordinators' Program of Work. It is divided into 10 sections and encompasses 17 standards.

SECTION A: ASSESSMENT

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

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

Timeline: August – September – Ongoing

Standard 1. *Student Services Coordinators identify special populations and provide students with opportunities to explore interests and to assess skills and aptitudes through a variety of instruments including surveys.*
Reference: Perkins IV Core Indicators 1S1, 1S2, and 5S1

Strategies
- A variety of methods can be utilized to identify students for special populations categories. However, under the Free and Reduced Lunch* category, survey forms must be completed/signed by a parent or guardian. Data for special populations categories can also be obtained from the Mississippi Student Information System (MSIS) through administrators, vocational contact persons, counselors, and vocational directors:
  - Lunch status (*see conditions above)
  - Single parent/pregnant status
  - English as a native language and policies or procedures mandated by the district
  - Nontraditional status on selecting vocational area
  - Students with Individual Education Program/504 as applicable

- Obtain a list of all students enrolled, and develop a record of the following information on each special populations student:
  - Subject area test scores and/or performance in academic subjects—Obtain a list of special populations students that have failed subject area tests or academic course work or have repeated a class grade level; this will include populations of Tier 2 and Tier 3 students.
  - For students who have an Individual Education Program, obtain relevant sections of the Individual Education Program for student files.
  - Monitor occupational skills area.
  - Disaggregate this data across the special populations categories by occupational skill.

- Administer skills assessments as determined by site/district policy, as needed, and/or by referral from vocational instructors, vocational counselors, and so forth to determine basic skill levels in math and reading by using a tool such as the following:
  - TABE
  - Keytrain
  - WIN
  - PLATO
  - Other recognized standards-based assessment

The results of the assessment will provide students and Student Services Coordinators with information on additional educational instruction needs. All students matriculated at Mississippi Vocational and Technical sites are eligible for additional educational instruction and other services deemed necessary to assist in their vocational and academic success. Special emphasis is placed on students requiring additional services due to special populations designation.

Evidence
- Information is readily available in a notebook, folder, or electronic spreadsheet and is easily accessed.
- Forms or other organized documents are created to log all information on each student/special populations student.
- A day timer or other scheduler displays dates when surveys and assessments were implemented.
- A paper trail is established, and tracking is readily observed in student folders as well as other document files.

Standard 2. *Special populations students are assessed and monitored for vocational and academic performance.*
Reference: Perkins IV Core Indicators 1S1, 1S2, and 2S1; services are made available to all students, particularly special populations students.

Strategies
- Develop referral procedures for students requiring additional educational instruction in math, language arts, or a vocational skill area.
- Conduct routine classroom observation.
- Establish and maintain direct contact and communication with the instructors.
- Develop student walk-in referral policy.
- Create a plan to schedule collaboration with instructors for student service activities.

Evidence
- A "physical" referral system is in place for instructor–student communication.
- Communication of services is documented in brochures, flyers, and so forth and widely available to parents, instructors, and students.
- The vocational director and counselor work with Student Services Coordinators and instructors to assist in students' attendance of all pertinent educational instruction offered by the Student Services program.
- Additional educational instruction services provide opportunities for improvement in basic skill areas that impact student attainment in academic and vocational skill areas such as grades, test scores, and attitude.

SECTION B: ACCOUNTABILITY

Accountability for data management is established by creating and maintaining documentation on progress and services provided to special populations students as well as statistical data on disaggregation of special population groups supporting Local Educational Agency's student proficiency goals.

Student Services Coordinators survey and assess vocational students' skills and learning styles and, in conjunction with vocational counselors, determine career and vocational interest. They develop and maintain documentation on each special populations student, providing evidence of services rendered as well as progress in reporting and maintaining disaggregated data related to Perkins Core Indicators.

Timeline: October – November – Ongoing

Standard 3. *Data management is established by creating and maintaining documentation on progress and services, as well as statistical data on disaggregation for gender, race, and ethnicity; and incorporating nontraditional career pathways to include high-wage, high-demand, and high-skill occupations.*
Reference: Perkins IV Core Indicators 1S1, 2S1, 2S1, 5S1, 6S1, and 6S2

Strategies
- Prepare an individual file for each special populations student, which may include the following information:
    - Include a Table of Contents, a list of folder contents. This should specify what is in the folder and when it is complete or incomplete. (There should be a paper trail corresponding to what activities are conducted based on a daily schedule and what is in the student folder, on an accounting system such as a database, spreadsheet, Word document table, or Internet administrative page.)
    - Eligibility for special populations
    - Assessment results – Basic assessments; online assessment; information from student package
    - Survey results – Needs Survey, learning styles; interest; personality; post survey measures
    - Individual Education Program and career plan/career pathway
    - Record of contact as needed
    - Transitional plan (See Section F for details.)
- VESE forms or other types of forms, including electronic spreadsheets, providing a good history of collected data, can be used to serve the purpose of student enrollment information collection.
- Classroom observation and frequent contact with students are to assure equity in treatment and instruction.
- Coordinate and works with the vocational counselor to obtain mentors, guest speakers, and activities to retain support of nontraditional students.

Evidence
- Each special populations student will have a file that designates and documents all activities accessed during the vocational experience.
- A plan is developed for each special populations student based on a career plan.
- A sign-in procedure that documents the following: name, date, occupational skills program, objective, or service code (why the student is receiving services)

- Record/statistics of nontraditional students are maintained.
- Classroom observation and frequent contact with students are recorded.
- Annual measures of nontraditional completers increase.
- Annual measures of completers matriculating in advanced education increase.
- Statistics and data are available for consolidated monitoring visits and technical assistance visits.

Standard 4. *Program is in compliance with Perkins indicators as outlined in the State Plan.*
Reference: Perkins IV – ALL Indicators

Strategies
- Student Services Coordinators maintain data records of students eligible for special populations.
- Obtain information disaggregated for special populations from the administrator.
- Have access to student packages to verify special populations and input accuracy.

Evidence
- Maintain year-to-year data on the table provided in the Technical Assistance Grid and site spreadsheet or other accounting procedure.
- Data can be verified through student folder review, occupational skills rosters, and folders set up with standalone data such as a folder containing information on all students who are nontraditional, students with disabilities, and so forth.

SECTION C: RECRUITMENT AND RETENTION

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

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

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

Timeline: September – April – May – Ongoing

Standard 5. *Student Services Coordinators manage, promote, and administer equity and equal access, in accordance with Title I, Title IV, IX, IDEA, FAPE, FERPA, Individual Education Program/504 policies, and for special populations students.**
Reference: Perkins IV Core Indicators: 5S1, 6S1, and 6S2

Strategies
- Assist the vocational counselor on scheduling middle and high school visits to present age-appropriate material on programs offered at the vocational center.
- Contribute to articles in periodic newsletters and news bulletins about services provided to special populations students to include special education (SPED) and English as a Second Language (ESL).
- Participate in all activities conducted by the vocational center that showcase programs to students, parents, and the community, such as open houses and student introductory tours.
- Establish and schedule biannual meetings for advisory/craft committees with local business industry leaders, postsecondary special populations staff, and other potential members who will help contribute to the success of the student including special education, English as a Second Language, and other support teachers.

Evidence
- A recruitment schedule is prepared, and a written presentation plan is developed.
- "Notification of Interest"—The choice card is completed by special populations students.
- Vocational programs are promoted through memoranda, bulletins, flyers, and other promotional items, including print media, Web pages, and other electronic media.
- Documentation of Individual Education Program meetings with special populations students is on file.
- Student rosters for all occupational skills organizations show that special populations students have access, including students with physical disabilities.
- Student Services Coordinators are knowledgeable about resource needs for all students in need of assistive devices, interpreters, and so forth as needed.

*Explanation of Laws

Title I   Improving academic achievement of the economically disadvantaged

Title IV   Safe and Orderly Schools, with regard to Drug-Free and Violence-Free environments

Title IX   Gender equity in education ensures opportunities in employment and career regardless of gender.

IDEA   Individuals with Disabilities Education Act ensures services to children with disabilities.

504   Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities.

FAPE   Free Appropriate Public Education for Students with Disabilities

FERPA   Family Educational Rights and Privacy Act of 1974

Individual Education Program   Individual Education Program

Standard 6. *Student Services Coordinators assist counselors and other staff members in offering special populations students' placement and preparatory services.*
Reference: Perkins IV Core Indicators 2S1, 5S1, 6S1, and 6S2

Strategies
- An active communication system is established with parents and academic teachers who will support students' attendance and performance at the vocational center.
- A collaboration plan is developed by the academic, vocational, and special education representatives to meet the needs of individual students referred with an Individual Education Program.
- Resource and academic personnel will have knowledge about the tasks associated with the curriculum and the materials that students will be covering to assist the students better in preparatory activities.
- Special needs of special populations students will be assessed, and appropriate district personnel will be notified in order to provide needed assistance.
- Vocational instructional staff will be advised on special populations students' needs and requirements.

