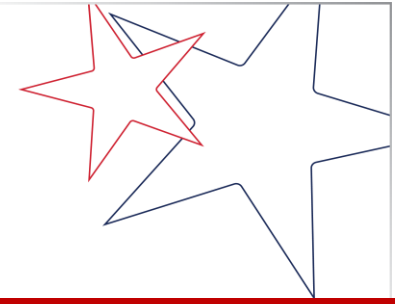


# BRIDGE-TO-CAREER COURSE

## Frequently Asked Questions (FAQs)



| Question   | MDE Response  |
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| 1. Does the Bridge-to-Career class need to be sure that no more than 50% of class is SPED?   | There is no federal law or rule that sets a maximum number of students with IEPs who can be placed in a general education classroom. Class size should be appropriate to ensure all students' needs are met.  |
| 2. Are we JUST looking at their junior & senior year GPA? Like, am I manually calculating their GPA for 11-12 grade (since the transcript always shows their cumulative GPA, including ALL courses), OR does it mean their CUMULATIVE GPA has to be above the 2.0 prior to taking the class in the spring?   | Yes, you manually calculate the GPA for junior and senior year.   |
| 3. The only question I have at the moment is about the approved credentials. I have not looked up every single one, but the CPR through American Heart or Red Cross and the OSHA and many other certifications cost money to complete the training courses. Most of the students in our area are low income and cannot afford this. How do we get these certifications for our students? | Districts should explore funding options (i.e., Title IV) to help offset the cost of credentials.   |
| 4. Is there latitude in grading interviews/classroom participation/visits or are we only advised to grade "rubricated" items? In other words, are grades limited to what is prescribed in the curriculum?  | What is listed in the Bridge-to-Career curriculum are the <b>minimum</b> requirements. Districts may add additional assignments as they see fit.  |
| 5. Can a bronze level certification be an appropriate mark for WorkKeys?   | At this time, Silver level is the only accepted mark for WorkKeys.  |
| 6. Will GPA, attendance, discipline at end of semester disqualify a student? Or is the GPA, attendance and discipline a pre-req.?  | There are minimum GPA, attendance, and discipline requirements that students must meet to initially qualify for enrollment in the course. After and during enrollment, students are required to follow the same attendance and discipline requirements in accordance with LEA district policy. Any student that does not maintain 83% attendance while in the class should not be able to successfully complete the course. Students must earn a C in the Bridge-to-Career course for substitution of more or more EOC assessments. |



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| 7. Is there any flexibility on the GPA requirement? Can GPA be rounded?   | The 2.0 GPA requirement is firm and cannot be rounded.   |
| 8. In the case that a student was retained twice before entering 9th grade. Although classified as Grade 11 in MSIS, they are the same age as the year prior graduating cohort. They have met all graduation requirements except one EOC assessment. May age-equivalent learners be considered eligible for the Bridge-to-Career Course during the upcoming semester? | Students outside of their 9 <sup>th</sup> grade cohort can enroll in the course during the second semester of their peer age senior year dependent upon them meeting all other requirements for enrollment in the Bridge-to-Career course.   |
| 9. Can this course be offered as a 9-week course, or does it need to be a whole semester?   | The Bridge-to-Career Course may be offered for one semester at minimum in a traditional block or 4x4 or 5x5 block schedule. (use from policy)  |
| 10. Who pays for the industry certification?  | Districts should explore funding options (i.e., Title IV) to help offset the cost of certifications.   |
| 11. Where do we find the course work for the industry certifications?   | The certifications listed in Appendix A of the Bridge-to-Career Course Standards are not all SWIB-approved and may not apply to a CTE program.   |
| 12. If a student has scored Silver on the WorkKeys, does that count for their "industry certification"  | No, WorkKeys is not an industry certification.   |
| 13. If we are audited, what documentation would MDE be looking for? Does every piece of coursework outlined in each Unit need to be kept? Or just the portfolio? Are we keeping hard copies or digital? Where are the documents that could be audited supposed to be stored? In the cumulative folder?  | Portfolios should be kept. As outlined in the course, districts should determine their own method for maintaining documentation of remediation, whether digital or paper, provided materials are easily accessible during an audit.  |
| 14. When students are going on the postsecondary tours and job site tours are we supposed to go with them or should there be certain things they bring back?  | Refer to your district's policy regarding field trips.   |
| 15. Is there a pacing guide for 90-minute classes over one semester?  | No, there is not currently a pacing guide for the Bridge-to-Career course. Teachers should consult the course and curriculum to establish one that fits the needs of his or her district and students.   |
| 16. How much of the material is teacher led and how much is student led? For example, bringing in outside resources, setting up tours, and creating the panel.  | Please refer to the Bridge-to-Career curriculum. If available, the teacher should work closely with the school's assigned Career Coach. If a Career Coach is not available, the Bridge-to-Career teacher is responsible for assisting students appropriately with locating resources and scheduling tours. |

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| 17. Pertaining to participation in the course, would a student be eligible if they are considered a year-early graduate who would be promoted to senior status in January?   | Students shall be enrolled in the Bridge-to-Career Course no sooner than during the final semester of the graduating year aligned with their ninth-grade cohort or peer-age cohort.  |
| 18. If a student was retained in an elementary grade, are they considered in the peer age cohort of the current senior cohort even if they did not start 9th grade in the same year?   | Students outside of their 9 <sup>th</sup> grade cohort can enroll in the course during the second semester of their peer age senior year dependent upon them meeting all other requirements for enrollment in the Bridge-to-Career course.   |
| 19. We have 7 students who are early graduates, having been retained at some point prior to 9th grade, and will graduate from high school in three years instead of four. Essentially, this situation does not provide these 7 students with an 11th-grade year. In calculating their GPA and attendance, what years should we use? Can we use their last three semesters of high school (Fall '25, Spring '25, Fall '24)? | Yes.   |
| 20. Are there any samples of graded work/artifacts so we can see what the end product looks like?  | As this is a new course, there are no work samples or artifacts to share. As the course is implemented, the MDE will procure samples to share.   |
| 21. If a student has above the 83% attendance requirement prior to starting the course but then their attendance drops below the 83% during the course, can they be disqualified once they begin the course?   | Regular attendance is necessary for successful completion of the course. You should refer to your district's policy regarding attendance.  |
| 22. Will these students be required to retake the MAAP test(s) during the senior window of testing in April? At that point they will be 3/4 of the way finished with the Bridge to Career course.  | Students enrolled in the Bridge-to-Career course must assess each time the EOC Assessments are given.  |
| 23. What endorsement must teachers hold to teach the Bridge- to- Career Course?  | A teacher must hold a valid Mississippi 7-12 license. We encourage selection of a licensed teacher who is familiar with the curriculum, has an interest in teaching the class, and is committed to helping students make a positive transition from high school to post-secondary. |
| 24. How do schools provide authentic work-based learning experiences for students in the Bridge-to-Career course?  | Schools should encourage collaboration between career coaches, counselors, and work-based learning teachers to ensure hands-on or virtual experiences that allow students to explore various careers of interest.  |
| 25. How do schools accommodate students with and without IEPs considering the course proportionality rule?   | There is no federal law or rule that sets a maximum number of students with IEPs who can be placed in a general education classroom. Class size should be appropriate to ensure all students' needs are met.   |

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| 26. Can a teacher teach the Bridge-to-Career course in the same section as another course?                                  | If the Bridge-to-Career course has five (5) or less students, the school may create a sub-section of the larger class (not to exceed the number of students established by MS Accreditation standard 28.4 for both sections).   |
| 27. Can 5th year seniors from the Class of 2025 enroll in a Fall 2025 Bridge-to-Career Course?                              | Yes, seniors from the class of 2025 who meet the eligibility requirements in Appendix A-5 of the MS Public School Accountability Standards, 2025 can enroll in the Bridge-to-Career course in the fall of 2025.   |
| 28. What qualifies as an acceptable hands-on career experience for this course?   | Acceptable experiences include internships, job shadowing, structured volunteer roles, participation in workforce training programs, and apprenticeships. These must be pre-approved by the instructor and cannot involve family businesses or previously held jobs. Informal work such as babysitting, yard work, or errands is <b>not</b> acceptable. |
| 29. What certifications can students earn in the Bridge-to-Career course?   | Students must earn at least one MDE-approved industry-recognized credential. Approved options include certifications from OSHA, CPR (AHA or Red Cross), Google, Microsoft, Adobe, ServSafe, ASE, CompTIA, NCCER, and more. A complete list is in Appendix A of the course standards.  |
| 30. Can students use career experience hours from another course (e.g., College & Career Readiness or Work-Based Learning)? | No. The 8–12 hours of hands-on career experience required in this course must be unique and separate from other course experiences and must meet the specific criteria outlined in the curriculum.  |
| 31. Are students required to complete a portfolio and presentation as part of the course?                                   | Yes. Students must compile a professional portfolio with key artifacts and deliver an 8–12-minute presentation to a review panel. This exhibit must include reflections, career documentation, and evidence of workplace readiness.   |
| 32. Is there a minimum or maximum number of students required to offer the course?  | There is no official minimum or maximum class size, but if fewer than five students are enrolled, the course may be scheduled as a sub-section of another class, so long as the total number of students does not exceed the limit in Accreditation Standard 28.4.  |
| 33. How are students assessed in the Bridge-to-Career course?   | Assessment is rubric-based and includes evaluation of career research, certification completion, hands-on experience documentation, professional documents, reflections, portfolio,   |

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|   | and final presentation. Rubrics are provided in Appendix B of the course standards.  |
| 34. Who can serve as guest speakers or provide career exposure opportunities? | Guest speakers can include professionals from relevant industries, military branches, and post-secondary institutions. Career exposure activities must be aligned to student interests and include structured reflections. |