

OFFICE OF BUSINESS AND SUPPORT SERVICES
Summary of State Board of Education Agenda Items
February 14-15, 2008

OFFICE OF VOCATIONAL EDUCATION AND WORKFORCE DEVELOPMENT

Bureau of Compliance & Reporting

Approval to begin the Administrative Procedures Act Process: To establish the Carl D. Perkins Career and Technical Education State Plan

Executive Summary

In August of 2006, the Carl D. Perkins Act was reauthorized. This act is now formally known as The Carl D. Perkins Career and Technical Act of 2006 (2006 Perkins Act). To ensure an orderly transition from the 1998 Perkins Act provisions to the new 2006 Perkins Act, the Secretary of Education required each state to prepare and submit plans using one of the following options: (1) a six-year State Plan that covered the period July 1, 2007 through June 30, 2013 or (2) a one-year Transition Plan for the program year July 1, 2007 through June 30, 2008, followed by a five-year State Plan that would cover the period July 1, 2008 through June 30, 2013. The State of Mississippi chose the one-year Transition Plan option, which received State Board approval in May 2007, which would be followed by the five-year State Plan.

Key components of the one-year Transition Plan are:

1. Increased Articulation with Community Colleges.
2. Enhanced Professional Development. All professional development must now be ongoing and with measurable outcomes.
3. Career Pathways. The new act requires that states ensure that all local agencies receiving funds have career pathways that link secondary and post secondary programs together.
4. Accountability. The transition plan has fewer accountability requirements for the one-year plan than the previous act required.

The five-year State Plan has increased public input, accountability requirements, and expanded documentation of how the State of Mississippi will operate programs.

In developing the five-year State Plan, Section 122(b)(1)(A) of the 2006 Perkins Act requires the State of Mississippi to seek consultation from the following constituents through public hearings:

- Academic and career and technical education teachers, faculty, and administrators
- Career and guidance and academic counselors
- Eligible local educational agencies

Form 20.12 - Itemized Budget Summary by Service Area
Summary of Federal Vocational Education Activities

Funding Need (Salary, Equipment, Adult Vocational, Other Costs)	Purpose/Objective	Location and Activities/Outcomes	Estimated Expenditure Current Program Year July 1-June 30	State Office Only

Form 20.13
Budget Item Summary of Federal Vocational Education Activities
Current Program Year 1999 (July 1 to June 30)

Directions: Place a check (✓) to indicate whether this form is being submitted as a Master Budget by the Lead Planning District or a Sub-Budget for the Local District in the Consortium. Fill in the District Number and Name. Project and itemize budgeted other costs. Complete and total each budget section.

___ Master Budget Submitted by: Lead Planning District/Fiscal Agent

___ Sub-Budget for District in the Consortium

District No.:

District Name:
85% Perkins IV

Budget Item	Request	Current Program Year July 1 to June 30
	Approval	
Salaries	District Use	Federal
	State Use	
Capitalized Equipment	District Use	*****Local/Other
	State Use	
Adult Vocational	District Use	
	State Use	
Other Costs	District Use	
	State Use	
1. Testing Materials	District Use	
	State Use	
2. In-service Training	District Use	
	State Use	
3. Instructional Aids	District Use	
	State Use	
TOTAL	District Use	
	State Use	

*****Local/Other refers to whatever the district spends locally for the federally funded item.

1% Programs in Correctional Facilities and Institutions for Individuals with Disabilities

Budget Item	Request		Current Program Year July 1 to June 30
	Federal	**** Local/Other	
Corrections:	Approval		
Salaries	District Use		
	State Use		
Corrections:	District Use		
Capitalized Equipment	State Use		
	District Use		
Total	State Use		
Disability Institutions:	District Use		
Salaries	State Use		
Disability Institutions:	District Use		
Capitalized Equipment	State Use		
	District Use		
Total	State Use		
TOTAL	District Use		
	State Use		

TOTAL FEDERAL ACTIVITIES			
Budget Item	Request		Current Program Year July 1 to June 30
	Federal	**** Local/Other	
	Approval		
	District Use		
	State Use		
TOTAL	District Use		
	State Use		

**** Local/Other refers to whatever the district spends locally for the federally funded item.

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 U.S. 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

Superintendent/President (Signature)

**Information for Completing Form 20.12 Itemized Budget
Summary by Service Area - Summary of Federal
Vocational Education Activities**

Allocated Perkins IV 85% Federal Funds are initially budgeted to the LEA (or consortium) in response to the Local Plan Application(s). Form 20.13 Budget Item Summary of Federal Vocational Education Activities Current Program Year and Form(s) VETB-OOI for Special Populations Personnel provide the budget information for the initial Perkins IV 85% Funding Notification Worksheet. The four Line Item categories are Salaries, Capitalized Equipment, Adult Programs, and Other Cost.

SPECIAL POPULATIONS

Salaries Secondary/Postsecondary

Secondary salaries for approved positions will be reimbursed at 50% of the minimum program scale for up to 200 days, based on contract length and total contracted salary. Postsecondary approved positions will be reimbursed at 100% of minimum program scale for up to 240 days, based on contract length and total contracted salary.

CAPITALIZED EQUIPMENT

Service Area = Specific Program Area

Equipment

Equipment should be targeted (a) to areas/programs with the highest concentrations of special populations, (b) to programs that are not equipped for the delivery system, and (c) for technology enhancement. Equipment submitted for approval to purchase for reimbursement with Perkins IV funds should be state-of-the-art and incorporate current and emerging technology to improve and provide instruction that is technologically enhanced and appropriate in terms of emerging high-tech workplace environments. Equipment is not to be purchased to maintain status quo.

ADULT PROGRAMS

Service Area = Adult Salaries Only at Hourly Rate

Requests should be limited to adult vocational programs that are directly related to industry needs, programs that are strongly tied to economic development, and programs for which job openings are projected or available.

OTHER COST

Service Area = Specific Program Area

In order to provide more flexibility, reduced paperwork, and increased local accountability, the Other Cost budget line item treatment has been revised. The Office of Vocational and Technical Education will no longer require prior approval for the purchase of individual Other Cost Items to be reimbursed with Perkins funds. The Perkins IV legislation, the State Plan, and the guidelines below define the limits of acceptable Other Cost expenditures. Supplanting of state and/or local funds is expressly forbidden.

The three general classifications of Other Cost Items that have been identified as appropriate in terms of the federal legislation and the State Plan are special populations Testing Materials, Instructional Aids, and In-service Training. Examples of acceptable expenditures are listed and described below.

Testing Materials and Instructional Aids are comprised of items such as the following: software, reference materials, video cassettes/tapes/discs, posters, and charts for the direct support of special populations students. The following items are not acceptable Other Cost expenditures: salaries, capitalized or non-capitalized equipment, textbooks, travel, or consumable instructional materials for which the school district is responsible.

In-service Training includes staff development in order to: integrate vocational and academic education (should include vocational and academic instructors working with special populations enrolled in vocational programs), enhance the delivery of the statewide curriculum frameworks, and enhance the ability of teachers/instructors to assist special populations. In-service Training (staff development) costs may include instructional materials, consultant fees, and contracted services but not travel or expenses for individuals to attend AVA (or other in-state/out-of-state trips or conferences, or tuition, etc.) **without prior written approval from the Office of Vocational and Technical Education.**

Perkins IV funds may be used to support travel to national competitions for students who place first in state student organization competitions.

In compliance with stipulations and requirements set forth in the Statements of Assurances and EDGAR Certification required by Perkins IV, 85% Funds requested by LEA(s) must have been expended within accordance with state and federal regulations, and documentation must be on file in the local district for audit purposes. State Program Coordinators will review district Other Cost funds expenditures during on-site monitoring visits.

Reimbursement requests for **Testing Materials** and **In-service Training** should be submitted under the **Special Populations program** designation on the appropriate line(s). Reimbursement for **Instructional Aids** should be submitted under the designation of the respective **skill program** for which the Instructional Aids were purchased. Perkins IV Other Cost funds are not to be used for the purchase of instructional aids, for the Tech Prep Discovery courses, or other secondary vocational courses that are not skill programs. If items are purchased for the Guidance program, the amount requested should be placed in the "Guidance" column (all other amounts are to be placed in the "NonGuidance" column). Other Cost reimbursement requests will be processed upon receipt. Disbursements of budgeted Other Cost funds to districts will be made electronically. Requests for reimbursement in excess of funds budgeted to Other Cost will be processed with payment limited to the balance of funds budgeted. If a Perkins IV budget revision is necessary, the request for revision must be made, and written notification of the revision (if approved) must be received prior to the expenditure of funds.

Requests for reimbursement may be made monthly. Perkins IV 85% Funds Other Cost Reimbursement Requests. The deadline for reimbursement requests for Other Costs is July 15 following the end of the Current Program Year.

Perkins IV 85% Funds requested by LEA(s) must be expended within accordance with state and federal regulations, and documentation must be maintained on file in the local district for audit purposes.

NOTES:

- Form 20.12 is to be used by the district to layout the itemized budget summary by program area.
- Form 20.13 summarizes the information provided on Form 20.12.
- Other Cost items no longer require prior approval.
- Other Cost reimbursement should be requested by line item by the respective program area on Form VEFB-001.

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**ATTACHMENT 3:
FORMS 40.12 AND 40.13 STATE - NON-PROJECT FUNDED
VOCATIONAL EDUCATION ACTIVITIES**

Summary of State Vocational
Education Activities

Form 40.12 -- State Vocational Education Activities--Non-Project Funds

Funding Need (Salary, Equipment, Adult Vocational)	Purpose/Objective	Location and Activities/Outcomes	Estimated Expenditure Current Program Year July 1--June 30	State Office Only

Form 40.13

State Vocational Funds Budget Item Summary - Non-Project

Current Program Year (July 1 to June 30)

Directions: Place a check (s) to indicate whether this form is being submitted as a Master Budget by the Lead Planning District or a Sub-Budget for the Local District in the Consortium. Fill in the District Number and Name. Complete and total each budget section.

___ Master Budget Submitted by: Lead Planning District/Fiscal Agent

___ Sub-Budget for District in the Consortium

District No.: _____ District Name: _____

State Vocational Education Activities

Budget Item	Request		Current Program Year July 1 to June 30
	Approval	State	
Salaries	District Use		****Local/Other
	State Use		
Capitalized Equipment	District Use		
	State Use		
Non-Capitalized Equipment (New Programs Only)	District Use		
	State Use		
Adult Vocational	District Use		
	State Use		
TOTAL	District Use		
	State Use		

**** Local/Other refers to whatever the district spends locally for the state funded item.

Information for Completing Form 40.12 Itemized
Budget Summary by Service Area -
Vocational Education Activities Funded with State Vocational Funds - Non-Project

- A. The following activities are permissible expenditures for the utilization of state vocational funds – non-project:
- Salaries for vocational administrators, counselors, and teachers for ongoing programs
 - Salaries for teachers for new approved programs and projected programs
 - Adult vocational programs
 - Equipment for upgrading existing programs and salaries for new programs
- B. Support documents for items included in Form 40.13 to be included in the Local Plan Application are the following:
- Salaries for most ongoing teachers will be included on the regular printout, VETB-IOL
 - Equipment items for the Current Program Year are to be listed on Form 40.12, Equipment for Vocational/Technical Programs.

NOTE: Adult vocational services are also to be listed in Form 40.12 and summarized in Form 40.13. Requests for adult classes are to be submitted on a needs basis on Form VEIA-OIO, Application for Approval for State and Federal Aid for Adult Vocational Education Programs, on the regular class form application.

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**ATTACHMENT 4:
TECH PREP CONSORTIUM APPLICATION**

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TECH PREP CONSORTIA APPLICATION

INSTRUCTIONS AND FORMS

(To be completed by Postsecondary LEAs and included in the 5-Year Local Plan)

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 OVTE at 662.359.3986.

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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 4-year programs. The programs are designed to provide a Tech Prep education program leading to a 2-year associate's degree or a 2-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 the following:

- * school(s)
- * Postsecondary institutions that offer 2-year associate's degrees or certificate programs or 2-year workplace experience programs

Secondary

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 1999 to 2003 (PY 1999–July 1, 1999, to June 30, 2000; PY 2000–July 1, 2000, to June 30, 2001; PY 2001–July 1, 2001, to June 30, 2002; PY 2002–July 1, 2002, to June 30, 2003; PY 2003–July 1, 2003, to June 30, 2004)

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 OVTE 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 12 goals for integrating academic and vocational education established by the Goals for Increasing Academic Excellence. The 12 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

Current Program Year written quarterly reports are to be submitted on or before October 15, February 15, April 15, and July 15.

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. A VETB-OOI form is used to provide information on each person to be employed in the project. Expenditure of project funds will be primarily limited to the following:
 - (1) Coordinator's salary (The coordinator's salary shall not exceed more than an amount allowable on the Minimum Program Salary Schedule or 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. Form VESB-002 is used to request reimbursement of other cost expenditures by established line items.

PART III: RESPONSIBILITIES OF LOCAL SCHOOL DISTRICTS

- A. The MDE OVTE shall give special consideration to applications that do the following:
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 the issues of school dropout prevention and re-entry effectively 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 OVTE 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 does the following:
 - (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 or a mechanical, industrial, or practical art or trade and 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
- (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 goals(s) of the application must be consistent with the intent of the legislation.
 - (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 the following:
 - (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
 - (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 do the following:

- (a) Be 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 or 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 In-service 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 In-service 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 In-service Training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction
 - (k) Provide In-service 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
 - (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 the following:
- (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 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 that compose the consortium
 - (f) The adequacy of the resources to be devoted to the project including 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 are appropriate to the project and will determine, by measurable objectives, if the expected outcomes are achieved.

PART V: APPLICATION

The format in the following pages is to be followed. The application must be typed and double-spaced.

