



2026 EDITION

WORKFORCE DEVELOPMENT MANUAL



**ENROLL
EMPLOY
ENLIST** *Today*

"Empowering Futures, Strengthening Communities."

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PREK-12 WORKFORCE DEVELOPMENT MODEL

GRADES PREK-2: CAREER AWARENESS

PreK: Jobs that help me

First Grade: Jobs in my community

Second Grade: Jobs in different environments

TEAMWORK

COMMUNICATION

FOLLOW INSTRUCTIONS



**Skills
Focus**

GRADES 3-5: CAREER EXPLORATION

3rd Grade: Jobs in different sectors

4th Grade: Jobs in my region

5th Grade: Jobs in my state



**Skills
Focus**

PROBLEM SOLVING

DIGITAL LITERACY

PROJECT-BASED LEARNING

GRADES 6-8: CAREER PREPARATION

6th Grade: Jobs across America

7th Grade: Jobs related to my interest

8th Grade: Continuation of jobs related to interests

SELF-ASSESSMENT

PROJECT PLANNING

FOLLOW INSTRUCTIONS



**Skills
Focus**

GRADES 9-12: CAREER TRAINING

WORK-BASED LEARNING

9th-12th: Job Training, Exposure & jobs in our region

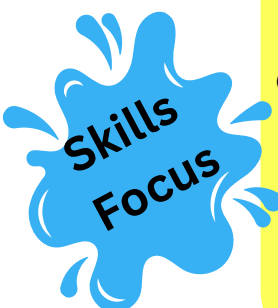
TEAMWORK

LEADERSHIP

PROBLEM SOLVING

TIME MANAGEMENT

PROFESSIONAL BEHAVIOR



**Skills
Focus**

INTRODUCTION

PURPOSE AND VISION

The purpose of Workforce Development is to equip every student from Pre-K through 12th grade with the knowledge, skills, and experiences needed to thrive in college, careers, and entrepreneurship-empowering them to contribute meaningfully to their communities and the global workforce.

The vision is to implement a seamless Pre-K to 12 system where students explore career pathways early, engage with real-world learning, and graduate with a clear plan and purpose-ready to Enroll! Employ! Enlist!

GUIDING PRINCIPLES

Equity & Access: Every student deserves exposure to career opportunities.

Community Collaboration: Strong partnerships with families, businesses, and higher education fuel student success.

Purpose-Driven Learning: Career exploration is not just about jobs—it's about helping students discover their purpose, potential and pathway towards a successful career.

Real-World Relevance: Learning should connect classroom knowledge to real-world application.

Continuous Growth: We commit to evaluating and improving our programs to meet evolving workforce needs.

ALIGNMENT WITH DISTRICT GOALS

Academic Alignment: Our career pathways integrate with core academic standards, ensuring students meet graduation requirements while gaining workforce skills.

Graduate Profile Connection: The program supports the district's vision of graduates who are critical thinkers, effective communicators, and lifelong learners.

Strategic Plan Integration: Workforce development is embedded in the district's strategic plan under "College and Career Readiness" and "Community Engagement."

Economic Development: We align with regional workforce needs by partnering with local industries and using labor market data to inform programming.

State & Federal Initiatives: Our efforts support Mississippi's career readiness benchmarks and federal WIOA (Workforce Innovation and Opportunity Act) goals by preparing students for high-demand fields.

FOUNDATIONS OF WORKFORCE DEVELOPMENT

(PRE-K TO 5)

Career AWARENESS in Early Learning (PREK-2)

Purpose: Spark curiosity and introduce students to the world of work in age-appropriate, engaging ways.

Examples & Activities:

Career Dress-Up Days: Students come dressed as a profession they admire—doctor, chef, teacher, etc., and share why they chose it.

Community Helper Visits: Invite local professionals (firefighters, nurses, bakers) to speak about their jobs.

Career-Themed Read-Alouds: Use books like “Whose Tools?” or “Clothesline Clues to Jobs People Do” to introduce careers through storytelling.

Career Bingo or Matching Games: Help students connect tools or uniforms to different jobs.

Thumbprint Occupations: Students create thumbprint art of people in various careers.

Classroom-Based Career EXPLORATION (3-5)

Purpose: Integrate career themes into daily instruction across subjects.

Examples & Activities:

Math in the Workplace: Use real-world problems (e.g., a baker measuring ingredients or a cashier counting change).

Writing Prompts: “When I grow up, I want to be...” or “A day in the life of a veterinarian.”

STEAM Challenges: Build a bridge like an engineer or design a uniform for a zookeeper.

Role-Playing Centers: Set up classroom stations like a post office, hospital, or grocery store for imaginative play.

Family & Community Engagement

Purpose: Strengthen the home-school connection and expose students to diverse careers.

Examples & Activities:

Family Career Nights: Parents and guardians or family member's share their jobs through booths or short presentations.

Career Show-and-Tell: Students bring in items related to a family member's job.

Community Field Trips: Visit local farms, libraries, or businesses to see careers in action.

Volunteer Readers: Invite professionals to read career-themed books aloud and share about their work.

Sample Activities & Lesson Ideas

Purpose: Provide ready-to-use tools for educators to implement workforce themes.

Examples:

Career Collage: Students cut and paste images of jobs from magazines to create a vision board.

"Which Hat Fits You?" Bulletin Board: Display hats from different professions and let students guess the job.

Mini Career Fairs: Older students or community members host booths for younger students to explore.

Career Charades: Act out or describe jobs without saying the name—great for vocabulary and fun.

MIDDLE GRADES: CAREER PREPARATION

(6-8)

Developing Career Interests & Soft Skills

Purpose: Help students identify their strengths, interests, and values while building essential interpersonal and workplace skills.

