

**U. S. Department of Education  
Office of Vocational and Adult Education**

**The Carl D. Perkins  
Career and Technical Education Act of 2006**

**GUIDE FOR THE SUBMISSION OF STATE  
PLANS**

**OMB Control Number: 1830-0029  
Expiration Date: 03/31/2010**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **1830-0029**. The time required to complete this information collection is estimated to average 95 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sylvia Lyles, Chief, Program Administration Branch, Division of Academic and Technical Education, Office of Vocational and Adult Education, U.S. Department of Education, 550 12<sup>th</sup> Street, SW, Potomac Center Plaza, Room 11053, Washington, DC 20202-7110.

**TABLE OF CONTENTS**

INTRODUCTION ..... 3

COVER PAGE..... 6

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS ..... 7

PART A: STATE PLAN NARRATIVE ..... 10

    I. Planning, Coordination, and Collaboration Prior to Plan Submission ..... 11

    II. Program Administration..... 13

    III. Provision of Services for Special Populations ..... 45

    IV. Accountability and Evaluation ..... 49

    V. Tech Prep Programs ..... 58

    VI. Financial Requirements ..... 61

    VII. EDGAR Certifications and Other Assurances ..... 66

PART B: BUDGET FORMS..... 77

PART C: ACCOUNTABILITY FORMS..... 82

    I. Student Definitions ..... 86

        A. Secondary Level..... 86

        B. Postsecondary/Adult Level ..... 86

    II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)..... 87

        A. Secondary Level..... 87

        B. Postsecondary/Adult Level ..... 90

## INTRODUCTION

The Office of Vocational and Adult Education (OVAE) developed this guide to assist you in preparing your State plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270. Sections 122(a)(1) and 201(c) require each eligible agency desiring assistance under Titles I and II, respectively, for any fiscal year to prepare and submit to the Secretary a State plan for a 6-year period, except that, during the first fiscal year following the enactment of the Act (Program Year (PY) 2007 which operates from July 1, 2007 – June 30, 2008), each eligible agency may fulfill its obligation by submitting a one-year transition plan.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for the 21<sup>st</sup> century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (Department), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education.

This guide is organized into three parts. Part A outlines the required State plan narrative for the State plan in seven key areas: planning, coordination, and collaboration prior to State plan submission; program administration; provision of services to special populations; accountability and evaluation; tech prep programs; financial requirements; and EDGAR certifications and other assurances. For each of these areas, the statutory requirements are provided, along with other U.S. Department of Education (Department) requirements. Each section of the guide also includes procedural suggestions and planning reminders to help you prepare your State plan narrative, although these items are not required as part of your State plan submission.

Part B includes the required budget form. Information and directions for completing the budget form are provided in the financial requirements section (VI) of Part A.

Part C includes the required accountability form. Information and directions for completing the accountability form are provided in the accountability and evaluation section (IV) of Part A.

As indicated above, each State has several options in preparing its State plans. A State may complete a one-year transition plan, a six-year plan, or a unified plan pursuant to section 501 of the Workforce Investment Act of 1998 (P.L. 105-220). Each State that chooses to submit a one-year transition plan must follow the instructions provided in the shaded boxes under the section headings throughout this guide. Each State that opts to submit a 6-year plan must complete each item in this guide. Any State that wishes to submit a unified plan must follow any instructions and submission requirements provided by the Employment and Training Administration, U.S.

Department of Labor. For further information, please contact Janet Sten, the Federal Coordinator for Plan Review and Approval, at [sten.janet@dol.gov](mailto:sten.janet@dol.gov), or Robin Fernkas at [fernkas.robin@dol.gov](mailto:fernkas.robin@dol.gov). Both can be reached by calling (202)693-3054.

Section 202 of the Act provides each State with the option to consolidate all or a part of its funds under section 201 of the Act with funds received under section 111 of the Act in order to carry out the activities described in the State plan under section 122. States that opt to consolidate *all* of their funds do not need to complete the tech prep programs section (V) in Part A and must add together the amounts received under section 111 and 122 of the Act before completing the budget form.

The timeline for State’s submission of their new State plans and the Department’s issuance of grant awards for the first program year (July 1, 2007 – June 30, 2008) is provided below.

<b>Timeline</b>	<b>Actions</b>
March 12, 2007	Department issues the final Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of State Plans
March 2007	Department issues State’s FY 2007 Title I and Title II estimated allocations
March 19, 2007 to April 30, 2007	OVAE’s Regional Accountability Specialists hold technical assistance calls to discuss State’s definitions, measurement approaches, and performance levels for the core indicators of performance
May 7, 2007	States submit their new State plans to the Department
May 14 - June 12, 2007	Department reviews State plan submissions and reaches agreement with States on performance levels for the core indicators of performance
July 1, 2007	Department issues 1 <sup>st</sup> installment of grant award funds for program year one (July 1, 2007 – June 30, 2008) to States via e-mail, fax, and hard copy mailing
October 1, 2007	Department issues supplemental (and final) installment of grant award funds for program year one to States via e-mail, fax, and hard copy mailing

## **Submission Instructions**

You must submit your State plan, including the Cover Page, no later than close of business (5:00 pm EST) on Friday, May 7, 2007. State plans may be submitted in one of three ways: (1) e-mailed to [Perkins2007@ed.gov](mailto:Perkins2007@ed.gov); (2) entered into the electronic Perkins IV State Plan Database (further information on submitting plans through this database will be sent to State Directors under separate cover); or (3) mailed to the submission address below.

If you choose to transmit your plan electronically, you must submit in hard copy to the address below signed originals of any pages within the document that require a signature. This includes the Cover Page, EDGAR certifications, and other assurances.

## **Submission Address**

Sylvia Lyles, Branch Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
550 12<sup>th</sup> Street, SW  
Potomac Center Plaza, Room 11053  
Washington, DC 20202-7110

## **Publication Information**

The Department may publish your State plan, in whole or in part, on our Web site or through other means available to us.

We look forward to reviewing your State plans and your initiatives to implement the new Act in the coming years. Staff of the Division of Academic and Technical Education (DATE), particularly your State Liaisons and Regional Accountability Specialists, are available at any time to answer questions that arise as you prepare your plan.

U. S. Department of Education  
Office of Vocational and Adult Education

\*\*\*\*\*

The Carl D. Perkins  
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Mississippi

Eligible Agency Submitting Plan on Behalf of State:

Mississippi Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: \_\_\_\_\_

Name: Mike Mulvihill

Position: Director, Vocational Education and Workforce Development Office of Compliance and Reporting

Telephone: 601.359.3086

Email: mmulvihill@mde.k12.ms.us

Type of State Plan Submission (check *one*):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

\_\_\_ Title I only (*All Title II funds have been consolidated under Title I*)

\_\_\_ Title I and Title II

**CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS**

<b>State Plan Items</b>	<b>Six-Year Plan</b>	<b>One-Year Transition Plan</b>
<b>PART A: STATE PLAN NARRATIVE</b>		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-1); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs  No items required if consolidating all of its Title II grant funds into its basic grant programs
Financial Requirements	All items required	All items required
EDGAR Certifications and Other Assurances	All items required	All items required
<b>PART B: BUDGET FORMS</b>		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant	All items required if using all or a portion of its Title II grant funds for its tech prep programs  No items required if consolidating all of its Title II grant funds into its basic grant

	programs	programs
--	----------	----------

State Plan Items	Six-Year Plan	One-Year Transition Plan
<b>PART C: ACCOUNTABILITY FORMS</b>		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	<p>Student definition, and measurement definitions and approaches for all core indicators</p> <p>Baseline data and performance levels as specified in the chart on pages 19 and 41.</p>
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	<p>Student definition, and measurement definitions and approaches for all core indicators</p> <p>Baseline data and performance levels as specified in the chart on pages 19 and 41.</p>

# **PART A: STATE PLAN NARRATIVE**

## I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

*States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.*

### A. Statutory Requirements

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]
2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]
3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]
4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]
5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and

technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

## **B. Procedural Suggestions and Planning Reminders**

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a)(3).
- ✓ You should develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.
- ✓ Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.
- ✓ Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

***States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.***

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

- i. Incorporate secondary education and postsecondary education elements;

Effective linkages between secondary and postsecondary education will be accomplished by:

- Establishing baseline occupational competencies in secondary statewide curriculum frameworks which directly relate to postsecondary occupational program areas to assist all students in making a smooth transition from one level to another without experiencing delays, duplication of coursework, or loss of credit;
- Establishing committees of secondary and postsecondary educators to develop articulation agreements between secondary vocational and technical education programs and postsecondary programs; and
- Establishing statewide career clusters and pathways with plans of study linking grades 9-16.

Financial resources will be used to:

- Fund teams of teachers and industry specialists to develop and update curriculum frameworks including the identification of baseline competencies in secondary programs which directly relate to postsecondary programs;

- Fund teams of educators to develop articulation agreements between individual secondary and postsecondary educational programs; and
  - Provide professional development opportunities to educators to further develop abilities in articulation of educational programs.
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

At the state level, we have an agreement with the Research and Curriculum Unit (RCU) at Mississippi State University. The personnel at the RCU develop curriculum for both the secondary and postsecondary level. As part of this curriculum writing process, the section is responsible for the development or acquisition of a broad range of curriculum materials and media for use in Mississippi secondary schools, community/junior colleges, and area centers. State curriculum frameworks are developed and revised to provide the most current curricula possible to local schools. These curricula include learning objectives tied to academic, industry, workplace, and national certification standards as well as “high quality” teaching strategies and assessments and lists of suggested resource materials. A goal of the RCU staff is to use technology to obtain more input from teachers, administrators, and industry representatives during the process. Another goal of the RCU is to coordinate the compilation, development, purchase, dissemination, and diffusion of secondary and postsecondary curriculum frameworks, instructional materials, and media for Mississippi vocational and technical programs. This work is done in conjunction with instructors and state department personnel. The curriculum has been significantly upgraded over the last 4 years. Additional emphasis has been placed on reading, math, and science skills as well as tying all curricula to appropriate licensure or national certification standards, standards in the state’s subject area testing program as required by No Child Left Behind, and the 21st Century Skills. Vocational instructors work through curriculum alignment periods to ensure the incorporation of academic topics into the vocational curriculum. Curriculum guides are published for academic personnel to let them know which skills are needed and the crossover between academic and vocational areas.

On the secondary side, each district is working diligently to employ highly qualified teachers. There has been a movement to align teaching strategies and courses to allow cross training through Professional Development. Both vocational and academic teachers work together to develop contextual lesson plans and to integrate these lesson plans for the students. As a result of this, most districts require that each core course academic and vocational teacher have at least one contextual lesson plan for each vocational course. Work is

done with each student to identify weaknesses on the individual academic areas and specific lesson plans are developed to strengthen their skills. This remediation is based on the student's grades. Technology is utilized in the form of Listserves and Blackboard™ to exchange lesson plans, teaching strategies, and other pertinent ideas.

Business and industry leaders are canvassed to determine their needs for workplace readiness. Tech Prep teachers take these ideas and work them into the curriculum. Finally, all vocational teachers are evaluated through the same process as academic teachers.

The use of pretests to identify specific weaknesses in individual students has led to the crafting of remediation and strengthening exercises for Special Populations students. When the pretests are used alongside computer programs designed to highlight the areas a student is having problems in, the student will benefit from the individual attention and the repetitions provided. These programs are used for both short term "rough spots" the student may encounter as well as deeper seated deficiencies in certain areas.

Most teachers are now incorporating testing strategies into their lesson plans. This allows them to design, administer, and evaluate student performance on an individual, personalized basis. Teachers are even writing their own interim evaluation tests and instruments to help students upgrade performance. Again, the applied and contextual lessons developed with the academic teachers and instructors have helped in this area.

The state has worked with the Mississippi Construction Foundation to develop the Contren Learning Series in the construction trades. A partnership has also been developed with the Mississippi Restaurant Association that allows the national Pro Start materials to be provided for the Culinary and Related Foods Technology programs. These series are designed to develop skills and to upgrade student performance in specific areas. The Mississippi Department of Education has created the Barksdale Reading Institute. Jim Barksdale, former CEO of Netscape, endowed the department with a large grant to establish a reading center to develop methods to improve student reading skills. This has helped those Special Populations students upgrade performance issues in the reading area.

The Mississippi Department of Education has developed a student level, Oracle database known as MSIS (Mississippi Student Information System). MSIS captures student tests, grades, Special Populations, and a variety of other information by student. As we further refine the programming, we will be able to capture, disaggregate, and study student level information at an increasingly striated level in order to reduce achievement gaps in a variety of areas.

A number of initiatives by the Department of Education have addressed these needs. The Barksdale Reading Institute, the Accelerated Reader program, and the Accelerated Math program have contributed to significant test score improvement for Mississippi students. Nine school districts are members of the Southern Regional Education Board's High Schools That Work program. In this program, vocational education is coordinated along with academic requirements in a high energy, stringent program that is designed to improve student performance. The Mississippi Tech Prep program reaches down to the seventh grade to integrate academic, technical, and vocational skills for students. Most secondary and postsecondary organizations utilize Perkins funds to employ Special Populations teachers. These teachers work with students who qualify for services identified by the law. These teachers focus on weaknesses identified through formal academic assessments and information provided by vocational teachers.

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

Currently, there are fifteen (15) community and junior colleges in the state of Mississippi. There are articulation agreements in place now within each community/junior college district that extend to the school districts that reside within the individual community college area. Also, a committee has been formed to create statewide articulation agreements. Currently, seven statewide articulation agreements are in place and plans are underway to develop articulation agreements for all programs.

Currently, there are dual-credit opportunities in place for students to earn college credit in core courses, such as English composition, math, etc. A virtual high school program has been established with the assistance of the State of Mississippi's Information Technology Services. Mississippi Virtual Public School (MVPS) is a web-based educational service offered by the Mississippi Department of Education to provide Mississippi students with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. Thanks to a \$2.5 million grant from the BellSouth Foundation and a \$1 million allocation by the Mississippi Legislature, all students in grades 9-12 have access to "FREE" online courses through MVPS. Priority is given to juniors and seniors. No online courses will be offered that are tied to Subject Area Tests. Students may take non-core content courses for elective credit only. A variety of students from the highly gifted to the disadvantaged can benefit from online courses.

Community colleges work with recruiting groups in Institutions of Higher Learning to set up tours, get students placed in senior college programs, and to

ensure that student programs are designed to transfer the maximum number of credits.

- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

All postsecondary programs lead to a certificate or associate degree. A number of associate degree programs prepare students to transfer to vocational-related baccalaureate degree programs.

The State of Mississippi will promote the use of nationally recognized standards and certification as an exit criterion for secondary and postsecondary programs. The Research and Curriculum Unit directs the development of statewide curriculum frameworks for all vocational and technical education programs which incorporate nationally recognized occupational standards and certification requirements (where available). For example, secondary curricula have been tied to standards such as the National Restaurant Association certification guidelines and the Automotive Service Excellence/National Automotive Technicians Education Foundation standards. Postsecondary curricula have been tied to standards such as the EMT-Basic: National Standard Curriculum Modules, National Association of Legal Assistants Descriptions of Certified Legal Assistant, and the Mississippi Professional Driver's Manual for Class A, B, & C Commercial Driver's License. In addition, curricula are tied to related academic topics in math, science, and communications and to the 21st Century Skills related to all aspects of an industry including global awareness; financial, economic, and business literacy; civic literacy; information and communication skills; thinking and problem-solving skills; and interpersonal and self-directional skills.

