Title 7: Education K-12

Part 93: Enhancement Courses Pathway

Career Pathway Experience - Program Operational Guide

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators, while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Preface

Career Pathway Experience (CPE) is the new name for Cooperative Education. CPE provides the students the opportunity to take knowledge and skills learned in the pathway classroom and to apply and test that learning in the workplace. The CPE course will foster self-directed learning; strengthen the development of core academic skills through application in authentic situations; allow students to explore career options; enhance communication skills, leadership, and problem solving; and contribute to community economic development. The student will benefit from the CPE course due to the school's ability to meet the needs of a diverse student population.

Mississippi Department of Education looks at CPE as the course that will increase student engagement, strengthen achievement, and transition youth from school to college or the workforce. The state is experiencing a rapid increase in economic development. New industries are moving into the state almost daily, thereby changing the skill requirements for entry into the workforce. Occupations that require advanced occupational skills are among the fastest growing careers as well as some of the highest paid. Technology has changed the workplace dramatically. Not only has productivity increased, but so has the quality of products being produced.

Today more than ever, there is a need for a partnership between educators, business and industry, and the community. All parties must communicate to allow others to know their needs and expectations. The challenge facing employers and educators is to prepare graduates to enter the workforce ready to meet high-skill demands.

This operational guide has been developed in accordance with nine recommendations from the National Center for Research in Career and Technical Education (NCRCTE) and recommendations from Mississippi students, teachers, and employers as part of an effort to prepare students for college and/or a career. Recommendations for effective cooperative education programs include the following:

- More careful student selection.
- Better placement of students in jobs. Many students already have part-time jobs, and these become their CPE jobs. CPE jobs should be those developed by the program into which the students are placed and align with the students' career objective.
- More emphasis on developing a "training sponsor" at each employer site, making sure these sponsors know their responsibilities, and establishing criteria to evaluate the qualifications of persons who serve as sponsors.
- Efficient use of the training agreements. Too often employers simply file these agreements and never use them.
- Practical training plans, tailored to the workplace and the students. Too often generic forms are given and are not used.
- Regular visits to the work-site by CPE coordinators. Too often visits only occur in the beginning of a program.
- Productive student evaluation. In many cases, forms were simply sent to the employer to determine a grade. Often there is little congruence between the evaluation criteria and the training plan.
- Better use of advisory committees.

Introduction

A new direction for Mississippi Cooperative Education has been developed utilizing working committees. These committees recognized the need for cooperative education to be redirected toward a new work-site learning model. Leadership and commitment from the local education agency (LEA) is required for program participation. The underlying principles of this model are student performance and program accountability.

The goal of the Career Pathway Experience is to initiate the school-to-work transition for high school students through practical work experience that is aligned with their **clearly defined career objective**. A student's **clearly defined career objective** is determined by the CTE program in which they are currently enrolled or which they have completed, or, if not enrolled in a CTE program, by their individual career and academic plan. **The student must be employed in the area of his or her career training.**

Enrolling students who have received 2 prior years of secondary CTE training serves as the model for operation of CPE and provides the most complete career and technical training available.

The CPE program is a joint effort of the school, business and industry, and the community. Program success depends upon their mutual support. An Advisory Committee should be utilized to assist in determining general program operation policies and to assist in promotion of the program.

The CPE instructor/coordinator performs and coordinates all activities and tasks needed for success in the program. These tasks involve abilities in teaching, coordinating, guidance and counseling, public relations, and administration. The CPE program was designed to be taught by existing Cooperative Education teachers. To ensure that students in all districts have the opportunity to participate in CPE, CTE instructors in districts that do not have Cooperative Education programs will be able to obtain an endorsement that allows them to place students in workplace learning experiences that are aligned to the instructor's career pathway. **The instructor/coordinator is the key to a successful program.**

Operational Guidelines

Program and Course Description

Essential elements of CPE are work-site training, training agreements, training plans, screening of students, paid employment, monitoring the field experience, and program accountability evaluations.