Examples & Activities:

Career Interest Inventories: Use tools like MajorClarity Interest Assessment that will also help students explore career clusters.

Student Portfolios: Begin digital (MajorClarity) or physical portfolios with writing samples, project reflections, and goal-setting worksheets.

Soft Skills Workshops: Teach communication, teamwork, time management, and adaptability through role-play, group projects, and peer feedback.

Career Journals: Students reflect weekly on what they've learned about themselves and different careers.

Career Inventories & Student Portfolios

Purpose: Encourage self-awareness and goal setting through structured tools.

Examples & Activities:

Interest & Aptitude Surveys: Use age-appropriate tools to match students with potential career paths. Suggestion: MajorClarity.

Digital Portfolios: Include writing samples, career research, presentations, community service logs and reflections.

Goal-Setting Templates: Students set short- and long-term academic and career goals.

Showcase Events: Host a "Career Showcase" where students present their portfolios to peers, parents, and/or community members.

Business Partnerships & Guest Speakers

Purpose: Expose students to real-world professionals and industries.

Examples & Activities:

Career Speaker Series: Invite professionals from diverse fields to speak about their career journeys and answer student questions.

Virtual Career Chats: Use platforms like Webex or Zoom to connect with professionals outside region.

Business-Hosted Field Trips: Visit local manufacturers, hospitals, or media outlets to see careers in action.

Community Career Panels: Host panels with local entrepreneurs, tradespeople, and public service workers.

Cross-Curricular Connections

Purpose: Reinforce career relevance across subjects to deepen engagement.

Examples & Activities:

Math & Finance: Budgeting projects tied to real-world jobs (e.g., planning a family vacation on a salary).

ELA & Communication: Write résumés, cover letters, or interview scripts.

Science & Health Careers: Explore roles like lab technicians, veterinarians, or environmental scientists through experiments and guest visits.

Social Studies & Civics: Research careers in public service, law, or government and simulate a town hall or courtroom.

HIGH SCHOOL CAREER TRAINING/ WORK-BASED LEARNING (9-12)

Career Pathways & Programs of Study

Purpose: Provide structured academic and technical programs aligned with high-demand careers.

Examples:

Career Academies: Freshman Academy, Health & Human Services Academy, Communications, Arts and Business Academy, Science, Technology, Engineering & Math Academy, and Middle College Academy.

Career Pathways: Exploring Careers; Early Childhood Education, Educator Preparation, Health Sciences, Law & Public Safety, JROTC; Business, Marketing & Finance, Culinary Arts, Digital Media, Broadcast Journalism, Performing Arts, Visual Arts; Automotive, Collision Repair, Construction, Engineering and Welding; Associate Degree.

Programs of Study:

Health Science: CNA certification, anatomy courses, medical and classroom internships.

Construction: Core Curriculum, NCCER Core & Level 1 Certifications, carpentry.

Education: Educator Preparation, Early Childhood Education, classroom internships, Assistant Teacher Preparation.

Business, Marketing & Finance: Business planning, marketing, student-run enterprises, ESB (Entrepreneurship and Small Business) Certification.

Explore more examples from TPSD's Career Academies and Pathways and Mississippi Department of Education Pathways.

Work-Based Learning (Internships, Job Shadowing)

Purpose: Connect students with hands-on experiences that build skills and confidence.

Examples:

Job Shadowing: 1–3 day experiences observing professionals in fields like law, healthcare, or engineering.

Internships: 35 or more hours in placements with local businesses, nonprofits, or government agencies.

Service Learning: Projects that combine community service with career exploration.

Student-Led Enterprises: School-based businesses like coffee shops, print shops, or tech repair labs.

Career Mentorships: Pairing students with professionals for guidance and goal-setting.

Industry Certifications & Dual Enrollment

Purpose: Equip students with credentials and college credits that open doors after graduation.

Examples:

Industry Certifications:

ASE: Automotive

ASE: Collision

Certified Nursing Assistant (CNA)

NCCER Core

NCCER Level 1

Dual Enrollment (Academic): through Middle College with local community college and universities.

Students graduate with both a diploma and college credits or a technical certificate.

Career Counseling & Individualized Learning Plans

Purpose: Guide students in setting goals, exploring options, and building a personalized roadmap.

Examples:

Individualized Learning Plans (ILPs): Students document interests, goals, coursework, and experiences (MajorClarity).

Updated annually with input from counselors, families, and mentors.

Career Counseling Sessions: One-on-one meetings to explore postsecondary options.

Use of tools like Major Clarity, You Science or ASVAB Career Exploration.

College & Career Readiness:
Résumé writing, interview prep, FAFSA completion, and scholarship searches.

Career Fairs & College Visits: On-campus events and field trips to expose students to opportunities.

Cross Curricular Connections Aligned with Core Subjects

Purpose: Integrate core subjects with career exploration, aligned with the career academies. These activities are designed to help students see the relevance of their learning in real-world career contexts.

Examples:

English Language Arts (ELA)

Activity: Career Profile Research & Presentation

- **Task:** Students research a career of interest and write a profile including job description, required education, daily responsibilities, and future outlook.
- **Skills:** Research, writing, public speaking
- **Career Tie-In:** Journalism, law, marketing, education, healthcare

Extension: Conduct mock interviews with professionals or write a persuasive essay on why a specific career is essential to society.

Math

Activity: Budgeting for a Career Lifestyle

- **Task:** Students choose a career, research average salary, and create a monthly budget including housing, transportation, student loans, and savings.
- **Skills:** Percentages, ratios, data analysis, financial literacy
- **Career Tie-In:** Finance, accounting, real estate, entrepreneurship

Extension: Compare cost of living in different cities for the same career.