Evidence
- Records of counseling referrals are maintained via referral form (student folder) and e-mail communication, including date, persons involved, and a brief description of nature of referral.
- Documentation of staff meetings, Individual Education Program reviews and meetings, and other student performance reviews are included in the students' folders.
- Assistive devices, interpreters, and so forth will be provided and observed at the vocational center.

Standard 7. *Student Services Coordinators initiate collaborations with supportive and supplemental services to special populations and vocational staff.*
Reference: Perkins IV Core Indicators 1S1, 1S2, 2S1, 3S1, 4S1, and 5S1

Strategies
- Utilize early assessments and inventories to determine immediate need for guidance or other supplemental services.
- Utilize interest inventory and skill data to increase retention in secondary programs.
- Collaborate with appropriate vocational and district staff and develop an updated list of district and community resources/professional services that cannot be provided in the Student Services program/lab, and so forth.
- Participate and assist the vocational counselor in working with local businesses in mentoring special populations students.
- Visit the feeder school(s) to provide information about the vocational programs and the special populations student opportunities.

Evidence
- Written referrals to guidance personnel are filed in student folders.
- Academic, vocational skills, program completion, and graduation rates increase.
- Behavioral difficulties are managed and resolved; the student is working and on task.
- Assistive devices or personnel are retained for special populations students.
- Services of vocational rehabilitation are available for special populations students.

SECTION D: EDUCATIONAL INSTRUCTION

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

Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for vocational skills and in academic standing; they coordinate educational instruction activities with vocational instructors and academic teachers. All students have the availability of services including additional educational instruction for subject area testing (SATP), vocational skills attainment (MS-CPAS2), and work for major projects such as senior research projects and term papers. Student Services Coordinators provide additional educational instruction in academic areas, subject areas impacting graduation/high-stakes testing; vocational skills impacting completion of vocational programs; and reading and mathematics additional educational instruction impacting employability and success at the postsecondary level.

Time line: April – May – Ongoing

Standard 8. *Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for vocational and academic skills assessments.*
Reference: Perkins IV Core Indicators 1S1, 1S2, 2S1, 3S1, and 4S1

Strategies
- Collaborate with vocational instructional staff and academic staff to ensure students' success in both academic and vocational skill areas.
- Develop open and consistent communication for frequent input, and provide intervention before grades are released during the first grading period.
- Prepare special populations students for high-stakes testing; work with the vocational counselor in teaching test-taking strategies and skills.
- Utilize small group, classroom, and individual additional educational instruction approaches as needed.
- Develop additional educational instruction curricula for students that are aligned with learning style, and advise instructors.
- Provide computer-based additional educational instruction to assist students using such applications as PLATO, Student Progress Monitoring System (SPMS), USATestPrep.com, CONTREN, MY SkillsTutor, Mississippi Curriculum Framer, and so forth.

Evidence
- Student academic achievement and mastery increases, and grades and test scores improve.
- Computer monitoring systems show improvement in academic and vocational skill areas.
- Graduation and completion rates increase.

Standard 9. *Students complete entrance surveys and exit surveys for services requested and evaluation of services received; information is used to initiate program improvements.*
Reference: Perkins IV - ALL Indicators

Strategies
- Student Services Coordinators develop a Needs Survey, which can be a part of a form used by the vocational instructor and/or counselor to determine what the student wants to obtain from vocational programs. Surveys can be Yes, No, a Likert scale, or priority choice rating scales.
- A Program Evaluation is developed and aligned with the Needs Survey to determine whether the student has in fact received the services requested.
- Information and feedback from these two reports can then be used for program improvements.

Evidence
- Completed Needs Survey (first year) and Program Evaluation (exiting and second year) in student folder
- Short written reports or list of an analysis of the data to show that the Needs Survey and Program Evaluation have been reviewed and assessed for productive use

SECTION E: CAREER DEVELOPMENT

Career development and vocational and career information provided to students at vocational centers are important aspects of the student services program. Ongoing attention to the needs of special populations students is provided by Student Services Coordinators in this area. Coordination and collaboration with the vocational counselor, teachers, and career center managers provide enhanced dimension to the information possibilities.

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

Timeline: Ongoing

Standard 10. *Student Services Coordinators participate in career development activities and are equipped with relevant information to assist special populations students and their parents or guardians in making realistic vocational, educational, and career plans.*
Reference: Perkins IV Core Indicators: All Secondary Indicators

Strategies
- Student Services Coordinators work with vocational counselors in career exploration programs (career centers) to provide materials and resources to special populations students and parents or guardians.
- Assist in obtaining guest speakers, mentors, and workshops for students and/or parents or guardians.
- Provide career pathway information to feeder schools and high school 7th–12th grades.
- Utilize resources within the district and community to bring career choices into the classroom.

Evidence
- Documentation of guest speaker presentations, assistance with career fairs and college fairs, and postsecondary information consisting of shared activity list of vendors, participants, agendas, sign in sheets, news articles, and so forth
- Documentation of military speakers addressing special populations students
- Memoranda, flyers, and brochures document STUDENT SERVICES COORDINATORS as coordinators/facilitators of career exploration programs

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Standard 11. *Career development for special populations is a collaborative effort among counseling, career centers, and instructors and postsecondary staff and incorporates a wealth of venues for students including nontraditional occupations.*
Reference: Perkins IV Core Indicators 6S1 and 6S2

Strategies
- Build resource information through the O*Net and Choices Planner on nontraditional and Science, Technology, Engineering, and Mathematics (STEM) careers.
- Provide information on local and state business and industry.
- Assist in formulating individual career planning/career pathways with special populations students, utilizing the Individual Education Program if needed with students with disabilities.
- Build an ongoing network between secondary and postsecondary institutions.
- Work collegially with all career activities at the vocational site.

Evidence
- Documentation of handouts, dates sites or materials were used, classroom activities, and small-group activities
- Ongoing relationship with business and industry personnel as well as postsecondary staff such as annual advisor meetings—agendas, minutes of meetings, goals, and accomplishments and projects associated with mentoring and career development activities
- Specialized career planning options for students with an Individual Education Program on file
- Demonstration and documentation of activities to address nontraditional fields by use of the nontraditional grant funds available through the Office of Vocational Education and Workforce Development
- Agreements and regular site visits to postsecondary sites or visitation from postsecondary staff to vocational site

SECTION F: TRANSITIONAL SERVICES

Student Services Coordinators provide direct and appropriate referral to special populations students for post-program planning.

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

Timeline: September – October – Ongoing with emphasis on seniors and completing juniors

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Standard 12. *Student Services Coordinators provide direct and appropriate referral to special populations students on exit from the vocational program*.
Reference: Perkins IV Core Indicators 3S1, 4S1, and 5S1

Strategies
- Conduct an interview with each special populations student to determine needed transitional services.
- Transitional plans are made to include postsecondary and other certification for students pursuing nontraditional career fields.
- Special populations students are prepared for nontraditional education in high-wage, high-demand, and high-skill fields.
    - Use of mini-grant funds to support nontraditional education information and promotion of nontraditional and Science, Technology, Engineering, and Mathematics careers
    - Use postsecondary network to assist nontraditional students in making career choices in Science, Technology, Engineering, and Mathematics and occupational skill occupations.
    - As special populations, nontraditional students are availed of support systems including career mentors.
- Coordinate the services required by the student, and provide follow-up with each to ensure that the transition services have been accomplished.
- Collaborate with all district personnel involved with the special populations students:
    - English as a Second Language
    - Special education personnel
    - Vocational director/counselor
    - Vocational rehabilitation as necessary
- Collaborate, in conjunction with the vocational counselors, with instructors to schedule group sessions on employability skills training:
    - Pre-employment skills
    - Safety
    - Interview and application
    - Health issues

Evidence
- Documentation of student exit interviews with resulting suggestions and collaborations is maintained.
- Curriculum on employability skills is presented.
- Statistical outcome for each special populations student, such as continuing education and employment status or military experience, is analyzed and filed.

Standard 13. *Alternative (military, apprenticeships, etc.) educational information is provided as part of the transitional resources.*
Reference: Perkins IV – ALL indicators

Strategies
- Invite guest speakers from local businesses and the community to address possibilities of internships, work-to-school programs, careers that require certification taking less than 2 years, and military opportunities.
- Visit local and regional businesses and industry to learn about employment policies and information that will assist in supporting the employability skills of special populations students including students with disabilities.

Evidence
- Documentation to include agendas, sign-in sheets, and memorandum or flyers concerning guest speakers
- Resources are readily available to students in the classroom laboratory.
- Referrals are made to vocational counselor to discuss career alternatives, and the referral is in the student folder.