The intent of this program is for students to be actively involved in one of the following course offerings. In order to maintain eligibility for this program, each student will be expected to follow the guidelines of the offering he or she is participating in. Students will maintain employment on a continuous basis for the time they are enrolled in the class in order to maintain standing in CPE.

CPE instructors/coordinators will meet with students at various times; this will be a district decision.

Course Offerings

Below you will find the **Pilot** plan for hours/Carnegie units:

1. CPE Paid Work-Based Learning (WBL) (0.5, 1, or 2 credits of paid employment, maximum 15 hours per week). This option is a paid work-based learning opportunity of a student. The student will turn in weekly documentation of time and earnings to the CPE instructor /coordinator.
   a. 135 hours/year – 0.5 Carnegie Unit
   b. 270 hours/year – 1 Carnegie Unit
   c. 540 hours/year – 2 Carnegie Units

2. CPE Internship (Non-paid WBL) (0.5, 1, or 2 credits, maximum 15 hours per week) in a workplace setting (non-paid). This option is a non-paid work-based learning opportunity. The student will turn in time sheets to the CPE instructor/coordinator.
   a. 135 hours/year – 0.5 Carnegie Unit
   b. 270 hours/year – 1 Carnegie Unit
   c. 540 hours/year – 2 Carnegie Units

3. CPE School-Based Internship (Non-paid WBL) (0.5 or 1 credit, maximum 15 hours per week). This option is only available for third-year students who have completed a program. The CTE instructor will be the employer. The student will turn in time sheets to the CPE instructor/coordinator.
   a. 135 hours/year – 0.5 Carnegie Unit
   b. 270 hours/year – 1 Carnegie Unit

4. CPE Apprenticeship (WBL) (1 or 2 credits, maximum 15 hours per week), strictly following the Department of Labor regulations.
   a. 270 hours/year – 1 Carnegie Unit
   b. 540 hours/year – 2 Carnegie Units

Training Agreement

A training agreement shall be developed and followed for each student receiving training through CPE. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator. The agreement identifies the responsibilities of the student, employer, and coordinator (school). If the instructor/coordinator supervises students from other classes within a

program area, the student's classroom teacher(s) must also be involved in the agreement. All signers should retain a copy of the agreement. Copies of these forms are included in Appendix A.

Training Plan

A training plan shall be developed and followed for each student receiving training through CPE. The instructor/coordinator, training sponsor, and student must jointly prepare the training plan. The format and content of the training plan are determined by the individual program or school division. The plan, which provides documentation for evaluation, should include development of both the technical skills required by the occupation and employability skills.

Training Stations

Training stations should be carefully selected so that students are placed in locations that provide quality learning experiences that are compatible with their career objective. Businesses that participate should appoint a training sponsor to assist the instructor/coordinator in student training, supervision, and evaluation.

Coordination

The instructor/coordinator should visit each training site while the student is working a minimum of one time each grading period to observe and evaluate the student's progress. The visitation should include a meeting with the instructor/coordinator and sponsor to discuss the training plan and evaluate student performance.

Supervised Work Experience Hours Required for Approved Programs

Credit for CPE during a 36-week school year should be based upon continuous employment throughout the school year, averaging 3.75 to 15 hours per week, with a minimum of 135 hours.

Summer Employment

Summer employment may be counted toward the number of hours required for the school year if the experience is supervised by the CPE instructor/coordinator.

Federal and State Labor Regulations

Students must be at least 16 years old to seek employment unless a special work permit is secured.

Programs using the CPE method are subject to meet federal and state regulations. CPE instructors/coordinators must keep abreast of such regulations to ensure compliance. Mississippi does not have a labor board; therefore, teacher-coordinators must be up to date on the federal regulations.

Teacher-coordinators should never interpret labor laws. Labor laws are made available to coordinators via the Internet. If coordinators have questions pertaining to laws, they should contact the federal office for assistance. Current contact information for the United States Department of Labor is as follows,

United States Department of Labor
Employment Standards Administration
http://www.dol.gov/

Role of Guidance

Instructors/coordinators and counselors should work closely together in establishing criteria for CPE. Students should be placed in jobs that match their career objective. Students should understand that the job they choose should be one that demonstrates interest in the field and that the experience is not about earning money.