Science

Activity: STEM in the Workplace

- **Task:** Students explore how scientific principles apply in careers (e.g., biology in nursing, physics in construction, chemistry in cosmetology).
- **Skills:** Inquiry, application of scientific method
- **Career Tie-In:** Healthcare, engineering, environmental science, forensics

Extension: Design a lab experiment or simulation based on a real-world job scenario (e.g., testing water quality like an environmental technician).

History / Social Studies

Activity: Careers Through Time

- **Task:** Students research how a specific career (e.g., teacher, doctor, architect) has evolved over time and its impact on society.
- **Skills:** Historical analysis, critical thinking, timeline creation
- **Career Tie-In:** Law, public policy, education, museum curation

Extension: Host a “Living History” museum where students dress and speak as historical figures in their chosen careers.

The Arts

Activity: Design a Career Campaign

- **Task:** Students create posters, videos, or digital art promoting a career path, highlighting its value and required skills.
- **Skills:** Visual communication, design, storytelling
- **Career Tie-In:** Graphic design, advertising, film, fashion, architecture

Extension: Collaborate with the business class to create branding for a student-run company.

Electives (CTE, Business, Tech, etc.)

Activity: Career Skills Showcase

- **Task:** Students demonstrate a hands-on skill related to a career (e.g., coding a website, preparing a meal, repairing an engine).
- **Skills:** Technical proficiency, presentation, collaboration
- **Career Tie-In:** Culinary arts, IT, automotive, health sciences, education

Extension: Host a “Career Expo” where students present their projects to peers, teachers, and community partners.

Cross Curricular Connections Aligned with Specific Career Academy Pathways

Purpose: to help teachers teach with careers in mind by integrating instruction at least four (4) times per year to help students make meaningful connections between academic subjects and future careers.

Examples:

SEE PAGES 12-16

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Examples: Freshman Academy

Subject	Activity	Career Connection
English	Write a personal career narrative or "future self" letter	Career planning, self-reflection
Math	Create a budget for life after high school based on a chosen career	Financial literacy, real-world math
Science	Explore how science is used in everyday jobs (e.g., food safety, sports science)	General STEM awareness
History	Research how different careers have evolved over time	Career evolution, labor history
Arts	Design a vision board or digital collage of career goals	Visual storytelling, goal setting
Electives	Use career interest surveys and create a digital portfolio	Career readiness, self-assessment

Examples: Health & Human Services Academy (2HS)

Subject	Activity	Career Connection
English	Write a patient care plan or reflective journal	Nursing, counseling, education
Math	Calculate BMI, medication dosages, or nutrition plans	Healthcare, fitness, public health
Science	Conduct labs on body systems or disease prevention	Biology, anatomy, health science
History	Study the history of healthcare or social justice movements	Public health, social work
Arts	Design wellness posters or mental health awareness campaigns	Health communication, advocacy
Electives	Practice CPR, first aid, or early childhood education skills	CNA, EMT, teaching, social services

Examples: Communications, Arts and Business Academy (CAB)

Subject	Activity	Career Connection
English	Write and deliver a persuasive speech or podcast	Public speaking, journalism, PR
	Write artist statements or business proposals	Arts entrepreneurship, creative writing
Math	Analyze marketing data or calculate ROI for a campaign	Business analytics, finance
	Budget for an art exhibit or theater production	Arts management, accounting
Science	Study the psychology of advertising or consumer behavior	Behavioral science, marketing
	Study color theory and light in visual design	Photography, stage lighting
History	Explore the impact of media on historical events	Media literacy, communications
	Research the influence of art movements on society	Art history, cultural studies
Arts	Create a brand identity (logo, slogan, ad) for a student-run business	Graphic design, entrepreneurship
	Produce a short film, mural, or fashion line	Visual arts, film, fashion design
Electives	Run a school store or social media campaign	Business management, digital marketing
	Create a business plan for a creative startup	Entrepreneurship, arts administration

Examples: Science, Technology, Engineering and Math Academy (STEM)

Subject	Activity	Career Connection
English	Write a technical manual or science fiction short story	Technical writing, software development
Math	Use algebra or geometry to design a bridge or code a game	Engineering, computer science
Science	Build a robot, test renewable energy models, or simulate ecosystems	Robotics, environmental science
History	Explore the impact of technology on society	Innovation, ethics in tech
Arts	Design user interfaces or 3D models	UX/UI design, architecture
Electives	Code a website, use CAD software, or fly drones	IT, engineering, aviation tech

Examples: Performing & Visual Arts Pathway: Cross Curricular Activities

Subject	Activity	Career Connection
English	Write a script, monologue, or artist statement	Screenwriting, playwriting, arts journalism
	Write an artist statement or critique of a peer's work	Arts journalism, creative writing
Math	Calculate stage dimensions, lighting angles, or art supply budgets	Stage design, lighting tech, arts management
	Use geometry to plan a mural or scale a sculpture	Architecture, industrial design
Science	Explore acoustics, color theory, or the chemistry of paint and materials	Audio engineering, set design, conservation science
	Study the chemistry of pigments or materials used in art	Conservation science, materials engineering
History	Research the cultural impact of an art movement or performance tradition	Art history, museum curation, theater studies
	Research the influence of a historical art movement	Art history, museum curation
Electives	Manage a school production, design costumes, or run sound/lighting	Theater tech, costume design, production management
	Manage an art exhibit or curate a student gallery	Arts administration, gallery management
Visual Arts	Create a portfolio, storyboard, or digital illustration	Graphic design, animation, fine arts
Performing Arts	Choreograph a dance, direct a scene, or compose a score	Dance, directing, music composition
	Design stage sets or costumes for a production	Set design, costume design

COMMUNITY ENGAGEMENT & PARTNERSHIP DEVELOPMENT

Mapping Community & Industry Partners (Learning how our business partners connect and contribute to shared goals).