SECTION G: COMMUNITY AND FAMILY ENGAGEMENT

Educational programs are most successful when communication is in place involving parents/family at all levels of their students' planning. The local community and parents have a unique investment in the outcome of program goals and explanations and students' successful achievement and completion of programs. Student Services Coordinators work with family and community directly and in collaboration with vocational counselors and vocational instructors to assure that special populations students have information and direction in their endeavors for career and secondary and postsecondary placement.

Student Services Coordinators work closely with vocational counselors to provide student resources pertaining to their selected career pathway in partnership with the students' parents or guardians. They provide parents with resources and information that assist them with their student in making informed, long-term decisions for secondary and postsecondary experiences

Timeline: Ongoing

Standard 14. *Student Services Coordinators provide updated economic benefits of vocational programs with parents, students, administrators, counselors, faculty, and prospective employers.*
Reference: Perkins IV: ALL

Strategies
- Compile and provide regular and nontraditional education and other relevant materials to enable special populations students and their parents to make realistic career plans.
- Provide information on high-skill, high-wage, and high-demand careers.
- Assist in providing direction with career planning.
- Provide robust information to students and parents on employment and career options for special education students.
- Promote positive behavior feedback to parents or guardian of at-risk students.
- Promote family inclusion in career decisions; develop parent or guardian leaders and representatives.
- Encourage students to participate fully in the events and to provide opportunities for family involvement.

Evidence
- Documentation of reviews of Web sites that provide directories and vocational career clusters, provided that minimal qualifications and career pathways are available
- Flyers, brochures, newsletters; memoranda to parents regarding nontraditional and vocational careers, requisites for postsecondary experience, salary ranges, and so forth on file
- Documentation in day timer or personal calendar of Individual Education Program meetings or recruitment efforts involving these themes are available for review.
- Documentation of professional development and/or participation in Career and Technical Education Month is in file as well as career and college fairs.

Standard 15. *The program includes the establishment of collaborative relationships and partnerships to maximize student achievement and career development.*
Reference: Perkins IV Core Indicators 3.S1 4S1, and 5S1 (Dropout Prevention)

Strategies
- Attend community meetings, workshops, seminars, or conferences to obtain knowledge concerning resources.
- Attend and promote advisory committee meetings at least twice a year.
- Develop ongoing projects and activities to enhance students' experiences and engage participants from advisory committees, parent or guardian volunteers, and business and community leaders.
- Refer students to appropriate resources when needed.
- Assist the vocational counselor in disseminating information regarding vocational center events.
- Work with special populations students and other students attending vocational centers to prepare them for the event.
- Work with business and industry leaders to educate special populations students of opportunities and skills available to them.
- Assist the vocational counselor in placing or working with special populations students in community service projects.
- Network with local and state business leaders and appropriate personnel.
- Invite professional and business and industry persons to visit the vocational center and to participate on advisory committees.
- Keep a file of community service for special populations students.

Evidence
- Documentation in student file for referral and follow-up information
- Agenda and business meeting notes for advisory meetings and ancillary activities
- Documentation for parent volunteer and leadership activities
- Documentation of attendance of parent participation
- Maintain records of meetings and events through pictorial evidence, video clips, sign-in sheets, and agendas.
- Provide materials to show how these events assisted special populations student groups, particularly those exploring nontraditional careers as well as other groups.
- Document results of students' attendance in various events such as job placement, summer internships, and postsecondary attendance.
- Recording of names, addresses, and previous linkage agreements is documented.
- Sign-in lists or agendas showing participation of relevant persons are filed.
- Scheduled visits are indicated in a daily calendar or a personal day timer.
- Documentation of "linkage" agreement with the business or industry partner is provided.
- Maintain a list of contacts for employment of special populations students.

SECTION H: PROFESSIONAL DEVELOPMENT

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

Student Services Coordinators participate in professional growth opportunities. They attend professional development opportunities. Student Services Coordinators will invest time to attend trainings that promote best practices and will be involved in professional organizations.

Timeline: Ongoing

Standard 16. *Student Services Coordinators are endorsed teaching professionals; they commit to lifelong learning and professional development.*
Reference: Perkins IV: ALL indicators

Strategies
- Join and attend meetings and conferences sponsored by the Association for Career and Technical Education, the Mississippi Association for Career and Technical Education, and other teaching professional organizations.
- Earn CEUs offered by attending district-, state-, or college-sponsored workshops, seminars, and conferences.
- Subscribe to pertinent publications providing current information on career and vocational education and special populations.

Evidence
- Certificates of completion, verification of earned continuing education units (CEUs), and endorsements
- Publications used in curriculum planning
- Membership in various professional organizations

SECTION I: EQUIPMENT

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

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

Timeline: Ongoing

Standard 17. *Student Services Coordinators facilitate and provide educational resources in computer labs.*

Strategies
- Provide schedules and lesson plans for students to complete exercises and assignments pertaining to building skills for academic and vocational instruction.
- Provide adequate standard operating procedure lab use.
- Provide supervision and adequate security, including a regular check of history utility.
- Initiate and document attempts and outcomes of needed technical assistance by district coordinators.

Evidence
- Rules are posted in the lab (sign in per computer).
- Etiquette is established for sharing stations and best practices online activities.
- Layout is a perimeter or wall arrangement.
- Lesson plans and activities are written or saved in a computer file.

TECHNICAL TOOL BOX

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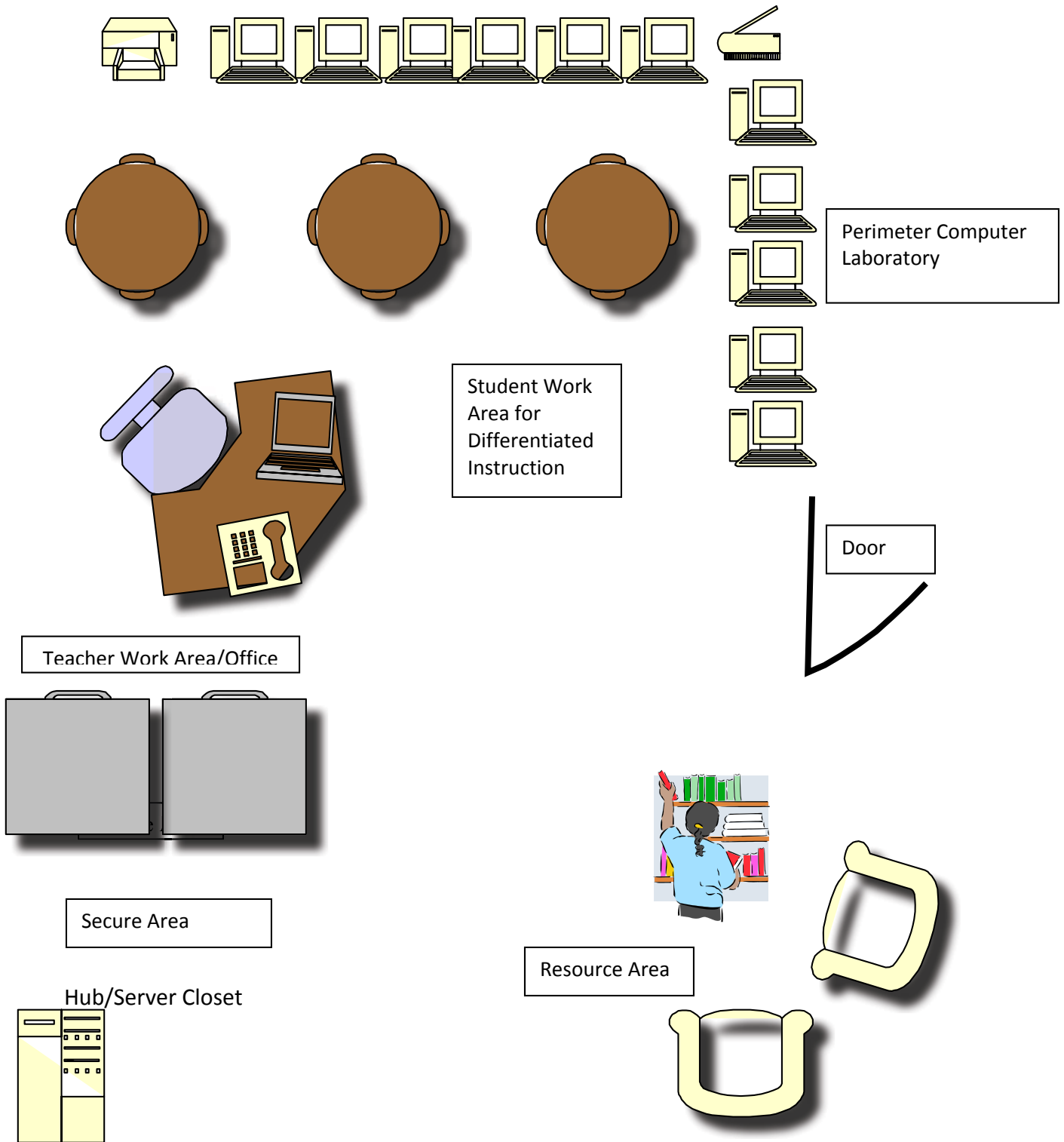
COMPUTER LABORATORY FACILITY DESCRIPTION