CPE instructors/coordinators should monitor students' progress reports frequently to ensure that the student is maintaining passing grades and the employment is not affecting school performance.

Advisory Committees

Programs using the CPE method of delivery should have an active council of business/industry representatives, labor representatives, school personnel, parents, and students.

MDE Reports

The Mississippi Department of Education requires, for purposes of accountability, one comprehensive report that includes number of students, job classifications, and wage and hour information. The Annual Summary Report must be submitted electronically on October 31 of each year.

School Records

Each participating school must maintain the following records for each student:

- Training agreement
- Training plan
- Annual wage and hour report
- Documentation of all out-of-school coordination activities, including dates of training station visits

The *retention and disposition* of records is as follows:
Enrollment – retain for 1 year and then destroy
Evaluation – retain for 3 years and then destroy
Program – review annually and destroy the records that have no administrative value
Student records:

- Work experience forms – retain for 5 years after student graduates and then destroy
    - NOTE: Work experience forms include training plans, training agreements, course competency records, annual wage and hour reports, and documentation of site visits.
- Record of employment counseling and placement – retain for 5 years after student graduates and then destroy
- Employment evaluations – retain for 5 years after student graduates and then destroy

Curriculum Framework and Assessment Description

There is no curriculum framework for CPE and no third-party assessment.

Student Priority Enrollment Criteria

Priority for enrollment is based on the following criteria:

1. Students who have completed a 2-year CTE program
   Enrolling students who have received 2 prior years of secondary CTE training serves as the model for operation of CPE and provides the most complete career and technical training available.

2. Students not enrolled in a CTE program but who have a **clearly defined career objective as a junior**

3. Students who are enrolled in a CTE program if scheduling permits. **The student must be employed in the area of his or her career training.** A student may be enrolled in a CTE course and CPE simultaneously if scheduling permits. This is called dual enrollment.

The primary factor in accepting students into the program is the relationship of the students' clearly defined career objective to the students' work-site training.

The selection of students is based on student eligibility requirements and completed student application form, student interview, and student grade and attendance history.

Student Enrollment Eligibility Requirements

Students must meet the following requirements to be considered for enrollment in Career Pathway Experience:

- 11th- and 12th-grade students
- CPE participants must be 16 years of age or older by August 1 of the school year.
- Students must have clearly defined career objectives.
- Students must meet priority enrollment criteria.
- Students should be placed within 2 weeks in a work-based learning experience that relates to their career objective.
- Student must meet the following prerequisites:
  1. C or higher in English (the previous year)
  2. C or higher in Pre-Algebra
  3. Instructor approval
     or
  1. TABE Reading Score (Eighth grade or higher)
     or
  1. Instructor approval

Work-site Training Requirements

- Must provide training relative to the students' occupational training agreement/plan
- Must be willing to provide at least 15 training hours per week
- Must provide the student with a supervisor or training sponsor
- Must be clean, safe, and pay comparable with similar occupations

- Must not lay off any regular employee in order to provide training for CPE students

Local District Rules and Regulations

Each local district must endorse and implement the Local District Rules and Regulations for Career Pathway Experience. This form must be signed by the student, parent, school CTE director or principal, and the CPE coordinator and must be kept in the student's file. A copy of this form is included in Appendix A.

Facilities

An office must be provided for the CPE instructor/coordinator. The office must be furnished with a desk, chair, and telephone with a private line. Please see Appendix D of this document for a more detailed facility description.

Equipment

Information regarding policies and procedures and management of equipment for CPE programs may be obtained from the Equipment Management Tracking System manual. This publication can be obtained from the district CTE director and/or superintendent.

Technological advances stipulate the need for state-of-the-art equipment to effectively provide training opportunities programs. Please see an equipment list located in Appendix E of this document.