Purpose: Identify and visualize key stakeholders across sectors to align resources and opportunities.

Examples & Strategies:

Stakeholder Mapping Tools: Create a visual map categorizing partners by sector (e.g., business, higher ed, nonprofits, government, faith-based).

Local Industry Snapshot: Highlight major employers in your region (e.g., Toyota, Ashley Furniture, Goodyear in Tupelo/Lee County).

Partner Profiles: Maintain a database with contact info, areas of expertise, and engagement history.

Roles of Business, Higher Ed, & Families

Purpose: Clarify how each group contributes to student success and workforce readiness.

Examples:

Business & Industry: Host job shadows, internships, site visits and/or classroom guest.

Serve on advisory committees.

Provide mentorship, equipment, and/or funding.

Align curriculum with labor market needs.

Higher Education: Offer dual enrollment and credentialing pathways.

Co-develop programs of study.

Share labor market data and research.

Support career counseling and transition planning.

Families: Participate in career nights and student showcases.

Share their own career journeys.

Reinforce soft skills and goal setting at home.

Advocate for equitable access to opportunities.

Workforce Advisory Committees

Purpose: Provide structured input from stakeholders to guide program design and improvement.

Examples:

Committee Composition: Include employers, educators, students, parents, and community leaders.

Meeting: Hold Semester meetings with agendas, minutes, and action items.

Program of Work: Set annual goals (e.g., increase internship placements, review curriculum).

Subcommittees: Focus on specific sectors (e.g., healthcare, manufacturing, education).

Recognition: Celebrate committee contributions through newsletters or appreciation events.

Communication & Collaboration Strategies

Purpose: Build trust, transparency, and shared ownership among partners.

Examples:

Stakeholder Newsletters: Share updates, student success stories, and upcoming events.

Partner Spotlights: Feature businesses or educators making an impact.

Collaborative Planning Sessions: Co-design events, programs, or grant proposals.

Rounding Loops: Use surveys, interviews, and listening sessions to gather input.

Shared Digital Platforms: Use tools electronic tools to coordinate efforts (e.g. Major Clarity).

Celebration Events: Host signing days, career expos, entrepreneurship fairs, Business/Industry Fairs.



Tupelo Public School District Internship and Job Shadowing Program

Program Procedures

Purpose:

To provide 11th and 12th-grade students with meaningful exposure to career pathways through structured job shadowing and internship experiences with local business and industry partners.

Eligibility & Participation

- Open to 11th and 12th-grade students.
- Students must have parental/guardian consent and meet any prerequisites set by the host organization.

Job Shadowing Guidelines

- Duration: ½ or up to 1 day.
- Hours: Between 8:00 AM – 12:00 PM or 8:00 AM – 3:00 PM, depending on the student's lunch schedule and transportation needs.
- Students are responsible for coordinating transportation unless otherwise arranged.

Internship Guidelines

- Internships may span multiple days or weeks, depending on the agreement between TPSD and the business partner.
- A learning plan with clear objectives must be developed and approved by the school and the host organization.

Supervision & Safety

- All designated supervising personnel at the host site must complete a background check prior to student engagement.
- A point of contact must be assigned at each host site to oversee student activities and ensure a safe, educational environment.

Expectations for Business Partners

- Provide a structured, educational experience aligned with the student's career interests.
- Ensure a safe and inclusive environment.
- Communicate promptly with the student's school site and/or designee regarding any concerns, incidents, or updates.

JOB SHADOW/INTERNSHIP CHECKLIST

Academy Coach and CTE Principal

- ☐ Recipient of District Job Shadow/Internship packet from WBL Teacher, CTE Teachers, CCRS Teachers, Transition, Structured Day and Career Coaches

WBL Teacher, CTE Teacher, Career Coach, Structured Day, Transition, Structured Day, Administration, Counselor, Bridge

- ☐ Seek out and sustain industry partnerships
- ☐ Handout, Compile, Maintain and/or distribute required documentation
- ☐ Submit District forms to Academy Coach or CTE Principal for any student that complete a Job Shadow and/or Internship

CCRS Teacher

- ☐ Collaborate with Student to develop a Job Shadow/Internship Plan
- ☐ Administer District Internship Packet to Student to get filled out
- ☐ Compile and Distribute Returned forms to WBL, CTE or Career Coach

Parent

- ☐ Return Permission Form for Job Shadowing & Internship
- ☐ Return Field Trip and Excursions Parent Permission Form
- ☐ Return Student Transportation in Private Vehicle Form

Student

- ☐ Communicate Desired Job Shadow/Internship to CCRS Teacher or WBL Teacher or CTE Teacher or Career Coach
- ☐ Return Permission Form for Job Shadowing & Internship
- ☐ Return Field Trip and Excursions Parent Permission Form
- ☐ Return Student Transportation in Private Vehicle Form
- ☐ Return any additional forms required by WBL Teacher and/or Career Coach

Business/Industry

- ☐ Return Business & Industry Job Shadow Agreement Form
- ☐ OR Return WBL/Career Coach Internship Packet
- ☐ Return Feedback Form



Permission Form for Job Shadowing and Internship

Student Printed Name: _____ **Grade Level:** (☐ 11 ☐ 12)