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

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

STUDENT SERVICES CLASSROOM/COMPUTER LEARNING CENTER SUGGESTED LAYOUT

Perimeter Computer Laboratory

Student Work Area for Differentiated Instruction

Door

Teacher Work Area/Office

Secure Area

Hub/Server Closet

Resource Area

INSTRUCTIONS FOR TECHNICAL ASSISTANCE

Purpose

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

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

Procedure

- The Technical Assistance Grid **electronic form (TAGRID.pdf) must be saved** to the student services personnel's **computer desktop** and **renamed** using the district number and first initial and last name of the student services personnel (e.g., 0001gsimmons; 5411mblack; 3600bbrent). The completed form will be e-mailed to the program supervisor; this **form will be the media of communication** regarding documentation and elaboration on each indicator.
- The site visit will **take place in the classroom or lab** where student services personnel conduct day-to-day activity. If there are electronic files, a **computer or a transferable drive with the documents must be available**. There will be no disruption of activities.
- Student services personnel will provide **well-organized documentation**. Each section (Assessment, Accountability, etc.) as outlined in the TA Grid will be identified by a folder or tab if using notebooks. In each section, the STUDENT SERVICES COORDINATORS will have a sub folder/tab for the standard; behind each standard, indicators that are verifiable will be labeled with the corresponding number for that indicator. (Note: **An electronic file must be pulled up on the computer and minimized***; please leave a note for that indicator as an electronic file, and provide the file name so that the program supervisor can access it during the review.)

    Example:
    Section A Assessment (Main file/TAB or cover sheet in notebook)
    Standard 1 (SUB file/TAB) Please write the standard on the folder/tab/electronic form.
    Indicator 1 (Indicate by writing 1.1 on document upper right-hand corner.)
    Indicator 2 (Indicate by writing 1.2 on document upper right-hand corner.)
    Indicator 3 (Indicate by writing 1.3 on document upper right-hand corner.)*
    Indicator 4 (Indicate by writing 1.4 on document upper right-hand corner.)
    Standard 2 etc.

    - If there is more than one student services personnel, only one Technical Assistance Grid will be submitted; only one set of documentation is required.
    - **The Perkins IV data Section B Accountability—Perkins IV (Baseline 2007–2008) is required**, and assistance by the director is encouraged. This information will help student services personnel use data to drive their program improvement.
    - **The technical assistance visit, including the exit interview with the director, should take no longer than 2 hours**. It should take around 60 minutes to verify all documentation reported on the TA Grid.

Exit Interview with the Director

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

Guide for the Technical Assistance Grid

Mississippi Department of Education
Standards for Quality Programs in Career and Technical Education

Standard	Suggested Illustrative Evidence	
Section A. Assessment and Section B. Accountability		
Standard 1 Student Services Coordinators provide students with opportunities to explore interests and to assess skills and aptitudes through a variety of instruments including surveys. **Standard 2** Special populations students are assessed and monitored for vocational and technical instruments. **Standard 3** Data management is established by creating and maintaining documentation on progress and services as well as statistical data on disaggregation for gender, race, and ethnicity. **Standard 4** Program is in compliance with Perkins indicators as outlined in the State of Mississippi plan.	o Students are identified and placed in appropriate special populations group. o Lesson plans aligned with assessed needs of each student o Survey and test results in student file and/or aggregated on a spreadsheet by instructional area o Workplace mentorship training agenda o Record or report from students' CHOICES Planner activity; results from other career surveys o Planning for student services is created and written using assessment data, referral information, and student feedback. o Mississippi Student Information System reports o School district reports	o Administration of and/or ongoing use of pre- and post-survey/testing: TABE, Keytrain, WIN, PLATO, and TestPrep o Provide day timer or other daily scheduler to establish work duties related to these standards. o Evidence of a structure for student referrals to student services o Additional instructional services provided and documented as needed o MS-CPAS2 results and other measures of student performance are maintained. o Data is disaggregated for Perkins IV and maintained for comparison over a period of 3 to 5 years. o Data is utilized to determine program improvement.

Standard	Suggested Illustrative Evidence	
Section C. Recruitment and Retention and Section D. Educational Instruction and Retention		
Standard 5 Student Services Coordinators manage, promote, and administer equity and equal access, in accordance with Title I, Title IV, IX, IDEA, FAPE, FERPA, and Individual Education Program/504. **Standard 6** Student Services Coordinators assist counselors and other staff in offering special populations students placement and preparatory services. **Standard 7** Student Services Coordinators initiate collaborations with supportive and supplemental services to special populations and vocational staff. **Standard 8** Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for vocational and academic skills assessments. **Standard 9** Students complete entrance surveys and exit surveys for services requested and evaluation of services received.	o Collaborations with other career and technical staff are documented, such as written referrals. o Demonstration in improvement of academic skills, i.e. subject area pass/fail ratios o Counseling services provided to referred students o Recruitment plan attracts diversity—use of appropriate recruitment materials o Student Services Coordinators and other vocational–technical staff schedule annual visits to local middle schools. o Day timers and class schedule or sign-in sheets show students services. o Demonstrates that site is working on motivational programs to encourage best performance on MS-CPAS2, i.e. use of contests, grades, other beneficial activities	o Student behavior that is specified improves. o Student achievement increases; vocational grades improve. o Completion rates increase. o Records of progress are kept annually. o Copies of MS-CPAS2 report analysis and implementation o Student Services Coordinators participate in ninth-grade recruitment tours and visits, provide handout and parent or guardian communication about services available; flyers, brochures, newsletters, and so forth o Records of pre- and post-surveys are maintained, and results of surveys are used to make program improvements. o Sign-in sheets are maintained for daily activity.

Standard	Suggested Illustrative Evidence	
Section E. Career Development and Section F. Transitional Services		
Standard 10 Student Services Coordinators participate in career development activities and are equipped with relevant information to assist special populations students and their parents or guardians in making realistic vocational, educational, and career plans. **Standard 11** Career development for special populations is a collaborative effort among counseling, career centers, instructors, and postsecondary staff. **Standard 12** Student Services Coordinators provide direct and appropriate referral to special populations students on exit from the vocational program. **Standard 13** Alternative educational information is provided as part of the transitional resources.	o Can provide written plan to incorporate career-related activities o Documentation of Web site reviews for career exploration o Examples of publications that show equity in employment o Pre-employment activities; interview application rehearsal o Develop advisory committees that promote ongoing resources to accomplish annual goals and objectives. o Coordinate concrete objectives for students requiring additional services at completion of program.	o Agendas or sign-in sheets displaying participation in career and technical week/month as needed o Pictorial history of Career Night and College Night activities o Guest speakers; mentoring activities o Nontraditional activities o Exit interview o Statistical outcome on follow-up activities—placement o Parent or guardian involvement documented by sign-in sheet for transitional placement activities

Standard	Suggested Illustrative Evidence	
Section G. Parental and Community Involvement		
Standard 14 Student Services Coordinators provide updated economic benefits of vocational programs with parents, students, administration, guidance, faculty, and prospective employers. **Standard 15** Program includes establishment of collaborative relationships and partnerships to maximize student achievement and career development.	o Public relations promotions o Blackboard site for communication tool o Open house photos, agenda, sign-in, and so forth o Display of student work o Publication of student work on school Web site, local newspaper, and so forth o Community and business partnership meetings o Implementation of community and business partnership input	o Community and business partners are guest speakers (video). o Participation in civic organizations o Documentation of other networking efforts o Attends and presents at local or state school board meetings and committee meetings
Section H. Professional Development		
Standard 16 Student Services Coordinators are endorsed teaching professionals; they commit to lifelong learning and professional development.	o License o Industry certifications o Professional association membership certificates/cards o Annual performance review with goals o Presentations at conferences/workshops o Supervises student teachers or practicum students o Participation in job shadowing, internships, and so forth o Participation in online courses/professional development	o Participation in conferences/workshops o Professional development plan o Contributor to professional publications/newsletters o Participation in school improvement team o Leadership role in professional organization o Conducts action research o Serves in role for extracurricular leadership o Plans and delivers professional development
Section I. Equipment		
Standard 17 Student Services Coordinators facilitate and provide educational resources in computer labs.	o Physical review of lab o Scheduled upgrades; assessment for new equipment via Perkins funds o Facility is suitable to work with students using individual approaches. o Number of computers is acceptable for student access.	o Work with district IT department for scheduled repairs and troubleshooting; request for technical assistance system is in place. o Records of software are kept up-to-date, and training is attained as needed.