Program Funding

- CPE programs receive funding from the OCTE depending upon the availability of funds.
- A signed Statement of Agreement must be on file in the OCTE to receive consideration for funding. This form is found in Appendix C.
- CPE programs must meet all OCTE guidelines and requirements as specified in this guide.
- Each district must budget an adequate amount for instructional purposes per CPE program. It is recommended that $1,500 be budgeted for materials, supplies, and travel for work-site training supervision.
- CPE instructors/coordinators should schedule their day so that they have sufficient classroom time for teaching purposes and for supervising students at work-sites.
- CPE programs should average 12 maximum students and 8 minimum students per scheduled class period of instruction. Block scheduling options should equal this same ratio per 100% coordinator. **A normal program load should be from 32–48 students.**

Teacher Certification and Employment

CPE coordinators must hold a valid Mississippi teaching certificate with an endorsement to teach Career Pathway Experience.

Evaluation of CPE Program

Students in CPE are evaluated by the employer's evaluation of the student's performance at the work-site.

The CPE Program Summary Report must be on file in the program supervisor's office by October 31 of each year. A copy of the signed training plan, training agreement, and directly related instruction should be on file at the local school. The required forms are found in Appendix B.
The Mississippi Department of Education Monitoring Review Instrument and/or the Technical Assistance Instrument will be used during scheduled on-site visits.

Technical Assistance

A written request may be made to the Mississippi Department of Education Program Coordinator for Career Pathway Experience program needing technical assistance.

MDE staff will schedule technical assistance visits to ensure that programs continually meet guidelines and requirements.

Career and Technical Student Organizations

Students are encouraged to participate in the career and technical student organization (CTSO) sponsored by their CTE program or related to their career objectives. Student organizations serve as an integral part of career-technical education instructional programs.

CPE instructors/coordinators are encouraged to sponsor or cosponsor a CTSO. CPE encompasses many different occupations; therefore, CPE must not focus on one specific student organization.

The following CTSOs are in Mississippi:

- DECA - An Association of Marketing Students
- DEX - Delta Epsilon Chi
- FCCLA - Family, Career, and Community Leaders of America
- FBLA - Future Business Leaders of America
- FFA - Future Farmers of America
- HOSA - Health Occupations Students of America
- NTHS - National Technical Honor Society
- PBL- Phi Beta Lamba
- SkillsUSA (Formerly VICA)
- TSA - Technology Student Association

Curriculum Resources

The curriculum resources available for career pathways can be found at http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/ and http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Secondary/.

If you have problems finding curriculum resources, please contact the Research and Curriculum Unit at Mississippi State University at 662.325.2510. Learning about the various curricula will provide the instructor/coordinator with insight when placing students in the appropriate career field and support the student in the student organization that is closely related.

The Components of a Quality CPE Program

Cooperative education has existed throughout most of the 20th century allowing many young people to experience on-the-job training in addition to learning related work skills in the classroom. “Social, economic, and historic forces are making cooperative education more relevant than ever” (Grubb & Villeneuve, 1995). Times are changing rapidly, and we must meet the growing needs of our community workforce and prepare our students to work in the career pathway they have chosen. Up to this point, cooperative education has been a partnership agreement between a business and school to hire a high school student as an employee. Because it has been associated with vocational education, many do not see the academic advantages connected with it. It has been viewed by many students as a way to get out of the regular classroom and get a job. Other options should be incorporated in our schools to include job shadowing, community-based service learning, paid/unpaid internships, and/or experiential learning.

Accepting that the quality of a work-based learning program can vary because of local financing arrangements and initiatives, we can ask what makes a good work-based learning experience. The insights of several studies suggest a number of features (Harvard Graduate School of Business, 2011; Association for Career and Technical Education, 2008; Child Trends, 2008; Laycock, Herman, & Laetz, 1992; Lynch, Price, & Burrow, 1992; U.S. General Accounting Office, 1991):

1. Quality work-based learning placements in which the student is allowed to perform work that both provides opportunities to develop new competencies and contributes to the productivity of the organization.