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Curriculum is developed and revised under the direction of the Research and Curriculum Unit based on guidelines set forth by No Child Left Behind and Carl Perkins Act. The job of curriculum is to provide instructors a structure for instruction so that they can balance the often competing forces of standards, tests, textbooks, and programs. The steps in curriculum development and revision include:

- **Writing Team Selection and Meeting Preparation:** Administrators and other interested parties are asked to nominate revision team members. Instructional Design Specialists (IDS) work with the Mississippi Department of Education to review the nominations and select the team. Team members are contacted, and meeting dates are set.

- Preparation for Curriculum Revision: IDS work with the revision team to conduct research related to trends in the field, locate new reference materials, and locate industry-specific standards.
- Information from Interested Parties: IDS and the revision team collect and review information regarding changes industry and other interested parties suggest for the curricula.
- Textbook Adoption: If appropriate, IDS and the revision team select potential instructors for textbook selection teams and discuss appropriate textbooks for adoption.
- Blackboard™ Site: IDS may create B.R.I.D.G.E. (Blackboard™ Resource & Instructional materials Designed by Great Educators) sites to allow all team members to collaborate via the Internet. IDS post announcements, staff information, survey summaries and industry input, research, new references, and other information in the Blackboard™ site.
- Revision Team Work: Team members are asked to review materials, complete specific assignments (review/revise competencies and objectives, standards, and references; write teaching and assessment strategies), submit assignments for peer review, and comment on the work of other team members.
- Writing Team Meeting Curriculum/Mississippi Career Planning and Assessment System (MS-CPAS) Tests: IDS and revision team members work together to revise the curriculum document, develop or revise MS-CPAS tests, and to review materials provided to new instructors in the program. Revision team members receive CEUs for their work.
- Validation and Approval: Industry personnel, instructors in the state, and the public are asked to review the revised curriculum and make comments. Comments are reviewed and changes are made as appropriate. The final curriculum is approved by the State Board of Education (secondary and postsecondary) and the State Board for Community and Junior Colleges (postsecondary).

Numerous professional learning opportunities are provided for administrators and instructors, including the following.

- The Vocational and Technical Administrators' Leadership Academy is an exciting leadership initiative for all vocational and technical administrators. James E. Sardin, Associate State Superintendent, paved the way for this initiative by charging the Office of Vocational Education and Workforce Development (OVE&WD) and the Research and Curriculum Unit (RCU) to partner with The National Career and Technology Center at Ohio State University and the Southern Regional Education Board to begin the creation of the Vocational and Technical Administrators' Leadership Academy. This professional development experience is a comprehensive, ongoing program designed specifically for career and technical administrators.
- Annually, the Mississippi Department of Education and the Research and Curriculum Unit work together to provide professional development opportunities for all Mississippi vocational and technical educators through a opportunities

known as *CONNECT*. These workshop opportunities have been designed to meet state and national standards.

- The Exemplary Teaching Program is designed to elevate the quality of teaching and learning in vocational and technical programs, identify exemplars for replication, increase visibility of programs, and provide a statewide network of support. This program supports the overarching goal of the Office of Vocational Education and Workforce Development to improve student achievement, course completion, and placement.
- Online Professional Development is an opportunity for ALL Mississippi educators to receive Continuing Education Units through online delivery. Sessions include a wide variety of topics, including technology-based training, classroom management, and strategies for improving professional practice. Each session is developed and delivered by a C.O.O.L. (Certification Of Online Learning) graduate. These sessions are not open entry, open exit, but are interactive, facilitator-led sessions. All sessions are aligned with National Staff Development Council (NSDC) and Southern Regional Education Board (SREB) e-learning standards.
- The Vocational Instructor Preparation (VIP) Program is a systematic approach to the induction of new vocational and technical teachers/instructors into the teaching profession. It is designed to assure that these new teachers achieve their potential during the period of special licensure – up to three years of initial employment of non-degree and non-education degree career and technical teachers.

Mississippi is currently implementing an initiative titled Redesigning Education for the 21st Century Workforce, which is a research-based plan to provide success for Mississippi's workforce and growth in our economy. The initiative is designed to respond to America's evolution from an industrial-based economy to a knowledge-based economy and to address alarming trends emerging in educational outcomes, including increasing dropout rates; inadequate math, science, and communication skills among graduates; increasing postsecondary remediation needs; widening achievement gaps; and misalignment of workforce training and economic development. The goal is to prepare a competent workforce to apply increasing knowledge and skills that can be easily upgraded and adapted to meet the rapidly changing condition of the 21st century.

The initiative will include research-based instructional reform, such as developing small learning communities during a common planning time, parental and community involvement, and implementation of career pathways for students.

During the first phase of the Redesign initiative, the middle school Career Discovery and Computer Discovery courses were redesigned and renamed Information and Communication Technology (ICT) I and II. The purpose of the 7th grade ICT I course is to prepare students with technology literacy, workforce, and academic skills necessary to compete in a global workforce. Students in ICT I will complete a study in interpersonal and self-directional skills; basic technology operations and concepts; social, ethical, and human issues related to technology;

technology communication tools; technology research tools; multimedia presentation applications; word processing applications; spreadsheet applications; and design applications. ICT I is provided in partnership with the Mississippi Department of Transportation TRAC program (Mississippi TRANsportation and Civil Engineering). The purpose of the 8th grade ICT II is to prepare students with advanced technology literacy, workforce, and academic skills. Students in ICT II will complete a study in interpersonal and self-directional skills; input applications; database; design applications; graphic design; web page design; preparing to be a successful online student; networking; and problem solving and decision making with technology tools.

In the next step of the initiative, the 9th grade Technology Discovery course was redesigned to focus on science, technology, engineering, and mathematics (STEM) applications. This workforce education course is dedicated to preparing students for a global economy and future study in the postsecondary academic and vocational arena. During this course, students will be exposed to rigorous technology application tools. Students will use these tools to enhance mathematical skills by applying mathematical concepts and theories to solve real-world, industry-specific problems and complete an online course.

The curriculum frameworks are built upon 21st Century Skills standards and the National Educational Technology Standards for Students. Mississippi Career Pathways, the national 16 Career Clusters, and the Mississippi Department of Education Subject Area Testing Frameworks are integrated throughout the competencies, objectives, and suggested teaching and assessment strategies. Upon the completion of ICT I and ICT II, students will be prepared for the IC<sup>3</sup> Computer Literacy certification, which will transfer to IHL, and meet the eighth grade computer literacy requirement of the No Child Left Behind Act of 2001. The 7th and 9th grade programs will be piloted in the fall of 2007.

The Mississippi State Superintendent of Education held a series of meetings with community, business, and education leaders from across the state to discuss the draft of the Redesigning Education for the 21st Century Workforce in Mississippi initiative in the fall of 2006. These meetings, known as the Trailblazer Tour, were sponsored by the Mississippi Economic Council and Blue Cross & Blue Shield of Mississippi. These face-to-face meetings allowed the Superintendent to answer questions, address concerns, and exchange ideas with leaders across the state who shared their experience and expertise. The Superintendent discussed his five strategies for education in Mississippi which include the Redesign initiative, increasing the rigor of the curriculum and assessment system, improving the quality and quantity of teachers, improving the quality and quantity of administrators, and creating a culture in Mississippi that understands the value of education. The Mississippi Board of Education has included funding for the Redesign plan to be implemented in pilot sites around the state among their priorities for the 2007 Legislative Session.

After reviewing economic outlook data and the national States' Career Clusters, Mississippi developed seven career clusters. These clusters, aligned with the national 16 Career Clusters, are designed to expand options and opportunities for all students. The seven clusters include:

- Agriculture and Natural Resources
- Business, Management, Marketing, and Technology
- Construction and Manufacturing
- Education, Hospitality, Fine Arts, and Social Services
- Health and Human Sciences
- Science, Technology, Engineering, and Math
- Transportation

In the winter of 2007, Career Pathway Advisory Task Force (CPAT) members were selected through a nomination process to ensure representation of all stakeholders and regional areas of our state. Each member of the CPAT was appointed to a Career Pathway Focus Group, which included secondary and postsecondary vocational instructors, academic instructors, counselors, administrators, university professors, government agency personnel, and industry representatives. These diverse focus groups were assembled to work with Instructional Design Specialists from the Research and Curriculum Unit to develop pathway plans of study and competencies in each of the Mississippi Career Clusters for the vocational and technical curricula. The work of the CPAT is being evaluated by a separate oversight committee whose members are representative of a variety of industry and education interest groups. The CPAT and oversight committee will continue to meet regularly and make informed recommendations to the State Department of Education for the implementation of the career clusters framework.

During the spring of 2007, the CPAT will develop plans of study for each pathway. The plans of study will be based on job demand research, industry-entry requirements, and course requirements of postsecondary institutions and institutions of higher learning. The plans of study will be similar to those developed by the States' Career Clusters and will outline possible academic and vocational courses related to the pathway for grades 9-16.

During the summer and fall of 2007, vocational course curricula; including competencies and objectives, course outlines, and equipment lists; as well as assessments will be developed. Articulation agreements between high school and community college programs will also be reviewed and revised as needed. Curriculum development and revision in the vocational and academic courses will focus on integrating workforce development and technology skills and enhancing teaching strategies to include applied methodology. Curriculum development and revision in the vocational courses will focus on integrating academic skills, as well. Each curriculum will include active learning techniques, technology integration, cooperative learning, and project-based learning teaching and assessment strategies.

The initiative will also include a strong career guidance component. WE WORK (Workforce Education with Online learning for Real world Knowledge) Career Centers will serve as an extension of the high school guidance counselor's office. The WE WORK Career Center will be available to students and will contain 30 computers with Internet access. The WE WORK Virtual High School will be established to give students the opportunity to complete online courses related to 21st Century Skill development, technology development, technology enhancement courses, and MS Virtual High School and community college courses. Instructors of these courses will be required to be highly qualified in their discipline and in online pedagogy. A media center technician will facilitate and proctor online courses from the Mississippi Virtual High School.

During the seventh grade, students' aptitude and interests will be assessed. The seventh grade ICT instructor should work closely with the counselor to ensure that students are beginning to develop realistic career goals. Parents should be involved in this process and need to fully understand the importance of course selection as it relates to career pathways and the collection of Carnegie units for high school completion. Students should be assigned a teacher-advisor in the seventh grade that they see each day. Teachers should be trained to fulfill this role and provide counselors with information regarding students' difficulties on a regular basis. This advisor and the seventh grade ICT teacher should also assist the counselor in assigning an eighth grade advisor to students based on interest and aptitude. The eighth grade ICT teacher, the counselor, and the teacher-advisor of eighth grade students should work together to assist students in making appropriate course selections for high school and begin development of a plan of study that will continue throughout a student's educational process. Parents of eighth grade students will meet with teachers and counselors as a plan of study is designed and students are scheduled into ninth grade classes. Online courses and dual credit courses will also be discussed and the concept introduced to parents and students.

A high level of dropouts in Mississippi has been traced to problems that often culminate in the ninth grade. Many of these problems relate to student self-esteem, family issues, and lack of a supportive adult. Additional problems relate to math as well as other academic courses including a lack of mastery of basic concepts and a detachment from the relevance math and other academic courses play in the world of work. The ninth grade course is designed to address these issues and provide students with a high level of skill mastery in the math area. Students will be able to make decisions related to the career clusters and determine a specific plan of study to reach career goals on completion of this course. Online course work for students will be included as possibilities and strategies for completing this type of course will be taught. In addition, students will be advised regarding alternative graduation requirements and flexible scheduling.

Mississippi's school counselors will play a major role with students as plans for the Redesigning Education for the 21st Century Workforce Initiative unfolds. Successful school environments include counselors at all levels – elementary, middle, and high school. School counselors' activities are already designed to keep students in school and to help them be successful. Their primary objective is to promote and enhance student learning. The high school Redesign effort will enhance several practices already in place that provide guidance and direction to help students achieve identified goals. Counseling services for students are based on three national standards set by the American School Counselor Association: academic advisement, career development, and personal/social issues including crisis and loss situations which directly affect student learning and school attendance. Counselors consult with students and families throughout the year and during preregistration on all aspects of students' school performance including career pathways, interest areas, and skill levels. Counselors use assessment data from state and national testing programs in academic planning, career pathways development, and assignment of mentors. Identification of "at risk" students will be a major focus as schools work to improve graduation rates and prevent students from dropping out. Counselors will continue to assist teachers with input regarding student performance and to provide ongoing support including individual, small group, or classroom counseling. Redesign efforts also focus on dual enrollment and dual credit options now available to students to encourage the seamless transition from secondary to postsecondary education. Redesign plans will include online courses for all students and will impact student course selection at the high school level. The Mississippi Virtual Public School will play a role in preregistration activities, with opportunities for advanced studies, remediation, and other courses online that might not be offered in some local districts. With prior planning and collaboration, middle and high school counselors will better advise both students and their parents in academic planning and, ultimately, success in the world of work. Existing high school Career Centers currently assist counselors by providing students with a structured career development program through the four high school years. Students who complete the selected activities within the Internet based Choices™ Planner will know their personal interests and be able to identify a career pathway with courses needed to achieve their individual occupational goals. Mississippi's Redesign plan includes seven career pathways based on the future estimated employment needs in Mississippi. Planner's customization feature allows students to match pathways to available courses in each school district. Scholarship searches and financial aid information are at the student's fingertips. Additionally, counselors and Career Center managers are involved in other venues for disseminating information such as Parent Teacher Nights, Open Houses, Career/College Days, Business/Industry Days, and varied community programs. The contribution of counselors in the Redesign initiative will become more clearly defined as plans continue to be developed.

Face-to-face and online professional development opportunities will be available for teachers and administrators. Opportunities dedicated to increasing rigor and

relevance will be available to academic and vocational educators. Professional development funds will be requested for teacher certification, training, and equipment related to all programs. Teachers at the seventh, eighth, and ninth grade levels will be trained to work with students as they develop skills for making realistic career decisions. These teachers will also work with counselors and Career Center technicians to ensure that students have the knowledge and skills to make those decisions. At the ninth grade level, students will be guided toward choosing a career cluster and a pathway with a specific plan of study that leads to completion of an online module and enhances lifelong learning. Prior to course selection for the next year, counselors, teachers, and Career Center technicians will assign teacher-advisors to students based on their career cluster, courses they plan to take, and career interest. By designing a course of study, students will be able to set career goals and prepare for those goals, culminating in a senior project related to the career choice that includes a work-based or job-shadowing component. Special Populations instructors and counselors will be trained to assist students in achieving an appropriate instructional level in a chosen pathway.