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TITLE PAGE

Local 5-Year Plan for Tech Prep Consortia

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

(To be reviewed and revised on an annual basis)

Postsecondary Local Education Agency

Program Years 1999–2003

SECTION A. Abstract
(A 1-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 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 the following:
 - (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
 - (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 In-service 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 In-service 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 In-service Training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction;
- (k) Provides In-service 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 that 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 are appropriate to the project and 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: ^{State} 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

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**APPENDICES FOR
TECH PREP CONSORTIA APPLICATION**

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 4 years of college preparatory English and 3 years each of math and science, with at least 2 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 or 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 AND TECHNICAL EDUCATION 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 are 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 and Technical Education 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 4-year program (4 years to include 2 years of secondary school preceding graduation and 2 years of postsecondary education culminating in an associate's degree or 2-year certificate);
 - c) design and delivery of in-service 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 in-service 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 workplace;
- i) development of plans for effective employment placement and/or transfer of students to a 4-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 that 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 U.S. 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

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 that are 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

**SUPPLEMENTAL AGREEMENT FOR SUPPORT STAFF
FY2000 TECH PREP PROJECT**

This is submitted as a supplementary agreement to the Tech Prep project at:

School District

Budget Information:

Salary for Support Staff (maximum - \$6,000) \$
Materials and Supplies \$

InE Employment Information

Total Salary Paid \$

Percent of Time on Task _____ %
(_____ days per week or _____ hrs. per day per week)

The \$6,000 allocation from the Other Cost line item Support Staff/Supplies must be documented to represent a minimum of 50% of the time employed for support of the Tech Prep Initiative.

Employment Dates:

Beginning Date
Ending Date

NOTE: All fringe benefits will be the responsibility of the college.
All records and documentation will be maintained by the college for audit/compliance purposes.

Submitted by:

President/Vocational Dean (Signature)

Date

MDE OVTE Approval:

Tech Prep Office (Signature)

Date

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

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 prepopulated 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 its 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 1-year transition plan need to provide baseline data only for the core indicators of performance as provided below.

Indicators		Transition Plan	6-Year Plan
Secondary Level – 8 Indicators			
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
Postsecondary/Adult Level – 6 Indicators			
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 prepopulate 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 1-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

Participant

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.

Concentrator

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the definition of a concentrator as a vocational student who has completed the first year of a 2-year program and enrolled in the second year of the program.

B. Postsecondary/Adult Level

Participant

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 postsecondary/adult student who has earned one or more Perkins credits in any CTE program area.

Concentrator

The Office of Vocational Education and Workforce Development and the State Board for Community and Junior Colleges will use the standard definition of a concentrator as a postsecondary/adult student who (1) completes at least 12 Perkins credits within a single program sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 Perkins credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
IS1 Academic Attainment- Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Number of concentrators who completed both years of a 2-year program who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the ESEA Denominator: Number of concentrators who completed both years of a 2-year program who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year	State and Local Administrative Records	B: 78.00	L: 79.00 A:	L: 80.00 A:
IS2 Academic Attainment- Mathematics 113(b)(2)(A)(i)	Numerator: Number of concentrators who completed both years of a 2-year program who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the ESEA Denominator: Number of concentrators who completed both years of a 2-year program who took the ESEA assessments in mathematics and who have left secondary education in the reporting year	State and Local Administrative Records	B: 91.00	L: 91.00 A:	L: 91.00 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07–6/30/08	Year Two 7/1/08–6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of CTE concentrators who passed technical–skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year Denominator: Number of CTE concentrators who took technical– skill assessments during the reporting year	State Administrative Records	B: 62.8	L: 62.9 A:	L: 63.0 A:
3S1 Secondary School Completion 113(b)(2)(A)(ii)(I-III)	Numerator: Number of concentrators who completed both years of a 2-year program reported as graduated using your state’s approved calculation for graduation rate as defined in your state’s ESEA accountability workbook Denominator: Number of concentrators who completed both years of a 2-year program who have left secondary education in the reporting year	State Administrative Records	B: 62.7	L: 63.7 A:	L: 64.7 A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of concentrators who completed both years of a 2-year program reported as graduated using your state’s approved calculation for graduation rate as defined in your state’s ESEA accountability workbook Denominator: Number of concentrators who completed both years of a 2-year program who have left secondary education in the reporting year	State Administrative Records	B: 62.7	L: 63.7 A:	L: 64.7 A:

<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of students placed in military, advanced education, or employment</p> <p>Denominator: Number of concentrators who completed both years of a 2-year program who have left secondary education in the reporting year</p>	<p>State Administrative Records</p>	<p>B: 90.0</p>	<p>L: 90.1 A:</p>	<p>L: 90.2 A:</p>
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year</p>	<p>State Administrative Records</p>	<p>B: 16.4</p>	<p>L: 16.5 A:</p>	<p>L: 16.6 A:</p>
<p>Nontraditional Completion 113(b)(3)(B)(vi)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year</p>	<p>State Administrative Records</p>	<p>B: 14.4</p>	<p>L: 14.5 A:</p>	<p>L: 14.6 A:</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07 – 6/30/08	Year Two 7/1/08 – 6/30/09
1PI Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of <u>CTE concentrators</u> who passed technical–skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year	State Administrative Records	B: 71%	L: 71.5% A:	L: 72% A:
2PI Credentialed, Certificate, or Diploma 113(b)(2)(B)(ii)	Denominator: Number of <u>CTE concentrators</u> who took technical–skill assessments during the reporting year Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year	State Administrative Records	B: 83.5%	L: 84.0% A:	L: 84.5% A:

<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year</p>	<p>State Administrative Records</p>	<p>B: 72.60 %</p>	<p>L: 73.10% A:</p>	<p>L: 73.60% A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007, would be assessed between October 1, 2007, and December 31, 2007)</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year</p>	<p>State Administrative Records</p>	<p>B: 77.10%</p>	<p>L: 77.60% A:</p>	<p>L: 78.10% A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator and Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07 – 6/30/08	Year Two 7/1/08 – 6/30/09
SP1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Nontraditional Participation Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State Administrative Records	B: 10.67	L: 10.77 A:	L: 10.87 A:
Nontraditional Completion 113(b)(3)(B)(vi)	<p>Nontraditional Completion Numerator: Number of CTE concentrators from underrepresented gender groups who obtained an industry-recognized credential, a certificate, or a degree in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who obtained an industry-recognized credential, a certificate, or a degree in a program that leads to employment in nontraditional fields during the reporting year.</p>	State Administrative Records	B: 7.58	L: 7.68 A:	L: 7.78 A:

APPENDIX

**APPENDIX A:
Technical Assistance Instrument**

 <p>Technical Assistance Grid Mississippi Department of Education Standards for Quality Programs in Vocational Education and Workforce Development.</p>	<p>INSTRUCTIONS: Teachers complete the Grid by conducting a self-evaluation and forwarding the completed grid to the appropriate program coordinator via e-mail. Program coordinators will use the grid for the onsite review. *Shaded areas on the cover sheet indicate OVE&WD office use only.</p> <p>B. Name of Program Coordinator Completing Onsite Review</p>	<p>A. Date of Self-Evaluation</p> <p>C. Date of Onsite Review</p>
<p>D. District Name and Location</p>	<p>E. School Name</p> <p>F. Program Area</p> <p>G. Courses</p>	<p>H. Name of Instructor</p>
<p>I. District Number</p>	<p>J. Location Code</p> <p>K. Budget Code</p> <p>L. CIP</p>	<p>M. Follow up Needed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>O. Program Status for Current Yr <input type="checkbox"/> Local Improvement <input type="checkbox"/> Joint Improvement <input type="checkbox"/> Closure</p>
<p>N. Areas for Improvement for Current School Year</p> <p><input type="checkbox"/> I. Highly-Qualified Educator <input type="checkbox"/> V. Parental and Community Involvement</p> <p><input type="checkbox"/> II. Program Quality <input type="checkbox"/> VI. Legal Requirements</p> <p><input type="checkbox"/> III. Educational Significance <input type="checkbox"/> VII. Perkins Measures</p> <p><input type="checkbox"/> IV. Evidence of Effectiveness and Success <input type="checkbox"/> Other _____</p>		
<p>P. Program Status for Recent Years</p> <p>Academic Year _____ Status: <input type="checkbox"/> Local Improvement <input type="checkbox"/> Joint Improvement <input type="checkbox"/> Closure</p> <p>Academic Year _____ Status: <input type="checkbox"/> Local Improvement <input type="checkbox"/> Joint Improvement <input type="checkbox"/> Closure</p> <p>Academic Year _____ Status: <input type="checkbox"/> Local Improvement <input type="checkbox"/> Joint Improvement <input type="checkbox"/> Closure</p>		
<p>Q. Overall Technical Assistance Grid Score</p> <p><input type="checkbox"/></p>		
<p>R. Signatures</p> <p>Instructor _____ Date _____</p> <p>Administrator _____ Date _____</p> <p>*Superintendent _____ Date _____</p> <p>OVE&WD Staff _____ Date _____</p>		
<p>*Signature of superintendent required only if program is in closure status.</p> <p>S. Database Updates</p> <p><input type="checkbox"/> Entered into MSIS</p> <p><input type="checkbox"/> Scanned into Instructional</p> <p align="right">OVE&WD Staff _____ Date _____</p>		

Section I Highly Qualified Educator				Name of Instructor		Remarks
Standard 1 The instructor meets the minimum requirements for Mississippi teacher licensure as required by the particular course(s) being taught.	Check One			District Name	School Name	
	Meets Standard	Approaches Standard	Does Not Meet Standard	3	2	1
Indicators						
1.1 Holds a current Mississippi 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						
Standard 2 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						

Section II Program Quality		Check One			Name of Instructor	
		Meets Standard	Approaches Standard	Does Not Meet Standard	District Name	School Name
Standard 3 The program has vision or mission statements that are in alignment with state or national and district vision or mission statements.						
Indicators		3	2	1	Documented Evidence	Remarks
3.1 Writes sound program rationale that includes purpose or 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- to 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 a program to reflect current needs with input from stakeholders, labor market info, etc.						
Standard 4 The curriculum is in alignment with appropriate state and national academic, skills, and industry standards.						
4.1 Uses a written comprehensive curriculum framework, formally adapted by the MS SBE						
4.2 Meets applicable local and state standards						
4.3 Evaluates and revises curriculum to incorporate best practices						
4.4 Plans and sequences courses of study with clearly defined assessable student outcomes (in addition to MS-CPAS2 outcome)						

Section II Program Quality			Name of Instructor		
			District Name		
Standard 5 A comprehensive program includes three components: classroom education, work-based learning, and student organizations.	Check One			Does Not Meet Standard	Remarks
	Meets Standard	Approaches Standard	2		
Indicators	3	2	1	Documented Evidence	
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 a 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 that include but are 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 with opportunities to participate in leadership development, personal growth, career pathway exploration/prep, community service, and volunteerism					
5.6 Offers employer mentor training and resources to enhance the student's WBL experience					
Standard 6 The program is served by an active advisory committee.					
6.1 Leads an active committee reflective of the vision or mission of the program					
6.2 Uses advisory committee input based on surveys, programs, and industry trends					

Section III Educational Significance: Curriculum, Instruction, and Assessment			Name of Instructor		
					District Name
Standard 7 The program applies the academic standards to support academic achievement and career development.	Check One			Documented Evidence	Remarks
	Meets Standard	Approaches Standard	Does Not Meet Standard		
Indicators	3	2	1		
7.1 Offers classes that are a size conducive to effective teaching/learning strategies and 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					
Standard 8 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 Serves as the student organization chapter advisor					
8.3 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, and service					

Section III Educational Significance: Curriculum, Instruction, and Assessment

Standard 9 Program is aligned at the secondary level with postsecondary institutions and articulated through various credit and advanced placement options.	Check One			Name of Instructor	
	Meets Standard	Approaches Standard	Does Not Meet Standard	District Name	
				School Name	
Indicators	3	2	1	Documented Evidence	
Remarks					
9.1 Implements a 7–16 scope and sequence that is understood by students and parents.					
9.2 Uses statewide courses articulated with the SBCJC system that provide 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)					
Standard 10 Career guidance and counseling are 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					

Section III Educational Significance: Curriculum, Instruction, and Assessment				Name of Instructor	
Standard 11 Learning experiences are structured for active, performance-based learning to address individual differences in needs and talents.	Check One			District Name	School Name
	Meets Standard	Approaches Standard	Does Not Meet Standard		
Indicators	3	2	1	Documented Evidence	Remarks
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					
Standard 12 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					

Section IV Evidence of Effectiveness and Success		Name of Instructor		
		District Name	School Name	Remarks
Standard 13 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.	Check One Meets Standard Approaches Standard Does Not Meet Standard			
	3	2	1	
	Indicators 13.1 Uses assessments 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			
	Standard 14 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 populations			

students are provided necessary support	Section V Parental and Community Involvement			Name of Instructor
	Meets Standard	Approaches Standard	Does Not Meet Standard	
Standard 15 Educator continually markets the educational and economic benefits of the program with parents, students, administration, guidance, faculty, and prospective employers.	Check One			District Name
Indicators	3	2	1	School Name
15.1 Publicizes information in printed, radio/TV, or digital media describing learning opportunities, employment, scholarships, and grants for students				Documented Evidence
15.2 Hosts an open house with information and events for students, prospective students, parents, and the community				Remarks
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 areas to economic and social well-being				
Standard 16 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				

Section VI Legal Requirements				Name of Instructor	
Standard 17 Program operation is in compliance with all state and federal laws and regulations.	Check One			District Name	School Name
	Meets Standard	Approaches Standard	Does Not Meet Standard		
Indicators	3	2	1		
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.					