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR TECHNICAL ASSISTANCE

School: _____ Evaluator: _____					
Section A Assessment	**Performance Levels**				**Rating**
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 1 Student Services Coordinators identify special populations and provide students with opportunities to explore interests and to assess skills and aptitudes through a variety of instruments including surveys.	TA Assistance Grid indicates: • 1.1 is implemented before first progress report. • All of indicators 1.2–1.4 are implemented. • The verification procedure for accuracy of Mississippi Student Information System data input is in place.	TA Assistance Grid indicates: • 1.1 is implemented of before first progress report. • Two of indicators 1.2–1.4 are implemented.	TA Assistance Grid indicates: • 1.1 is implemented. • Only one of indicators 1.2–1.4 is implemented.	TA Assistance Grid indicates • 1.1 is implemented.	4 3 2 1
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 2 Special populations students are assessed and monitored for vocational and academic performance.	TA Assistance Grid indicates" • 2.1 is implemented. • All of indicators 2.2–2.3 are implemented.	TA Assistance Grid indicates: • 2.1 is implemented. • 2.3 is implemented *or* 2.2 is implemented.	TA Assistance Grid indicates: • 2.1 is implemented. • One other indicator is partially implemented.	TA Assistance Grid indicates: • One of the indicators is partially implemented.	4 3 2 1
A. Assessment: Total of scores from standards 1 and 2 above ÷ 2					
Evidence – Assessment:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section B Accountability	Performance Levels				Rating
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 3 Data management is established by creating and maintaining documentation of progress and services as well as statistical data on disaggregation for gender, race, and ethnicity; nontraditional career pathways to include high-wage, high-demand, high-skills occupations are included.	TA Assistance Grid indicates: • 3.1 is implemented. • All of indicators 3.2-3.4 are implemented.	TA Assistance Grid indicates: • 3.1 is implemented. • Two indicators out of remaining three are implemented indicators are implemented.	TA Assistance Grid indicates: • 3.1 is implemented. • One indicator of remaining three indicators are implemented.	TA Assistance Grid indicates: • 3.1 is partially or not implemented. • Less than one indicator is implemented.	**4** **3** **2** **1**

Section B Accountability Perkins	Performance Levels				Rating
	4 *Exceeds standard*			**1** *Does not meet standard*	
Standard 4 Program is in compliance with Perkins indicators as outlined in the State Plan.	TA Assistance Grid indicates: • Mandatory completion of baseline from 2007–2008 testing and assessment information.	*All or None Rating*		TA Assistance Grid indicates: • Mandatory completion of baseline select first year of application testing and assessment information.	**4** **3** **2** **1**
B. Accountability: Standard 3 = Score earned					
B. Accountability – Perkins = Score of 4 (complete) or 1 (incomplete)					
Evidence Accountability Standard 3 and Perkins:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section C Recruitment and Retention	Performance Levels				Rating
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 5 Student Services Coordinators manage, promote, and administer equity and equal access, in accordance with Title, I, Title IV, IX, IDEA, FAPE, FERPA, and Individual Education Program/504 policies for special populations students.	TA Assistance Grid indicates: • 5.1 is implemented. • 5.2–5.4 are fully implemented.	TA Assistance Grid indicates: • 5.1 is implemented. • Two indicators out of remaining three indicators are implemented.	TA Assistance Grid indicates: • 5.1 is implemented. • One indicator of remaining three indicators are implemented.	TA Assistance Grid indicates: • 5.1 is not implemented. • Less than one indicator is implemented.	4 3 2 1
Standard 6 Student Services Coordinators assist counselors and other staff in offering special populations students' placement and preparatory services.	TA Assistance Grid indicates: • 6.1 is implemented. • 6.2 is implemented.	TA Assistance Grid indicates: • 6.1 is implemented. • 6.2 is implemented.	TA Assistance Grid indicates: • 6.1 or 6.2 is only partially implemented.	TA Assistance Grid indicates: • No indicators are implemented.	4 3 2 1
Standard 7 Student Services Coordinators initiate collaborations with supportive and supplemental services to special populations and vocational staff.	TA Assistance Grid indicates: • 7.1–7.2 indicators are implemented.	TA Assistance Grid indicates: • 7.1 indicator is implemented.	TA Assistance Grid indicates: • 7.1 or 7.2 indicators is implemented.	TA Assistance Grid indicates: • Zero indicators are implemented.	4 3 2 1
C. Recruitment and Retention: Total of scores from standards 5, 6, and 7 above ÷ 3					
Evidence Recruitment and Retention:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section D **Educational Instruction**	Performance Levels				Rating
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 8 Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for vocational and academic skills assessments.	TA Assistance Grid indicates: • 8.3 indicator is implemented. • 8.1, 8.2, and 8.4 indicators are implemented.	TA Assistance Grid indicates: • 8.3 indicator is implemented. • Two indicators of remaining three indicators are implemented.	TA Assistance Grid indicates; • Two indicators of four indicators are implemented.	TA Assistance Grid indicates: • Implementation of less than two indicators.	4 3 2 1
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 9 Students complete entrance surveys and exit surveys for services requested and evaluation of services received.	TA Assistance Grid indicates: • 9.1–9.3 are implemented.	TA Assistance Grid indicates: • 9.1 and 9.2 are implemented.	TA Assistance Grid indicates: • 9.1 or 9.2 are implemented.	TA Assistance Grid indicates • No implementation of indicators.	4 3 2 1
D. Educational Instruction: Total of scores from standards 8 and 9 above ÷ 2					
Evidence Educational Instruction:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section E	Performance Levels				Rating
Career Development	**4** *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 10 Student Services Coordinators participate in career development activities and are equipped with relevant information to assist special populations students and their parents or guardians in making realistic vocational, educational, and career plans.	TA Assistance Grid indicates: • 10.1–10.4 are implemented.	TA Assistance Grid indicates: • Three indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Two indicators out of four indicators are implemented.	TA Assistance Grid indicates: • No indicators are implemented.	4 3 2 1
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 11 Career development for special populations is a collaborative effort among counseling, career, S.T.A.R.T. centers instructors, and postsecondary staff; and incorporates a wealth of venues for students including nontraditional occupations.	TA Assistance Grid indicates: • 11.1–11.2 are completely implemented.	TA Assistance Grid indicates: • 11.1 or 11.2 indicators is implemented.	TA Assistance Grid indicates: • One indicator out of two indicators is partially implemented.	TA Assistance Grid indicates: • No indicators are implemented.	4 3 2 1
E. Career Development: Total of scores from standards 10 and 11 above ÷ 2					
Evidence Career Development:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section F Transitional Services	Performance Levels				Rating
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 12 Student Services Coordinators provide direct and appropriate referral to special populations students on exit from the vocational program.	TA Assistance Grid indicates: • 12.1–12.4 indicators are implemented.	TA Assistance Grid indicates: • Three indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Two indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Implementation of less than two indicators.	4 3 2 1
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 13 Alternative educational information is provided as part of the transitional resources.	TA Assistance Grid indicates: • 13.1–13.2 indicators are implemented.	TA Assistance Grid indicates: • One indicator of 2 indicators is implemented.	TA Assistance Grid indicates: • One indicator is partially implemented.	TA Assistance Grid indicates: • No indicators are implemented.	4 3 2 1
F. Transitional Services: Total of scores for standards 12 and 13 above ÷ 2					
Evidence Transitional Services:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section G	Performance Levels				
Community and Family Involvement	**4** *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	**Rating**
Standard 14 Student Services Coordinators provide updated economic benefits of vocational programs with parents or guardians, students, administrators, counselors, faculty, and prospective employers.	TA Assistance Grid indicates: • 14.1–14.3 indicators are implemented.	TA Assistance Grid indicates: • Three indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Two indicators out of four indicators are implemented.	TA Assistance Grid indicates: • One or less indicators is implemented.	**4** **3** **2** **1**
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 15 The program includes the establishment of collaborative relationships and partnerships to maximize student achievement and career development.	TA Assistance Grid indicates: • 15.1–15.2 indicators are implemented.	TA Assistance Grid indicates: • One indicator out of two indicators is completely implemented.	TA Assistance Grid indicates: • One indicator out of two indicators is partially implemented.	TA Assistance Grid indicates: • No indicators are implemented.	**4** **3** **2** **1**
G. Community and Family Involvement: Total of scores from standards 14 and 15 ÷ 2					
Evidence Community and Family Involvement:					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section H	Performance Levels				Rating
Professional Development	**4** *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 16 Student Services Coordinators are endorsed teaching professionals; they commit to lifelong learning and professional development.	TA Assistance Grid indicates: • 16.1–16.4 indicators are implemented.	TA Assistance Grid indicates: • Three indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Two indicators out of four indicators are implemented.	TA Assistance Grid indicates: • One indicator or less is implemented.	**4** **3** **2** **1**
				H. Professional Development: Total of score from Standard 16	
Evidence Professional Development					