The Mississippi Department of Education is working with the Mississippi Economic Council to garner private funds to launch a branding campaign to influence students to stay in school and the community to support schools and students. Utilizing Mississippi Star Power, the branding campaign would send the message that education is important and should be placed as the top priority for each child and family in our state. Native Mississippians have been successful in many different realms, including writing, music, athletics, acting, business, and broadcasting. These individuals are easily recognized and respected by most Mississippians. Having them deliver the message would encourage more people to listen to the message and also add credibility to the message.

- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Statewide articulation agreements have been formed in several programs under the leadership of the State Board for Community and Junior Colleges and the Research and Curriculum Unit. All non-articulated programs will be reviewed by representative secondary and postsecondary instructors in the spring of 2007 to recommend other statewide agreements. Articulation credit is awarded to students who have completed the secondary program and scored at the 80 percentile or higher on the Mississippi Career Planning and Assessment System (MS-CPAS). The State Board for Community and Junior Colleges forwards the scores for each district to the Director of Admissions/Registrar and the Career & Technical Education Dean at each postsecondary institution. No grade will be given on the transcript; only hours granted will be transcribed (therefore making no changes to quality points). Twelve (12) additional hours must be earned before credit is transcribed. No cost will be assessed on credit assigned to a student receiving

articulated credit. MS-CPAS scores may be accepted for up to 12 months after they are published. Programs and courses to be articulated are listed below.

#### Programs to be Articulated

- Postsecondary Business and Office Technology – Secondary Business and Computer Technology
- Postsecondary Childcare Technology – Secondary Early Childhood Services and Education
- Postsecondary Drafting and Design Technology – Secondary General Drafting
- Postsecondary Automotive Technology – Secondary Automotive Service Technology
- Postsecondary Marketing Management Technology – Secondary Marketing Management Technology
- Postsecondary Metal Trades/Welding/Machine Tool Operations – Secondary Metal Trades/Welding/Machine Tool Operations

#### Courses to be Articulated

- BOT 1133 – Microcomputer Applications
- CDT 1113 – Early Childhood Profession
- CDT 1343 – Child Health and Safety
- DDT 1113/4 – Fundamentals of Drafting
- DDT 1313 – Principles of CAD
- ATT 1213 – Brakes
- MMT 1113 – Marketing I
- MST 1114-6 – Power Machinery I
- WLW 1116 – Shielded Metal Arc Welding

In addition, Tech Prep in Mississippi is an innovative approach to high school, college, and career education, combining rigorous academic courses with high-level technical training that prepares students for a seamless transition leading to technical proficiency, an industry-recognized credential, a certificate, or a degree in a specific field. The Tech Prep Coordinator in each of the 15 community college districts serves as a liaison between the secondary and postsecondary programs, providing training to administrators and instructors at both levels and providing guidance related to articulation agreements.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Counselors in vocational centers are responsible for providing information about vocational and technical plans of study to students. Academic counselors are also trained to provide this information to students. In addition, a number of activities may be used by programs at the secondary level, including open house, college and career fairs, brochures, and campus visits.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

National technology and industry standards are included in all statewide curriculum frameworks. In addition, varied technology-related teaching strategies help instructors identify opportunities to include various types of technology in their programs. Also, instructors are involved in a number of professional development sessions related to technology, including summer workshops and year-round online sessions.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;

Performance indicators are used to evaluate secondary, postsecondary, and programs in correctional institutions. Vocational programs must meet or exceed each state performance indicator.

The core indicators of performance at the secondary level include:

1. Student attainment of challenging academic content standards and student academic achievement standards
2. Student attainment of vocational and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
3. Student rates of attainment of a secondary diploma; General Education Development credential or other State-recognized equivalent; proficiency credential, certificate, or degree, in conjunction with a secondary school diploma; student graduation rates; student placement in postsecondary education or advanced training, in military service, or in employment; and student participation in and completion of vocational and technical education programs that lead to nontraditional fields.

The core indicators of performance at the postsecondary level include:

1. Student attainment of challenging vocational and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate
2. Student attainment of an industry-recognized credential, a certificate, or a degree
3. Student retention in postsecondary education or transfer to a baccalaureate degree program

4. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions
5. Student participation in, and completion of, vocational and technical education programs that lead to employment in nontraditional fields.

The term “special populations” means –

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

The academic skills of students participating in vocational and technical programs will be continuously improved by:

- Development and continued revision of statewide curriculum frameworks which incorporate related academic topics in mathematics, science, communications, and history;
- Provision of professional development opportunities to instructors related to the integration of academic and occupational skills;
- Development and dissemination of recommended sequential courses of study which identify academic and vocational-technical courses and programs which contribute to the development of academic and occupational skills in an occupational area or cluster; and
- Integration of academic and occupational skills in educational institutions through the use of applied learning strategies and cooperative teaching activities between academic and vocational and technical instructors.

ii. Promote continuous improvement of technical skill attainment; and

The Mississippi Assessment Center (MAC) at the Research and Curriculum Unit (RCU), located at Mississippi State University (MSU), has been established for the development, administration, scoring, reporting, and teacher training for the Mississippi Career Planning and Assessment System, Edition 2 (MS-CPAS2). The MAC brings together faculty and staff with demonstrated experience in researching, developing, and disseminating statewide vocational and technical curricula, assessment, professional development, and industry training media. The MAC provides high quality assessment and professional development aligned with the state curriculum. Alignment occurs from the beginning of the developmental process to the end of the process as teachers and administrators throughout the state are trained in analyzing data and using data to make informed decisions to improve instruction in all program areas. The MAC also has experience aligning VTE curricula and assessments with national

industry standards. The MAC has also conducted job demand research for the state to determine the viability of each program funded by federal dollars. To ensure that each assessment measured technical skill attainment, the MAC implemented research-based assessment development strategies that included item bank development, blueprint development, sample items, reliability studies, validity studies, report development, and data mining and school improvement training for administrators and instructors at the secondary and postsecondary levels. Mississippi secondary and postsecondary vocational educators have participated in assessment development since March 2003. Assessments are available in all program areas and items have been validated with Mississippi students.

The MAC is proud to offer a highly qualified team to create an assessment that will be fully aligned with the Mississippi Vocational Curriculum Frameworks 2007. This assessment will validly and reliably test vocational and technical education (VTE) students' progress toward reaching federal and state standards at the appropriate Depth of Knowledge (DOK). By 2008 a sufficient number of items will be tried out to create three operational forms of the test for programs with more than 40 completers statewide and two operational forms of the test for programs with less than 40 completers statewide. The forms will be pre-equated to expedite the delivery of reports.

The academic and technical skills of students participating in vocational and technical programs will be improved by:

- Development and continued revision of statewide curriculum frameworks which incorporate nationally recognized occupational standards and certification requirements (where applicable) and workplace skills related to all aspects of an industry;
- Provision of professional development opportunities to instructors related to the integration of academic and occupational skills, new and emerging technologies and practices, implementation of national standards and certification requirements, and integration of workplace skills reflecting all aspects of the industry;
- Development and dissemination of recommended sequential courses of study which identify academic and vocational-technical courses and programs which contribute to the development of academic and occupational skills in an occupational area or cluster; and
- Integration of academic and occupational skills in educational institutions through the use of applied learning strategies and cooperative teaching activities between academic and vocational and technical instructors.

iii. Identify and address current or emerging occupational opportunities;

Mississippi's seven clusters in its Redesigning Education for the 21st Century Workforce initiative are based on economic outlook data. In a review of

information from the *Mississippi Economic Review and Outlook* (2006) developed by the Mississippi Institutions of Higher Learning, post-Katrina data indicated that Mississippi is making rapid recovery. Employment is up from 2005, due primarily to the increased market for debris removal and rebuilding. Employment in gaming is still slightly below 2005, but is steadily improving. Employment in retail sales is up for the state, as is employment in health care and social service jobs, but the manufacturing sector still continues to show the widest gap in post-Katrina employment. Based on this new employment information, the seven cluster areas established for Mississippi are viable.

MDE, in coordination with the State Board for Community and Junior Colleges, employers, and other state agencies, will continue to work with the Mississippi State Occupational Information Coordinating Committee (SOICC) in providing activities promoting state and regional occupational opportunities. The SOICC provides information on state occupational and career information resources to MDE workshops and training sessions for counselors. This effort has greatly promoted the awareness of and expanded access to occupational and career information.

The Career Information Delivery System is the state's primary source for career development information. A statewide license through an Interagency Agreement has increased the customer access dramatically throughout the state. MDE will continue to provide the career information system to all middle/junior high schools, high schools, and community colleges. Efforts are ongoing to add new agency partners to reduce the MDE cost for the statewide license.

Occupational and career planning information has been customized by the SOICC for delivery to counselors, career center staff, and high school job fairs. In addition, bulk numbers of copies of the *Occupational Outlook Handbook* and the *Occupational Outlook Quarterly* provided by the SOICC will be distributed at MDE training and workshops and counselor conferences. All career information products and training will also be made available to Department of Corrections counselors to assist in providing their clients with occupational opportunities.

MDE will continue to support the development and distribution of the SOICC career tabloid to all schools in the state. The tabloid is a comprehensive tool which provides employability skills and occupational information. New features include highlighting the major industries in the state and the new and emerging occupations, especially in the science and technology area.

The Occupational Information System (OIS) will continue to be distributed by MDE to all vocational centers to facilitate program planning and to all career centers to provide state labor market information for career decision making. The SOICC will continue to provide supplemental materials to Tech Prep

groups to promote the use of the OIS and the state labor market information. Through an interagency contract, the Mississippi Employment Security Commission maintains the system and offers the downloading capability at its Web site. Increased access and availability to the supply/demand information utilizing leading edge technology will continue. Development of a mini-version or series of system modules accessing/searching information directly on the Web site is also planned.

Vocational education program planners targeting new training opportunities will continue to receive technical assistance and specific occupational demand/supply analysis reports from the SOICC.

The Career Development Facilitator Training will be customized for Tech Prep Career Center staff by the SOICC. Plans are to continue providing the Improved Career Decision Making curriculum at the training sessions for the new Career Discovery instructors.

New technology will continue to be utilized in delivering a cost-effective approach to training, improving communications, and providing resources. Video teleconference sessions will continue as new features and enhancements of the career information system warrant the need. Web site links with the SOICC and other Internet sources of career and occupational information will increase the access to the available information resources.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

The local educational agency (LEA) shall:

- Describe in the Local Plan Application the strategies the LEA will implement to ensure that students who are members of special populations and other groups are making progress in meeting the State Adjusted Levels of Performance. Examples of such strategies are:
  - Identify and assess special populations students and other groups interested in or currently enrolled in a vocational and technical program.
  - Provide tutorial or developmental services identified (through assessment) for special populations students and other groups.
  - Provide for appropriate vocational assessment of interests, abilities, and special needs of special populations students and other groups.
  - Provide inservice training and professional development to vocational instructors, counselors, academic teachers, special education teachers, administrators, local educational agency personnel, and business and community leaders to ensure success to students who are members of special populations and other groups.

- Provide for support services by appropriate personnel to ensure success of special populations students and other groups. Examples of support services are services related to curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, mentoring, pre-employment services, support groups, etc.
- Provide appropriate services to all members of special populations and other groups that have been identified and who are enrolled in vocational and technical education programs.
- Develop and submit a local Program of Work for special populations and other groups to be included in the Local Plan Application.
- Local educational agencies will (based on student's needs) develop and implement a transitional plan for each identified member of special populations and other groups.
- Report to MDE the progress of special populations and other groups participating in vocational and technical education programs in meeting the State Adjusted Levels of Performance.
- Describe in the Local Plan Application the processes the LEA will implement to ensure equal access to participation by special populations and other groups in vocational and technical education programs. Examples of such strategies are:
  - Early intervention strategies to provide members of special populations, parents of special populations students, and other groups with the following information on vocational and technical education programs: available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities.
  - Strategies for maintaining adequate documentation concerning special populations and other groups' equal access to recruitment, enrollment, retention, completion, and placement.
  - Strategies for documenting services provided to each member of special populations and other groups.
- Comply with the following special populations personnel requirements. All special populations personnel shall:
  - Perform the duties identified in the State Plan as specified in the Local Plan of Work for Special Populations and Other Groups developed by the LEA and included in the Local Plan Application.
  - Provide the necessary services to ensure access and the success of special populations and other groups enrolled in, or preparing to enroll in, vocational programs.

In addition, a special emphasis will be placed on math skills at Tech Prep training. The goal of the training is to reduce the number of postsecondary Tech Prep freshmen who have passed the Mississippi subject area tests and have been placed in remedial math.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

In order to provide opportunities in postsecondary education or entry into high-skill, high-wage jobs in current and emerging occupations, the State of Mississippi will:

- Provide statewide curriculum frameworks for all vocational and technical education programs which incorporate:
  - Nationally recognized occupational standards and certification requirements (where available);
  - Related academic topics in math, science, and communications; and
  - Workplace skills related to all aspects of an industry including resource allocation, information retrieval and analysis, interpersonal skills, application of the systems concept, use of technology, development of critical thinking skills, and development of workplace ethics.
- Provide professional development opportunities to vocational and technical instructors and administrators on adapting the statewide curriculum frameworks to meet the needs of local programs of vocational and technical programs.
- Provide professional development opportunities to vocational and technical instructors and administrators on occupational and related area content, including the use of new and emerging technologies and practices in the occupational area.
- Develop and implement new programs of vocational and technical education in areas related to new and emerging occupations.

The State of Mississippi will promote the use of nationally recognized standards and certification as an exit criterion for secondary and postsecondary programs.

Mississippi's clusters and pathways in its Redesigning Education for the 21st Century Workforce initiative are based on economic outlook data. The focus is on preparing students for high-skill, high-wage, or high-demand occupations in current and/or emerging occupations. Each student will follow a plan of study, which lists related occupations, for his or her chosen pathway.

During the seventh, eighth, and ninth grade, students will be introduced to a variety of occupations, including the education requirements and salary ranges of those occupations. During the seventh grade, students' aptitude and interests will be assessed. A teacher-advisor whom the student sees each day will be a personal contact for the student and the seventh grade ICT teacher will assist the student to develop career goals; the teachers will also assist the counselor in assigning an eighth grade advisor to students based on interest and aptitude. The eighth grade ICT teacher, the counselor, and the teacher-advisor of eighth grade students should work together to assist students in making appropriate course selections for high

school and begin development of a plan of study that will continue throughout a student's educational process. Parents of eighth grade students will meet with teachers and counselors as a plan of study is designed and students are scheduled into ninth grade classes. At the end of the ninth grade course, students will be able to make decisions related to the career clusters and determine a specific plan of study to reach career goals. Students will be allowed to change their pathway selection if desired during high school.

Mississippi's school counselors will play a major role with students as plans for the Redesigning Education for the 21st Century Workforce Initiative unfold. The high school Redesign effort will enhance several practices already in place that provide guidance and direction to help students achieve identified goals. Counselors consult with students and families throughout the year and during preregistration on all aspects of students' school performance including career pathways, interest areas, and skill levels. Counselors use assessment data from state and national testing programs in academic planning, career pathways development, and assignment of mentors. Identification of "at risk" students will be a major focus as schools work to improve graduation rates and prevent students from dropping out. Counselors will continue to assist teachers with input regarding student performance and to provide ongoing support including individual, small group, or classroom counseling.