Section VII Perkins Measures			Name of Instructor					
			District Name		School Name			
Standard 18 Program is in compliance with Perkins indicators as outlined in the state of Mississippi plan.	Check One			2005-06 Target	2006-07 Actual	2005-06 Target	2006-07 Actual	Remarks
	Meets Standard	Approaches Standard	Does Not Meet Standard					
Indicators	3	2	1					
18.1 Academic Attainment--Percent of completers who pass the 4 SATPs								
18.2 High School Completion--Percent of completers who pass the 4 SATPs and graduate high school								
18.3 Technical Attainment--Percent of completers who achieve a certain level of achievement on assessments or profiles								
18.4 Placement--Percent of completers who are placed in military, advanced education, or employment								
18.5 Participation of Nontraditional Students--Percent of males and females participating in nontraditional programs of study								
18.6 Completion of Nontraditional Students--Percent of males and females completing nontraditional programs of study								
18.7 Program Enrollment--Beginning enrollment								
18.8 Program Enrollment-- Enrollment on day of evaluation								
18.9 Program Enrollment-- Number of 1st year students								
18.10 Program Enrollment--Number of 2nd year students								
18.11 Program Enrollment-- Number of capstone students								
18.12 Program Enrollment--Number of GED students								

Section VII Perkins Measures			Name of Instructor				
			Check One		District Name		Remarks
Standard 18 Program is in compliance with Perkins indicators as outlined in the state of Mississippi plan.	Meets Standard	Approaches Standard	Does Not Meet Standard	2005-06 Target	2006-07 Actual	2005-06 Target	
	Indicators	3	2	1			
18.13 Program Enrollment--Number in occupational track							
18.14 Program Enrollment--Number in certificate track							
18.15 Program Enrollment-- Number of SPED students							

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

Printed: 3/7/2007 1:51:22 PM

Secondary LPU Report FY2008

District Name: School District

District Code:

Actual New Federal Funds:	\$0.00
Actual New Federal Funds Budgeted:	\$0.00
Actual New Federal Funds Unbudgeted:	\$0.00

Federal Budget Summary

Status: Not Started

Federal Capitalized Equipment \$0.00

Funding Need- Federal Capitalized Equipment

Purpose/Objective

Location and Activities/Outcomes

Federal Adult Vocational \$0.00

Funding Need- Federal Adult Vocational

Purpose/Objective

Location and Activities/Outcomes

Other Costs: \$0.00

- Testing Material \$0.00

Funding Need- Testing Material

Purpose/Objective

Location and Activities/Outcomes

- Instructional Aids \$0.00

Funding Need- Instructional Aids

Purpose/Objective

Location and Activities/Outcomes

- Student Organization Support \$0.00

Funding Need- Support Activities of Student Organizations

Purpose/Objective

Location and Activities/Outcomes

- In-service Training \$0.00

Funding Need- In-service Training

Purpose/Objective

Location and Activities/Outcomes

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

Funding Need- Federal Salaries (Vocational Administration, Guidance, and 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:

\$0.00

Actual New Federal Funds Budgeted:	\$0.00
Actual New Federal Funds Unbudgeted:	\$0.00
Actual State Equipment Funds:	\$0.00
Actual State Equipment Funds Budgeted:	\$0.00
Actual State Equipment Funds Unbudgeted:	\$0.00
Actual State Salary and Adult Funds:	\$0.00
Actual State Program Adult Funds:	\$0.00
Actual Tech Prep Funds:	\$0.00
Actual Tech Prep Funds Budgeted:	\$0.00
Actual Tech Prep Funds Unbudgeted:	\$0.00

Federal Budget Summary

Status: Not Started

Federal Capitalized Equipment \$0.00 Funding Need- Federal Capitalized Equipment Purpose/Objective Location and Activities/Outcomes
Federal Adult Vocational \$0.00 Funding Need- Federal Adult Vocational Purpose/Objective Location and Activities/Outcomes
Other Costs: \$0.00
- Testing Material \$0.00 Funding Need- Testing Material Purpose/Objective Location and Activities/Outcomes
- Instructional Aids \$0.00 Funding Need- Instructional Aids

Purpose/Objective

Location and Activities/Outcomes

- In-service Training \$0.00

Funding Need- In-service Training

Purpose/Objective

Location and Activities/Outcomes

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

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

Purpose/Objective

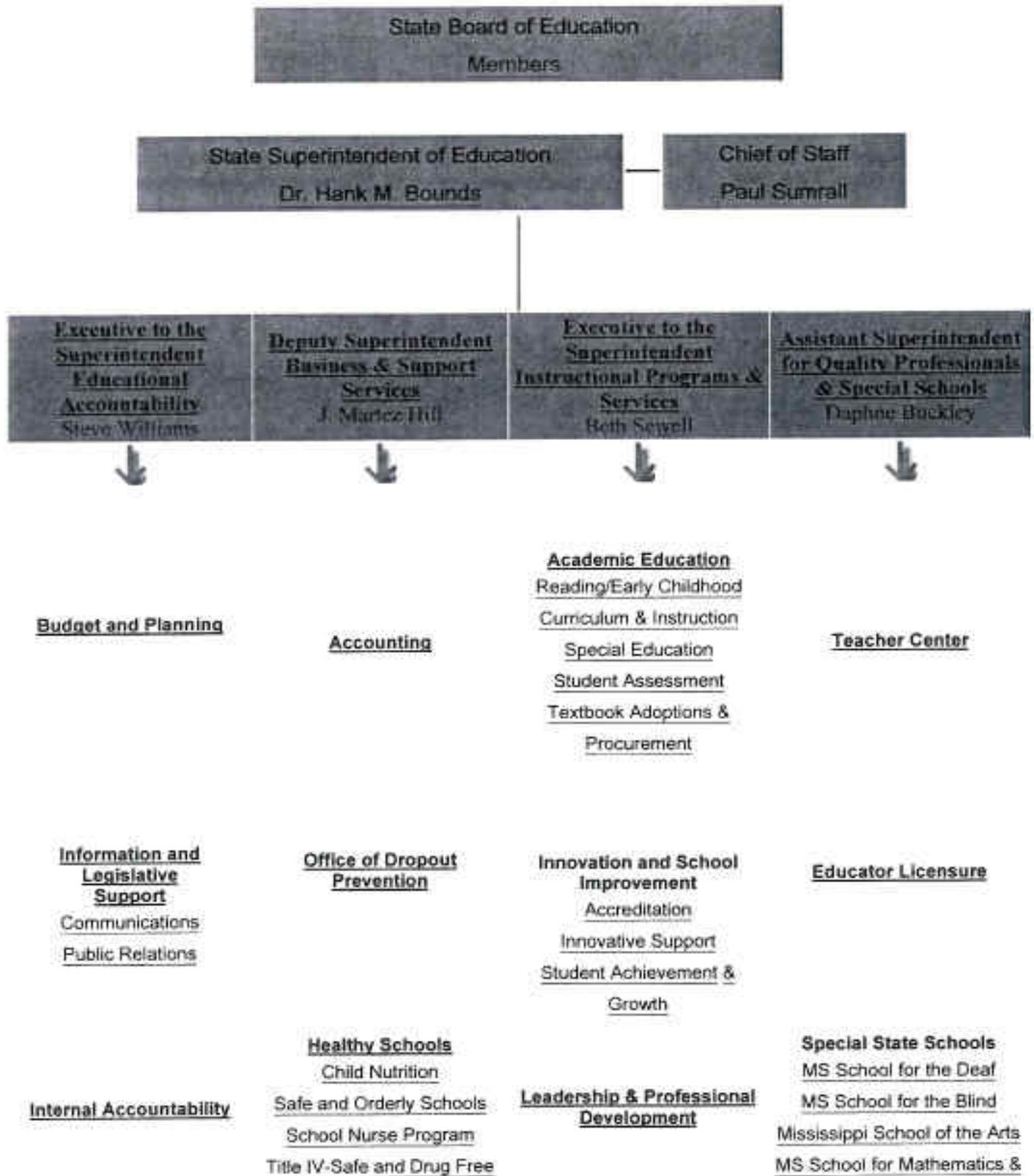
Total Proposed For Reimbursement: \$0.00

Federal Non-budgeted Amount: \$0.00

Tech Prep Application

Title of program or project:	Status: Not Started		
Describe the overall goal(s) of the program, project services, or activity as they relate to federal legislation.			
Describe briefly how the stated goal(s) and objective(s) will be met AND the expected outcomes within parameters of time.			
Describe the expected contribution to vocational and applied technology education.			
Consortium membership and operations			
Goals and objectives			
Plan of operations			
Management and evaluation plan			
Key personnel/Institutional capacity			
Budget and cost effectiveness			
Budget Information			
Salary for support staff (maximum- \$6,000) \$0.00			
Materials and supplies (maximum- \$4,000) \$0.00			
Employment Information			
Total salary paid \$0.00			
Percent of time On task 0 days per week or 0 hr per day per week			
Beginning date			
Ending date			
Budget Breakdown			
	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
Total Budgeted	\$0.00	\$0.00	\$0.00
Objective:			

Appendix C:
Governance Structure for Vocational and Technical Education



Schools

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. Eric Clark

Executive Secretary
Janet Dominy

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

Associate Executive Director
of Finance
Deborah Gilbert

Associate Executive Director
of Workforce, Careers, 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 do the following:

(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 it 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: _____

District No.: _____

District Name: _____
District No.: _____
District Name: _____
District No.: _____
District Name: _____
District No.: _____
District Name: _____
District No.: _____
District Name: _____
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 662.359.6526.

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 4-year programs. The programs are designed to provide a Tech Prep education program leading to a 2-year associate degree or a 2-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 the following:

- * Secondary school(s)
- * Postsecondary institutions that offer 2-year associate degrees or certificate programs or 2-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

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 12 goals for integrating academic and vocational education established by the Goals for Increasing Academic Excellence. The 12 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 the following:

(1) Coordinator's salary (The coordinator's salary shall not exceed more than an amount allowable on the Minimum Program Salary Schedule or 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

(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 who do the following:
1. provide for effective employment placement activities or transfer 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 nonduplicated 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 does the following:
 - (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 goals of the application must be consistent with the intent of the legislation.
 - (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 the following:
 - (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
 - (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 do the following:

- (a) Carry 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 in-service training for vocational and technical teachers to implement Tech Prep programs effectively
- (h) Provide joint training for teachers in the Tech Prep consortium

- (i) Provide in-service 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 in-service training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction
 - (k) Provide in-service 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
 - (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 the following:
- (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 that compose the consortium
 - (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 are appropriate to the project and 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 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 goal(s) of the application must be consistent with the intent of the legislation.
 - (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 the following:
 - (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
 - (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 in-service training for vocational and technical teachers to implement Tech Prep programs effectively;
 - (h) Provides joint training for teachers in the Tech Prep consortium;
 - (i) Provides in-service 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 in-service training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction;
 - (k) Provides in-service 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 the following:
- (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

- (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 are appropriate to the project and 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 4 years of college preparatory English and 3 years each of math and science, with at least 2 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 or 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 4-year program (4 years to include 2 years of secondary school preceding graduation and 2 years of postsecondary education culminating in an associate's degree or 2-year certificate)
 - (c) Design and delivery of in-service that trains instructors to implement the Tech Prep education program curricula effectively 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 in-service to enable counselors to recruit and advise students about Tech Prep education programs more effectively, 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 workplace
- (i) Development of plans for effective employment placement and/or transfer of students to a 4-year baccalaureate program upon completion of the technical preparation program
- (j) Development of a long-range plan for dissemination of Tech Prep activities to the community and 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 that 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)
- (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 U.S. 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

E. WORKSITE LEARNING

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

The local school district and local business/industry responsibilities include the following:

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

**SUPPLEMENTAL AGREEMENT FOR SUPPORT STAFF
PY2008 TECH PREP PROJECT**

This is submitted as a supplementary agreement to the Tech Prep project at:

School District

Budget Information

Salary for support staff (maximum - \$6,000) \$ _____
Materials and supplies \$ _____

Employment Information

Total salary paid \$ _____

Percent of time on task _____ %
(_____ days per week or _____ hr per day per week)

The \$6,000 allocation from the Other Cost line item Support Staff/Supplies must be documented to represent a minimum of 50% of the time employed for support of the Tech Prep Initiative.

Employment Dates

Beginning date _____
Ending date _____

NOTE: All fringe benefits will be the responsibility of the college.
All records and documentation will be maintained by the college for audit/compliance purposes.

Submitted by:

President/Vocational Dean (Signature)

Date

MDE/OVTE Approval:

Tech Prep Office (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

Appendix E:
Dollar Allocations Made Available by the Eligible Agency for Career and Technical Education Programs

Distribution of 85% Vocational Funds to Eligible Recipients - FY2007

District Number	District Name	Secondary School Districts (2004 Census Data Used)			Postsecondary School Districts (Most Recent Pell/BIA Data from SBCJC)	
		70% Individuals Aged 15-19 in Poverty	30% Individuals Aged 15-19	85% Funding Allocation	Pell Grant/ BIA Recipients	85% Funding Allocation
0130	Natchez Adams Separate	2,009	5,842	\$82,058.59		
0200	Alcorn County	676	3,703	\$33,664.76		
0220-0200	Corinth Separate	685	2,107	\$28,380.14		
0300	Amite County	617	2,259	\$26,821.26		
0400	Attala County	474	1,422	\$19,512.85		
0420-0400	Kosciusko Separate	537	2,003	\$23,472.20		
0500	Benton County	408	1,413	\$17,454.42		
0611	West Bolivar	583	1,166	\$21,968.60		
0612-0611	Benoit School District	157	344	\$6,020.60		
0613	North Bolivar County School District	486	951	\$18,240.27		
0614	Cleveland School District	1,049	3,453	\$44,249.72		
0615-7612	Shaw School District	369	801	\$14,124.17		
0616	Mound Bayou School District	341	708	\$12,940.15		
0700	Calhoun County	618	2,440	\$27,482.64		
0800	Carroll County	356	1,659	\$16,714.48		
0900-0920	Chickasaw County	170	573	\$7,217.79		
0920	Houston Separate School District	430	2,080	\$20,454.18		
0921	Okolona Separate School District	436	1,123	\$17,303.92		
1000	Choctaw County	551	1,809	\$23,226.22		
1100	Claiborne County	723	2,027	\$29,268.49		
1211	Enterprise Consolidated School District	126	636	\$6,085.93		
1212	Quitman Consolidated	761	2,531	\$32,191.72		
1320	West Point Separate School District	1,264	4,073	\$53,013.38		
1400	Coahoma County	730	1,793	\$28,668.14		
1402	Coahoma Co AHS	122	298	\$4,785.36		