TECHNICAL ASSISTANCE SCORING RUBRIC FOR STUDENT SERVICES COORDINATOR

School: _____   Evaluator: _____

Section I Equipment	Performance Levels				Rating
	4 *Exceeds standard*	**3** *Meets standard*	**2** *Approaches standard*	**1** *Does not meet standard*	
Standard 17 Student Services Coordinators facilitate and provide educational resources in computer labs.	TA Assistance Grid indicates: • 17.1–17.4 indicators are implemented.	TA Assistance Grid indicates: • Three indicators out of four indicators are implemented.	TA Assistance Grid indicates: • Two indicators out of four indicators are implemented.	TA Assistance Grid indicates: • One indicator or less is implemented.	4 3 2 1
				I. Equipment: Total of score for Standard 17	
Evidence Equipment					
				Total Score for all standards:	

Technical Assistance Grid Mississippi Department of Education Standards for Quality Programs Office of Career and Technical Education	**INSTRUCTIONS:** 1. Review begins with **Student Services Coordinators (SSC)** completing the grid by conducting a self-evaluation and forwarding the completed grid to the appropriate program coordinator via e-mail. The program coordinator will use the grid for the on-site review. 2. The program coordinator will review all documentation during the on-site visit, make a final assessment, and provide recommendations as necessary.	**A. Date of Self-Evaluation**
	B. Name of Program Coordinator Completing On-site Review	**C. Date of On-site Review**

D. School Name	**G. Type of Visit** Technical Assistance ☐ Program Improvement ☐ New Teacher ☐ Requested ☐ Follow Up ☐	**H. Special Populations:** Provide raw numbers. Individuals with Disabilities ☐ Economic Barriers ☐ Single Parent/pregnant ☐ Nontraditional ☐ English Proficiency ☐ Total CTE Students Enrolled ☐	**I. Legal** Program is in compliance: Yes ☐ No ☐ Comments:
E. District Name and Address			
F. Name of Coordinator			

J. District Number	**K. Location Code**	**L. Budget Code**	**M. Consortium**	**N. Follow-up Needed** Yes ☐ No ☐

O. Credential Area

☐ Code 117 Elementary (4-8)	☐ Code 177 English as Second Language (K-12)	☐ Code 224 Mild/Moderate Disability (7-12)
☐ Code 119 English (7-12)	☐ Code 206 Emotional Disability (K-12)	☐ Other _____
☐ Code 154 Mathematics (7-120)	☐ Code 207 Gifted (K-12)	☐ 309 Endorsement
☐ Code 174 Remedial Reading (K-12)	☐ Code 221 Mild/Moderate Disability (K-12)	

P. Number of years in position
☐ 1-3 yrs
☐ 4-10 yrs
☐ Above 10 yrs

Q. Program of Work

A. Assessment ☐	C. Recruitment & Retention ☐	F. Transitional Services ☐	I. Equipment ☐
B. Accountability	D. Instruction	G. Community and Family	Mission Bonus
B. Perkins (4or1) ☐	E. Career Development ☐	H. Professional Development ☐	

R. Overall Assistance Rating plus Bonus points ☐

S. Signatures

_____   Coordinator   Date _____

_____   Administrator   Date _____

_____   OVE&WD Staff   Date _____

Information:
☐ **Four Bonus Points: Written Mission Statement with three working goals (must be measurable)**

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Mission Statement with Three Working Goals:

Comments/Recommendations:

Section A. Assessment *Students qualifying for services are identified.*			Name of Instructor:	Program Name:

Standard 1 Student Services Coordinators identify special populations and provide students with opportunities to explore interests and to assess skills and aptitudes through a variety of instruments including surveys.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard		District Name: School Name:	
Indicators	**Rating**	√	**Documented Evidence**	**Explanation**
1.1. **Students are determined for special populations classification**.				
1.2 **Basic skills assessments for aptitude** are conducted as determined by site/district policy.				
1.3 **Assessments are conducted and results used for planning additional** educational services.				
1.4 **Survey instruments** are used to provide opportunities for exploring career pathway interests, personality and learning styles; via CHOICES Planner or other.				
Standard 2 Special populations students are assessed and monitored for vocational and academic performance.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	√	**Documented Evidence**	**Explanation**
2.1 A **daily schedule** displays all activities performed by SSCs including routine classroom visits/observations.				
2.2 Network is established with instructors and academic teachers.				
2.3 System is in place for monitoring academic achievement and vocational skills attainment for early intervention.				

Comments:

Section B. Accountability *Documentation is maintained for program services.*			Comments:	
Standard 3 Data management is established by creating and maintaining documentation on progress and services, as well as statistical data on disaggregation for gender, race, and ethnicity; incorporating nontraditional career pathways to include high wage, high demand, high skill occupations.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
3.1 **Documentation is developed and maintained** through electronic or other means that can be accessed for reporting statistics and auditing.				
3.2 **A process** is implemented to track student activities in the lab.				
3.3 Documentation supporting services specific to students pursuing **nontraditional careers** is maintained.				
3.4 **IEP is maintained on all students with disabilities** and used to implement intervention.				

Section B. Accountability *Perkins IV: Core Indicators.*		Comments:		
Standard 4 Program is in compliance with Perkins indicators as outlined in the state of Mississippi plan. * This data is disaggregated for special populations only	**Standard Ratings** Statistical data is mandatory; ratings for rubric apply only as complete (4) or incomplete (1); records must be kept through consecutive years.			
Documentation	**Baseline Year** **Rating**	**School Year** **Rating**	**School Year** **Rating**	
4.1* **Academic Attainment-Percent** of completers who pass the 2 SATPs.				
4.2* **High School Completion-Percent** of completers who graduate high school.				
4.3* **Technical Attainment-Percent** of completers who have passed the assessments or profiles for CPAS.				
4.4* **Placement-Percent** of completers who are placed in military, advanced education, or employment; disaggregated numbers.				
4.5 **Participation of Nontraditional** Students-**Percent** of males and females participating in nontraditional programs of study; disaggregated numbers.				
4.6 **Completion of Nontraditional** Students-**Percent** of males and females completing nontraditional programs of study; disaggregated numbers.				
4.7* **Total numbers** Program Enrollment-Beginning enrollment.				
4.8* **Total numbers** Program Enrollment-Enrollment on **day of evaluation.**				
4.9* **Total numbers** Program Enrollment-Number of **1st-year students.**				
4.10 **Total numbers** Program Enrollment-Number of **2nd-year students.**				
4.11 **Total numbers** Program Enrollment-**Number of SPED** students.				
4.12 **Total numbers** Program Enrollment-Number in **MS occupational track (MOD).**				
4.13 **Total numbers** Program Enrollment-Number in **certificate track.**				
4.14 **Total numbers** Program Enrollment-**Number of GED** students.				

Section C. Recruitment and Retention	Comments:			
Equity is established in recruitment and retention.				

Standard 5	Standard Ratings			
Student Services Coordinators manage, promote, and administer equity and equal access in accordance with Title, I, Title IV, IX, IDEA, FAPE, FERPA, IEP/504 policies for special populations students.	4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			

Indicators	Rating	√	Documented Evidence	Explanation
5.1 **Equal access and equity are promoted in recruitment activity.**				
5.2 **SSC's promote equity** for special populations students in participating in vocational honorary and professional organizations.				
5.3 **Coordinate with district SPED/ESL coordinators** for additional services including resources for assistive devices, interpreters, note takers, and so forth.				
5.4 **Develop practical strategies** for working with students with disabilities related to career pathway.				

Standard 6	Standard Ratings			
Student Services Coordinators assist counselors and other staff members in offering special populations students placement and preparatory services.	4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			

Indicators	Rating	√	Documented Evidence	Explanation
6.1 SSC informs and educates academic and vocational instructors about nontraditional STEM careers.				
6.2 SSC **attends IEP meetings** for students with disabilities applying for CTE participation.				

Section C. Recruitment and Retention *Students are provided ongoing support for personal and career development.*			Comments:	
Standard 7 Student Services Coordinators initiate collaborations with supportive and supplemental services to special populations and vocational staff.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
7.1 Visit and assist counselors and vocational instructors at middle (feeder) and high school recruitment efforts.				
7.2 SSC assist vocational instructors by providing information about student learning styles and modeling "best practices" for teaching strategies.				

Section D. Educational Instruction ***Student services support student success in academic and skills attainment.*** Emphasis on MDE mandates of Response to Intervention (RtI), Understanding by Design (UbD)			Comments:		
Standard 8 Student Services Coordinators provide intensive and ongoing services to remediate special populations students in preparation for vocational and academic skills assessments.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard				
Indicators	**Rating**	√	**Documented Evidence**		**Explanation**
8.1 Utilize data (RtI) to implement lesson plans to accommodate all students including those with IEP's.					
8.2 Utilize educational materials aligned with Mississippi Curriculum Framework (RtI).					
8.3 **Utilizes strategies including small group, classroom,** and **individual** educational instruction (UbD, RtI).					
8.4 Use a variety of venues including social-interactive activities, educational games, textbooks, computer-based software, and Web sites for literacy and skill building (UbD, RtI).					
Standard 9 Students complete entrance surveys and exit surveys for services requested and evaluation of services received; information is applied to initiate program improvements.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard				
Indicators	**Rating**	√	**Documented Evidence**		**Explanation**
9.1 Develop **Needs Survey in conjunction with the vocational counselor** providing students with an opportunity to give feedback on services they would like to receive.					
9.2 Develop a **Program Evaluation Survey** which is aligned in format and content with the Needs Survey.					
9.3 Use information gained from Needs Survey and Program Evaluation to implement program improvements (provide examples).					

Section E. Career Development *Student services coordinators provide career development.*			Comments:	
Standard 10 Student Services Coordinators participate in career development activities and are equipped with relevant information to assist special populations students and their parents in making realistic vocational, educational, and career plans.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
10.1 **A career plan** is developed for each special populations student based on a **career plan or career pathway (Choices Planner or other).**				
10.2 **Participates in and/or initiates "business in the classroom" type** activities with guest speakers, mentors, and workshops for students.				
10.3 **Participates/assists in job shadows** and/or internship activities or "clinicals" associated with an occupational skill area.				
10.4 **Utilizes and is informed about community resources** such as WIN and GED centers, other workforce development resources, and vocational rehabilitation.				
Standard 11 Career development for special populations is a collaborative effort between counseling, career centers, instructors, and postsecondary staff and incorporates a wealth of venues for students including nontraditional occupations.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
11.1 SSCs work with vocational counselors, academic staff **to provide career materials and exploration.**				
11.2 **Collaborate with postsecondary** counterparts within own SBCJC to effect positive transition.				

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Section F. Transitional Services *Students are assisted with planning for next steps.*			Comments:	
Standard 12 Student Services Coordinators provide direct and appropriate referral to special populations students on exit from the vocational program.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	√	**Documented Evidence**	**Explanation**
12.1 **SSC assists students and parents/guardians** with service providers in the school and local community on completion of the vocational program.				
12.2 Implements **an exit interview** to determine future needs and concerns.				
12.3 **Participates in postsecondary planning** and provides a bridge between secondary and post secondary student services.				
12.4 **Implements a follow-up procedure** for each special populations student and tracks completers.				
Standard 13 Alternative educational information is provided as part of the transitional resources.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	√	**Documented Evidence**	**Explanation**
13.1 SSC provides **information** on **apprenticeships, scholarships, military careers and alternative technical** training.				
13.2 Participates in local and regional industry visits to obtain employability information specific to special populations.				

Section G: Community and Family Involvement *Student services coordinators build networks.*			Comments:		
Standard 14 Student Services Coordinators provide updated economic benefits of vocational programs with parents, students, administrators, counselors, faculty, and prospective employers.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard				
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**	
14.1 Contributes to publications providing information **in print media, radio/TV, or digital media**.					
14.2 Assists in vocational activities offered to provide additional information for students, prospective students, parents, and the community.					
14.3 Develops **ongoing connections with parents /guardians** regarding career information and opportunity.					
Standard 15 The program includes the establishment of collaborative relationships and partnerships to maximize student achievement and career development.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard				
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**	
15.1 An **advisory committee with ongoing partnerships is developed and meets formally at least twice a year**.					
15.2 **Establishes agreements and maintains** contacts with local business and industry to provide activities and resources for students such as career mentoring, job shadowing, and "business in the classroom" activities.					

Section H. Professional Development			Comments:	
Student services coordinators attend training.				
Standard 16 Student Services Coordinators are endorsed teaching professionals; they commit to lifelong learning and professional development.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
16.1 Participates in professional organizations and has the required endorsements for the SSC position.				
16.2 Participates in district, state, or regional training and conferences.				
16.3 Engages in training such as RtI, UbD, reading and math literacy.				
16.4 Engages in computer and technical training.				

Section I. Equipment			Comments:	
Review of computer lab and software.				
Standard 17 Student Services Coordinators facilitate and provide educational resources in computer labs.	**Standard Ratings** 4=Exceeds standard 3=Meets standard 2=Approaches standard 1=Does not meet standard			
Indicators	**Rating**	**√**	**Documented Evidence**	**Explanation**
17.1 Environment is conducive to learning and supervision; SSC uses "best practices" for online learning.				
17.2 Ample computers are available, up-to-date; well maintained and serviced in a timely manner.				
17.3 There are adequate storage and secure files for confidential materials.				
17.4 SSCs are able to provide routine maintenance and are sufficiently computer competent.				

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

In addition, there are listings for nontraditional codes in the occupational curriculum to assist Student Services Coordinators in determing nontraditional identification and crosswalks for the Program of Work and Perkins IV.

SSC
STUDENT SERVICES COORDINATOR
Contemporary Careers
High Wages, High Demand, High Skills

MATERIALS AND USEFUL WEB SITES

Web Sites

Career Development
- http://www.learningexpresslibrary.com: Sample tests for ACT, GED, basic skills, and so forth
- http://www.ms.bridges.com: Choices Planner
- http://www.suzyred.com: Reading for information
- http://www.howtolearn.com: Free online learning styles inventory
- http://ww.mdrs.state.ms.us: Mississippi Department of Rehabilitation Services
- http://ww.tea.state.tx.us/student.assessment: Online practice tests with immediate feedback/scoring; academic attainment and preparation for state academic testing
- http://www.monster.com: Resume and interview tips
- http://www.proedinc.com: A free reading interest inventory for non-readers or below-level readers
- http://www.AHEAD.org: Site useful in identifying resources, networking, and so forth for students with disabilities
- http://www.Glencoe.com: McGraw Hill site full of resources for student additional educational instruction in all subject areas and grade levels
- http://online.onetcenter.org/: O*Net online

Parent Involvement
- http://www.ed.gov/parents/landing.jhtml: Parent Features portal provides information on how parents may become more engaged in their child's school life.
- http://www.ed.gov./admins/comm/parents/parentinvolve/index.html: Guide to how-to strategies used by Parent Information Resource Centers (PIRCs) to expand; parental involvement in schools
- http://www.projectptotoady.com/: Parent–Teacher Organization has many ideas for promoting family and community involvement in schools.

Educational Instruction
- http://mississippi-framer.org: Mississippi Department of Education, posted lesson plans by curriculum based on Understanding by Design
- http://www.mde.k12.ms.us/acad/osa/spms/: Mississippi Department of Education, the Student Progress Monitoring System (SPMS) is an easy-to-use, Web-based application that allows educators in elementary school through high school to assess and monitor student performance in mathematics, reading/language arts, science, social studies, and writing.
- http://www.mde.k12.ms.us: Mississippi Department of Education Web site for Response to Intervention; Understanding by Design, *Redesign*, and other pertinent resources

Books/Catalogs

- *LS&S Catalog*
  P.O. Box 673
  Northbrook, IL 60065
  Toll Free: 1-800-468-4789

  - ➢ Specialty catalog of products for students/people with hearing loss and/or visual impairment

- Channing L. Beta Co., Inc.
  Item #74825A-02-99
  1-800-628-7733

  - ➢ Single-parent tips for success

- *Mississippi Test Prep Workbook*
  http://www.PHSchool.com

- TABE Fundamentals for TABE 7 and 8
  http://www.Steck-Vaughn.com

- *Mississippi SATP Student Review Guide*
  Enrichment Plus, LLC
  P.O. Box 2755
  Acworth, GA 30102
  1-800-745-4706
  Fax: 1-678-445-6702
  http://www.enrichmentplus.com

  - ➢ A review guide available for each Subject Area Test

- *Achieving TABE Success for TABE 9 and 10*
  http://www.mhcontemporary.com

- *Mastering the World of Measuring*
  Master Innovations
  P.O. Box 906
  Alpha, NJ
  http://www.themasterruler.com

  - ➢ Tips for teaching measuring with a ruler

- *176 Ways to Involve Parents*
  2455 Teller Road
  Thousand Oaks, CA 91320-2218
  CorwinPress.com

- *EZ Occupational Outlook Handbook*
  Jist Works America's Career Publisher
  8902 Otis Avenue
  Indianapolis, IN 46216-1033
  http://www.jist.com

- PCI Educational Publishing
  San Antonio, TX
  1-800-594-4264
  http://www.piccatolog.com

  ➢ Deluxe Banking and life-building skills

- J. Weston Walch Publishing
  Portland, ME
  http://www.walch.com

  ➢ *Survival Vocabulary*   ISBN 0-8251-2843-9
  ➢ *Survival Vocabulary Stories* ISBN 0-8251-2863-3
  ➢ *Math in Everyday Life*   ISBN 0-8251-1908-1

- RCU
  A Merrill Skill Text Series
  Cox, Pettegrew, and McBaine

  ➢ *Grammar & Composition* ISBN 0657-04663-7

- Learning Express
  900 Broadway, Suite 604
  New York, NY 10003
  http://www.learnatest.com

  ➢ *Writing Skills*   ISBN 1-57685-128-1
  ➢ *Better Writing Right Now* ISBN 1-57685-402-7
  ➢ *Reading Comprehension*   ISBN 1-57685-126-5

- AGS Publishing
  Circle Pines, MN 55014-1796
  1-800-328-2560
  http://www.agsbet.cin

  ➢ Writing, grammar, and study skills
  ➢ Illustrated classics/paperbacks

- LAKE Education
  500 Harbor Boulevard
  Belmont, CA 94002

  ➢ Illustrated classics/paperbacks

- ➢ Shakespeare collection
- ➢ Collections I, II, and III

- *School Counselor.com 2.0*

  - ➢ *A Friendly and Practical Guide To the World Wide Web*

- Russell A. Sabella, PhD
  http://www.educationalmedia.com
  Educational Media Corporation
  Box 21311
  Minneapolis, MN 55421-0311

Software/Online Applications

- Plato—Skill-building and single parenting
- KeyTrain
- WIN Solutions
- Word resume template
- Choices Planner for career development
- SPMS—Student Progress Monitoring System

Publications for Nontraditional Careers

- National Alliance for Partnerships in Education
  http://www.napequity.org

- Home Builders Institute—Deanna Lewis, Manager for Career Services
  http://www.napequity.org/ppt/NAPE%20Panel_2.ppt

AAUW—American Association of University Women

- *Tech-Savvy: Educating Girls in the New Computer Age*, AAUW Educational Foundation, Commission on Technology, Gender, and Teacher Education, 2005; Library of Congress Card Number: 00-100922; ISBN 1879922231

- *Under the Microscope: A Decade of Gender Equity Projects in the Sciences,* AAUS Education Foundation, 2004 Library of Congress Control Number: 20041010327; ISBN 1-879922-33-9

- *National Girls Collaborative Project: Advancing the Agenda in Gender Equity for Science, Technology, Engineering, and Mathematics,* AAUW Educational Foundation

- Web site - http://www.aauw.org/

Project Lead the Way

- Project Lead the Way, Formula for Success: An Implementation Guide for Schools, *Forging New Generations of Engineers*, 2005

- Project Lead the Way, *Talented Girls, Bright Futures*, 2005

- Web site - http://www.pltw.org/

NAPE—National Alliance for Partnerships in Equity

- *Constructing Equity: Promising Practices for Recruiting and Retaining Students in Career and Technical Education Programs That Are Nontraditional for Their Gender,* June 2006

- Web site - http://www.napequity.org/

IGNITE—Inspiring Girls Now In Technology Evolution

- Web site - http://www.ignite-us.org/

NONTRADITIONAL COURSE CODING

9/10/2008 Bureau of Compliance and Reporting Coding

010000 AGRICULTURE, GENERAL	female
010001 INTRODUCTION TO AGRISCIENCE	female
010002 CONCEPTS OF AGRICULTURAL SCIENCE	female
010003 AGRICULTURE AND NATURAL RESOURCES	female
010101 AGRICULTURAL BUSINESS AND MGMT. - GENE	female
010103 AGBUSINESS AND ENTREPRENEURSHIP (AEST)	female
010204 AGRICULTURAL POWER MACHINERY OPERAT	female
010205 AGRICULTURAL MECHANICS AND EQUIPMENT	female
010301 AGRICULTURAL PRODUCTION WORKERS	female
010303 AQUACULTURE OPERATIONS AND PROD. MGMT.	female
010401 AG AND FOOD PRODUCTS PROCESSING	female
010601 HORTICULTURE SERVICE OP. AND MGMT. - GE	female
010699 CUSTODIAN/GROUNDSKEEPER	female
010901 ANIMAL SCIENCES, GENERAL	female
011101 PLANT SCIENCES, GENERAL	female
030104 ENVIRONMENTAL SCIENCE	female
030401 FOREST HARVESTING AND PROD. TECH.	female
100202 RADIO/TELEVISION BROADCASTING TECH	female
100305 GRAPHIC AND PRINTING EQUIP. OPERATOR	female
110201 COMPUTER PROGRAMMING/PROGRAMMER	female
111099 INTEGRATED COMPUTER APPLICATIONS	male
120401 COSMETOLOGY/COSMETOLOGIST, GENERAL	male
120500 COOKING AND RELATED CULINARY ARTS	male
140101 TECHONOLOGY AND ENGINEERING PRINCIP	female
150607 PLASTICS ENGINEERING TECHNOLOGY	female
151202 COMPUTER TECHNOLOGY/COMPUTER SYSTEM	female
151301 DRAFTING AND DESIGN TECHNOLOGY	female
151306 MECHANICAL DRAWING	female
151399 ARCHITECTURAL DRAWING	female
190702 ADULT DEVELOPMENT AND AGING	male
190709 CHILD CARE PROVIDER/ASSISTANT	male
190901 APPAREL AND TEXTILES, GENERAL	male
200303 COMMERCIAL GARMENT AND APPAREL WORKER	male
210101 TECHNOLOGY APPLICATIONS	female
460000 CONSTRUCTION TRADES, GENERAL	female
460101 MASON AND TILE SETTER	female
460201 CARPENTER	female
460302 ELECTRICIAN	female
470101 ELECTRICAL/ELECTRONICS EQPT. INSTALLATION	female
470190 ELECTRONICS (SECONDARY)	female
470201 HEATING AND AIR CONDITIONING AND REFRIG .	female
470303 INDUSTRIAL MECHANICS AND MAINT. TECH.	female
470603 AUTO/AUTOMOTIVE BODY REPAIRER	female
470604 AUTO/AUTOMOTIVE MECHANIC/TECH	female
470605 DIESEL EQUIPMENT REPAIR AND SERVICES	female

470606 SMALL ENGINE MECHANIC AND REPAIRER   female
470692 OUTBOARD ENGINE MECHANICS   female
470699 VEHICLE AND MOBILE EQUIP. MECHANICS   female
480101 DRAFTING   female
480503 MACHINE SHOP ASSISTANT   female
480508 WELDER/WELDING TECHNOLOGIST   female
480590 METAL TRADES   female
480702 FURNITURE DESIGN AND MANUFACTURING   female
500402 GRAPHIC DESIGN, COMMERCIAL ART   female
510000 HEALTH SERVICES/ALLIED HEALTH, GEN.   male
520407 BUSINESS/OFFICE AUTOMATION/TECHNOLOGY   male
520408 BUSINESS COMPUTER APPLICATIONS   male
520801 BUSINESS FINANCE AND CONSUMER TECHNOLOGY   male
520901 HOSPITALITY ADMINISTRATION/MANAGEMENT   female
521801 SALES, DISTRIBUTION, AND MARKETING OPN   female

AT A GLANCE CROSSWALK WITH
PROGRAM OF WORK AND PERKINS IV

Program of Work	Perkins IV Core Indicators
Section A. Assessment: Students qualifying for services are identified.	1S1/1S2 Academic Attainment 2S1 Technical Skills Attainment 5S1 Secondary Placement

Program of Work	Perkins IV Core Indicators
Section B. Accountability: Documentation is maintained for program services.	1S1/2S1 Academic Attainment 5S1 Secondary Placement 6S1 Nontraditional Participation 6S2 Nontraditional Completion
Section B. Accountability: Perkins IV: Core Indicators	Measurement of All Secondary Perkins Indicators

Program of Work	Perkins IV Core Indicators
Section C. Recruitment and Retention: Equity is established in recruitment and retention. Students are provided ongoing support for personal and career development.	5S1 Secondary Placement 6S1 Nontraditional Participation 6S2 Nontraditional Completion

Program of Work	Perkins IV Core Indicators
Section D. Educational Instruction: Student services supports student success in academic and skills attainment.	1S1/1S2 Academic Attainment 2S1 Technical Skills Attainment 3S1 Secondary school Completion 4S1 Student Graduation 5S1 Secondary Placement

Program of Work	Perkins IV Core Indicators
Section E. Career Development: Student services coordinators provide career development.	All Secondary Indicators 6S1 Nontraditional Participation 6S2 Nontraditional Completion

Program of Work	Perkins IV Core Indicators
Section F. Transitional Services: Students are assisted with planning for next steps.	3S1 Secondary School Completion 4S1 Student Graduation 5S1 Secondary Placement

Program of Work	Perkins IV Core Indicators
Section G: Community and Family Involvement: Student Services Coordinators build networks.	3S1 Secondary School Completion 4S1 Student Graduation 5S1 Secondary Placement 6S1 Nontraditional Participation 6S2 Nontraditional Completion

Section H. Professional Development: Student Services Coordinators attend training.	All Perkins

Section I. Equipment: Review of computer lab and software	All Perkins