2. Teacher/coordinators with appropriate occupational experience related to the industry associated with their program, as well as professional preparation for operating a school-supervised work education program.

3. Close supervision at the work-site by a training supervisor, as well as a mechanism by which the supervisor can share his or her own professional expertise with the co-op student.

4. At the onset, an accurate and realistic description of the job for the student as well as accurate expectations by the employer of the skills the student brings to it.

5. Strong links between job training and related instruction, which might include an individualized, written training plan that is correlated to the students’ in-school curriculum.

6. Frequent and specific informal and formal evaluations of the students’ progress by the teacher/coordinator, with feedback and follow-up to improve performance.

7. Involvement of parents or guardians.

8. Placement of graduates in full-time positions, or referrals for additional instruction, and follow-up of graduates 1 year after graduation.

9. Strong administrative support for the program.

Appendix A: Student Application for Enrollment

STUDENT APPLICATION FOR ENROLLMENT
IN THE CAREER PATHWAY EXPERIENCE PROGRAM

Name _____ Date _____

Grade and Age _____

Address _____

Home Phone _____ Date of Birth _____

Cell Phone _____

Do you have your own transportation? _____ Access to a car? _____

Driver's License? _____ Interested in Summer Employment? _____

Name of CTE program completed or currently enrolled in _____

State your clearly defined career objective _____

_____

What courses have you taken relating to your career objective? _____

_____

Father's Name or Legal Guardian _____

Address _____

Mother's Name or Legal Guardian _____

Address _____

Extracurricular Activities in which you participate _____

_____

What do you plan to do after you graduate from high school? _____

_____

Do you plan to attend college? _____ If so, where? _____

If so, what program do you plan to major in at this college? _____

Why are you applying for admission to the CPE program? _____

Previous Work Experiences:

Employed by	Type of Work	Dates Worked

Are there any days or times you cannot work? _____

If yes, please give a reason. _____

Are you currently employed? If yes, where?

Please attach a personal data sheet (resume) and a copy of your class schedule. In the references section of your resume, include three teachers who can attest to the quality of your work.

To the student:

CPE provides an opportunity for employment in the businesses and industries in our area. When you participate in this program, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. You are representing yourself as well as the school/district while at your place of employment. If you accept this responsibility, please sign below.

Date _____ Student _____

To the parent or guardian:

Do you consent to your daughter or son entering in CPE, and do you agree to cooperate with the school and the employer in making the training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature.

Date _____ Parent or Guardian _____

CAREER PATHWAY EXPERIENCE PROGRAM
INSTRUCTOR RECOMMENDATION FORM

High School/Career and Technical Center: _____

_____ , MS

Student: _____

The above student has given your name as a reference on an application in a program using the CPE method.

In what classes or activities have you observed this student? _____

_____

_____

Please rate this student on the following characteristics:

	Needs Help	Average	Good	Excellent
Relating to others				
Punctuality				
Cooperation				
Personal appearance				
Expression of ideas				
Industriousness				
Reliability				
Integrity				
Scholarship (quality)				
Initiative				
Qualities of leadership				

Comments: _____

_____

Special talents or strong points: _____

_____

Areas in which student may need assistance: _____

_____

_____ _____

Date Teacher Signature

CAREER PATHWAY EXPERIENCE PROGRAM
INTERVIEW EVALUATION FORM

Student Interviewed: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in program			
Ability to communicate			
Concept of program's purpose			

Student's plans following high school: _____

_____

_____

Work experience: _____

_____

_____

Questions: _____

_____

_____

Comments: _____

_____

_____

_____

MISSISSIPPI CAREER PATHWAY EXPERIENCE TRAINING AGREEMENT

Student's Name: _____

Business/Industry: _____

Business/Industry Address: _____

Business/Industry Contact Person: _____

Contact Person's Phone: _____ E-mail: _____

All parties jointly agree to the following:

1. Work-site training will be provided in the occupational subject area, related to career objective.
2. The CPE coordinator will coordinate work-site experiences, provide on-site supervision, and work with the employer to provide appropriate guidance.
3. The parent or guardian shall be responsible for the conduct of the student participating in CPE.
4. Occupational safety instruction will be provided by the employer.
5. Approval from the CPE coordinator must be received prior to changing training stations. The present employer must be notified, and the student must submit a written resignation notice to the present employer.
6. This agreement may be terminated for appropriate cause only after consultation with the CPE coordinator.
7. The student is responsible for reliable transportation.
8. Monetary wages should be fair compensation and include a provision for equal pay for equal work.