1403	Coahoma Comm Coll				530	\$231,593.79
1420	Clarksdale Sep	1,788	4,355	\$70,089.71		
1500	Copiah County	936	3,234	\$40,016.04		
1503	Co-Lin Comm Coll				615	\$268,736.19
1520	Hazlehurst Sep	629	1,909	\$25,970.29		
1600	Covington County	1,125	3,881	\$48,075.23		
1700	DeSoto County	3,010	26,646	\$185,291.28		
1800	Forrest County	760	2,763	\$32,969.38		
1802	Forrest Co AHS	137	497	\$5,939.45		
1820	Hattiesburg Sep	2,025	5,588	\$81,664.98		
1821	Petal Sep	597	3,544	\$30,684.40		
1900	Franklin County	421	1,453	\$17,993.06		
2000	George County	989	4,149	\$44,832.04		
2100	Greene County	521	2,155	\$23,510.41		
2220	Grenada Sep	1,084	4,322	\$48,352.60		
2300	Hancock County	1,120	4,727	\$50,869.44		
2320- 2300	Bay St. Louis Sep	792	3,255	\$35,666.51		
2400	Harrison County	3,223	14,606	\$149,881.46		
2420	Biloxi Sep	1,748	7,160	\$78,634.83		
2421	Gulfport Sep			2145	7,115	\$90,671.19
2422	Long Beach Sep	757	3,761	\$36,354.63		
2423	Pass Christian Sep	536	2,166	\$24,009.44		
2500	Hinds County	1,127	6,715	\$58,011.35		
2502	Hinds Co AHS	61	367	\$3,152.27		
2503	Hinds Comm Coll				1,787	\$780,864.34
2520	Jackson Sep	12,896	35,093	\$518,354.99		
2521	Clinton Public Schools	609	5,134	\$36,593.10		
2600	Holmes County	1,707	3,837	\$65,797.04		
2603	Holmes Comm Coll				863	\$377,104.60
2620- 2600	Durant Sep	232	590	\$9,181.25		
2700	Humphreys County	1,058	2,210	\$40,195.07		
2900	Itawamba County	712	3,941	\$35,599.72		
2903	Itawamba Comm Coll				919	\$401,574.89
3000	Jackson County	1,275	8,269	\$67,971.61		
3020	Moss Point Sep	983	4,467	\$45,755.79		
3021	Ocean Springs Sep	377	5,056	\$29,195.84		
3022	Pascagoula Sep	2,530	7,851	\$105,060.29		
3111- 3112	E. Jasper Cons	449	1,433	\$18,783.35		
3112	W. Jasper Cons	522	1,899	\$22,649.13		
3200	Jefferson County	664	1,757	\$26,515.63		
3300	Jeff Davis County	939	2,464	\$37,425.22		
3400	Jones County	1,734	7,931	\$80,891.28		

3403	Jones Jr Coll				821	\$358,751.89
3420	Laurel Sep	1,367	3,420	\$53,901.55		
3500	Kemper County	512	1,701	\$21,652.09		
3503	East MS Comm Coll				1,118	\$488,531.80
3600	Lafayette Co	355	2,075	\$18,133.26		
3620-3600	Oxford Sep	546	2,904	\$26,888.03		
3700	Lamar County	1,282	7,313	\$64,855.55		
3711-3700	Lumberton Line Cons	362	1,071	\$14,849.95		
3800	Lauderdale County	1,144	6,903	\$59,188.53		
3803	Meridian Comm Coll				865	\$377,978.54
3820	Meridian Sep	2,884	7,331	\$114,120.91		
3900	Lawrence County	614	2,455	\$27,412.06		
4000	Leake County	1,290	4,622	\$55,724.84		
4100	Lee County	1,454	6,496	\$67,291.51		
4111	Nettleton Line Cons	274	1,238	\$12,729.08		
4120	Tupelo Sep	1,375	7,243	\$67,467.98		
4200	Leflore County	1,412	3,378	\$55,137.31		
4220	Greenwood Sep	1,570	3,869	\$61,700.82		
4300	Lincoln County	569	2,724	\$26,967.25		
4320	Brookhaven Sep	895	3,341	\$39,129.63		
4400	Lowndes County	1,295	5,718	\$59,697.27		
4420	Columbus Sep	1,997	5,985	\$82,188.30		
4500	Madison County	1,307	11,625	\$80,647.96		
4520	Canton Sep	1,911	4,623	\$74,801.26		
4600	Marion County	916	2,952	\$38,419.19		
4620-4600	Columbia Sep	566	1,838	\$23,787.97		
4700	Marshall County	975	4,268	\$44,816.69		
4720	Holly Springs Sep	689	2,146	\$28,638.88		
4800	Monroe County	356	2,402	\$19,303.36		
4820-4800	Aberdeen Sep	663	2,037	\$27,460.54		
4821-4800	Amory Sep	389	1,717	\$17,930.11		
4900	Montgomery County	286	1,023	\$12,348.50		
4920	Winona Sep	366	1,116	\$15,129.60		
5000-5103	Neshoba County	982	4,164	\$44,669.31		
5020-5103	Philadelphia Sep	517	1,351	\$20,586.13		
5100	Newton County	477	2,125	\$22,054.50		
5103	East Central Comm Coll				662	\$289,273.75
5130	Newton Sep	356	1,362	\$15,679.62		
5131-5100	Union Sep	241	800	\$10,189.39		

5200	Noxubee County	953	2,480	\$37,910.96		
5300	Oktibbeha County	629	1,809	\$25,621.86		
5320	Starkville Sep	928	3,402	\$40,355.71		
5411	N. Panola Cons	891	2,380	\$35,658.30		
5412	S. Panola Cons	1,195	4,527	\$52,476.06		
5500	Pearl River County	620	2,764	\$28,673.00		
5503	Pearl River CC				1,047	\$457,506.97
5520	Picayune Sep	1,336	4,316	\$56,071.43		
5530	Poplarville Sep	547	2,311	\$24,852.52		
5600	Perry County	402	1,670	\$18,165.62		
5620- 5600	Richton Sep	225	701	\$9,353.02		
5703	Southwest MS CC				419	\$183,090.18
5711	N. Pike Cons	361	1,519	\$16,380.24		
5712	S. Pike Cons	971	2,489	\$38,495.16		
5720	McComb Sep	1,205	3,396	\$48,842.38		
5800	Pontotoc County	458	3,147	\$25,031.97		
5820- 5800	Pontotoc Sep	461	2,151	\$21,653.68		
5900	Prentiss County	530	2,948	\$26,549.93		
5903	Northeast MS CC				401	\$175,224.73
5920- 5900	Baldwyn Sep	301	1,024	\$12,812.68		
5921- 5900	Booneville Sep	180	898	\$8,657.35		
6000	Quitman County	839	2,084	\$33,029.84		
6100- 2503	Rankin County	2,298	18,344	\$134,496.25		
6120- 2503	Pearl Sep	855	4,294	\$41,221.70		
6200	Scott County	1,012	3,787	\$44,277.11		
6220- 6200	Forest Sep	431	1,688	\$19,119.02		
6312	South Delta Sch Dist	690	1,551	\$26,596.40		
6400	Simpson County	1,490	5,418	\$64,641.04		
6500	Smith County	711	3,014	\$32,339.00		
6600	Stone County	628	2,622	\$28,423.93		
6603	MS Gulf Coast CC				1,262	\$551,455.40
6700- 6721	Sunflower County	1,027	2,327	\$39,650.63		
6703	MS Delta Comm Coll				404	\$176,535.64
6720	Drew Sep	430	973	\$16,596.99		
6721	Indianola Sep	968	2,697	\$39,127.77		
6811	E Tallahatchie Cons	548	1,581	\$22,339.65		
6812	W Tallahatchie Cons	509	1,286	\$20,113.94		
6900	Tate County	547	3,260	\$28,159.18		
6903	Northwest MS CC				902	\$394,146.41

6920-6900	Senatobia Sep	411	1,519	\$17,915.90		
7011-7012	N. Tippah Cons	187	1,123	\$9,656.32		
7012	S. Tippah Cons	580	2,387	\$26,130.87		
7100	Tishomingo County	635	3,107	\$30,328.84		
7200	Tunica County	689	2,119	\$28,544.80		
7300-7320	Union County	429	2,844	\$23,085.52		
7320	New Albany Sep	424	2,001	\$19,994.63		
7400	Walthall County	1,001	2,910	\$40,883.47		
7500-2503	Vicksburg/Warren Sch	2,469	9,554	\$109,120.65		
7611	Hollandale Cons	559	1,144	\$21,154.82		
7612	Leland Cons	488	1,487	\$20,169.32		
7613	Western Line Cons	738	2,488	\$31,335.48		
7620	Greenville Sep	3,183	7,549	\$124,063.77		
7700	Wayne County	1,225	4,109	\$51,941.00		
7800	Webster County	462	1,737	\$20,241.87		
7900	Wilkinson County	675	1,697	\$26,644.42		
8020	Louisville Sep	1,032	3,537	\$44,020.28		
8111	Coffeeville Cons	322	1,056	\$13,569.16		
8113	Water Valley Cons	358	1,282	\$15,462.30		
8200-8220	Yazoo County	786	2,656	\$33,395.09		
8220	Yazoo City Municipal Sep	1,140	2,640	\$44,211.84		
		142,059	536,654	\$6,232,992.91	12,615	\$5,512,369.14
		\$30.71	\$3.48		\$436.97	
		139,285	541,215			
		\$31.32	\$3.46			

Title II Tech Prep	\$1,390,909.00
Number of Consortia <u>15</u>	15
Method of Distribution (check one):	
Formula <u>X</u>	\$92,727.27
Competitive _____	New T.P. \$ to each PSEC District
<i>Tech Prep Education Programs</i>	\$1,390,909.00
Tech Prep Administration	\$0.00
Total: Tech Prep Grant	\$1,390,909.00

APPENDIX G

Local Application Package for Federal Funds
under the Carl D. Perkins
Vocational and Technical Education Act of 2006 (Perkins IV)

Eligible Recipient - Local Educational Agency (LEA) District

FUNDING PERIOD - Program Year 2008 through Program Year 2013

Mississippi Department of Education
Office of Vocational and Technical Education

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PART I - LOCAL PLAN APPLICATION INFORMATION

As per State Board Policy 8212, before any local district(s) may receive state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education regardless of whether or not the LEA declines the federal Perkins IV allocation. As part of the required Local Plan, any LEA requesting Perkins IV financial assistance must complete the requirements for allocations through Perkins IV as identified in the Local Plan Application.

The 5-Year Local Plan Application for Vocational and Technical Education Programs is for Program Year 2008 (July 1, 2008–June 30, 2009); Program Year 2009 (July 1, 2009–June 30, 2010); Program Year 2010 (July 1, 2009–June 30, 2010); Program Year 2011 (July 1, 2010–June 30, 2011); Program Year 2012 (July 1, 2011–June 30, 2012); and Program Year 2013 (July 1, 2012–June 30, 2013). If any modifications are made to the local plan originally submitted, an updated local plan will be required prior to the new fiscal year. Although the Local Plan Application is for Program Years 2008–2013, the Local District allocations will be made on a single fiscal year basis. Allocations for Program Years 2000–2003 will be calculated annually by using the formula specified in the recently authorized Perkins IV.

Section 1. LOCAL DISTRICT OPTIONS REGARDING THE PERKINS IV FEDERAL ALLOCATION

A Local District has four options regarding the Perkins IV federal allocation:

- If the allocation is equal to or greater than the minimum allowable allocation amount (\$15,000 for secondary or \$50,000 for postsecondary), the LEA may agree to accept the allocation and submit a completed Local Plan Application.
- The LEA may choose to enter into a consortium arrangement:
 - Agree on the designated Lead Planning District (LPD) for the consortium
 - Submit a completed Local Plan Application for the consortium
- The LEA may request a waiver of the minimum allocation requirement. The LEA must submit a completed Local Plan Application including PART IV - Request for Waiver. To request the waiver, the local district must be either located within a rural sparsely populated area or be a charter school established under the state's charter school requirement. The LEA must also demonstrate that the LEA is unable to enter into a consortium for the purpose of providing services under Perkins IV.
- The LEA may decline the federal Perkins IV allocation.

Additional Information:

If the LEA (either secondary or postsecondary) chooses to decline the federal Perkins IV allocation in Program Year 1999, the LEA may still elect to submit a local application in the remaining program years. However, it becomes the LEA's responsibility to request an application package from the MDE OVTE prior to the new fiscal year. All expenditures must be consistent with (a) the requirements for uses of funds and (b) allowable activities that meet the requirements for uses of funds.

If the LEA accepts and does not use all of the federal allocation in the fiscal year for which the allocation was designated, those funds not disbursed to the district will be reallocated during the following year.

Section 2. CONSORTIA AGREEMENTS

An individual secondary LEA or secondary consortium shall not receive an allocation that is less than \$15,000 without approval of the specified waiver in PART IV of the Local Plan Application. However, any secondary LEA may enter into a consortium agreement with LEA(s) to provide secondary vocational and technical programs meeting the requirements for local plans. Through the consortium agreement, the participating LEA agrees to a designated Local Planning District (LPD) that is administratively responsible.

for the consortium. Through this process, the consortium agrees to operate programs that are of sufficient size, scope, and quality to be effective that are mutually beneficial to all members of the consortium. These funds can only be used for programs that are authorized under Perkins IV.

An individual postsecondary LEA or postsecondary consortium shall not receive an allocation that is less than \$50,000 without approval of the specified waiver in PART IV of the Local Plan Application. A postsecondary LEA may enter into consortium agreements with other postsecondary LEAs to operate joint projects that provide services to all postsecondary institutions participating in the consortium and that are of sufficient size, scope, and quality to be effective.

The consortium's designated Local Planning District (LPD) is responsible for submitting Part II - Consortium Agreement with its Local Plan Application. Part II identifies the consortium's LPD, the participating LEAs, and the Consortium Plan of Operation and contains original signatures of (1) the superintendent and/or president from each LEA participating in the consortia and (2) the board chair of the local district serving as the consortium's designated Local Planning District. It is necessary to have signatures from the board chair of each of the cooperating local districts.

Section 3. WAIVER FOR CONSORTIA JOINT PLANNING

LEAs may request a waiver of the minimum allocation requirement.

To request the waiver, the local district must be either located within a rural sparsely populated area or be a charter school established under the state's charter school requirement. The LEA must also demonstrate that it is unable to enter into a consortium for the purpose of providing services under Perkins IV.

To request the waiver of the minimum allocation requirement, local districts not satisfied with the planning assignments and distribution of funds must submit PART IV - Request for Waiver to MDE OVTE, as part of the Local Plan Application. In PART IV, the local district must clearly specify the reasons for requesting the waiver by stating the justifying issues.

If the local district receives a negative reply regarding the request for waiver included in the Local Plan Application, in turn, the local district may submit a request for waiver to the associate state superintendent of education (State Vocational Director). This request should contain a copy of the Local Plan Application, the negative reply from MDE OVTE, a restatement of the issue(s), and a request for outcome. The associate state superintendent is to review and respond within 10 working days.

If the local district receives a negative reply from the associate state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting the waiver. This request should contain a copy of the Local Plan Application, the negative reply from the associate state superintendent's office, a restatement of the issue(s), and a request for outcome. The state superintendent is to review and respond within 10 working days.

If the local district receives a negative reply from the state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting permission to address the state board of education. This request would then be placed on the board agenda according to established rules and guidelines. The decision of the board on this issue would be final.

This does not waive the local district's right to use state board Policy DCK-I procedures if a local plan is not approved.

Section 4. USES OF FUNDS

Each LEA that receives a federal allocation shall use such allocation to improve vocational and technical education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas. Priority for assistance under this allocation shall be given to sites or programs that serve the highest concentrations of individuals who are members of special populations.

REQUIRED USES OF LOCAL 85% FUNDS

There are eight required uses of funds under Perkins IV. The funds shall be used to provide vocational and technical education programs that:

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A),
 - a. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b. career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include the following:
 - a. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - c. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including the following:
 - a. in-service and preservice training on the following:
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and
 - iv. effective use of scientifically based research and data to improve instruction;
 - b. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide relevant business experience; and
 - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Section 5. LOCAL ACCOUNTABILITY

Perkins IV places a heavy emphasis on accountability at both the state and local level. Each LEA or consortium that receives any state or federal funds will be required to evaluate the effectiveness of all vocational and technical education programs annually, including those not directly receiving federal funds under Perkins IV. The measures of performance are outlined in the document, The measures of performance are outlined in the Perkins IV core indicator framework.

Section 6. LOCAL APPLICATION REVIEW

As per State Board Policy 8212, before any local district receives state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education. However, Perkins IV LEA allocations should not be considered an entitlement, i.e., funds are not automatically receivable upon completion of the local application. The Program Year allocation will be granted only after the MDE OVTE has approved the Local Plan Application. All Local Plan Applications will undergo an extensive review in accordance with the criteria contained in the Mississippi 5-Year State Plan for Vocational and Technical Education. Appropriate staff as required in Perkins IV will review at least a 10% sampling of the Local Plans. Personnel involved in reviewing the Local Plan Application will note any discrepancies with state and federal compliance. The discrepancies will be noted on a worksheet and returned to the Planning Coordinator. The Planning Coordinator will notify the local district(s) of any noted discrepancies and request additional information from the local district to correct these discrepancies. When all discrepancies are cleared, the Planning Coordinator will notify the local district of final approval.

Section 7. LOCAL APPLICATION PACKAGE COMPLETION AND SUBMISSION PROCEDURES

The LEA must accomplish one of the following:

- (1) **If the LEA chooses to accept the allocation:**
The LEA must submit the Local Plan Application excluding PART III - Consortium Agreements and if applicable, PART IV - Request for Waiver.
- (2) **If the LEA is the LEAD PLANNING DISTRICT for a consortium:**
The LEA must submit the Local Plan Application for the consortium excluding PART IV - Request for Waiver and including PART III - Consortium Agreements (with the original signatures of the superintendents/presidents and board members specified on the form).
- (3) **If the LEA requests a waiver to accept the allocation that is less than \$15,000:**
The LEA must submit the Local Plan Application excluding PART III - Consortium Agreements and must also submit and be approved through PART IV - Request for Waiver.
- (4) **If the LEA declines the federal Perkins IV allocation:**
The LEA must submit the Local Plan Application indicating on Part II - Allocation and Options that the LEA declines the federal Perkins IV allocation. If the LEA is to receive state funds for vocational education, the LEA must submit the sections of the Local Plan Application that relate to state funds (*per State Board Policy 8212, before any local district(s) receive state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education regardless of whether or not the LEA declines the federal Perkins IV allocation.*)

PART II - ALLOCATION AND OPTIONS

Directions: Part II contains five sections. Section A provides local district contact information. Section B shows the amount of the LEA's Current Program Year federal allocation. In Section C, select one of the options to accept or decline the Current Program Year allocation. Acquire original signatures for Sections D and E.

A. District Contact Information

District Number _____ District Name _____
District Address _____
Planning Contact Person _____ Daytime Telephone for Contact _____

B. District's Program Year Allocation (July 1 through June 30)

See the Allocation Sheet provided by MDE OVTE.

If the amount of the allocation pertains to a secondary LEA and is less than \$15,000, the LEA may request a waiver of the minimum \$15,000 without entering into a consortium agreement by submitting PART IV - Request for Waiver to MDE OVTE as part of this Local Plan Application.

C. LEA Options

The LEA must select one of the following options regarding its Current Program Year federal allocation. Please place a check beside the option of the LEA's choice.

If the LEA chooses to accept the allocation:

The LEA must submit the Local Plan Application excluding PART III - Consortium Agreements and if applicable, PART IV - Request for Waiver.

If the LEA is the LEAD PLANNING DISTRICT for a consortium:

The LEA must submit the Local Plan Application for the consortium excluding PART IV - Request for Waiver and including PART III - Consortium Agreements (with the original signatures of the superintendents/presidents and board members specified on the form).

If the LEA requests a waiver to accept the allocation that is less than \$15,000:

The LEA must submit the Local Plan Application excluding PART III - Consortium Agreements and must also submit and be approved through PART IV - Request for Waiver.

If the LEA declines the federal Perkins IV allocation:

The LEA must submit the Local Plan Application indicating on Part II - Allocation and Options that the LEA declines the federal Perkins IV allocation. If the LEA is to receive state funds for vocational education, the LEA must submit the sections of the Local Plan Application that relate to state funds (*per State Board Policy CT-15, before any local district(s) receive state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education regardless of whether or not the LEA declines the federal Perkins IV allocation*).

Dated Signature of Superintendent/President of the LEA

Signature of Superintendent/President _____

Date _____

E. Dated Signature of Chair of the Local District's Governing Board

Signature of Chair of the Local District's School Board/Board of Trustees _____

Date _____

PART III - CONSORTIUM AGREEMENT
Submitted by the designated Lead Planning District

This part, Consortium Agreement, should only be submitted by the Lead Planning District in coordination with the secondary LEAs who are entering into the consortium with one or more local district(s). The Lead Planning District bears the responsibility of submitting this agreement as part of the district's Local Plan Application.

Directions: Information pertaining to each local district entering into the consortium is requested in Section A. If necessary, attach information for additional consortium participants on a separate page. In Section B, one of the consortium participants must be identified as the Lead Planning District. In Section C, the superintendents of all participating local districts in the consortium (other than the Lead Planning District) are asked to sign and date the consortium agreement. In Section D, the superintendent/president of the Lead Planning District is asked to provide a dated signature. In Section E, include the operational agreement between the participating local districts including the responsibilities and functions of each LEA.

A. Consortium Participants

Please provide the information requested below for each consortium participant that is not the Lead Planning District.

District Number	District Name	_____
Street Address		
City	State	Zip Code
District Contact Person		Telephone
District Number	District Name	_____
Street Address		
City	State	Zip Code
District Contact Person		Telephone
District Number	District Name	_____
Street Address		
City	State	Zip Code
District Contact Person		Telephone
District Number	District Name	_____
Street Address		
City	State	Zip Code
District Contact Person		Telephone

(Insert additional pages as needed.)

B. Lead Planning District for the Consortium

Please provide the information requested below for the designated fiscal agent of the consortium.

_____ Lead Planning District Name _____ District _____
Street Address _____
City _____ State _____ Zip _____
Code _____

C. Dated Signatures of Superintendents (Other than the Lead Planning District) Entering into Consortium Agreement

The aforementioned LEAs in Sections A and B have agreed to enter into a consortium agreement and have agreed to the Statement of Assurances contained in this Local Application for the purpose of providing services to vocational and technical education students under Perkins IV.

Signature of Superintendent/President _____ Date _____
Signature of Superintendent/President _____ Date _____

D. Dated Signature of the Consortium Lead Planning District Superintendent/President

The LEA agrees to serve as the consortium Lead Planning District and accepts the responsibility for submitting the consortium application including PART III - Consortium Agreement. As the Lead Planning District, this district assumes administrative responsibility for submitting all requests for the consortium.

Signature of Superintendent/President _____
Date _____

E. Consortium Plan of Operation

Give the responsibilities and functions of each participating LEA by briefly describing how specific allowable activities will be provided to consortium participants. Include in this description which consortium participant(s) will be providing the allowable activities and which consortium participant(s) will be receiving the allowable activities. The contents of Forms 20.12 and 40.12 should reflect the LEA's expenditures and activities set forth in this section.

(Insert additional pages as required.)

PART IV - REQUEST FOR WAIVER

Appeals Procedures for LEAs Requesting Waiver for Consortia Joint Planning

To request the waiver, the local district must be either located within a rural sparsely populated area or be a state public charter school established under the state's charter school requirement. The LEA must also demonstrate that the LEA is unable to enter into a consortium for the purpose of providing services under Perkins IV.

Directions: In Section A, clearly specify the reasons/rationale for requesting a waiver of minimum allotment requirement. Include data that support the LEA's request as appropriate. Section B requires the signature of the superintendent. Section C states the appeals procedures.

A. Request for Waiver

(Attach additional pages as required.)

B. Dated Signature of Superintendent/President

The local district requests the waiver for more equitable distribution based upon the rationale identified in Section A and is informed of and agrees to comply with the appeals procedure identified in Section C.

Signature of Superintendent/President _____ Date _____

C. Statement of the Appeals Procedure

If the local district receives a negative reply regarding the request for waiver included in the Local Plan Application, in turn, the local district may submit a request for waiver to the associate state superintendent of education (State Vocational Director). This request should contain a copy of the Local Plan Application, the negative reply from MDE OVTE, a restatement of the issue(s), and a request for outcome. The associate state superintendent is to review and respond within 10 working days.

If the local district receives a negative reply from the associate state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting the waiver. This request should contain a copy of the Local Plan Application, the negative reply from the associate state superintendent's office, a restatement of the issue(s), and a request for outcome. The state superintendent is to review and respond within 10 working days.

If the local district receives a negative reply from the state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting permission to address the state board of education. This request will then be placed on the board agenda according to established rules and guidelines. The decision of the board on this issue shall be final.

This procedure does not waive the local district's right to use state board Policy DCK-1 procedures if a local plan is not approved.

PART V - STATEMENT OF ASSURANCES

ASSURANCES PRESCRIBED SPECIFICALLY FOR PERKINS IV

Compliance

- (1) The LEA assures compliance with the requirements of Title I and the provisions of the State and Local plan, including the provision of a financial audit of funds received under this title, which may be included as part of an audit of other federal or state programs.
- (2) The LEA assures that none of the funds expended under Title I 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 purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

Funding Priority and Control

- (1) The control of funds provided under Perkins IV and property acquired from these funds shall be administered by the LEA for the uses and purposes provided in this title. The LEA will administer such property and funds and apply them only for the purposes for which they were granted.
- (2) The LEA assures that it will use fiscal control and fund accounting procedures that ensure proper distribution of, and accounting for, federal funds.

Equal Access for Members of Special Populations

- (1) Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities and will be provided equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.
- (2) The LEA adheres to the provisions under Title VI of the Civil Rights Act of 1965, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- (3) The LEA adheres to the provisions under 612(D) IDEA and 504 Rehabilitation Act of 1973 and Title II of the American with Disabilities Act with respect to ensuring equal access to vocational and technical education.

Least Restrictive Environment

Vocational education will be provided to the disabled and disadvantaged, including students of limited English proficiency, in the most integrated setting possible and will include the use of supplementary and supportive services when necessary.

Participatory Planning

The LEA has established procedures, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to participate directly in decisions that affect their interests and influence the character of programs under the Act.

Provision of Information

The LEA has implemented a policy whereby students who are members of special populations and parents of such students are provided information concerning vocational education programs at least 1 year before such programs are first available but no later than the beginning of the ninth grade.

Participation of Private School Students

To the extent consistent with the number and location of individuals who are members of special populations in private secondary schools that are in compliance, an opportunity will be made available for their participation in the vocational education programs funded under the Act.

Personnel Preparation and Development

The LEA has a policy and procedures established for a systematic approach to personnel preparation and development. Needed in-service activities are provided for vocational staff in the development of the district's Staff Development Plan as required under Accreditation. The district will meet MDE certification requirements for secondary and/or postsecondary vocational staff.

Information Reports

The LEA will make appropriate reports as outlined in state and federal regulations. The agency will keep such records as are required and provide such information to the MDE as may be required for fiscal audit and program evaluation.

Comparable Services

State and local expenditures for the vocational programs supported by funds from Perkins IV will be comparable to expenditures for any similar program that may be supported from other sources. Records are maintained that show that this requirement is met.

Priority Non-supplanting

Funds made available under this application for vocational and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out vocational and technical education activities and Tech Prep activities.

Coordination of Services

To increase program effectiveness, eliminate duplication, and to expand the range of and accessibility to vocational education services, the LEA will coordinate planning of vocational education programs and services with relevant programs conducted under the Adult Education Act, The Education of The Handicapped Act, the Rehabilitation Act, Chapter L the Individuals with Disabilities Education Act, the Workforce Investment Act, programs conducted for students of limited English Proficiency, and apprenticeship programs.

Advisory Council Participation

The LEA will maintain documentation that the Local Advisory and Craft Committees had opportunities to provide input and to review the local plan and activities of vocational education.

The LEA also assures the following:

- (1) No funds received under this Act may be used to provide vocational 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 for such students.
- (2) The following State Board of Education Policy will be followed as an assurance of maintenance of fiscal effort.

STATE BOARD POLICY ENSURING MAINTENANCE OF EFFORT

The State Board of Education shall not allow any payment to be made to any local educational agency unless the State Board finds the following to exist:

- A. In the case of a local educational agency, the combined fiscal effort per student, or the aggregate expenditures of that agency with respect to the provisions of vocational and technical education for the fiscal year preceding the fiscal year for which the determination is made, shall not be less than such combined fiscal effort per student or the aggregate expenditures for that purpose for the secondary preceding fiscal year.
- B. The maintenance of effort for secondary school programs will be collected through the Annual Financial Report submitted to the Mississippi Department of Education, Office of Vocational and Technical Education. The Office shall notify the local educational agency of its approval or of any noted discrepancies. If any noted discrepancies are not alleviated, funds shall be withheld on the basis of failure to provide/prove maintenance of effort.
- C. Postsecondary institutions shall file a Maintenance of Effort of Expenditure Form with the Office of

Vocational and Technical Education on or before November 15 of each year. The Office shall notify the local educational agency of its approval or of any noted discrepancies. If any noted discrepancies are not alleviated, funds shall be withheld on the basis of failure to provide/prove maintenance of effort.

D. Programs funded with non-plan funds are not required to file a Maintenance of Effort Expenditure form with the Office of Vocational and Technical Education.

- (3) No funds under Perkins IV will be used to require any secondary school student to choose or pursue a specific career path or major.
- (4) No funds under Perkins IV will be used to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
- (5) All funds will be used in accordance with the Perkins IV.
- (6) No funds under Perkins IV may be transferred and utilized to fund a School-to-Careers grant, and any Perkins IV funds expended for School-to-Careers activities must be allowable under Perkins IV and meet the definition of *vocational and technical education* found in section 3(29) of Perkins IV.
- (7) For a student to be eligible to participate in activities funded under Perkins IV, the student must be in the seventh grade or higher. An activity funded under Perkins IV must meet all other applicable requirements, including the supplanting prohibition in Perkins IV.

(For a student to be eligible to participate in activities funded under Perkins IV, the student must be in the seventh grade or higher. Thus, for instance, career exploration activities for students below the seventh grade could not be funded under Perkins IV. Any activity funded under Perkins IV must meet all other applicable requirements, including the supplanting prohibition in section 311 (a) "funds made available under Perkins IV for vocational and technical education activities shall supplement, and not supplant non-Federal funds expended to carry out vocational and technical education activities and Tech-Prep activities.")

- (8) Funds made available under Perkins IV for vocational and technical education activities shall supplement and not supplant non-federal funds expended to carry out vocational and technical education activities and Tech Prep activities.
- (9) No funds provided under Perkins IV shall 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.
- (10) The portion of any student financial assistance received under Perkins IV that is made available for attendance costs described in section 325(b) shall 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.
- (11) Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an IEP developed under 612(D) IDEA and 504 Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education.

EDGAR CERTIFICATIONS

- (1) The 5-year local plan is being submitted by the Superintendent/President of the secondary or postsecondary LEA, the designated local agency for vocational and technical education that is eligible to submit the plan.
- (2) The LEA has authority under state law to perform the functions of the designated local agency for vocational and technical education under the program.
- (3) All provisions of the plan are consistent with state law.

- (4) The local officer who submits the plan, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan.
- (5) The local officer who submits the plan, specified by title in the certification, has authority to submit the plan.
- (6) The LEA has adopted or otherwise formally approved the plan.
- (7) The plan is the basis for operation and administration of the program.

President/Superintendent _____

Date _____

OMB Approval
No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS - Page 1

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 (03480040), 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).
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 handicap; (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) §§ 521 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) that 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.

ASSURANCES - NON-CONSTRUCTION PROGRAMS - Page 2

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 sub-agreements.
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 SUPERINTENDENT/PRESIDENT	TITLE
(LEA) APPLICANT ORGANIZATION	DATE SUBMITTED

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

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS - Page 1**

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 sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients 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 3-year period preceding this application been convicted of or had a civil judgment 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 3-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.

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS - Page 2**

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);
 - (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 5 calendar days after such conviction;
 - (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 following space provided the site(s) for the performance of work done in connection with the specific grant:

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS - Page 3**

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

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

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 85.805 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

ED 80-0013

12/98

DATE

PART VI - MAINTENANCE OF EFFORT TABLE AND INSTRUCTIONS - Page 1

To be completed only by postsecondary LEAs

Instructions for Completing the Maintenance of Effort Table

1. A. Total Salaries Paid Vocational Education Personnel

Regardless of the source of funds, include all vocational salaries in this section paid to all personnel working in vocational education. This includes administrators, guidance counselors, instructors, and anyone employed for special projects, such as equity for special populations, short-term adult vocational education (not adult basic education);

1. B. Total Costs of Social Security/State Retirement/Other Benefits for Vocational Education Personnel

The total benefit package for all personnel included in 1 a.

Vocational money cannot be used to pay fringes, Social Security, or retirement.

2. Instructional Supplies for Vocational Programs Only

The total funds spent for supplies for all vocational programs to include supplies purchased for special projects

Does not include equipment

Funds should not decrease from the previous year unless programs have been eliminated or services reduced.

A reduction must have a justification.

3. Other Local Costs

Any direct costs paid by local money for operating the vocational programs, which have not been covered in other line items.

This includes pro rata share of operating expenses such as utilities, secretarial salaries, janitorial salaries, and supplies, etc.*

Not to include one-time cost items (roofing, paving).

4. Official Travel Paid Vocational Education Personnel

State and local funds expended for vocational personnel for official travel

Local in-district travel reimbursements will be reflected in line 5.

5. State Vocational Reimbursement

The total amount the state reimburses the local district for vocational salaries, in-district travel, and supplies purchased for special projects for each fiscal year

Does not include equipment reimbursement or reimbursement for construction. Should

correlate with the reimbursement records in the MDE OVTE.

6. Minimum Foundation Reimbursement/SBCJC Vocational Disbursement

Reimbursement received through the minimum program foundation for teacher salaries and the additional funds assigned to teacher units, such as support services money, and fringe benefits

Reimbursement received through the State Board for Community/Junior Colleges' appropriation for vocational programs

7. Total Local District Costs (See note 4.)

The amount the local district contributes to the vocational program

The difference after adding lines 1-4 and subtracting lines 5-6

NOTES

(1) All costs not paid by the local district should be accounted for in lines 5 and 6.

(2) The figure in line 1A should closely resemble the total vocational salaries on the local district's VETB-110 grantor. Add to this figure short-term adult vocational education (not basic adult education) and special project salaries for the total.

(3) The reimbursement figures in line 5 should also be comparable to the reimbursement figure in the VETB-110 pretout. Add to this figure the reimbursement totals for short-term adult vocational education and special projects.

(4) Whenever the district's local effort decreases from the previous year, a written justification must accompany the Maintenance of Effort form.

*This list is not intended to be inclusive of all items the LEA may need to consider. Its purpose is to offer suggestions for completing the Maintenance of Effort form accurately.

PART VI - MAINTENANCE OF EFFORT TABLE

District Number: District Name:	Return to: Planning and Utilization Coordinator Office of Vocational and Technical Education Bureau of Compliance and Reporting P.O. Box 771 Jackson, MS 39205
COST	ACTUAL EXPENDITURES SCHOOL YEAR 2006-07 JULY 1-JUNE 30
1. A. Total salaries paid vocational education personnel*	
1. B. Total cost of Social Security/state retirement/benefits for vocational education personnel	
2. Instructional supplies for vocational programs only	
3. Other local costs (specifically for vocational building, vocational programs, janitorial salaries, supplies, secretarial salaries, utilities, etc.)	
4. Official travel paid vocational education personnel	
5. State vocational reimbursement: Salaries and travel (this is the vocational reimbursement for the period July 1 through June 30, even though it all was not received until after June 30)*	
6. Minimum foundation reimbursement/SBCJC vocational disbursement: salaries, supportive services, administrative cost, fringe benefits, and other state reimbursement	
7. Total local district costs **	
I hereby certify that the above listed funds are correct to the best of my ability.	
Date: _____, 20__	Superintendent/President
* In addition to regular vocational personnel, include the salaries of vocational personnel funded through special projects and short-term adult vocational education. ** If funds are reduced from one year to the next, please explain. This information should be in the form of a letter stating the specific reason(s) for the reduction.	

PART VII - PROGRAM EVALUATION

District Number

District Name

A. Statement of Understanding that the Local District will conduct an Annual Self-Evaluation

The local district understands that by the receipt of state or federal vocational funds, it must annually evaluate the effectiveness of all vocational and technical education programs, including those not directly receiving federal funds under Perkins IV. The measures of performance are outlined in the document The measures of performance are outlined in the Perkins IV core indicator framework. The local district shall be responsible for reporting this information for all six categories of special populations.

B. Dated Signature of Superintendent/President

Signature of Superintendent/President _____ Date _____

**PART VIII - FEDERAL SECTION
VOCATIONAL EDUCATION SERVICES AND ACTIVITIES**

Directions: Please indicate the funding categories included in the Local Plan Application by placing a check (✓) under Current Program Year beside each applicable service.

District Number:

District Name:

FEDERAL	Service Requested in PART VIII	CURRENT PROGRAM YEAR
	85% Funds	
	One-Stop Career Delivery System (Postsecondary Only)	
	Tech Prep (Postsecondary Only)	
	Corrections	

STATE	Service Requested in PART IX	CURRENT PROGRAM YEAR
	Salaries	
	Equipment Upgrade	
	Adult Vocational	
	Other	

**PART VII - FEDERAL SECTION
VOCATIONAL EDUCATION SERVICES AND ACTIVITIES**

Section 1. Assure that Vocational and Technical Education Programs required under Section 135(b)¹ will be carried out with funds received under Perkins IV and describe in detail how the local district will accomplish the following, Title I.

The LEA assures that funds made available to LEAs under Title I of Perkins IV, shall be used to support vocational and technical education programs that:

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A),
 - a. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b. career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include the following:
 - a. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - c. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including the following:
 - a. in-service and preservice training on the following:
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and
 - iv. effective use of scientifically based research and data to improve instruction;
 - b. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide relevant business experience; and
 - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

¹ The specific programs, services, and activities to be supported and funded are to be described in the subsequent Sections 2-12.

The LEA assures that the activities described on Form 20.12 of this application are consistent with these requirements.

Signature of Superintendent/President _____ Date _____

Section 2. Describe how the Local District's programs, services, and activities are designed to meet the state's adjusted levels of performance for the state's Adopted Performance Indicators.

The LEA is required to document and report the local district's level of performance with regard to the following:

Secondary

- (1) Enrollment: Average enrollment per full-time equivalent (FTE) teacher unit (secondary only).
- (2) Technical Skill Attainment: Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- (3) Secondary School Completion: Percent of concentrators who completed both years of a 2-year program reported as graduated using your state's approved calculation for graduation rate as defined in your state's ESEA accountability workbook.
- (4) Student Graduation Rates: Percent of concentrators who completed both years of a 2-year program reported as graduated using your state's approved calculation for graduation rate as defined in your state's ESEA accountability workbook.
- (5) Secondary Placement: Percent of students placed in military, advanced education, or employment.
- (6) Nontraditional Participation: Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- (7) Nontraditional Completion: Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- (8) Special Populations to include nontraditional training and employment: Percentage of students (in each of the six categories of Special Populations) participating in and completing vocational and technical education programs. Percentages are included in indicators and are disaggregated for nontraditional program areas.

Postsecondary

- (1) Technical Skill Attainment: Percentage of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- (2) Credential, Certificate, or Diploma: Percentage of CTE concentrators who left postsecondary education who received an industry credential, certificate, or degree.
- (3) Student Retention/Transfer: Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.
- (4) Student Placement: Percentage of CTE concentrators who were placed or retained in employment or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.
- (5) Nontraditional Participation: Percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- (6) Nontraditional Completers: Percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- (7) Special Populations to include nontraditional training and employment: Percentage of students (in each of the six categories of Special Populations) participating in and completing vocational and technical education programs. Percentages are included in indicators and are disaggregated for nontraditional program areas.

(NOTE: The performance indicators are discussed in detail in the publication *Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs*.)

(Provide a **detailed description** of the administrative procedures the LEA will have in place to meet this requirement. Insert additional pages as required.)

- Section 3. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under Title I of Perkins IV, and how the individuals and entities are informed about and assisted in understanding the requirements of the title (i.e., craft committees; work-related experiences such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing; activities that support local education and business partnerships; services and activities related to vocational and technical student organizations; services and activities related to family and consumer sciences; services and activities designed to assist participating students in finding employment and continuing their education, etc.).**

The LEA will inform and involve the following groups in the development, implementation, and evaluation of vocational and technical education programs assisted under Title I of Perkins IV:

- Parents
- Students
- Teachers
- Representatives of business and industry
- Labor organizations
- Representatives of special populations
- Other interested individuals

(Explain in detail how the LEA will inform and involve these groups.)

- Section 4. Describe 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. (NOTE: Information and Instructions Regarding Special Populations Personnel are provided in Attachment I of the Local Application.)**

The following list provides examples of such strategies:

- 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 interest, abilities, and special needs of special populations students and other groups.
- Provide in-service 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 students' needs) develop and implement a transitional plan for each identified member of special populations and other groups.

(Describe in detail.)

Section 5. Describe the strategies the LEA will implement to 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.

The following list provides examples of such strategies:

- Early intervention strategies to provide members of special populations, parents of special population 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.
(Describe in detail.)

Section 6. Provide a detailed Local Plan of Work for Special Populations and Other Groups that describes the strategies the LEA will implement to ensure that special populations personnel perform the duties identified in the Local Plan Application.

These include the following:

- Identify needs to be addressed.
- Identify services to be provided.
- Correlate required special populations activities with licensure requirements of special populations personnel.

(Describe in detail. Insert additional pages as required.)

Section 7. Provide assurances that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

The LEA assures that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations through assurance of the following:

- The LEA assures that the LEA to the extent consistent with the number and location of individuals who are members of special populations 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 LEA assures that the LEA to the extent consistent with the number and location of individuals who are members of special populations will provide equal access to programs and services that lead to nontraditional careers, new and emerging careers, and high-skill, high-wage careers.
- The LEA has adopted and implemented the policy "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 technical education program, services, or activities operated by a Local Education Agency (LEA), or supported directly through contractual or other arrangements by an LEA."
- The LEA will 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. 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.
- All facilities, services, programs, and activities provided to special population students shall be comparable to those that the Local Education Agency provided to non-special population students.
- Special population students shall not be discriminated against in the selection or administration of testing or evaluation to assess student performance in a course or program.
- Equal access is provided in regard to membership in vocational education student

organizations, cooperative vocational education, work study, apprenticeship training, work-based learning, employment placement, student housing and facilities, and student financial assistance.

Signature of Superintendent/President: _____
Date: _____

Section 8. Describe the strategies the LEA will implement to use funds to promote preparation for nontraditional training and employment.

Examples of such strategies include the following:

- Provide preparatory services in academic and occupational skills, necessary educational materials, and career guidance counseling services in preparing for vocational and technical education training.
- Ensure access to preparatory services, support services, and vocational and technical education is more accessible to special population students and other groups by assisting those individuals with dependent care, transportation services, special services, referral services, supplies, books, and materials, and/or by organizing and scheduling the programs so that they are more accessible.
- Provide preparatory services and vocational education services and activities designed to prepare students ages 12-25 for nontraditional employment.
- Provide staff development, in-service training, professional development, curriculum development, and other services deemed effective to teachers, counselors, administrators, business leaders, and community leaders on nontraditional training and employment.

(Describe in detail)

Section 9: Postsecondary Only - One-Stop Delivery System and the Workforce Investment Act of 1998

Entities that implement "postsecondary vocational education activities" under Perkins IV are among the mandatory One-Stop partners. Recipients of funds under Section 132 of Perkins IV (Distribution of Funds for Postsecondary Vocational and Technical Education Programs) are the sole entities to which these provisions refer. Thus, each recipient of funds under Perkins IV, Section 132 is a mandatory One-Stop partner and must fulfill the responsibilities set out in Title I of WIA and the implementing regulations.

Responsibilities of Perkins IV Section 132 Grantees

The responsibilities of Perkins IV Section 132 Grantees with respect to participation in the One-Stop system are as follows:

- Be represented on the Local Workforce Investment Board (Local Board).
- Enter into a memorandum of understanding (MOU) with the Local Board relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and methods for referral.
- Make available the core services that are applicable to Perkins IV through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program.
- Use a portion of funds provided under Perkins IV Section 132 or provide services with such funds to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.

The participation of Perkins IV Section 132 Grantees in the One-Stop delivery system (including the expenditure of Section 132 funds related to that participation) must be consistent with the provisions of Perkins IV (secs. 121 (b)(1)(A)(ii) & 134(d)(1)(b) of WIA).

ASSURANCES BY THE LOCAL EDUCATION AGENCY

The Local Education Agency assures the State Board of Education of the following:

- At least one member of the Local Board is a representative of Perkins IV Section 132 (20CFR §661.315(a)). (Perkins IV Section 132 Grantees have the flexibility to determine the individual who is most appropriate to fulfill these responsibilities. In the event that there are multiple Perkins IV Section 132 Grantees within the local area and the opportunity to serve on the Local Board is not made available to all of these grantees, the United States Department of Education encourages grantees to agree jointly on a single grantee who will be responsible for representing their collective interests in the work of the Local Board.)
- If the Governor chooses to use an "alternative entity" in lieu of the Local Board, the state and local workforce investment plans have "explained the manner in which the Local Board ensures an ongoing role for" any category of member that is excluded from membership on the alternative entity (20 CFR §661.330(b)(2)). (This requirement would include a role in the local workforce investment system for Perkins IV Section 132 Grantees that are not represented on the alternative entity.)
- Core services identified in the Workforce Investment Act Section 134(d)(2) that are applicable to Perkins IV will be provided through the One-Stop Delivery System if the Perkins IV funds are being used for these core services.

Generally, the following WIA Title I core services are applicable to Perkins IV and must be made available through the One-Stop system:

- The provision of information concerning the performance and cost of programs assisted under Section 132 of Perkins III
 - The initial assessment of skill levels, aptitudes, abilities, and supportive service needs of individuals prior to their enrollment in a vocational and technical education program, if, and to the extent that, a Perkins IV Section 132 grantee uses Perkins IV funds for this purpose, as part of a program for members of special populations or a program that prepares individuals for nontraditional training and employment
 - The provision of information to individuals prior to their enrollment in a vocational and technical education program relating to the availability of supportive services, including child care and transportation, available in the local area, and referral to such services, as appropriate, if, and to the extent that, a Perkins IV Section 132 grantee uses Perkins IV funds for this purpose, as part of a program for members of special populations or a program that prepares individuals for nontraditional training and employment
- Information will be provided through the One-Stop delivery system regarding the performance of programs assisted under Perkins IV Section 132 and the cost to individuals enrolling in these programs. (Perkins IV Section 132 Grantees should work with the Local Board to determine the most appropriate format and means for making this information available through the One-Stop delivery system.)
 - If and to the extent that a Perkins IV Section 132 Grantee uses Perkins IV funds for preliminary intake, related services, and support services to individuals prior to their enrollment as a student, as part of a program for special populations, or as part of nontraditional training and employment activities, the grantee will make these services available through the One-Stop delivery system.
 - Perkins IV funds will be used only for career guidance and counseling services that serve students who are participating in at least one of a sequence of courses that provides individuals with academic and technical knowledge and skills the individuals need to prepare for further education and for careers (sec. 3 (29) of Perkins IV).

- A Memorandum of Understanding (MOD) has been signed by the Perkins IV Section 132 Grantee and the Local Board outlining the following:
 - 1) The manner in which applicable core services will be made available at the One-Stop center
 - 2) The method for determining the grantee's proportionate responsibility (applicable core services must be proportionate to the use of services at the comprehensive One-Stop center by the individuals attributable to the program assisted with Perkins IV Section 132 funds (20 CFR §662.250)
 - 3) The means by which the grantee will provide access to other services and activities implemented with Perkins funds that provide direct services to students or potential students
 - 4) The responsibility of Perkins IV Section 132 Grantees for contributing to the costs of creating and maintaining the One-Stop system (Proportionality, Limitations on Administrative Costs under Perkins IV, Costs of Other Responsibilities under Perkins IV, and Allowable Costs under Perkins)
- If a Perkins IV Section 132 Grantee is unable to execute an MOD with the Local Board, each grantee will document the negotiations and the efforts undertaken to execute the MOD and inform the SBE of the failure to execute the MOD.
- Perkins IV Section 132 Grantees will begin participation in the One-Stop delivery system on the date that the state implements the applicable provisions of its State Workforce Investment Plan under WIA Title I.

President

Date

Section 10. To be completed only by LEAs that provide programs, services, and activities to individuals located in state correctional facilities. Describe how funds will be used to serve individuals in state correctional institutions.

NOTE: The local educational agencies opting to provide programs to individuals in state correctional facilities will describe in the Local Plan Application the strategies they will implement to serve individuals in state correctional institutions. These strategies should demonstrate how the LEA will make preparatory and vocational and technical education training more accessible to individuals in correctional institutions; and how the LEA will administer and coordinate vocational and technical education services to offenders before and after release.

(Describe in detail.)

Section 11. To be completed only by LEAs that provide programs, services, and activities to individuals located in state facilities other than correctional institutions (Mississippi School for the Blind and Mississippi School for the Deaf). Describe how funds will be used to serve individuals in state facilities other than correctional institutions.

Describe the strategies the LEA will implement in state institutions other than correctional facilities to assure that all individuals identified as special populations will be provided the following:

- Equal access through recruitment, enrollment, retention, and placement services
- Equal access to appropriate vocational education programs available to "all students" including members of special populations
- Vocational educational programs and activities in the least restrictive environment in accordance with the Individualized Education Plan (IEP) and the rights and protections guaranteed by IDEA
- Support services including guidance, counseling, and career development activities (provided by support staff) to enable the special populations to succeed in a vocational education program
- Career information will be provided to all members of special populations; and assessment as required by the 1998 Perkins Act.

(Describe in detail.)

Section 12. Submit the following forms: Forms 20.12, 20.13 and VETB-001.

Instructions for Completing Forms 20.12 and 20.13 - Summary of Federal Vocational Education Activities Funded with Perkins IV 85% Funds and 1% Funds for Programs in State Correctional Facilities and State Institutions for Individuals with Disabilities (*Master Forms and detailed information are provided in Attachment 2 of the Local Plan Application.*)

- (1) Each LEA must complete Form 20.12 - Itemized Budget Summary by Service Area—Summary of Vocational Education Activities, for each service area indicating salaries, capitalized equipment, adult vocational, and other costs for the service area.
- (2) Each LEA must complete Form 20.13 -Budget Item Summary of Federal Vocational Education Activities for the current program year by totaling all items in each category (salaries, capitalized equipment, adult vocational, and other costs) on Form 20.12 - Itemized Budget Summary by Service Area. *NOTE: The grand total of federal funds for each line item should equal the estimated expenditures on Form 20.12. The grand total should be based on anticipated allocations.*
- (3) Individual personnel/salaries for the current program year: This information must be keyed into the Teacher Budget portion of MSIS.
- (4) Prior approval of other cost items is no longer required. However, local districts must request reimbursement showing other cost items correlated to services and activities provided. Form VEFB001 is provided for this purpose.

NOTE: Equipment items for the Current Program Year are to be included on Form 20.12.

SPECIAL NOTE FOR CONSORTIUMS: If districts have formed a consortium, each district completes and submits a summary for the local district. The designated Lead Planning District completes and submits a summary for the local district plus an overall summary for the consortium.

NOTE: Adult vocational services are also to be listed in Form 20.12 and summarized in form 20.13. Requests for adult classes are to be submitted on a needs basis on Form VEIA-OIO, Application for Approval for State and Federal Aid for Adult Vocational Education Programs, on the regular class form application.

**PART IX - STATE SECTION VOCATIONAL EDUCATION
SERVICES AND ACTIVITIES**

Section 1. FORMS 40.12 and 40.13 - Summary of State Vocational Education Activities Funded with State Funds—Non-Project

- (1) Each local district completes Form 40.12 - State Vocational Education Activities—Non-Project Funds, for each service area indicating the funding need (salaries, capitalized equipment, adult vocational, and other costs). *NOTE: The grand total of state funds for each line item should equal the estimated expenditures on Form 40.13. The grand total should be based on anticipated allocations.*
- (2) Each local district completes Form 40.13 - State Vocational Funds Budget Item Summary—Non-Project for the current program year by totaling all items in each category (salaries, capitalized equipment, adult vocational, and other costs).
- (3) VETB-101 is a support document also to be included for Form 40.13. Salaries for most ongoing teachers will be included on the regular printout, VETB-101.

NOTE: Equipment items for the current program year are to be listed on Form 40.12, Equipment for Vocational/Technical Programs.

SPECIAL NOTE FOR CONSORTIUMS: If districts have formed a consortium, each district completes and submits a summary for the local district. The designated Lead Planning District completes and submits a summary for the local district plus an overall summary for the consortium.

NOTE: The following activities are permissible expenditures for the utilization of state vocational funds—non-project:

- Salaries for vocational administrators, counselors, and teachers for ongoing programs
- Salaries for teachers for new approved programs and projected programs
- Adult vocational programs
- Equipment for upgrading of existing programs and salaries for new programs

NOTE: Adult vocational services are also to be listed in Form 40.12 and summarized in Form 40.13. Requests for adult classes are to be submitted on a needs basis on Form VEIA-010, Application for Approval for State and Federal Aid for Adult Vocational Education Programs, on the regular class form application.

**PART X - TECH PREP CONSORTIA 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 it 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

Other Members of the Consortium

District No.: _____ District Name _____

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ATTACHMENT 1
Information Regarding Special
Populations Personnel

INFORMATION REGARDING SPECIAL POPULATIONS PERSONNEL

The 2006 Perkins Act identifies six categories of special populations, which include the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents (teens and adults), including single pregnant girls and women; (5) displaced homemakers; and (6) individuals with barriers to educational achievement, including individuals with limited English proficiency. At the secondary/postsecondary levels, approved special populations personnel positions will be reimbursed as special instructional support staff serving special populations.

Special populations personnel are funded from Carl Perkins 85% vocational funds. The position of special populations personnel is a non-administrative position. Special populations personnel shall provide direct and indirect instructional services to special populations as defined and identified in the 2006 Carl D. Perkins Act and the Local Plan Application (i.e., Section 9). Special populations services are to focus on the recruitment, enrollment, instruction, retention, completion, placement, and follow-up of special populations preparing for high-skill, high-wage occupations and/or nontraditional employment in new and emerging careers. The purpose of instructional services rendered by special populations personnel is to enable special populations students to experience success in their chosen vocational education programs. The special populations personnel may provide instruction for the disadvantaged vocational student in areas including mathematics, reading, and writing. The instruction shall be provided in cooperation with the vocational instructor. Instructional services shall be delivered concurrently with enrollment in a vocational education program. Special populations personnel shall coordinate activities for special populations with academic instructors. Secondary and postsecondary special populations personnel are mandated to perform the duties and provide the services specified in the district's Local Plan.

Responsibilities and Duties of Special Populations Personnel Should Include the Following (The Local District Plan of Work for Special Populations and Other Groups shall describe how the responsibilities of special populations personnel are to be carried out):

1. Ensuring that special populations are provided equal access to recruitment, enrollment, retention, completion, placement activities, and preparatory and support services for vocational education programs and nontraditional education and training programs
2. Providing, collecting, organizing, and analyzing information about individuals through assessments, student records, testing, interviews, and professional sources
3. Assessing the interests, aptitudes, and abilities of special populations for vocational and educational planning, and for nontraditional education and training
4. Compiling occupational and educational information to assist special populations in making and achieving educational, vocational, and career objectives; providing the necessary nontraditional occupational, educational, and other information to enable special populations or their parents to formulate realistic educational, vocational, and career plans
5. Formulating and developing individualized educational or career plans relating to education and training needs of special populations enrolled or preparing to enroll in vocational education and/or nontraditional education and training programs
6. Providing guidance, counseling, and career development services or referral to assist special populations achieve realistic educational, vocational, and career goals

7. Providing the preparatory, supportive, tutorial, and mentoring services that are required to ensure the success of special populations enrolled in or preparing to enroll in vocational education and/or nontraditional education and training programs.
8. Ensuring that special populations are provided with supplementary services required by law, such as: (a) curriculum modifications, (b) classroom modifications, (c) equipment modifications, (d) supportive and related services, (e) instructional aids and devices, (f) academic assistance, and (g) equal access to nontraditional education and training programs and related services.
9. Providing transitional information and services for all special populations students enrolled in or preparing to enroll in vocational education and training programs.
10. Reviewing curricula to eliminate sex bias and sex role stereotyping, and assist in the adaptations to special populations' needs; preparing teaching outlines, lessons, and other materials for course of study.
11. Preparing or selecting and implementing assessments, and recording the results of assessments.
12. Confering with special populations and/or their parents when indicated.
13. Working with others in the resolution of special populations' academic or behavioral problems.
14. Assisting special populations in the achievement and mastery of the necessary skills and objectives required for them to be successful in the vocational and academic courses in which they are enrolled by adapting techniques and methods of instruction to meet individual needs.
15. Providing, as required, counseling, instruction, and service to out-of-school youth and adults in academic and nonacademic courses, vocational programs, and nontraditional education and training programs.
16. Providing services to prepare special populations for nontraditional education, training, and employment in high-skill, high-wage occupations.
17. Maintaining records and documentation detailing services and activities provided to special populations.
18. Serving as special populations' liaison among academic and vocational instructors, special education teachers, counselors, administrators, and various agency personnel for the purpose of ensuring special populations' success in vocational and nontraditional education and training programs.
19. Developing and submitting a local program of work for special populations.
20. Informational requirements:

Secondary—Provide members of special populations and parents of special populations participants with the following information on vocational and technical education programs at least 1 year prior to student enrolling: available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities.

Postsecondary—Provide available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities in a prepared packaged format to "all students" upon enrollment in a vocational-technical program. Postsecondary special populations personnel must (1) certify and document that special populations are provided with equal access to recruitment, enrollment, retention, completion, and placement and (2) maintain documentation of services and activities provided to each special populations participant.

Licensure

Regarding employment in a special populations personnel position, MDE endorses the following licensure categories for Special Populations Personnel. Currently, no specific Special Populations Educator License exists. Therefore, to be reimbursed with federal funds, all special populations personnel shall possess current licensure in one or more of the following endorsement area(s):

Secondary Special Populations Personnel

- Code 117 Elementary Education (4-8)
- Code 119 English (7-12)
- Code 154 Mathematics (7-12)
- Code 174 Remedial Reading (K-12)
- Code 177 English as a Second Language (K-12)
- Code 206 Emotional Disability (K-12)
- Code 207 Gifted (K-12)
- Code 221 Mild/Moderate Disability (K-12)
- Code 224 Mild/Moderate Disability (7-12)
- Code 300s Only if grandfathered during FY2000 and maintaining continuous employment as Special Populations Personnel after that time

Postsecondary Special Populations Personnel

- Code 505 Vocational Resource Educator (only if grandfathered prior to FY97 and continuously employed as Special Populations Personnel since FY 97)
- Code 506 Special Populations Personnel
- Code 514 Vocational Counselor (only if grandfathered prior to FY97 and continuously employed as Special Populations Personnel since FY 97)

For information concerning current licensure requirements, please refer to Mississippi's current licensure guidelines, *Competency-Based Licensure for Postsecondary Vocational and Technical Personnel*.

ATTACHMENT 2
FORMS 20.12, 20.13, VETB-001, AND VEFB-001
AND
DETAILED INFORMATION

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Itemized Budget Summary by Service Area - Summary of Federal Vocational Education Activities

Directions: Use the forms on the following pages to identify the funding need (salaries, equipment, adult vocational, and other cost), purpose/objective, location of activities, activities/outcomes, and estimated expenditures for each service/program area for the current program year.

District No. _____
Local District Name _____

(If applicable) Lead Planning District in Consortium _____ Other Districts in the Consortium
_____ District No. _____

(If applicable)

District No.	District Name

- Parents and students
- Institutions of higher education
- Tech prep coordinators and representatives of tech prep consortia
- Representatives of special populations, business and industry

The key components of the five-year State Plan are:

1. Places greater emphasis on accountability and improved results.
2. Ensures improvements related to program monitoring and enforcement.
3. Disaggregates performance goals and report information by special populations.
4. Strengthens ties between industry, high schools, and higher education.
5. Ensures that teachers are well trained, students are academically ready for college.
6. Ensures that high schools are training students for the actual needs of their community.
7. Increases articulation with community colleges through formal statewide agreements.
8. Provides ongoing professional development with measurable outcomes.
9. Uses the High School Redesign initiative to ensure that local agencies have career pathways that link secondary and postsecondary programs together.

Recommendation: Approval

MISSISSIPPI

**STATE PLAN
FOR
VOCATIONAL AND TECHNICAL
EDUCATION**

**PROGRAM YEAR 2008
TO
PROGRAM YEAR 2013**

1

2

3

4

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

.....

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

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 maintain 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 12th Street, SW, Potomac Center Plaza, Room 11053, Washington, DC 20202-7110.

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EXECUTIVE SUMMARY

In August of 2006, the Carl D. Perkins Act was reauthorized. This act is now formally known as The Carl D. Perkins Career and Technical Act of 2006 (2006 Perkins Act). To ensure an orderly transition from the 1998 Perkins Act provisions to the new 2006 Perkins Act, the Secretary of Education required each state to prepare and submit plans using one of the following options: (1) a 6-year State Plan that covered the period July 1, 2007, through June 30, 2013, or (2) a 1-year Transition Plan for the program year July 1, 2007, through June 30, 2008, followed by a 5-year State Plan that would cover the period July 1, 2008, through June 30, 2013. The State of Mississippi chose the 1-year Transition Plan option, which received state board approval in May 2007, which would be followed by the 5-year State Plan.

Key components of the 1-year Transition Plan are as follows:

1. Increased Articulation with Community Colleges
2. Enhanced Professional Development: All professional development must now be ongoing and with measurable outcomes.
3. Career Pathways: The new act requires that states ensure that all local agencies receiving funds have career pathways that link secondary and postsecondary programs together.
4. Accountability: The transition plan has fewer accountability requirements for the 1-year plan than the previous act required.

The 5-year State Plan has increased public input and accountability requirements and has expanded documentation of how the State of Mississippi will operate programs.

In developing the 5-year State Plan, Section 122(b)(1)(A) of the 2006 Perkins Act requires the State of Mississippi to seek consultation from the following constituents through public hearings:

- Academic and career and technical education teachers, faculty, and administrators
- Career and guidance and academic counselors
- Eligible local educational agencies
- Parents and students
- Institutions of higher education
- Tech Prep coordinators and representatives of Tech Prep consortia
- Representatives of special populations, business, and industry

The key components of the 5-year State Plan are as follows:

1. Place greater emphasis on accountability and improved results.
2. Ensure improvements related to program monitoring and enforcement.

3. Disaggregate performance goals and report information by special populations.
4. Strengthen ties among industry, high schools, and higher education.
5. Ensure that teachers are well trained and students are academically ready for college.
6. Ensure that high schools are training students for the actual needs of their communities.
7. Increase articulation with community colleges through formal statewide agreements.
8. Provide ongoing professional development with measurable outcomes.
9. Use the High School Redesign initiative to ensure that local agencies have career pathways that link secondary and postsecondary programs together.

PART A: STATE PLAN NARRATIVE

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

A. Statutory Requirements

I.A.1. Conduct Public Hearings in the State

The Mississippi Department of Education (MDE) is the sole state agency responsible for administering and expending funds for federal and state programs of vocational and technical education in secondary schools, junior/community colleges, and regional vocational and technical facilities. Further, the MDE has the authority to set and approve program standards, purchase educational equipment, supervise the Office of Vocational Education and Workforce Development, and promulgate such rules and regulations with limits set by state code, necessary to carry out the intent of the legislature creating the Office of Vocational Education and Workforce Development.

The MDE will conduct Public Hearings on the 2008–2013 5-Year State Plan pursuant to Section 122(a)(3) held in Mississippi, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan. Three regional, public hearings will be conducted. Public notification will be made through legal notices in newspapers, public service announcements on radio and television stations, and mailed invitations to special interest groups.

I.A.2. Summary of Recommendations and MDE's Response

The MDE has created a Web site containing the draft of the MDE 5-Year State Plan. The Web site allows for individual comments and suggestions to be recorded from interested parties. MDE will respond to comments online on a periodic basis. The documents, comments, responses, and related materials will be accessible for reading or downloading. Comments will be utilized during the development phase of the plan and will continue to be considered throughout further development of the State Plan.

The MDE will conduct public hearings on the development of the 5-Year State Plan. After the public hearings, a summary of comments will be included and discussed in detail.

- I.A.3. The MDE involved teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations; consulted the governor of the state in formulating the 5-Year State Plan; and will continue to involve these key constituencies in the amendment procedure.**

The associate state superintendent of education selected from key groups individuals who would be knowledgeable and who would represent key groups/constituencies on the state work team. Upon the selection of the participants, the teams actively participated in the plan development. The state work team will continue to be involved in subsequent meetings relating to further development of the plan.

The State Board for Community and Junior Colleges is represented on the state plan work team and has been invited to participate in all state plan activities carried out by the MDE.

On November 27, 2007, the following attended and participated in a state plan development team meeting to work on the state plan:

Business and Industry Work Group

1. Mr. Ed Roberson, MDE, Group Leader
2. Mr. Larry Crane, Northrup Grumman
3. Mr. Johnny Franklin, Governor's Office
4. Mr. Michael Curran, MS Department of Employment Services
5. Mr. Stan McMorris, MS Department of Employment Services
6. Dr. Reginald Sykes, Institutions of Higher Learning
7. Mr. Mike Barkett, MS Construction Education Foundation
8. Mr. Gary Bambauer, MS Construction Education Foundation

Tech Prep Coordinators Work Group

1. Ms. Bobbie Gilkey, MDE, Group Leader
2. Debbie Fougrousse, MDE
3. Shaunta Durr, MDE
4. Ms. Nan Robinson, Meridian Community College
5. Ms. Sherry Franklin, Hinds Community College
6. Ms. Cindy Johnson, East MS Community College
7. Ms. Wanda Thomas, MS Delta Community College

Special Populations/Student Services/Counselors Work Group

1. Ms. Gail Simmons, MDE, Group Leader
2. Ms. Gail Muse, Holmes Community College
3. Ms. Judy Wells, Pearl River Community College

4. Ms. Rosie Brown, Jackson Public Schools
5. Mr. Dan Burchfield, Webster County Vocational Center
6. Ms. Angela Givhan, Clinton HS Career Complex
7. Ms. Debra Bush, A. P. Fatherlee Vocational Center
8. Mr. Steven Steed, Hinds Community College
9. Ms. Linda Pasquini, Keys Vocational Center

Postsecondary Work Group

1. Mr. Shawn Mackey, SBCJC, Team Leader
2. Ms. Ann Shelton-Clark, Coahoma Community College
3. Dr. Gail Baldwin, Copiah-Lincoln Community College
4. Mr. Wayne Eason, East Central Community College
5. Dr. Paul Miller, East MS Community College
6. Dr. Sue Powell, Hinds Community College
7. Dr. Sherrie Cheek, Holmes Community College
8. Dr. Ron Phillips, Itawamba Community College
9. Mr. Nathan Moseley, Jones Junior College
10. Mr. Shirley Nell Goodman, Meridian Community College
11. Ms. Mary Ann Sandidge, MS Delta Community College
12. Ms. Anna Faye Kelley-Winders, MS Gulf Coast Community College
13. Ms. Linda Sweeney, Northeast MS Community College
14. Mr. Jo Broadway, Northwest MS Community College
15. Mr. Don Welsh, Pearl River Community College
16. Mr. Ken Morris, Southwest Community College
17. Ms. Cheryl Lott, Hinds Community College

Secondary Work Group

1. Ms. Chris Wall, MDE, Group Leader
2. Mr. Lane Bell, Tippah Career and Technology Center
3. Dr. Kay Berry, Simpson County Vocational Center
4. Ms. Judy Stevenson, Cleveland Career Development and Technology Center
5. Mr. David Fava, Gulfport High School
6. Ms. Margera Harris, Clinton Career Complex

Parent and Postsecondary Student Work Group

1. Ms. Deanna Haas, Secondary Parent
2. Mr. Tommy Steen, Secondary Parent
3. Ms. Melanie Self, Postsecondary Parent
4. Ms. Jessica Jeffries, Postsecondary Student

I.A.4. The MDE conducted activities and procedures to allow the individuals described in Section 122(b)(2) to participate in state and local decisions that related to development of the 5-Year State Plan.

The state work team, comprised of representatives of the work groups, participated in planning and development through participation in scheduled meetings, e-mail correspondence, and committee work. A record of work team meetings, including sign-in sheets, minutes, and recommendations, is being maintained on file in the Office of Vocational Education and Workforce Development.

The State Board for Community and Junior Colleges (SBCJC) is represented on the state work team, and the representative has participated in state planning activities carried out by the MDE.

Also, the SBE convened, under the oversight of the state work team, an internal working committee to assess the requirements of the law and participate in the development of the 5-Year State Plan. The working committee is composed of representatives from the following: OVTE state staff, Research and Curriculum Unit (RCU) staff, and SBCJC representatives. The working committee will continue to provide input to the revision and maintenance process.

A draft copy of the Mississippi 5-Year State Plan will be available for viewing and/or downloading on the MDE Web page. In order to acquire additional participation from key groups, a Web-based online database that allows individuals to enter comments is being maintained.

I.A.5. The portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, Tech Prep education, and secondary vocational and technical education was developed and approved by the MDE after consultation with the State Board for Community and Junior Colleges.

The State Board for Community and Junior Colleges (SBCJC) is represented on the state work team, and the representative has participated in state planning activities carried out by the MDE. Any state agency that funds a portion of the final state plan objectionable shall file its objections with the SBE.

I.B.1. The Mississippi Department of Education (MDE) Office of Vocational Education and Workforce Development (OVE&WD) maintains on file a record of the public hearings that includes copies of the notices for the

hearings, media for publicizing the hearings, mailings lists for notification, location of the hearings, attendance levels, and the recommendations or comments made by the attendees.

The Mississippi Department of Education Office of Vocational and Technical Education (MDE OVE&WD) maintains on file a record of the public hearings that includes copies of the notices for the hearings, media for publicizing the hearings, mailing lists for notification, location of the hearings, attendance levels, and the recommendations or comments made by the attendees.

I.B.2. