

Goal Statements Established for the Mississippi School-to-Careers Initiative

Academic Mastery

Goal 1: All students will be expected to master the common core of academic reasoning and interpersonal skills they will need to lead full and productive lives in the 21st century.

- *The belief that ALL students can learn is strongly held. All schools should have access to a well defined body of knowledge, designed for pre-kindergarten through 12th grade, that recognizes and affirms individual differences and cultures, takes into consideration varied learning styles, allows flexibility to use materials and methods appropriate to the developmental stages of children, youth, and young adults, and integrates technology as a tool for learning.*

Career Planning and Development

Goal 2: After demonstrating mastery, all students will have the choice of a range of career or program options that provide a transition from school to the world of work or to more advanced education leading to Associate or Bachelor degrees.

- *The STC Initiative will provide expanded opportunities for more effective career guidance and knowledge.*
- *Career exploration begins in kindergarten and elementary through effective school-based learning experiences. Career planning and development expands as students participate in secondary and postsecondary school-based learning, work-based learning, and connecting activities.*

Integrated Academic and Vocational Curricula

Goal 3: ALL students will benefit from the use of applied instructional methodology and/or the integration of academic and vocational curricula at the secondary and postsecondary levels.

- *Mississippi's secondary and postsecondary vocational and technical course frameworks already integrate related academic topics and workplace skills (SCANS). Secondary academic teachers are trained in the use of applied methodology through the Summer Professional Development Institutes and Tech Prep Summer Training.*
- *At the secondary level, teachers participate in curriculum integration between vocational and academic subjects as well as across academic disciplines. Related academic topics are taken directly from academic frameworks and represent the core subject areas in each framework. National standards for*

occupational areas are incorporated when available. Currently, curriculum frameworks are revised on a 5 year cycle; however, when emerging issues/trends dictate more urgent needs for change, these needs are met.

- *Each K-12 curriculum framework consists of a number of competencies and suggested student objectives for each course. Competencies are described as broad statements that indicate major content areas or performance activities that should be taught to all students enrolled in the class. Suggested student objectives are included under each competency that provide more specific detail on content areas and activities that should be taught to master the competency. Suggest instructional procedures and suggested assessment procedures are also provided as guidelines for teachers to follow in developing lesson plans. A listing of suggested teaching references is also provided for each competency.*

Articulation between Key Constituencies

Goal 4: Effective articulation agreements will link secondary and higher education, business and industry, and the employment and training community.

- *Limited experience in attempting to articulate segments beyond the community college level between Mississippi's colleges and universities, business and industry, and the employment and training community has confirmed the importance of the major shift in the delivery of quality education; however, experience has also revealed how much work will be required to accomplish this.*
- *Articulation is currently established through secondary and postsecondary curriculum frameworks and through individual articulation agreements between secondary schools and participating community college districts. These must be expanded to include colleges and universities and the other employment and training related constituencies. Currently, competencies from related secondary courses form a baseline for development of postsecondary courses. This baseline insures that all courses offered in the community and junior colleges provide instruction beyond the high school level. This must be expanded to articulate to Mississippi's four-year colleges and universities and related employment and training programs.*
- *School-to-Careers transition programs are currently offered primarily by high schools, community colleges, adult learning centers, and one-stop career centers. Four year colleges and universities have an important role in helping to develop School-to-Careers programs, in developing effective articulation policies, and in preparing new teachers and providing professional development for experienced teachers. It is essential for transition programs to involve the active participation of business and organized labor, as well as community agencies and employment and training programs.*

Program Models

Goal 5: Local partnerships will be formed in each of the 15 community college districts to begin the process of systemic change.

- *Mississippi will not attempt to dictate which model best suits local conditions.*
- *The local partnership may incorporate more than one program model and use any program or combination of programs to initiate partnerships and begin the process of systemic change.*
- *An essential part of systemic change at the local level is actively engaging the support of parents.*
- *Equally essential is the participation of all local interests in the State activities leading to the STC initiative.*
- *The School-to-Work Opportunities Act implementation grant will provide “venture capital” to stimulate the development of the STC initiative supported by redirected funds.*
- *Through effective partnerships, local systems will demonstrate how to develop, implement, and bring to scale solutions to Mississippi’s complex educational challenges.*