School Administrator	Date	Employer	Date
CPE Coordinator	Date	Student	Date
Parent/Legal Guardian	Date		

Note: Copy for employer, coordinator, and student

The State of Mississippi is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, handicap, and/or age.

Mississippi Career Pathway Experience Program

TRAINING PLAN/PROGRESS REPORT

Student Name: _____ **Occupation:** _____

Work-site: _____ **Supervisor:** _____

Rating Scale: A=Skilled B=Moderately Skilled C=Average D=Needs Improvement F=Unsatisfactory

Work-Site Competencies	First Nine Weeks					Second Nine Weeks					Third Nine Weeks					Fourth Nine Weeks				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
WSC Average																				

Rating Scale: A=Skilled B=Moderately Skilled C=Average D=Needs Improvement F=Unsatisfactory

Interpersonal/Human Relation Skills	First Nine Weeks					Second Nine Weeks					Third Nine Weeks					Fourth Nine Weeks				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Grooming (Dressing, proper hygiene)																				
Attendance (Punctual)																				
Disposition (Positive attitude)																				
Cooperation (Working as a team member)																				
Initiative (Finding work to do without being told)																				
Reliability (Working without constant supervision)																				
Time management (Using time efficiency)																				
Perseverance (Completing difficult work)																				
Dependability (Rely on for support and loyalty)																				
Adaptability (Adjusting to change)																				
Enthusiasm (Desire to learn and please)																				
Ability to follow instructions																				
Ability to complete an assignment																				
Neatness in work																				
Confidence (Believing in oneself)																				
Communication skills (Written)																				
Communication skills (Verbal)																				
Quality of work																				
Final Average																				

	Supervisor's Signature	**Comments**
1st Nine Weeks		
2nd Nine Weeks		
3rd Nine Weeks		
4th Nine Weeks		

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MISSISSIPPI CAREER PATHWAY EXPERIENCE PROGRAM
LOCAL DISTRICT RULES AND REGULATIONS

Your signature indicates an agreement to abide by the following rules and regulations.

1. CPE is a school course; therefore, I will not accept a placement unless I intend to keep it the entire school year. (Weekly student reports from the work-site will keep the CPE coordinator informed of your progress.)
2. I understand that I must be employed a minimum of 15 hours a week. *If employment is not obtained in the first 2 weeks or school, I understand I must return to regular classes.*
3. A student work-site placement must meet MDE criteria and be approved by the CPE coordinator.
4. I will always report for work at the scheduled time and will remain until the scheduled quitting time. If I find that I am unavoidably detained or unable to report to work, I will personally telephone my employer and CPE coordinator immediately.
5. If I am absent from school, I must call my CPE coordinator. Permission to report to work must be given by the CPE coordinator.
6. I will be honest in all dealings concerning my work with money, time, merchandise, my CPE coordinator, my parents, my supervisor, and my employer in all my efforts.
7. I agree to wear the proper attire and be well groomed for the type of employment in which I am engaged.
8. I agree to work and perform all my duties in a creditable manner.
9. I will, at all times, keep the CPE coordinator informed of problems that may confront me at the work-site or in the classroom.
10. If I lose my work-site placement due to my negligence, I may be dropped from the CPE program.
11. If I lose my work-site placement through no fault of my own, I will work with the CPE coordinator to find another occupation-specific training station.
12. If I feel that my studies, physical health, or moral well-being are jeopardized because of my job, **I will consult with my parents, the CPE coordinator, and my employer before making a decision to resign**.
13. I agree to be responsible for my transportation to and from the work-site.
14. I will not receive visitors on the job, nor will I make or receive unnecessary personal telephone calls.
15. **I will leave the campus immediately following my last scheduled class. If for any reason I need to remain on campus, I will get permission from the CPE coordinator.**
16. I will conduct myself at all times in a manner that will reflect credit on my school, my fellow classmates, the CPE program, and myself.
17. **No responsibility** will be assumed by either the school or the CPE coordinator for the student while in transit to or from the work-site.
18. I agree to follow school policy while at the work-site.

Student	Date	Parent or Guardian	Date
CPE Coordinator	Date	Principal or Career and Technical Director	Date

Appendix B: Summary Report

MISSISSIPPI CAREER PATHWAY EXPERIENCE PROGRAM

SUMMARY REPORT

Complete this form, and return to MDE by email, FAX or mail to the address below **on the last Friday of October**.

Angela Kitchens
Mississippi Department of Education
Office of Career and Technical Education
Program Supervisor – Business and Career Pathway Experience
P.O. Box 771
Jackson, MS 39205-0771
akitchens@mde.k12.ms.us
FAX: (601) 359-3461

CPE Coordinator: _____

School Location: _____

CPE TRAINING STATIONS

Number of Approved CPE Training Stations _____

CPE ADVISORY COMMITTEE

Number of CPE Advisory Committee Members _____

The CPE coordinator must provide a list of CPE Advisory Committee members and their addresses with this form. Please list their names, company names, and addresses below:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

Please list scheduled CPE Advisory Committee meetings (include dates, times, and locations):

1. _____

2. _____

3. _____

STUDENT INFORMATION

1.	Total number of students enrolled in CPE program (A, B, C)	
	A. Number of CPE students that have completed an occupational training program (These should be documented on the following sheet in the appropriate column - **CAPSTONE - Last column where you list the program area.**)	
	B. Number of CPE students without occupational training but with clearly defined occupational objectives	
	C. Number of CPE students enrolled in an occupational training program and cooperative education if scheduling permits (Dual enrollment)	
2.	Total number of male CPE students enrolled	
3.	Total number of female CPE students enrolled	
4.	Number of special needs students enrolled (Does not include disadvantaged students)	
5.	Number of disadvantaged students	
6.	Total number of CPE training agreements completed	

JOB PLACEMENTS

Check level and list grade in school, list CPE student's name, occupational training area, and employer for each class. List the initials of the completed CTE program (Capstone) in the last column. Start with first class. Draw a line between classes. Insert rows as needed.

Example: *This means that Senior, Jane Doe, completed 2 years of Child Care and is enrolled as a capstone for Child Care in 1st period.*

PD	CPE	STUDENT'S NAME	OCCUPATIONAL TRAINING AREA	EMPLOYER	CTE COURSE
1	X 12	Doe, Jane	Child Care	Wee One's Daycare Center	Child Care

PD	CPE	STUDENT'S NAME	OCCUPATIONAL TRAINING AREA	EMPLOYER	CTE COURSE

PD	CPE	STUDENT'S NAME	OCCUPATIONAL TRAINING AREA	EMPLOYER	CTE COURSE

PUBLIC RELATIONS

List specific public relations activities completed.

OTHER INFORMATION

Please make additional comments regarding your program.

Appendix C: Career Pathway Experience Plan

Career Pathway Experience Plan

A	District Information		
School District:		District Phone:	
Superintendent:			
Street Address:		City:	
		Zip Code:	
Career and Technical Director Name:			
Contact E-mail:			
High School Principal's Name:			
Contact E-mail:			
CPE Instructor Name:			
Contact E-mail:			

Our school district plans to do the following:

- ☐ Career Pathway Capstones. We will meet with the Mississippi Department of Education during the summer for a face-to-face meeting concerning implementing this option.
  We will submit a one-page description of how our school district will implement CPE. Please submit this form and your one-page description to Angela Kitchens by the **first Monday of May each year**. You may submit the documents electronically or hard copy.

Mississippi Department of Education
Attn: Angela Kitchens
Office of Career and Technical Education
P.O. Box 771
Jackson, MS 39205

_____
Superintendent's Signature

_____
Career and Technical Director's Signature

_____
High School Principal's Signature

_____
Instructor's Signature

Appendix D: Weekly Production Report

Weekly Production Report

Name of Student: _____ Date of Report: _____

Firm's Name: _____ Business Telephone: _____

What were your job responsibilities this past week? *What specific tasks were involved?*

_____

_____

_____

_____

Related assignments at school: Indicate the subject(s) studied, topic(s) considered, and how these related to the activities that you were engaged in on the job this past week.

_____

_____

_____

_____

Weekly Time and Earning Summary

Day	Date	Time Started	Time Ended	Total Hours	Worksite Supervisor's Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Total Hours Worked _____ (X) Hourly Rate $ _____ = Weekly Earnings $ _____

_____ _____

Student's Signature Date Worksite Supervisor's Signature Date

Appendix E: Supervisory Visitation Report

Supervisory Visitation Report

Student _____ Date_____

Place of Employment _____

Worksite Supervisor _____Title _____

Purpose of supervisory visitation:

- ❑ Educational Training Plan Development/Implementation
- ❑ Student Observation
- ❑ Student Evaluation
- ❑ Counseling
- ❑ Problem Resolution
- ❑ Other: _____

On-The-Job Behaviors Related to Core Skills

Comments: Record observations, actions to be taken, and/or recommendations. Identify specific strengths and necessary improvements.
[insert checklist, if desired]

On-The-Job Behaviors Related to Specific Job Skills

Comments: Record observations, actions to be taken, and/or recommendations. Identify specific strengths and necessary improvements.
[insert checklist, if desired]

Follow-up conference held with student on: Date_____

CPE Coordinator Signature_____

Appendix F: Facility Description

The facility for Career Pathway Experience should contain a recommended 1,200 sq ft (with 900 sq ft in the classroom) and must be of sufficient size to allow for the course. Areas in the laboratory include a lockable office area, a large group instruction area, computer stations, workstations for small groups, and a lockable storage area.

Facilities must include the following:

- Mini-blinds or other glare-reducing window coverings
- Static-free carpet throughout the lab
- Walls painted or paneled
- Adequate lighting for work and study areas
- Ceiling dropped and painted
- Air conditioning and heating
- 120-V duplex grounded receptacles for computer systems
- 120-V grounded receptacles, on a separate circuit(s), will be required for use by other appliances (TV/monitor, VCR).
- Dedicated phone line for coordinator's use and a separate dedicated line for Internet access if the building is not wired for network Internet access
- Mylar/whiteboard
- Bulletin board
- Projector screen
- Secure office for coordinator in close proximity to classroom
- Secured storage for all instructional supplies, materials, and equipment
- Built-in shelving units in secured storage room
- Bookcases
- Adequate security precautions (locks on doors and windows, lighting, etc.)
- Locking storage cabinet

Appendix G: Equipment List

1. Student computer workstation (6)
2. Student computer (6)
3. Teacher computer for office (1)
4. Laser printer for student computers (1)
5. Inkjet printer for student computer (1)
6. Inkjet printer for teacher office computer (1)
7. Computer task chair (12)
8. Student work table (4)
9. Student side chair (12)
10. Multimedia smartcart
11. Mylar/Whiteboard
12. Projector screen
13. Bulletin board
14. Bookcase (2)
15. Teacher lectern
16. Teacher stool w/high back for lectern
17. Teacher desk (new condition)
18. Teacher desk chair
19. Locking storage cabinet
20. Office telephone
21. Telephone answering machine (recommended for professionalism but not required)
22. Lockable storage room
23. Shelving unit, built-in
24. Electrical outlets
25. Telephone outlet for multimedia smartcart
26. Office area, lockable
27. Internet access on all computers
28. Dedicated phone line for Internet
29. Replacement of consumable materials
30. Specified instructional resource materials
31. Occupational-specific instructional materials