Existing high school Career Centers currently assist counselors by providing students with a structured career development program through the four high school years. The innovative WE WORK (Workforce Education with Online learning for Real world Knowledge) Career Centers will serve as an extension of the high school guidance counselor's office. Students who complete the selected activities within the Internet based Choices™ Planner will know their personal interests and be able to identify a career pathway with courses needed to achieve their individual occupational goals. Additionally, counselors and Career Center managers are involved in other venues for disseminating information such as Parent Teacher Nights, Open Houses, Career/College Days, Business/Industry Days, and varied community programs.

- (i) How funds will be used to improve or develop new career and technical education courses—
  - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

K-12 educational improvement in the state of Mississippi is spearheaded by the State Board of Education (SBE) and the Mississippi Department of Education (MDE), under the leadership of the State Superintendent. To increase student achievement and teacher capacity, the focus of the MDE is improving

curriculum, assessment, and professional development; integrating technology into schools and classrooms; and strengthening Level 1 and 2 districts.

Mississippi's Transition State Plan for Vocational and Technical Education, Mississippi's current accountability plan, and Mississippi's School-to-Careers initiative are focused on providing every individual in our state an uncompromising quality education. All students are expected to master the same challenging academic standards, which are designed to prepare them to compete successfully in the 21st century.

The Transition State Plan for Vocational and Technical Education is linked to the benchmarks and timelines of the current accountability plan. Mississippi's Transition State Plan and current accountability plan will continue to measure the quality education for every child against the process standards of Mississippi's Accreditation System, which serves as the measuring device for all districts to be evaluated. The Transition State Plan provides a strong foundation of support for building and sustaining an integrated system.

Mississippi's Transition State Plan for Vocational and Technical Education is created and sustained through strong collaborative partnerships at the state, regional, and local levels. By integrating education improvement initiatives with workforce preparation efforts and economic development strategies, these partnerships will strengthen and expand education's links with Mississippi's employers and labor communities.

The Transition State Plan for Vocational and Technical Education, as well as the current accountability plan, support reform and improve teaching and learning at the local level through revising curriculum and improving instruction; implementing a new assessment system; developing a new model for professional development and delivering high quality training; and using technology. The Transition State Plan for Vocational and Technical Education offers all students the opportunity to participate in rigorous performance-based education and training programs that provide a core of academic reasoning skills and interpersonal skills; provide a core of pre-employment and work maturity skills; prepare for first jobs in high-skill, high-wage careers; and increase opportunities for further education, including four-year colleges and universities.

Mississippi is dedicated to the development of a comprehensive integrated system to serve ALL students and promote economic development in Mississippi. The Transition State Plan for Vocational and Technical Education is planned in a manner in which ALL students who participate in the system will be helped to reach the challenging academic content standards that Mississippi has developed. Finally, the Transition State Plan for Vocational and

Technical Education demonstrates that the plan is connected to the benchmarks and timelines of the current accountability plan.

Curriculum development and revision in the vocational courses will focus on integrating academic standards, workforce development and technology skills, and industry requirements. All secondary curricula are being revised to incorporate Mississippi's four subject area test standards: Algebra I, English II, US History from 1877, and Biology I. Academic instructors in these subjects are being included on curriculum revision teams to assist vocational instructors as they integrate the academic standards. In addition, vocational instructors are serving on academic curriculum revision teams.

Mississippi is currently leading a project to provide teachers with instructional materials to replace some of those lost due to Hurricane Katrina. The Mississippi Department of Education issued a Request for Proposals for the development of reading, language arts, and math curricula for free use by all teachers. Dr. Grant Wiggins, president of Authentic Education and co-author of *Understanding by Design*, was awarded the contract. Dr. Wiggins will be working with teachers across the state to develop model curricula for 155 days of instruction for reading, language arts, and math for all grades from Kindergarten through 12th grade. Dr. Wiggins will also integrate other subjects, such as science and the arts, into the materials. These materials are scheduled to be available by the beginning of the 2007-2008 school year.

ii. At the postsecondary level that are relevant and challenging; and

All proposals for new programs are submitted by the community/junior colleges to the State Board for Community and Junior Colleges for approval. Institutions are required to collect, compile, and document employment needs data, including state and district employment and wage projections (average annual salary projections and 10 year employment projections), as well as student interest data, advisory/craft committee recommendations, and professional association endorsement, if appropriate. A committee consisting of the Director of Postsecondary Career & Technical Education, two College Presidents, two Career-Technical Deans, and two College Business Officers evaluate the proposals in order to formulate a recommendation to the Board. Priority is placed upon programs that demonstrate preparation for high-skill, high-wage, or high-demand occupations and those that incorporate national skills standards or licensure. Upon Board approval, the community/junior college begins work with the Research and Curriculum Unit (RCU) to ensure the alignment of the curriculum with academic, workplace, and industry standards.

Curriculum is developed and revised approximately every six years under the direction of the Research and Curriculum Unit (RCU). Prior to developing or revising curricula, Instructional Design Specialists (IDS) at the RCU work with

the revision team to conduct research related to trends in the field, locate new reference materials, and locate industry-specific standards. IDS and the revision team also collect and review information regarding changes industry and other interested parties suggest for the curricula. The revision team members are then asked to review materials and review/revise competencies and objectives based on research and academic, workplace, and industry standards. Finally, industry personnel, instructors in the state, and the public are asked to review the revised curriculum and make comments. Comments are reviewed and changes are made as appropriate. The final curriculum is approved by the State Board of Education and the State Board for Community and Junior Colleges.

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Mississippi's clusters and pathways in its Redesigning Education for the 21st Century Workforce initiative are based on economic outlook data. The focus is on preparing students for high-skill, high-wage, or high-demand occupations in current and/or emerging occupations.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

Instructional Design Specialists (IDS) have created a B.R.I.D.G.E. (Blackboard™ Resource & Instructional materials Designed by Great Educators) site for each cluster in the Redesign initiative. These sites contain numerous best practices including links to Web sites, presentations, lecture notes, and assessments. Any vocational instructor in the state may set up an account and use the B.R.I.D.G.E. site without charge.

Annually, the Mississippi Department of Education, along with the Research and Curriculum Unit, work together to provide professional development opportunities for all Mississippi vocational and technical educators through opportunities known as *CONNECT*. These workshop opportunities have been designed to meet state and national standards.

The Exemplary Teaching Program is designed to elevate the quality of teaching and learning in vocational and technical programs, identify exemplars for replication, increase visibility of programs, and provide a statewide network of support. This program supports the overarching goal of the Office of Vocational Education and Workforce Development to improve student achievement, course completion, and placement.

Online Professional Development is an opportunity for ALL Mississippi Educators to receive Continuing Education Units through online delivery. Sessions include a wide variety of topics, including technology-based training, classroom management, and strategies for improving professional practice. Each session is developed and delivered by a C.O.O.L. (Certification Of Online Learning) graduate. These sessions are not open entry, open exit, but are interactive, facilitator-led sessions. All sessions are aligned with National Staff Development Council (NSDC) and Southern Regional Education Board (SREB) e-learning standards.

The Mississippi Assessment Center (MAC) at the Research and Curriculum Unit (RCU) provides high quality assessment and professional development aligned with the state curriculum. Teachers and administrators throughout the state are trained in analyzing data and using data to make informed decisions to improve instruction in all program areas.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Support and fund vocational and technical education programs that improve the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects.

Mississippi's innovative Redesigning Education for the 21st Century Workforce initiative links academic and vocational education at the secondary and postsecondary level. Every student will choose a career pathway and follow a plan of study which outlines academic and vocational courses needed in the pathway and points the student to appropriate postsecondary and occupational opportunities. The curriculum frameworks will be built upon 21st Century Skill Standards. Mississippi Career Pathways, the national 16 Career Clusters, and the Mississippi Department of Education Subject Area Testing Frameworks will be integrated throughout the competencies, objectives, and suggested teaching and assessment strategies.

The Research and Curriculum Unit (RCU) offers services for the state of Mississippi including curriculum development, research and assessment, online training, professional development, and workforce development. These services are provided to both the secondary and postsecondary levels as well as to industry, providing a link among all entities.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs

in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Instructors in all vocational programs are expected to follow the statewide curriculum frameworks, which are tied to national and state industry, academic, workplace, and technology standards. Each program is assessed by the statewide occupational assessment. The Mississippi Assessment Center provides test scores, longitudinal studies, and data reports to secondary and postsecondary administrators and instructors to help them identify achievement gaps.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
  - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
  - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;
  - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
  - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
  - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
  - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]
4. You must describe efforts that your agency and eligible recipients will make to improve—
  - (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]
5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]
  6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]
  7. You must describe efforts that your agency and eligible recipients will make to—
    - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
      - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
      - ii. Career and technical education subjects;
    - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
    - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]
  8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Support and funding of technical assistance for eligible recipients will include:

- On-site monitoring and technical assistance;
- On-site monitoring and technical assistance to determine how the needs of special populations are being addressed and how programs are designed to enable members of special populations to meet State performance levels.
- Monitoring and assessment of pilot courses/programs assisted under the title.

The SBE requires that all secondary vocational programs be evaluated as part of the state's overall accreditation model. Performance indicators are used to evaluate secondary and postsecondary programs. Vocational programs must meet or exceed each state performance indicator. Local LEAs not meeting performance indicators are provided technical assistance from MDE/OVTE Bureau of Instructional Development and SBCJC. Technical assistance is continued until the local LEA has met all statewide performance indicators for all programs. State program area supervisors at MDE/OVTE and vocational and technical staff at SBCJC are responsible for providing onsite technical assistance to programs through individual conferences, inservice workshops, or other appropriate means. These staff must approve all LEAs' corrective action plans submitted for vocational programs not meeting state performance indicators.

The Office of Vocational Education and Workforce Development staff will conduct an annual evaluation of effectiveness of vocational and technical education programs. The evaluation will:

- ensure nonduplication with other federal programs;
- review methods for joint planning and coordination with other federal education programs;
- ascertain improvement of the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry;
- ensure that vocational and technical education students are taught to the same challenging academic standards as are taught to all other students; and
- ensure equal access to vocational education by individuals who are members of special populations.

The Office of Vocational Education and Workforce Development and the Research and Curriculum Unit have developed a plan to improve student achievement in vocational and technical education in Mississippi. This systematic approach includes several different components. Each component is essential in the success of the plan. The components of this plan are: Curriculum, Assessment, Professional Development, and Evaluation and Plans for Improvement.

The primary goal of the Bureau of Instructional Development and Student Organizations is focused on the last component - Evaluation and Plans for Improvement. Program supervisors are expected to provide technical assistance and support to non-occupational and occupational instructors, vocational directors, and Special Populations personnel that are necessary for program effectiveness.

A technical assistance instrument (see Appendix A) has been developed that is comprehensive in nature and will serve as a mechanism to collect data relative to

instructor and program performance. The data collection system will be utilized by administrative staff to monitor the efforts of program supervisors through technical assistance visits and professional development activities provided to vocational and technical educators.

This instrument was created to include the core indicators sited in Perkins III which measure student academic attainment, technical attainment, completion, job placement following graduation, participation of nontraditional students in vocational programs, and program enrollment, as well as Mississippi Exemplary Teaching Program standards and other national and state standards related to high-quality program operation. It contains seven (7) sections, which include 1) Highly Qualified Teachers; 2) Program Quality; 3) Educational Significance: Curriculum, Instruction and Assessment; 4) Evidence of Effectiveness and Success; 5) Parental and Community Involvement; 6) Legal Requirements; and 7) Perkins Measures.

Normally, priorities are set annually to provide onsite technical assistance to secondary vocational programs. These priorities are as follows: 1) New Programs; 2) New Teachers; 3) Programs in Closure; 4) Programs in Local and State Improvement; and 5) 15% of all other programs.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]
10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]
11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

## **B. Other Department Requirements**

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Please see Appendix B.

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

Mississippi's governance structure for vocational and technical education is outlined in the organizational charts for the Mississippi Department of Education and the State Board for Community and Junior Colleges (see Appendix C). There are approximately 150 secondary school districts, 5 correctional facilities, and 15 community college districts.

The authority and duties of the State Board of Education are listed below.

#### Authority of State Board of Education - Vocational

The State Board of Education shall have all the necessary authority to cooperate with the Federal Board for Vocational Education in the administration of the "Smith-Hughes Act" and all subsequent federal vocational education and training acts, to administer any legislation pursuant thereto enacted by the State of Mississippi, and to administer the funds provided under the provisions of Sections 37-31-1 to 37-31-15 for the promotion of vocational and technical education not terminating in a bachelor's degree.

As mandated in Mississippi Code Annotated 37-31-205, the State Board of Education shall have the authority to:

- (a) Expend funds received either by appropriation or directly from federal or private sources;
- (b) Channel funds to secondary schools, community/junior colleges, and regional vocational-technical facilities according to priorities set by the board;
- (c) Allocate funds on an annual budgetary basis;
- (d) Set standards for and approve all vocational and technical education programs in the public school system and community/junior colleges or other agencies or institutions which receive state funds and federal funds for such purposes, including, but not limited to, the following vocational and technical education programs: agriculture, trade and industry, occupational home economics, consumer and homemaking education, distributive education, business and office, health, industrial arts, guidance services, technical education, cooperative education, customized industrial training, and all other specialized training not requiring a bachelor's degree with the exception of programs of nursing education regulated under the provisions of Section 37-129-1, Mississippi Code of 1972 Annotated. The State Board of Education shall authorize local schools boards, within such school board's discretion, to offer distributive education as a one-hour or two-hour block course. There shall be no reduction of reimbursements from state funding for distributive education due to the selection of either the one-hour or two-hour course offering;
- (e) Set and publish certification standards for vocational and technical education personnel;

- (f) Require data and information on program performance from those programs receiving state funds;
- (g) Expend funds to expand career information;
- (h) Supervise and maintain the Division of Vocational and Technical Education and to utilize, to the greatest extent possible, said division as the administrative unit of the board responsible for coordinating programs and services with local institutions;
- (i) Promulgate such rules and regulations necessary to carry out the provisions of this chapter in accordance with Section 25-43-1 et seq.;
- (j) Set standards and approve all vocational and technical education equipment and facilities purchased and/or leased with state and federal vocational funds;
- (k) Encourage provisions for lifelong learning and changing personal career preferences and advancement of vocational and technical education students through articulated programs between high schools and community/junior colleges;
- (l) Encourage the establishment of new linkages with business and industry which will provide for a better understanding of essential labor market concepts;
- (m) Periodically review the funding and reporting processes required of local school districts by the board or division with the aim of simplifying or eliminating inefficient practices and procedures;
- (n) Assist in the development of high technology programs and resource centers to support current and projected industrial needs;
- (o) Assist in the development of a technical assistance program for business and industry which will provide for industrial training and services, including the transfer of information relative to new applications and advancements in technology; and
- (p) Enter into contracts and agreements with the State Board for Community and Junior Colleges for conditions under which vocational and technical education programs in community/junior colleges shall receive state and federal funds which flow through the State Board of Education for such purposes.

#### Duties of State Board of Education - Vocational

As mandated in Mississippi Code Annotated 37-31-207, the State Board of Education shall have the following duties:

- (a) To seek the best available projections of employment and occupations for Mississippians;
- (b) To utilize these projections and other considerations to set vocational and technical education priorities;
- (c) To utilize the services of all state agencies having information regarding the purposes of this chapter;

- (d) To cooperate with the governor's office of job development and training and the board of economic development to prevent duplication and provide continuity of employment and training purposes;
  - (e) To conduct evaluations of the success or failure of vocational-technical programs, including the extent to which training actually leads to jobs in the field in which the student was trained;
  - (f) To obtain and publish data and information on program performance from those vocational-technical programs receiving state funds; and
  - (g) To notify local school districts and public community/junior colleges prior to March 1 annually of any discontinuation of ongoing vocational programs which would affect the renewing of contracts with vocational personnel.
3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <http://www.ed.gov/policy/sectech/guid/cte/title19911.html>.

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

*States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.*

#### A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

The LEA will, in the Local Plan Application, describe the strategies the LEA will implement to ensure equal access to participation in vocational and technical education programs. Examples of such strategies are:

- Early intervention strategies to provide members of special populations and parents of special populations students with the following information on vocational and technical education programs: available opportunities, eligibility requirements for enrollment, specific program offerings, special services, employment opportunities, and placement opportunities.
- Strategies for maintaining adequate documentation concerning special populations and other groups' equal access to recruitment, enrollment, retention, completion, and placement.
- Strategies for documenting services provided to each member of special populations and other groups.
- Strategies to improve coordination and communication among administrators, teachers, and counselors to ensure nonduplication of effort and the appropriate use of shared information.
- Strategies to provide ongoing means for members of special populations and parents of students who are members of special populations to provide input and feedback on services to update resources, as appropriate.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

The local education agency shall:

- Describe in the Local Plan Application the strategies the LEA has adopted and implemented to ensure “that no individual shall, on the basis of sex, race, color, national origin, handicap, or age be excluded from admission to, participation in, denied the benefits of, or be subjected to unlawful discrimination in any vocational and technical education program, services, or activities operated by

the LEA, or supported directly through contractual or other arrangements by the LEA.”

- Modify academic requirements as necessary to ensure that the requirements do not discriminate against students on the basis of their status as members of special populations and other groups. Modification may include substitution of specific courses required for the completion of graduation or degree requirements, and adaptation of the manner in which specific courses are conducted. Provide for the least restrictive environment as outlined in Section 504 of the Education Amendments of 1973, Americans with Disabilities Act, and IDEA.
  - Assure that all facilities, services, programs, and activities provided to special populations students shall be comparable to those which the Local Education Agency provides to non-special populations students.
  - Assure that special populations students shall not be discriminated against in the selection or administration of test or evaluation to assess student performance in a course or program.
  - Provide equal access to membership in vocational and technical education student organizations, cooperative vocational education, work study, apprenticeship training, work-based learning, employment placement, student housing and facilities, and student financial assistance.
- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]
- The SBE assures that the LEA to the extent consistent with the number and location of individuals who are members of special populations and other groups will provide equal access to programs and services that will assist students in meeting and/or exceeding the state's adjusted level of performance as indicated by the established core indicators.
  - The SBE assures that the LEA to the extent consistent with the number and location of individuals who are members of special populations and other groups will provide equal access to programs and services that lead to nontraditional, new and emerging careers, and high-skill, high-wage careers.
2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]
  3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]
  4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

## **B. Other Department Requirements**

There are no other Department requirements for this section of the State plan narrative.

## **C. Procedural Suggestions and Planning Reminders**

- ✓ Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).
- ✓ The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).
- ✓ Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).
- ✓ You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to nontraditional training and employment.
- ✓ Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).

**IV. ACCOUNTABILITY AND EVALUATION**

*States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.*

*States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:*

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
<b>Secondary Level – 8 Indicators</b>		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	Not required	X
6S2 Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 6 Indicators</b>		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

*States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.*

*States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.*

## **A. Statutory Requirements**

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Regional meetings are held with LEAs to determine core indicator performance levels.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Regional meetings have been held with LEAs to determine a State adjusted level of performance for each of the core indicators. All LEAs have indicated their preference, and they are on file at the Office of Vocational Education and Workforce Development.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

The Office of Vocational Education and Workforce Development (OVEWD) is working within the Mississippi Department of Education (MDE) through the Mississippi Student Information System (MSIS) to gather valid and reliable information. MDE uses data entered by school districts into MSIS to determine many variables, including student rates of graduation, completion, and dropout. OVEWD will use MS NCLB standards and the state's longitudinal data for Algebra I and English II assessments. The state has the first 4-year cohort and will continue to refine the data in future years.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each

of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

The Office of Vocational Education and Workforce Development will hold regional training sessions providing LEAs with the last two years of their data. LEAs can choose statewide or local levels of performance.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The Office of Vocational Education and Workforce Development will collect data at the student level to analyze data and make projections using longitudinal data. They will then work at the district and program level to be able to negotiate with LEAs.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

The Office of Vocational Education and Workforce Development will conduct data audits at local level and make edits in the system. Data from LEAs will be placed into the system to combine test scores including MS-CPAS and SATP.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will work together to collect valid and reliable data at the secondary and postsecondary levels in order to make longitudinal projections and set performance levels for each of the core indicators. They will then work at the consortium level to reach agreement on minimum levels of performance.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The Office of Vocational Education and Workforce Development will evaluate district summary reports and enrollment. The staff will conduct an annual evaluation of effectiveness of vocational and technical education programs. The evaluation will:

- ensure nonduplication with other federal programs;
- review methods for joint planning and coordination with other federal education programs;
- ascertain improvement of the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry;
- ensure that vocational and technical education students are taught to the same challenging academic standards as are taught to all other students; and
- ensure equal access to vocational education by individuals who are members of special populations.

## **B. Other Department Requirements**

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of

this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
  - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and
  - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.
2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

The Mississippi Assessment Center (MAC) at the Research and Curriculum Unit (RCU), located at Mississippi State University (MSU), has been established for the development, administration, scoring, reporting, and teacher training for the Mississippi Career Planning and Assessment System, Edition 2 (MS-CPAS2). The MAC brings together faculty and staff with demonstrated experience in researching, developing, and disseminating statewide vocational and technical curricula, assessment, professional development, and industry training media. The MAC provides high quality assessment and professional development aligned with the state curriculum. Alignment occurs from the beginning of the developmental process to the end of the process as teachers and administrators throughout the state are trained in analyzing data and using data to make informed decisions to improve instruction in all program areas. The MAC also has experience aligning VTE curricula and assessments with national industry standards. The MAC has also conducted job demand research for the state to determine the viability of each program funded by federal dollars. To ensure that each assessment measured technical skill attainment, the MAC implemented research-based assessment development strategies that included item bank development, blueprint development, sample items, reliability studies, validity studies, report development,

and data mining and school improvement training for administrators and instructors at the secondary and postsecondary levels. Mississippi secondary and postsecondary vocational educators have participated in assessment development since March 2003. Assessments are available in all program areas and items have been validated with Mississippi students.

The MAC is proud to offer a highly qualified team to create an assessment that will be fully aligned with the Mississippi Vocational Curriculum Frameworks 2007. This assessment will validly and reliably test Vocational and Technical Education (VTE) students' progress toward reaching federal and state standards at the appropriate Depth of Knowledge (DOK). By 2008 a sufficient number of items will be tried out to create three operational forms of the test for programs with more than 40 completers statewide and two operational forms of the test for programs with less than 40 completers statewide. The forms will be pre-equated to expedite the delivery of reports.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that a State must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).
- ✓ If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).
- ✓ You will be required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).
- ✓ With respect to future reports, your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance to States on nonduplication of data. See section 113(c)(3).

- ✓ If your State does not consolidate all of its tech prep funds into its Title I grant, the State will be required to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for tech prep students.
- ✓ You will be required to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See section 113(c)(2)(B).
- ✓ The Department will make the information contained in reports submitted by States under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate State-by-State comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.
- ✓ Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to nontraditional fields. See section 113(b)(2)(A)(vi) and section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau, and the National Association of Partners in Education are several sources of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, <http://www.dol.gov/wb/factsheets/nontra2005.htm>, and <http://www.napequity.org>.
- ✓ Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, as well as the Department's Web site at <http://www.edcountability.net>.

## V. TECH PREP PROGRAMS

***Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.***

***States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.***

### A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Funding amounts are determined at the State level for distribution to all fifteen community/junior colleges to operate the Tech Prep Consortia. Grants are evaluated and ranked by a review team based upon a pre-established, numerical rating system. Schools are allowed to negotiate the final budget amounts according to individual consortium needs.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]
3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]
4. You must describe how your agency will ensure that each funded tech prep program—
  - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
  - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;
  - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.
  - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;
  - (f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];
  - (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and
  - (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]
5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

**B. Other Department Requirements**

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Please see the Tech Prep Application in Appendix B and the Tech Prep Consortium Application in Appendix D.

**C. Procedural Suggestions and Planning Reminders**

- ✓ Non-supplanting requirements apply to Title II tech prep programs. See section 311(a).
- ✓ State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).

- ✓ State administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/Tech Prep/tpmemo5192000.html>.
- ✓ Title II funds may not be used for State leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/Tech Prep/tpmemo5192000.html>.
- ✓ You will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.

## VI. FINANCIAL REQUIREMENTS

*All States must complete this entire section.*

### A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

The following is the proposed distribution formula for PY2007-2008. Under Perkins IV, MDE OVE&WD is to distribute the portion of the funds made available under section 112(a)(1) to carry out section 131 for program years 2007-2008 to local educational agencies with the State as follows:

- PY2007-2008 SECONDARY DISTRIBUTION FORMULA

Thirty percent of the allocation will be based on the number of individuals aged 15 through 19, inclusive, who reside in the school district served by the LEA for the preceding fiscal year compared to the total number of individuals aged 15 through 19 in the state.

# OF INDIVIDUALS AGED 15 THROUGH 19 INCLUSIVE  
WHO RESIDE IN THE SCHOOL DISTRICT (LEA DISTRICT)  
# OF INDIVIDUALS AGED 15 THROUGH 19 INCLUSIVE  
WHO RESIDE IN THE STATE (STATE)

Seventy percent of the allocation is based on the number of individuals aged 15 through 19, inclusive, who reside in the school district served by the LEA from families with income below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the state.

# OF INDIVIDUALS AGED 15 THROUGH 19 INCLUSIVE  
WHO RESIDE IN THE SCHOOL DISTRICT  
FROM LOW-INCOME FAMILIES (LEA DISTRICT)  
# OF INDIVIDUALS AGED 15 THROUGH 19 INCLUSIVE  
FROM LOW-INCOME FAMILIES IN THE STATE (STATE)

• PY2007-2008 POSTSECONDARY DISTRIBUTION FORMULA

The proportion of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled full-time and part-time in vocational-technical programs at each institution compared to the total number of recipients in the state enrolled in vocational-technical programs.

# OF PELL GRANT & BIA PROGRAM RECIPIENTS ENROLLED  
IN VOCATIONAL-TECHNICAL PROGRAMS (INSTITUTION)

# OF PELL GRANT & BIA PROGRAM RECIPIENTS ENROLLED  
IN VOCATIONAL-TECHNICAL PROGRAMS (STATE)

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

Please see Appendix E.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Please see Appendix E.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

(A) Any LEA receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to:

- Form a consortium or enter into a cooperative agreement with other LEAs offering programs that meet the requirements of Section 135; and
- Transfer such allocation to the Lead LEA; and
- Operate programs that are of sufficient size, scope, and quality to be effective

(B) Funds allocated to a consortium formed to meet the requirements of Sections 131 and 132 shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under Title I of Perkins III. Such funds cannot be reallocated

to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Please see the Tech Prep Application in Appendix B and the Tech Prep Consortium Application in Appendix D.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Mississippi will use the current formula to reallocate funds based on changes from the merger. There have been no changes of this sort in 15 years.

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

This section is not applicable because Mississippi has no proposed alternative allocation formulas.

## **B. Other Department Requirements**

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.
2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.
4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Mississippi will not reserve any of the funds available under subsection 112(a)(1) for the purposes described in section 112(c).

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

The criteria applicants must address to receive state board approval and to receive funding are specified in the Local Plan Application provided in Appendix B.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

A secondary local educational agency shall not receive an allocation under subsection 131(a) unless the amount allocated to such agency under subsection 131(a) is greater than \$15,000. A postsecondary local educational agency shall not receive an allocation under subsection 132(a) unless the amount allocated to such agency under subsection 132(a) is greater than \$50,000. A local educational agency may enter into a consortium with other LEAs for purposes of meeting these minimum allocation requirements.

MDE will waive the minimum allocation requirement in any case in which the local educational agency is located in a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs, and demonstrating that the LEA is unable to enter into a consortium for purposes of providing activities under Section 131.

The criteria applicants must address to receive state board approval and to receive funding under sections 131(d)(2) and/or 132(a)(4) for LEAs located in rural, sparsely populated areas, are specified in the Local Plan Application provided in Appendix B.

### **C. Procedural Suggestions and Planning Reminders**

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.

- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).
- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See section 6.
- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See section 322.
- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See section 324(a).
- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

## VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

*All States must complete this entire section.*

### A. EDGAR Certifications

1. You must provide a written and signed certification that—
  - (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] *[Note: The term ‘eligible agency’ means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*
  - (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
  - (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
  - (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
  - (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]*
  - (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
  - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
  - (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

### B. Other Assurances

1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical

education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

### **C. Procedural Suggestions and Planning Reminders**

- ✓ EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- ✓ EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- ✓ Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

---

**PART VIII – STATEMENT OF ASSURANCES**

---

**EDGAR Certifications**

---

- (1) The transition plan is being submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has the authority under State law to perform the functions of the State under the program.
- (3) The State may legally carry out each provision of this plan.
- (4) All provisions of this plan are consistent with State law.
- (5) The State officer, specified by title in the certification, has the authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who is submitting this plan, specified by title in the certification, has authority to submit this plan.
- (7) The agency submitting the plan has adopted or otherwise formally approved this plan.
- (8) This plan is the basis for State operation and administration of the program.

---

Superintendent

---

Date

## **ASSURANCES PRESCRIBED SPECIFICALLY FOR PERKINS IV**

---

- (1) The State agency submitting this plan will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
- (2) The State agency submitting this plan assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- (3) The State agency submitting this plan assures that our State will waive the minimum allocation as required in section 131c(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
- (4) The State agency submitting this plan assures that our State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.
- (5) The State agency submitting this plan assures that our State and the eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.
- (6) The State agency submitting this plan assures that, except as prohibited by State or local laws, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
- (7) The State agency submitting this plan assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

---

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

---

---

---

Check  if there are workplaces on file that are not identified here.