Date of Absence (Job Shadow Only): _____ **Time of Absence:** ☐ Full Day ☐ Half Day (☐ AM ☐ PM)

Choose One (If requesting both, must have separate application): ☐ Job Shadowing ☐ Internship

☐ Job Shadowing (One Excused Absence)

☐ Internship (Must have Junior or Senior Leave and personal transportation)

Company/Organization Name: _____

Job Shadow or Internship Supervisor Name, Email and Phone Number:

Career Academy: ☐ 2HS Academy ☐ CAB Academy ☐ STEM Academy ☐ Middle College Academy

Career Focus Area: _____

Transportation Needed: ☐ YES or ☐ NO (If YES: Job Shadow will be between the hours of 8:00-12:00)

Parent/Guardian Consent

I give permission for my child to participate in the above job shadow/internship activity and understand the one excused absence for job shadowing has to have prior approval to be considered for an excused school related absence.

Parent/Guardian Printed Name: _____

Signature: _____ **Date:** _____

Student Acknowledgment

I understand that I am to follow the student code of conduct and am responsible for any missed assignments and will communicate with my teachers to stay current.

Student Signature: _____ **Date:** _____

School/Department

☐ CCRS Teacher ☐ CTE Teacher ☐ WBL Teacher ☐ Career Coach ☐ Transition ☐ Structured Day
☐ Administration ☐ Counselor ☐ Bridge ☐ Approved Other

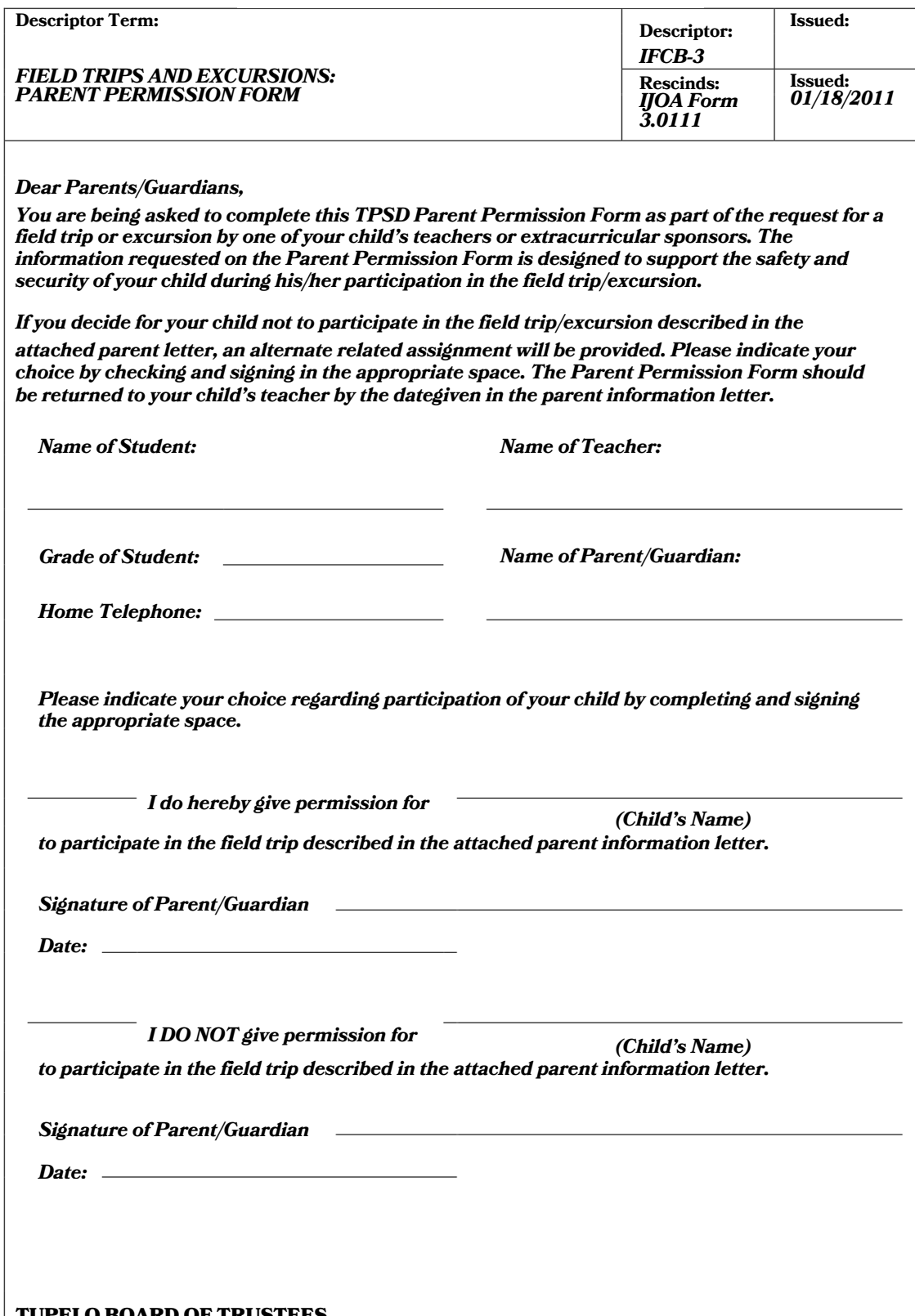
Printed Name: _____

Signature: _____ **Date:** _____

☐ Approved ☐ Denied

Submit the completed form to your CCRS, CTE, Work-Based Learning Teacher, Career Coach, Structured Day, or Transition Coordinator who will forward a copy to the academy coach for documentation. All requests must be submitted at least 7 business days before the job shadow or internship date to be considered a school-related absence.

Note: Job Shadowing may range from a half day to a full day. If scheduled during school hours, prior approval is required for the absence to be considered school-related and excused. Students are allowed one approved absence for job shadowing during their junior or senior School Year. Internships must span two or more days and require students to either have junior or senior leave and/or participate outside of regular school hours.



FIELD TRIPS AND EXCURSIONS: PARENT PERMISSION FORM

IJOA

If you granted permission for your child to participate in the field trip or excursion, please provide the following information. You do not need to complete this section if you elected for your child not to participate.

1. Please list the names, addresses and telephone numbers of two people other than yourself who can be contacted in the event of an emergency.

Name: _____

Address: _____

Home Telephone: _____

Work Telephone: _____

Name: _____

Address: _____

Home Telephone: _____

Work Telephone: _____

2. Please list/describe any current medical conditions and related information.

Medical condition of student that(may) need(s) attention _____

Allergic to any food, insect bites, medications, etc. _____ **Yes** _____ **No**

If yes, please describe precautions/actions to be taken: _____

List prescription medications that must be taken: _____

Name of Medical Insurance: _____

Group Number: _____

Date Received by Teacher/Sponsor: _____

Signature of Teacher/Sponsor: _____

TUPELO BOARD OF TRUSTEES



Descriptor Term: STUDENT TRANSPORTATION IN PRIVATE VEHICLES	Descriptor: EEAG-E	Issued: 10/08/2002
	Rescinds: EEAG-E	Issued: 08/08/2000

RELEASE

I, the undersigned _____ am the parent or guardian of, _____ who is a student of the Tupelo Public School District. I acknowledge that I have read and understood the policy of the school district regarding the transportation of students to school events or school-related activities in private vehicles. I acknowledge that transportation in private vehicles is not provided by Tupelo Public School District. Arrangements have been made with my approval for my child to be transported to the following event(s) or activities in a privately owned vehicle:

If this transportation is not available, I have instructed my child on alternative transportation to the event or activity. I hereby release and hold the Tupelo Public School District, its trustees, administrators and employees harmless, and agree to indemnify them, from any and all liability arising out of any injury or damage relating to the transportation of my child to school events and school-related activities in privately owned vehicles.

Date: _____

Parent or Guardian

TUPELO BOARD OF TRUSTEES

BUSINESS/INDUSTRY PARTNERS GROW STUDENTS•GROW OUR COMMUNITY



HELP STUDENTS:

- Explore chosen career goals with job shadowing & internships
- Experience work conditions and employee expectations
- Build technical knowledge and strengthen professional skills
- Form relationships with potential employers and/or work references

INDUSTRY PARTNERS BENEFIT:

- Foster local economic growth by contributing to a skilled workforce
- Receive assistance with special work projects
- Earn a reputation for being a good employer
- Cultivate diversity in the workforce



INDUSTRY PARTNER RESPONSIBILITY:

- Supervise and mentor students at the worksite and/or school
- Ensure industry standards are being met
- Assign tasks necessary for business operation
- Communicate with school personnel and students

INDUSTRY EVALUATION/FEEDBACK FOR STUDENTS:

- Foster local economic growth by contributing to a skilled workforce
- Receive assistance with special work projects
- Earn a reputation for being a good employer
- Cultivate diversity in the workforce



WHAT DO THE EVALUATION NUMBERS MEAN?

1. Limited: "Student displayed little interest, knowledge and /or professionalism."
2. Basic: "Student has some grasp of the job/role but needs to keep working on knowledge and professionalism."
3. "Student is on the right track; see them working in this industry in the future."
4. Exemplary: "Would hire student today."

INTERESTED IN COLLABORATING TO HELP GROW OUR STUDENTS FUTURE CAREERS
PLEASE CALL 662-432-5267



**Business & Industry Job Shadow Agreement Form
Internships (See WBL Teacher & Career Coach for Agreement)**

1. Business/Organization Name: _____

2. Contact Person: _____

3. Phone: _____ Email: _____

4. Student Name: _____

5. Type of Experience (Check One)

- ☐ Job Shadow (1/2 day up to 1 day) - Continue to Step 6
- ☐ Internship (2 days or more during junior/senior leave or after school hours)-See the WorkBased Learning Teacher or Career Coach for Packet (No need to continue this form)

6. Date(s) of Participation: _____

7. Business/Industry Below This Line:

- ☐ We agree to provide a safe and educational experience for the student listed above.

Authorized Representative:

Supervising Personnel: _____
(First Name, Middle Initial, Last Name)

Supervising Signature: _____ Date: _____

JOB SHADOW AND INTERNSHIP FEEDBACK FORM



EMBEDDED WORK-BASED LEARNING ASSESSMENT RUBRIC					
Teacher/Representative	Verify student Job Shadow/Internship experiences Verify industry partners have evaluated each student				
Student	Write reflection/journal for Work-Based Learning experience				
Industry Partner(s)	Provide Interactive guidance and feedback to student Verify the career-ready practices student demonstrated during WBL Job Shadow or Internship.				
Student Name: _____ Company Name _____					
WBL Job Shadow/Internship Industry Feedback Form					
Career Ready Practice Skills	N/A or Not Observed	Limited (1)	Basic (2)	Proficient (3)	Exemplary (4)
Responsible Employee: Appropriate attire and behavior, positive attitude, ethical actions, adaptable to change, on-time, focus on task(s), demonstrates safety/care for task(s)	☐	☐	☐	☐	☐
Communication: Clear verbal skills, describes new ideas, articulates questions, timely listening/speaking, appropriate use/correspondence with technology, acceptable writing skills	☐	☐	☐	☐	☐
Problem Solving: Competent reasoning skills, asks questions to understand, seeks solutions, uses feedback to improve, learns from past mistakes/success	☐	☐	☐	☐	☐
Teamwork: Engages actively and respectfully, listens well, shares, supports, open to compromise, understands workplace culture, participates, respects differing ideas	☐	☐	☐	☐	☐
(1) Limited: "Student displayed little interest, knowledge and /or professionalism." (2) Basic: "Student has some grasp of the job/role but needs to keep working on knowledge and professionalism." (3) Proficient: "Student is on the right track; see them working in this industry in the future." (4) Exemplary: "Would hire student today."					
_____ Supervising Personnel Signature			_____ Date		

PROGRAM IMPLEMENTATION

Scheduling & Integration Across Curriculum

Purpose: Embed workforce development into daily instruction and school culture.

Examples & Strategies:

Career-Themed Weeks: Designate weeks for career exploration across subjects (e.g., “Healthcare Week” in science, ELA, and social studies).

Cross-Curricular Projects: • Example: Students design a business in math (budgeting), ELA (marketing pitch), and art (branding).

Advisory Periods: Use homeroom or advisory time for career readiness lessons, guest speakers, or portfolio building.

Block Scheduling: Allocate longer periods for project-based learning or job shadowing.

Service Learning Integration: Tie community service to career pathways (e.g., construction students collaborating with the Red Cross to put up smoke alarms in socio-economically challenged neighborhoods and/or elderly communities).

Staff Roles & Professional Development

Purpose: Equip educators and staff to lead, support, and sustain workforce initiatives.

Examples:

Workforce Development Director: Oversees partnerships and student placements.

Academy Coach, WorkBased Learning Teacher, Career Coaches, CCRS (College and Career Readiness) Teacher(s), Counselors or Pathway Leads, Classroom teachers and administrators: Guide students through career exploration and planning.

Teachers: Integrate career themes into subjects and mentor peers.

Professional Development Topics: Embedding career readiness into instruction: Teaching with careers in mind.

Using labor market data to inform teaching

Building industry partnerships

Logistics: Transportation, Supervision & Consent

Transportation Plans

Purpose: Ensure all students—regardless of background—can access work-based learning opportunities safely and reliably.

Examples & Strategies:

District-Provided Busing or utilize Public Transit and/or Parental Private Vehicles: Coordinate with transportation services and/or Public Transit to schedule routes for job shadowing, field trips, or internships.

Community Partnerships: Collaborate with local transit authorities or nonprofits to provide shuttle services or bus passes.

Supervision Protocols

Purpose: Maintain student safety, accountability, and meaningful engagement during off-campus experiences.

Examples & Strategies:

Site Liaisons: Assign a school-based coordinator to each employer site for regular check-ins and emergency contact. (Academy Coach, WBL Teacher, Career Coach, CCRS Teacher, Pathways Teachers.

Mentor Training: Provide orientation for employer mentors on expectations, communication, and youth development-can be a video training or form, etc. (thoughts).

Check-In Systems: Use digital tools (e.g., Major Clarity and/or other examples: QR codes, Google Forms) for students to check in/out and log hours.

Emergency Protocols: Contact Academy Coach 662-841-8970 and/or CTE WBL Teacher/Director 662-841-8990.

Observation Visits: Scheduled mid-placement visits to observe student progress and address concerns. When students are job shadowing or interning during the year, pathway teachers may use their planning periods to check-in on students.

Consent & Documentation

Purpose: Protect students, families, and partners through clear, transparent agreements and permissions.

Examples & Templates:

Parent/Guardian Consent Forms: Details about the experience, transportation, supervision, and emergency contacts.

Memoranda of Understanding (MOUs): Roles, responsibilities, and expectations outlined between the district and employers where and when needed.

Student Agreements: Students sign a code of conduct and learning objectives form before beginning any placement.

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MONITORING & EVALUATION

Data Collection & Key Measures

Purpose: Track progress, identify gaps, and demonstrate impact across grade levels and stakeholder groups.

Examples of Measures:

Participation Rates: Number of students engaged in career fairs, job shadows, internships, or dual enrollment.

Credential Attainment: Industry certifications earned (e.g., ASE, NCCER, ASE, CNA).

Postsecondary Outcomes: **Enrollment** in college, Employment in related fields, or **Enlistment** in the military.

Work-Based Learning Hours: Logged hours by students in internships or apprenticeships.

Employer Engagement: Number of active business partners and repeat participation.

Equity Indicators: Disaggregated data by race, gender, socioeconomic status, and special populations.

Evaluation Tools for WBL Experiences

Purpose: Assess the quality and effectiveness of student experiences and partner engagement.

Examples:

Pre/Post Surveys: Gauge student growth in confidence, skills, and career clarity.

Employer Evaluations: Rubrics assessing student professionalism, communication, and initiative.

Student Reflections: Journals, presentations, or digital portfolios documenting learning.

Site Visit Checklists: Tools for educators to assess safety, mentorship, and alignment with learning goals.

360° Feedback: Input from students, mentors, teachers, and families.

Student Growth & Career Readiness Indicators

Purpose: Measure how well students are progressing toward postsecondary success.

Examples:

Academic Readiness: GPA ≥ 2.8 , completion of Algebra I by 9th grade, or dual credit coursework.

Career Readiness: Completion of a CTE pathway, industry-recognized credential, or work-based learning experience.

Behavioral Indicators: Attendance, discipline records, and soft skills development.

College & Career Milestones: FAFSA completion, college applications, military ASVAB scores, or job offers.