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

---

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

12/98

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

**Previous Edition Usable  
Authorized for Local Reproduction**

**Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102**

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
- 12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

**Standard Form 424B (Rev. 7-97) Back**

## **PART B: BUDGET FORMS**

---

## INSTRUCTIONS

On the attached budget tables, you must identify:

### **I. Title I: Career and Technical Education Assistance to States**

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
  - Line I.D.1 The amount, if any, to be reserved under section 112(c).
    - Line I.D.1.a The percent and amount reserved for secondary recipients.
    - Line I.D.1.b The percent and amount reserved for postsecondary recipients.
  - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
    - Line I.D.2.a The percent and amount slated for secondary recipients.
    - Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
  - Line I.E.1 The amount to be made available for services to prepare individuals for nontraditional fields under section 112(a)(2)(B).
  - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

## **II. Title II: Tech Prep Programs**

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
 (For Federal Funds to Become Available Beginning on July 1, 2007)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	\$ _13,818,073_____
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _0.00_____
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$ _13,818,073_____
D. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85%</i> )	\$ _11,745,362.05__
1. Reserve ( <i>not more than 10% of Line D</i> )	\$ _0.00_____
a. Secondary Programs (____% of <i>Line D</i> )	\$ _____
b. Postsecondary Programs (____% of <i>Line D</i> )	\$ _____
2. Available for formula allocations ( <i>Line D minus Line D.1</i> )	\$ _11,745,362.05__
a. Secondary Programs (53_% of <i>Line D.2</i> )	\$ _6,232,992.91_____
b. Postsecondary Programs (47_% of <i>Line D.2</i> )	\$ _5,512,369.14_____
E. State Leadership (not more than 10%) ( <i>Line C x 10%</i> )	\$ _1,381,807.30_____
1. Nontraditional Training and Employment (\$_60,000_)	
2. Corrections or Institutions (\$_138,180.73)	
F. State Administration (not more than 5%) ( <i>Line C x 5_%</i> )	\$ _690,903.65_____
G. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	\$ _700,000_____

---

<sup>1</sup> The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**II. TITLE II: TECH PREP PROGRAMS**

A. Total Title II Allocation to the State \$ \_1,390,909\_\_

B. Amount of Title II Tech Prep Funds to Be Consolidated  
with Title I Funds \$ \_0.00\_\_\_\_\_

C. Amount of Title II Funds to Be Made Available  
For Tech-Prep (*Line A less Line B*) \$ \_1,390,909\_\_

D. Tech-Prep Funds Earmarked for Consortia \$ \_1,390,909\_\_

    1. Percent for Consortia  
        (*Line D divided by Line C*) [*\_100\_*%]

    2. Number of Consortia \_15\_\_\_\_\_

    3. Method of Distribution (*check one*):

        a.  Formula

        b.  Competitive

E. Tech-Prep Administration \$ \_0.00\_\_\_\_\_

    1. Percent for Administration  
        (*Line E divided by Line C*) [*\_0.00\_*%]

# **PART C: ACCOUNTABILITY FORMS**

## **INSTRUCTIONS**

### **I. Definitions of Student Populations**

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

### **II. Identification of Measurement Definitions/Approaches**

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it’s proposed definitions and measures would be valid and reliable.

### **III. Baseline Data**

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
<b>Secondary Level – 8 Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

#### IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

## **V. State Confirmation of Final Agreed Upon Performance Levels**

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

## I. Student Definitions

### A. Secondary Level

#### **Participants –**

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the definition of a participant as a student enrolled in a vocational and technical program.

#### **Concentrators –**

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the standard definition of concentrator, as established in federal guidance. At this point, that definition includes a declaration of intent and completion of 12 credit hours of coursework within a vocational and technical program.

### B. Postsecondary/Adult Level

#### **Participants –**

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the definition of a participant as a student enrolled in a vocational and technical program.

#### **Concentrators –**

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the standard definition of concentrator, as established in federal guidance. At this point, that definition includes a declaration of intent and completion of 12 credit hours of coursework within a vocational and technical program.

**II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**A. SECONDARY LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of concentrators who completed both years of a two year program who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of concentrators who completed both years of a two year program who took the ESEA assessments in <b>reading/language arts</b> and who have left secondary education in the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 78.00</b></p>	<p><b>L: 79.00</b>  <b>A:</b></p>	<p><b>L: 80.00</b>  <b>A:</b></p>
<p><b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of concentrators who completed both years of a two year program who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p><b>Denominator:</b> Number of concentrators who completed both years of a two year program who took the ESEA assessments in <b>mathematics</b> and who have left secondary education in the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 91.00</b></p>	<p><b>L: 91.00</b>  <b>A:</b></p>	<p><b>L: 91.00</b>  <b>A:</b></p>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08-6/30/09</b>
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<b>Numerator:</b> Number of concentrators who completed both years of a two year program reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.  <b>Denominator:</b> Number of concentrators who completed both years of a two-year program who have left secondary education in the reporting year.	<b>State Administrative Records</b>	<b>B: 62.7</b>	<b>L: 63.7</b>  <b>A:</b>	<b>L: 64.7</b>  <b>A:</b>
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

**II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**B. POSTSECONDARY/ADULT LEVEL**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07- 6/30/08</b>	<b>Year Two 7/1/08- 6/30/09</b>
<b>5P1 Nontraditional Participation and Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b>  <b>Denominator:</b>	<b>N/A</b>	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

# APPENDIX

**APPENDIX A**  
**Technical Assistance Instrument**



**Technical Assistance Grid**

Mississippi Department of Education  
Standards for Quality Programs in  
Vocational Education and Workforce  
Development

**INSTRUCTIONS:** Teachers complete the Grid by conducting a self-evaluation and forwarding the completed Grid to the appropriate Program Coordinator via email. Program Coordinators will use the Grid for the onsite review.

**\*Shaded areas on cover sheet indicate OVE&WD Office Use Only**

**B. Name of Program Coordinator Completing Onsite Review**

**A. Date of Self-Evaluation**

**C. Date of Onsite Review**

**D. District Name and Location**

**E. School Name**

**F. Program Area**

**G. Courses**

**H. Name of Instructor**

**I. District Number**

**J. Location Code**

**K. Budget Code**

**L. CIP**

**M. Follow-up Needed?**

Yes  No

**N. Areas for Improvement for Current School Year**

- |  |  |
|--|--|
| <input type="checkbox"/> I. Highly Qualified Educator              | <input type="checkbox"/> V. Parental and Community Involvement |
| <input type="checkbox"/> II. Program Quality                       | <input type="checkbox"/> VI. Legal Requirements                |
| <input type="checkbox"/> III. Educational Significance             | <input type="checkbox"/> VII. Perkins Measures                 |
| <input type="checkbox"/> IV. Evidence of Effectiveness and Success | <input type="checkbox"/> Other _____                           |

**O. Program Status for Current Yr**

- Local Improvement  
 Joint Improvement  
 Closure

**P. Program Status for Recent Years**

Academic Year \_\_\_\_\_ Status:  Local Improvement  Joint Improvement  Closure  
 Academic Year \_\_\_\_\_ Status:  Local Improvement  Joint Improvement  Closure  
 Academic Year \_\_\_\_\_ Status:  Local Improvement  Joint Improvement  Closure

**Q. Overall Technical Assistance Grid Score**

**R. Signatures**

\_\_\_\_\_  
Instructor Date

\_\_\_\_\_  
Administrator Date

\_\_\_\_\_  
\*Superintendent Date

\_\_\_\_\_  
OVE&WD Staff Date

*\*Signature of Superintendent required only if program is in closure status.*

**S. Database Updates**

Entered into MSIS \_\_\_\_\_  
OVE&WD Staff Date

Scanned into Instructional \_\_\_\_\_  
Development System OVE&WD Staff Date

Entered into TA Web  
 Uploaded scanned file

<b>Section I Highly Qualified Educator</b>				<b>Name of Instructor:</b>	
<b>Standard 1</b> The instructor meets the minimum requirements for Mississippi teacher licensure as required by the particular course(s) being taught.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
1.1 Holds a current MS teaching license for the area being taught.					
1.2 Maintains a file system containing documentation for licensure renewal.					
1.3 New teacher completing the VIP requirements for licensure.					
<b>Standard 2</b> The instructor is actively involved in professional associations and uses an improvement plan to demonstrate continual professional growth.					
2.1 Prepares and follows a professional development plan that demonstrates increased proficiency.					
2.2 Focuses on professional development in areas of most need.					
2.3 Participates in statewide and/or national educational conferences.					
2.4 Participates in job shadows and internships.					
2.5 Participates in professional development for diverse and special populations.					
2.6 Critically examines own teaching methods and course content for continuous growth.					

<b>Section II Program Quality</b>				<b>Name of Instructor:</b>	
<b>Standard 3</b> The program has vision/mission statements that are in alignment with state/national and district vision/mission statements.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
3.1 Writes sound program rationale that includes purpose/goals established by administration and community.					
3.2 Reflects the needs of <i>all</i> students, labor market, and community.					
3.3 Engages in effective strategic planning with stakeholders to develop a 3-5 year plan providing program direction and improvement.					
3.4 Designs a program that provides access and inclusiveness.					
3.5 Reviews and makes appropriate modification to program to reflect current needs with input from stakeholders, labor market info, etc.					
<b>Standard 4</b> The curriculum is in alignment with appropriate state and national academic, skills, and industry standards.					
4.1 Uses a written comprehensive curriculum framework, formally adopted by the MS SBE.					
4.2 Meets applicable local and state standards.					
4.3 Evaluates and revised curriculum to incorporate best practices.					
4.4 Plans and sequences courses of study with clearly defined assessable student outcomes (in addition to MS-CPAS outcome)					

<b>Section II Program Quality</b>				<b>Name of Instructor:</b>	
<b>Standard 5</b> A comprehensive program includes three components: classroom education, work-based learning, and student organizations.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
5.1 Offers a program in which students are engaged in activities designed to enhance basic skills and integrate knowledge across curriculum areas.					
5.2 Offers program in which all students participate in career pathway exploration activities.					
5.3 Offers a program in which all students participate in at least one school-supervised, WBL experience.					
5.4 Offers WBL experiences which include but not limited to mentoring, paid/unpaid internships, job shadowing, work programs, CO-OP, and youth apprenticeships.					
5.5 Uses CTE student organization activities to provide students opportunities to participate in leadership development, personal growth, career pathway exploration/prep, community service, and volunteerism.					
5.6 Offers <i>employer</i> mentor training/resources to enhance the student's WBL experience.					
<b>Standard 6</b> The program is served by an active advisory committee.					
6.1 Leads an active committee reflective of the vision/mission of the program					
6.2 Uses advisory committee input based on surveys, programs, and industry trends.					

<b>Section III Educational Significance: Curriculum, Instruction, &amp; Assessment</b>				<b>Name of Instructor:</b>	
<b>Standard 7</b> The program applies the academic standards to support academic achievement and career development.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
7.1 Offers classes that are a size conducive to effective teaching/learning strategies, meets reasonable standards for safety, space, and equipment.					
7.2 Maintains high expectations for teaching and student learning (higher-order thinking activities)					
7.3 Maintains orderly classroom and lab; clearly defines and enforces standards of conduct and safety expectations to all stakeholders.					
7.4 Provides for optimal use of instructional time, equipment, and resources in classroom organization and instructional delivery.					
<b>Standard 8</b> The program has an active student organization chapter.					
8.1 Provides students in grades 7-12 the opportunity to participate in student organization local, regional, state, and national activities.					
8.2 Educator serves as the student organization chapter advisor.					
8.3 Educator serves on a state or national level in the student organization.					
8.4 Develops, in collaboration with stakeholders, meaningful activities that support the curriculum and student organization mission.					
8.5 Provides opportunities for students to gain leadership and team skills, employability and interpersonal skills, service.					

<b>Section III Educational Significance: Curriculum, Instruction, &amp; Assessment</b>				<b>Name of Instructor:</b>	
<b>Standard 9</b> Program is aligned at the secondary level with postsecondary institutions and articulated through various credit and advanced placement options.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
9.1 Implements a 7-16 scope and sequence which is understood by students and parents.					
9.2 Uses statewide courses articulated with the SBCJC system which provides opportunities for a seamless system.					
9.3 Implements articulation agreements with postsecondary institutions.					
9.4 Makes a concentrated effort to collaborate with postsecondary counterparts (at least within own SBCJC district).					
<b>Standard 10</b> Career guidance and counseling is offered as a part of the curriculum.					
10.1 Collaborates with appropriate school counselors to integrate career pathway and developmental guidance competencies throughout the entire curriculum.					
10.2 Discusses and encourages postsecondary options for students as part of the program.					
10.3 Uses the Career Center resources as part of instruction for career pathways.					

<b>Section III Educational Significance: Curriculum, Instruction, &amp; Assessment</b>				<b>Name of Instructor:</b>	
<b>Standard 11</b> Learning experiences are structured for active, performance-based learning to address individual differences in needs and talents.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
11.1 Uses differentiated instruction to accommodate all students' needs and talents.					
11.2 Uses active, performance-based learner-centered experiences.					
11.3 Uses strategies that encourage self-directed and cooperative learning, higher order thinking, and intrinsic motivation.					
11.4 Uses developmentally appropriate instructional materials, methods, and pacing.					
11.5 Incorporates current and appropriate instructional technology.					
<b>Standard 12</b> Standards-related classroom assessments are aligned with curriculum and instruction to promote meaningful learning and student accountability.					
12.1 Provides authentic, performance-based assessments to help students integrate learning across all subjects.					
12.2 Provides constructive and informative feedback to facilitate student learning and development.					
12.3 Provides assessment opportunities for student self-appraisal and self-regulated learning.					

<b>Section IV Evidence of Effectiveness and Success</b>				<b>Name of Instructor:</b>	
<b>Standard 13</b> Program assessments are used to measure the program against current educational/industry standards conducted on an annual basis and recommendations are used for continual improvement.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
13.1 Assessments are used in a meaningful way for diagnostic, formative, and summative purposes.					
13.2 Uses a variety of assessment data for quality improvement.					
13.3 Uses data from the Technical Assistance results to improve teaching practices and programs.					
13.4 Communicates program evaluation results to appropriate audiences to provide accountability for the program.					
<b>Standard 14</b> Educational equity is an essential program component.					
14.1 Ensures maximum diversity exists in program and reflects the school's diversity.					
14.2 Ensures the student organization members are representative of the school's diversity.					
14.3 Accommodates individual student needs with consideration of student abilities based on diagnostic information from school staff and the Individual Education Plan.					
14.4 Uses curriculum that is developmentally appropriate and gender and culturally neutral.					
14.5 Attracts and accommodates diverse and special populations continuously.					
14.6 Ensures diverse/special pops are provided necessary support.					

<b>Section V Parental and Community Involvement</b>				<b>Name of Instructor:</b>	
<b>Standard 15</b> Educator continually markets the educational and economic benefits of the program with parents, students, administration, guidance, faculty, and prospective employers.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
15.1 Publicizes information in printed, radio/TV, or digital media describing learning opportunities, employment, scholarships, and grants for students.					
15.2 Hosts an open house with information and events for students, prospective students, parents, and the community.					
15.3 Uses some type of media to promote student success in the classroom and student organization activities.					
15.4 Informs community of the importance of program area to economic and social well being.					
<b>Standard 16</b> Program includes establishment of collaborative relationships and partnerships to maximize student achievement and career development.					
16.1 Builds different types of parent-community partnerships to ensure successful outcomes for <i>all</i> students.					
16.2 Builds informal and formal collaborative relationships with other educators, parents/guardians, business and industry, government, and the local community to extend and enrich opportunities for student learning and career development.					

<b>Section VI Legal Requirements</b>				<b>Name of Instructor:</b>	
<b>Standard 17</b> Program operation is in compliance with all state and federal laws and regulations.	<b>Check One</b>			<b>District Name:</b>	
	Meets Standard	Approaches Standard	Does Not Meet Standard	<b>School Name:</b>	
<b>Indicators</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Documented Evidence</b>	<b>Remarks</b>
17.1 Adheres to local, state, and federal laws and regulations and board policies.					
17.2 Maintains proper documentation that the program complies with state and federal labor laws and industry regulations for students in WBL.					
17.3 Holds required certification for the use of pesticides, chemicals, or other necessary equipment for the program.					





**Appendix B**  
**Local Applications/Plans for Secondary and**  
**Postsecondary Eligible Recipients**

## Secondary LPU Report FY2008

District Name: School District

District Code:

Actual New Federal Funds:	<b>\$0.00</b>
Actual New Federal Funds Budgeted:	<b>\$0.00</b>
Actual New Federal Funds Unbudgeted:	<b>\$0.00</b>

### Federal Budget Summary

Status: Not Started

<b>Federal Capitalized Equipment \$0.00</b>
Funding Need - Federal Capitalized Equipment
Purpose/Objective
Location & Activities/Outcomes

<b>Federal Adult Vocational \$0.00</b>
Funding Need - Federal Adult Vocational
Purpose/Objective
Location & Activities/Outcomes

Other Cost: \$0.00

<b>- Testing Material \$0.00</b>
Funding Need - Testing Material
Purpose/Objective
Location & Activities/Outcomes

**- Instructional Aids \$0.00**

Funding Need - Instructional Aids

Purpose/Objective

Location & Activities/Outcomes

**- Student Organization Support \$0.00**

Funding Need – Support Activities of Student Organizations

Purpose/Objective

Location & Activities/Outcomes

**- In-Service Training \$0.00**

Funding Need - In-Service Training

Purpose/Objective

Location & Activities/Outcomes

**Federal Salaries (Vocational Administration, Guidance, & Counseling) \$0.00**

Funding Need - Federal Salaries (Vocational Administration, Guidance, & Counseling)

Purpose/Objective

**Total Proposed For Reimbursement: \$0.00**

**Federal Non-Budgeted Amount: \$0.00**

## Postsecondary LPU Report FY2008

District Name:

District Code:

Actual New Federal Funds:	<b>\$0.00</b>
Actual New Federal Funds Budgeted:	<b>\$0.00</b>
Actual New Federal Funds Unbudgeted:	<b>\$0.00</b>
Actual State Equipment Funds:	<b>\$0.00</b>
Actual State Equipment Funds Budgeted:	<b>\$0.00</b>
Actual State Unbudgeted Equipment Funds:	<b>\$0.00</b>
Actual State Salary & Adult Funds:	<b>\$0.00</b>
Actual State Program Adult Funds:	<b>\$0.00</b>
Actual Tech Prep Funds:	<b>\$0.00</b>
Actual Tech Prep Funds Budgeted:	<b>\$0.00</b>
Actual Tech Prep Funds Unbudgeted:	<b>\$0.00</b>

### Federal Budget Summary

Status: Not Started

#### Federal Capitalized Equipment \$0.00

Funding Need - Federal Capitalized Equipment

Purpose/Objective

Location & Activities/Outcomes

#### Federal Adult Vocational \$0.00

Funding Need - Federal Adult Vocational

Purpose/Objective

Location & Activities/Outcomes

Other Cost: \$0.00

#### - Testing Material \$0.00

Funding Need - Testing Material

**Purpose/Objective**

**Location & Activities/Outcomes**

**- Instructional Aids \$0.00**

**Funding Need - Instructional Aids**

**Purpose/Objective**

**Location & Activities/Outcomes**

**- In-Service Training \$0.00**

**Funding Need - In-Service Training**

**Purpose/Objective**

**Location & Activities/Outcomes**

**Federal Salaries (Vocational Administration, Guidance, & Counseling) \$0.00**

**Funding Need - Federal Salaries (Vocational Administration, Guidance, & Counseling)**

**Purpose/Objective**

**Total Proposed For Reimbursement: \$0.00**

**Federal Non-Budgeted Amount: \$0.00**

## Tech Prep Application

<b>Title of program or project:</b>	<b>Status: Not Started</b>																																																				
<b>Describe the overall goal(s) of the program, project services, or activity as they relate to federal legislation</b>																																																					
<b>Describe briefly how the stated goal(s) and objective(s) will be met AND the expected outcomes within parameters of time</b>																																																					
<b>Describe the expected contribution to vocational and applied technology education</b>																																																					
<b>Consortium Membership and Operations</b>																																																					
<b>Goals and Objectives</b>																																																					
<b>Plan of Operations</b>																																																					
<b>Management and Evaluation Plan</b>																																																					
<b>Key Personnel/Institutional Capacity</b>																																																					
<b>Budget and Cost Effectiveness</b>																																																					
Budget Information																																																					
Salary for Support Staff (maximum - \$6000)	\$0.00																																																				
Materials and Supplies (maximum - \$4000)	\$0.00																																																				
Employment Information																																																					
Total Salary Paid	\$0.00																																																				
Percent Of Time On Task	0 days per week or 0 hrs. per day per week																																																				
Beginning Date																																																					
Ending Date																																																					
<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #000080; color: white;"> <th style="width: 30%;"></th> <th style="width: 15%;">Federal Budgeted</th> <th style="width: 15%;">Federal Approved</th> <th style="width: 15%;">Local Budgeted</th> </tr> </thead> <tbody> <tr style="background-color: #cccccc;"> <td>Salary</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coordinator</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr style="background-color: #cccccc;"> <td>Equipment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Equipment</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr style="background-color: #cccccc;"> <td>Other Cost Budget Items</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Professional Development</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr> <td>Educational Materials</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr> <td>Marketing</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr> <td>Preparatory Services/Assessment</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr> <td>Curriculum Development</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr> <td>Support Staff/Supplies</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> <td style="text-align: center;">\$0.00</td> </tr> <tr style="background-color: #cccccc;"> <td><b>Total Budgeted</b></td> <td style="text-align: center;"><b>\$0.00</b></td> <td style="text-align: center;"><b>\$0.00</b></td> <td style="text-align: center;"><b>\$0.00</b></td> </tr> </tbody> </table>			Federal Budgeted	Federal Approved	Local Budgeted	Salary				Coordinator	\$0.00	\$0.00	\$0.00	Equipment				Equipment	\$0.00	\$0.00	\$0.00	Other Cost Budget Items				Professional Development	\$0.00	\$0.00	\$0.00	Educational Materials	\$0.00	\$0.00	\$0.00	Marketing	\$0.00	\$0.00	\$0.00	Preparatory Services/Assessment	\$0.00	\$0.00	\$0.00	Curriculum Development	\$0.00	\$0.00	\$0.00	Support Staff/Supplies	\$0.00	\$0.00	\$0.00	<b>Total Budgeted</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
	Federal Budgeted	Federal Approved	Local Budgeted																																																		
Salary																																																					
Coordinator	\$0.00	\$0.00	\$0.00																																																		
Equipment																																																					
Equipment	\$0.00	\$0.00	\$0.00																																																		
Other Cost Budget Items																																																					
Professional Development	\$0.00	\$0.00	\$0.00																																																		
Educational Materials	\$0.00	\$0.00	\$0.00																																																		
Marketing	\$0.00	\$0.00	\$0.00																																																		
Preparatory Services/Assessment	\$0.00	\$0.00	\$0.00																																																		
Curriculum Development	\$0.00	\$0.00	\$0.00																																																		
Support Staff/Supplies	\$0.00	\$0.00	\$0.00																																																		
<b>Total Budgeted</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>																																																		
<b>Objective:</b>																																																					
<div style="border: 1px solid black; width: 100%; height: 100%;"></div>																																																					



**Appendix C**  
**Governance Structure for Vocational and**  
**Technical Education**

**State Board of Education**  
Members

**State Superintendent of Education**  
Dr. Hank M. Bounds

**Chief of Staff**  
Paul Sumrall

Executive to the Superintendent  
Educational Accountability  
Steve Williams

Deputy Superintendent  
Business & Support Services  
J. Martez Hill

Executive to the Superintendent  
Instructional Programs & Services  
Beth Sewell

Assistant Superintendent  
for Quality Professionals & Special Schools  
Daphne Buckley



Budget and Planning

Accounting

Academic Education  
Reading/Early Childhood  
Curriculum & Instruction  
Special Education  
Student Assessment  
Textbook Adoptions & Procurement

Teacher Center

Information and Legislative Support  
Communications  
Public Relations

Office of Dropout Prevention

Innovation and School Improvement  
Accreditation  
Innovative Support  
Student Achievement & Growth

Educator Licensure

Internal Accountability

Healthy Schools  
Child Nutrition  
Safe and Orderly Schools  
School Nurse Program  
Title IV-Safe and Drug Free Schools

Leadership & Professional Development

Special State Schools  
MS School for the Deaf  
MS School for the Blind  
Mississippi School of the Arts  
MS School for Mathematics & Science

Mississippi Schools for the  
Blind and the Deaf Combined  
Services

Procurement

Human Resources

Scholastic Development

Research & Statistics

Management Information  
Systems

School Financial Services

Vocational Education &  
Workforce Development  
Community Development  
Compliance & Reporting  
Instructional Development  
Student Organizations  
Tech Prep

**State Board of Community and Junior Colleges**  
**Members**

**Executive Director**  
**Dr. Wayne Stonecypher**

**Executive Secretary**  
**Janet Dominy**

Associate Executive Director  
of Programs/ Proprietary  
Schools  
  
Dr. Randall Bradberry

Associate Executive Director  
of Finance  
  
Deborah Gilbert

Associate Executive Director  
of Workforce, Career and  
Technical Education  
  
Dr. Jason Pugh

Associate Executive Director  
of Accountability and  
Technology  
  
Dr. Larry Day



Affiliated Activities

Distance Education

Adult Education/ GED



Accounting



Career/Technical  
Education

Workforce

Grants/Quality Programs



Information Services

Accountability

# **Appendix D**

## **Tech Prep Consortium Application**

**TECH PREP CONSORTIUM APPLICATION  
PERKINS IV -- TITLE II**

*(THIS SECTION IS COMPLETED ONLY BY POSTSECONDARY LEAs)*

**TECH PREP CONSORTIUM -- Perkins IV -- Title II Funds**

District No: \_\_\_\_\_

District Name: \_\_\_\_\_

**The Tech Prep Consortia Postsecondary Planning District/Fiscal Agent Shall:**

(1) Complete this form

- *Fill in the District Number and District Name.*
- *Check ( ✓ ) the Master Tech Prep Consortium Application Indicator.*
- *List the members of the consortium districts and acquire appropriate signatures.*

(2) Complete the Tech Prep Consortium Application and submit as part of the Postsecondary LEA's Local Plan Application (Attachment 4: Tech Prep Consortium Application is included in this local plan application package.)

\_\_\_\_\_  
Name of the Lead Planning District/Fiscal Agent of the Tech Prep Consortium

District No: \_\_\_\_\_

Other Members of the Consortium:

District No: \_\_\_\_\_

District Name: \_\_\_\_\_

TECH PREP CONSORTIA APPLICATION  
INSTRUCTIONS AND FORMS

**INSTRUCTIONS AND FORMS**

**Submitted with the Local Plan**

The application is to be completed by Postsecondary Community and Junior Colleges.

For questions concerning completion of the application, contact MDE OVEWD at 359-6526.

## PART I: TECH PREP APPLICATION INFORMATION

### A. Purpose

The purpose of this grant application is to provide continuous funding to consortia of local educational agencies and postsecondary educational institutions for the expansion and improvement of four-year programs. The programs are designed to provide a Tech Prep education program leading to a two-year associate degree or a two-year certificate; and to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions.

### B. Basis for Funding

The specifications for this grant application are based on Title II - Tech Prep Education, of the Carl D. Perkins Vocational and Technical Education Act of 1998. All definitions provided in this legislation apply to applications submitted under this Tech Prep Grant Application.

### C. Eligible Applicants

Consortia composed of:

- \* Secondary school(s)
- \* Postsecondary institutions which offer two year associate degrees or certificate programs or two year workplace experience programs.

### D. Available Funding and Budget Period

1. Grants are based upon Mississippi's Perkins IV Title II allocation for each Program Year.
2. Budget Period: Program Years July 1, to June 30
- 3.

### E. Applications Specifications

Financial commitments will be made for one fiscal year. Projects may be funded annually depending on the annual evaluation, submission of a continuation application for the project, and availability of funds.

Products, reports, or information become property for use by MDE-OVEWD as required by federal regulations.

Applications submitted that do not meet minimum standards may not be approved.

Proposed Tech Prep education programs must utilize currently operating vocational and technical programs; no funds are permitted for new vocational or technical program implementation.

Applications must include a signed articulation agreement for each designated Tech Prep site in the community/junior college district. The agreements must include articulation plans for all vocational-technical programs.

Applications must include a signed Statement of Assurances.

Applications must address the twelve goals for integrating academic and vocational education established by the Goals for Increasing Academic Excellence. The twelve goals are included as an attachment to this Tech Prep Application (See Appendices).

Applications **must** include a plan for support, development, and organization for worksite learning.

F. Reporting

Written quarterly reports are to be submitted on or before October 1, February 28, April 11, and July 15. (For each subsequent year, quarterly reports will be due for the same time periods.)

## **PART II: LICENSURE AND REIMBURSEMENT**

A. Postsecondary Tech Prep Coordinators shall obtain an endorsement code of 533 as outlined in the Postsecondary Manual, Competency Based Licensure for Postsecondary Vocational and Technical Personnel.

B. Expenditure of project funds will be primarily limited to:

- (1) Coordinator's salary (The coordinator's salary shall not exceed more than an amount allowable on the Minimum Program Salary Schedule or thirty-five percent (35%) of the total amount of the funds approved in the proposal, whichever is the least amount. The Coordinator must be employed a minimum of 200 days.);
- (2) Staff development (teachers, counselors and administrators);
- (3) Curriculum support in acquiring and updating instructional resource material; and
- (4) Development, organization, and implementation of a worksite learning component.

C. Reimbursement of other cost expenditures will be made electronically by established line items.

## **PART III: RESPONSIBILITIES OF LOCAL SCHOOL DISTRICTS**

A. The MDE-OVTE shall give special consideration to applications which:

1. Provide for effective employment placement activities or transfer of students to baccalaureate degree program;
2. Are developed in consultation with business, industry, institutions of higher education, and labor organizations;
3. Address effectively the issues of school dropout prevention and re-entry and the needs of special populations;
4. Provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
5. Demonstrate how Tech Prep programs will help students meet high academic and employability competencies.

#### **PART IV: APPLICATION OUTLINE AND SELECTION CRITERIA**

- A. Applications must provide a plan to expand and improve Tech Prep programs and will be evaluated using the outlined criteria. The maximum score for any application is 100 points. The maximum score for each criterion is indicated in parenthesis. All criteria must be included for an application to be considered for funding. MDE-OVEWD recognizes that approaches to technical preparation programs may vary across the state. Therefore, the intent is to allow as much flexibility as possible in development in order to capitalize on the creativity of the respondents.
- B. The completion of a secondary school component of the Tech Prep program must signal academic and technical competence to employers and to community/junior college and university admissions officers. This is to assure postsecondary acceptance and satisfactory performance in meeting educational and employment standards.
- C. Applicable Definitions
  1. Articulation Agreement - a commitment to a program designed to provide students with a non-duplicated sequence of progressive achievement leading to degrees or certificates in a Tech Prep Education program.
  2. Tech Prep Education Program - a combined secondary and postsecondary program that:
    - (a) Combines at a minimum 2 years of secondary education (as determined under State law) with a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study;
    - (b) Integrates academic, and vocational and technical, instruction, and utilizes work-based and worksite learning where appropriate and available;
    - (c) Provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
    - (d) Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
    - (e) Leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and
    - (f) Leads to placement in appropriate employment or to further education.

#### D. Selection Criteria

1. **Goals and Objectives (20 points).** The application will be evaluated on how well it identifies and addresses appropriate goals and objectives:
  - (a) The goal(s) of the application must be consistent with the intent of the legislation, and
  - (b) The objectives of the application must be clearly stated and measurable.
2. **Consortium Membership and Operation (15 points).** The application will be evaluated on the involvement of consortium members and on the quality of the guidelines for operation including:
  - (a) Clear indication of commitment and level of involvement from new consortium members (Letters signed by the local district superintendent and community/junior college president should be included in the Appendix.);
  - (b) Definitions of member roles; and
  - (c) Guidelines for operation of the consortium.

**NOTE:** Additional members may be added to the consortium throughout the application with the notification of MDE-OVTE via letter from the consortium and a copy of the commitment letter from the additional school district(s).

3. **Plan of Operation (35 points):** The application will be evaluated on the quality of the plan of operation.

Each Tech Prep application must:

- (a) Carried out under an articulation agreement between the participants in the consortium;
- (b) Consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in math, science, reading, writing, communications, and technologies leading to an associate's degree of a postsecondary certificate in a specific career field;
- (c) Meet academic standards developed by the State;
- (d) Link secondary schools and 2-year postsecondary institutions, and if possible 4-year institutions of higher education through nonduplicative sequences of courses in career fields;
- (e) Use work-based or worksite learning in conjunction with business and all aspects of an industry;
- (f) Use educational technology and distance learning to involve all consortium partners in the development and operation of programs;
- (g) Provide inservice training for vocational and technical teachers to effectively implement Tech Prep programs;
- (h) Provide joint training for teachers in the Tech Prep consortium;
- (i) Provide inservice training that is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
- (j) Provide inservice training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction;
- (k) Provide inservice training in the use and application of technology;

- (l) Provide training for counselors that helps them more effectively provide information to students regarding Tech Prep education programs;
  - (m) Provide training for counselors that helps them support student progress in completing tech prep programs;
  - (n) Provide training for counselors that helps them provide information on related employment opportunities;
  - (o) Provide training for counselors that helps them ensure that students are placed in appropriate employment;
  - (p) Provide training for counselors that helps them stay current with the needs, expectations, and methods of business and all aspects of an industry;
  - (q) Provide equal access, to the full range of Tech Prep programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations; and
  - (r) Provide for preparatory services that assist participants in Tech Prep programs.
4. **Management Plan (5 points).** The application will be evaluated on the major activities and completion dates proposed. The management plan must also include the identification of key personnel associated with each major activity.
5. **Key Personnel/Institutional Capacity (5 points).** The application will be evaluated on the qualification of key personnel to be used on the project and the experiences/capabilities of the consortium member agencies including:
- (a) The qualifications of the Tech Prep coordinator;
  - (b) The qualifications of other key personnel to be used on the project;
  - (c) The responsibilities of key personnel;
  - (d) The time Tech Prep personnel will be involved in the project and the method that will be used for documenting Tech Prep personnel time;
  - (e) The background, qualifications, and experience of the agencies which compose the consortium; and
  - (f) The adequacy of the resources to be devoted to the project includes facilities, equipment and supplies.
6. **Budget and Cost Effectiveness (5 points).** The application will be evaluated to determine whether:
- (a) The detailed budget narrative includes estimated costs and addresses major categories as appropriate;
  - (b) The budget is adequate to support the project;
  - (c) Costs are reasonable in relation to the objectives of the project; and
  - (d) Additional support from other sources is included.
7. **Evaluation Plan (15 points).** The application will be evaluated to determine the extent to which the evaluation methods:
- (a) Are appropriate to the project, and
  - (b) Will determine by measurable objectives if the expected outcomes are achieved.

**PART V: APPLICATION**

TITLE PAGE

Postsecondary Tech Prep Consortium

For Development and Implementation of  
Tech Prep Programs  
Under Perkins IV - Title II

**Contracting Postsecondary Local Education Agency**

**For  
Program Year 2008**

**SECTION A. Abstract**  
**(A one-page narrative summary of the application)**

1. Title of program or project
2. Describe the overall goal(s) of the program, project, services, or activity
3. Describe briefly how the stated goal(s) and objective(s) will be met
4. Describe the expected contribution to vocational and applied technology education

**SECTION B. Body of the Application**

The body of the application will comprise the largest portion of the application. The format to be used for the body of the application is identical to the SELECTION CRITERIA. The body of the application also parallels the order of the SELECTION CRITERIA. **Please limit the body of the application to no more than twenty (20) pages.**

1. **Goals and Objectives (20 points).** The application will be evaluated on how well it identifies and addresses appropriate goals and objectives:
  - (a) The goals(s) of the application must be consistent with the intent of the legislation, and
  - (b) The objectives of the application must be clearly stated and measurable.
2. **Consortium Membership and Operation (15 points).** The application will be evaluated on the involvement of consortium members and on the quality of the guidelines for operation including:
  - (a) Clear indication of commitment and level of involvement from new consortium members (Letters signed by the local district superintendent and community/junior college president should be included in the Appendix.);
  - (b) Definitions of member roles; and
  - (c) Guidelines for operation of the consortium.

**NOTE:** Additional members may be added to the consortium throughout the application with the notification of MDE-OVTE via letter from the consortium and a copy of the commitment letter from the additional school district(s).

3. **Plan of Operation (35 points).** The application will be evaluated on the quality of the plan of operation.

Describe how the Tech Prep plan:

- (a) Is carried out under an articulation agreement between the participants in the consortium;
- (b) Consists of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction; with a common core of required proficiency in math, science, reading, writing, communications and technologies leading to an associate's degree or a postsecondary certificate in a specific career field.
- (c) Meets academic standards developed by the State;

- (d) Links secondary schools and 2-year postsecondary institutions, and if possible 4-year institutions of higher education through nonduplicative sequences of courses in career fields;
- (e) Uses work-based or worksite learning in conjunction with business and all aspects of an industry;
- (f) Uses educational technology and distance learning to involve all consortium partners in the development and operation of programs;
- (g) Provides inservice training for vocational and technical teachers to effectively implement Tech Prep programs;
- (h) Provides joint training for teachers in the Tech Prep consortium;
- (i) Provides inservice training that is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
- (j) Provides inservice training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction;
- (k) Provides inservice training in the use and application of technology;
- (l) Provides training for counselors that helps them more effectively provide information to students regarding Tech Prep education programs;
- (m) Provides training for counselors that helps them support student progress in completing Tech Prep programs;
- (n) Provides training for counselors that helps them provide information on related employment opportunities;
- (o) Provides training for counselors that helps them ensure that students are placed in appropriate employment;
- (p) Provides training for counselors that helps them stay current with the needs, expectations, and methods of business and all aspects of an industry;
- (q) Provides equal access, to the full range of Tech Prep programs, to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations; and
- (r) Provides for preparatory services that assist participants in Tech Prep programs.

4. **Management Plan (5 points).** The application will be evaluated on the major activities and completion dates proposed. The management plan must also include the identification of key personnel associated with each major activity.

5. **Key Personnel/Institutional Capacity (5 points).** The application will be evaluated on the qualification of key personnel to be used on the project and the experiences/capabilities of the consortium member agencies including:

- (a) The qualifications of the Tech Prep coordinator;
- (b) The qualifications of other key personnel to be used on the project;
- (c) The responsibilities of key personnel;
- (d) The time Tech Prep personnel will be involved in the project and the method that will be used for documenting Tech Prep personnel time;
- (e) The background, qualifications, and experience of the agencies which compose the consortium; and
- (f) The adequacy of the resources to be devoted to the project includes facilities, equipment and supplies.

6. **Budget and Cost Effectiveness (5 points).** The application will be evaluated to determine whether:
- (a) The detailed budget narrative includes estimated costs and addresses major categories as appropriate;
  - (b) The budget is adequate to support the project;
  - (c) Costs are reasonable in relation to the objectives of the project; and
  - (d) Additional support from other sources is included.
7. **Evaluation Plan (15 points).** The application will be evaluated to determine the extent to which the evaluation methods:
- (a) Are appropriate to the project, and
  - (b) Will determine by measurable objectives if the expected outcomes are achieved.

### **SECTION C. Appendices**

- Appendix A: Current signed articulation agreements with participating consortium partners
- Appendix B: Statement of Assurances and Program Certification
- Appendix C: Supplemental Agreement for Support Staff
- Appendix D: Program Certification for Duty Assignment
- Appendix E: Budget Item Summary of Tech Prep Funds
- Appendix F: VESB-002
- Appendix G: VETB-001
- Appendix H: Worksite Learning – Memorandum of Agreement for Tech Prep Consortium and Business and Industry Assurances
- Appendix I: Letters of endorsement from the local district workforce council and any newly acquired business/industry



## GOALS FOR INCREASING ACADEMIC EXCELLENCE

- ◆ Setting higher expectations and getting students to meet them.
- ◆ Increasing access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- ◆ Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum through applied strategies that enable students to see the relationship between course content and future roles they envision for themselves.
- ◆ Having students complete a challenging program of study with an upgraded academic core and a major. An upgraded academic core includes at least four years of college preparatory English and three years each of math and science, with at least two years in each area equivalent in content to courses offered in the college preparatory program. Students should also complete at least four Carnegie units in a career or academic major in two Carnegie units in related technical core courses.
- ◆ Providing students access to a structured system of work-based and high-status school based learning—high school and postsecondary—collaboratively planned by educators, employers, and workers and resulting in an industry-recognized credential and employment in a career pathway.
- ◆ Having an organizational structure and schedule enabling academic and vocational teachers to have the time to plan and provide integrated instruction aimed at teaching high status academic and technical content.
- ◆ Having each student actively engaged in the learning process.
- ◆ Involving each student and his/her parent(s) in a career guidance and individualized advising system aimed at ensuring the completion of an accelerated program of study with a career or academic major.
- ◆ Providing a structured system of extra help to enable career-bound students to successfully complete an accelerated program of study that includes high-level academic content and a major.
- ◆ Using student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization, and management to advance student learning.

**MISSISSIPPI DEPARTMENT OF EDUCATION**  
**OFFICE OF VOCATIONAL EDUCATION AND WORKFORCE DEVELOPMENT**  
**STATEMENT OF ASSURANCES**

The grant applicant hereby assures and certifies with respect to the grant/contract that:

1. The vocational education project described in this proposal shall be established and maintained in accordance with the Act, federal regulations, and the extended Mississippi plan for vocational education.
2. The services of a local Tech Prep Coordinator is required by the state for all projects funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
3. The applicant agrees to keep records and provide information to the Office of Vocational Education and Workforce Development as required for reporting, fiscal audit, and annual evaluation of the project.
4. The administrator of the grant agrees to provide the following:
  - (a) development of technical preparation articulation agreement(s) between participating agencies;
  - (b) involvement of math, science, communications, and technical (vocational) teachers in the joint planning and development of a four-year program (four years to include two years of secondary school preceding graduation and two years of postsecondary education culminating in an associate degree or two-year certificate);
  - (c) design and delivery of inservice that trains instructors to effectively implement the Tech Prep education program curricula during school, weekend, evening or summer sessions, and institutes or workshops;
  - (d) strategies for joint training of instructors from all institutions involved in the project;
  - (e) design and delivery of inservice to enable counselors to more effectively recruit and advise students about Tech Prep education programs, to ensure that students successfully complete such programs, and to ensure that students are placed in appropriate employment;

- (f) development of the Tech Prep education curricula in accordance with the legislated definition of "Tech-Prep Education", which provides a sequential course of study (the curricula must incorporate applied methodologies for the common core or required courses in mathematics, science, communications, and technologies);
- (g) identification of criteria and standards that will be used for student counseling/recruitment into Tech Prep education programs and recruitment of female and minority students;
- (h) support services to organize, develop, and implement a workplace experience component that will enable students to explore and/or participate in learning the work place.
- (i) development of plans for effective employment placement and/or transfer of students to a four-year baccalaureate program upon completion of the technical preparation program;
- (j) the development of a long-range plan for dissemination of Tech Prep activities to the community--the continuation and expansion of the consortium to other eligible agencies;
- (k) assurances of equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep education services appropriate to the needs of such individuals;
- (l) description of preparatory services which will be provided to assist all participants in Tech Prep programs (preparatory services include programs or activities related to outreach and recruitment of potential students, career and personal counseling, and vocational assessment and testing); and
- (m) involvement of business, industry, and labor unions in the development of the project.

---

**President**

---

**Date**

**Program Certification for Duty Assignment**

**FEDERAL REIMBURSED EMPLOYEES**

---

DISTRICT NAME

This is to certify that \_\_\_\_\_, an employee of the \_\_\_\_\_ (District Name), is employed to perform duties related to \_\_\_\_\_, a US Department of Education program. The employee herein named will be assigned full-time and will perform duties exclusively for this program for the period of \_\_\_\_\_ to \_\_\_\_\_.

**Certification**

I certify to the above statement:

---

**Employee Signature**

---

**Date**

---

**Superintendent/President (Signature)**

---

**Date**

**I. WORKSITE LEARNING**

**MEMORANDUM OF AGREEMENT  
FOR  
TECH PREP CONSORTIUM  
AND  
BUSINESS AND INDUSTRY ASSURANCE**

The local school district and local business/industry responsibilities:

1. Enter into local agreements with business/industry to provide technical assistance to develop a worksite learning component for Tech Prep.
2. Monitor services and activities provided by local business/industry.
3. Ensure that services provided show programmatic linkage with area vocational programs.
4. Ensure through written agreements with the academic administrators that a smooth transition will occur in the worksite learning component.
5. Provide continuous assistance to business/industry representatives and education consortium members relative to components being addressed in the project.

---

**Community/Junior College**

---

**President's Signature**

---

**Date**



Return to: Mississippi Department of Education  
Office of Vocational Education and Workforce Development  
Office of Compliance and Reporting  
Planning and Utilization Coordinator  
P. O. Box 771  
Jackson, MS 39205