Continuous Improvement Cycle

Purpose: Use data and feedback to refine programs and ensure long-term impact.

Examples of Cycles:

Plan–Do–Check–Act (PDCA):

Plan: Set goals and measurements.

Do: Implement programs.

Check: Analyze data and feedback.

Act: Adjust and improve.

Encourage small, ongoing improvements from all stakeholders.

Annual Review Process:

Host reflection sessions with staff and partners or distribute Annual Flyer/Newsletter Report.

Update curriculum and partnerships based on trends.

Publish a “State of TPSD Workforce Readiness” report.

APPENDICES

Sample Forms & Templates

Purpose: Provide ready-to-use documents that streamline implementation and ensure consistency.

Examples:

Parent/Guardian Consent Forms – For job shadowing, field trips, and internships.

Student Code of Conduct Agreements – Expectations for professionalism and behavior.

Employer MOUs – Outlines roles, responsibilities, and safety protocols.

Internship Evaluation Rubrics – For mentors to assess student performance.

Career Readiness Checklists – Grade-level benchmarks for skills and experiences.

Reflection Templates – For students to document learning and growth.

Career Cluster Charts

Purpose: Help students, educators, and families understand TPSD's Career Academies (5) and Pathways (17), as well as Mississippi's 15 Career Clusters

Examples:

Cluster Wheel Visuals – Color-coded graphics showing all 15 clusters.

Pathway Descriptions – Short summaries of each cluster and sample careers.

Local Industry Alignment

Student-Friendly Posters – Visuals for classrooms and hallways.

Family & Student Communication Samples

Purpose: Foster strong home-school connections and keep families informed and engaged.

Examples:

Career Night Invitations – Templates for family engagement events.

Monthly Workforce Newsletters – Updates on student opportunities and success stories.

Student-Led Conference Scripts – Prompts for students to share career goals and progress.

Parent Welcome Letters – Introduce workforce development goals and how families can support them.

Career Exploration Take-Home Activities – Encourage conversations at home.

Memoranda of Understanding (MOUs): Roles, responsibilities, and expectations outlined between the district and employers.

Student Agreements: Students sign a code of conduct and learning objectives form before beginning any placement.

RESOURCES

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ACKNOWLEDGEMENTS

The following persons contributed and/or served on the Workforce Development Committee for the 2026-2027 School Year :

Evet Topp, Director of Workforce Development-Tupelo Public Schools
Dr. Robert Picou, Superintendent-Tupelo Public Schools
Dr. Brock English, Deputy Superintendent-Tupelo Public Schools
Dr. Melissa Thomas, Assistant Superintendent-Tupelo Public Schools
Art Dobbs, Assistant Superintendent-Tupelo Public Schools
Dr. Amy Ferguson, Curriculum & Instruction-Tupelo Public Schools
Tarsha Brown, Administration-Tupelo Public Schools
Kit Norris, Arts Integration-Tupelo Public Schools
Genna McAlpin-Special Education
Tracy Scott, Early Childhood Education Center-TPSD
Carole Elliott, Carver Elementary-TPSD
Wesley "Trae" Wyatt, Joyner Elementary-TPSD
Irish Meaders, Parkway Elementary-TPSD
Kristen Vuncannon, Thomas Street Elementary-TPSD
Dana McGinister, Lawhon Elementary-TPSD
Abby Ezell, Lawndale Elementary-TPSD
James Matthews, Pierce Street Elementary-TPSD
Tonya Chapman, Rankin Elementary-TPSD
Celeste Ellis, Milam Elementary-TPSD
Lisa Sandroni, Tupelo Middle School-TPSD
Brookes Prince, Academy Coach-Tupelo High School & TCTC-TPSD
Dr. Ryan Curry, Tupelo Career-Technical Center-TPSD
Brittany Terrell, Middle College-Tupelo High School-TPSD
Dorothy Garmon, Structured Day Program-TPSD
Makayla Davis, Student
Latoshia Davis, Parent
John Brownlee, TMMMS
Ajalah Caldwell, PeopleLink Staffing Solutions
Elishia Clanton Walker, Dynasty College of Cosmetology and Barberology
Elishia Clanton Walker, With These Hands Salon
Yvette Crump, Coldwell Banker
Lakyn Embrey, Mueller Metal Buildings, Roofing & More
Sarah Floyd, Tellini's
Tiffannie Hedin, Toyota Mississippi
Rosalin Johnson, Methodist Senior Services
Nat Jones, N.L. Jones Funeral Directors & Cremation Service
Douglas Kremers, Fortify Building Solutions/Mueller
Tabitha Lyons-McRunnels, Mississi State University Extension Service
Mande Miller, Itawamba Community College
Natalie Nash, FLC (FL Crane & Sons)
Allen Pegues, Premium Productions
Dana Phyfer, North Mississippi State Hospital
Katherine Pickens, PeopleLink Staffing Solutions
Philip Shackelford, Lee-Itawamba Library
Dallas Shumpert, CDL Guy
Sydney Smith, Buff City Soap
Amy Speck, (CDF) Community Development Foundation
Ambrose Walker, Tupelo Police Department
Paul Ward, Grammer, Inc.
Aaron Washington, Community Member & Owner of Aaron Wash Beard Co.
Jason Weatherford, Midas
Cassandra Weston-Hainsworth



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TUPELO PUBLIC SCHOOL DISTRICT
TITLE IX COORDINATOR
445 NORTH CHURCH STREET, TUPELO, MS 38804
662-841-8609

TUPELO PUBLIC SCHOOL DISTRICT
504 COORDINATOR
903 FILLMORE DRIVE, TUPELO, MS 38801
662-690-5006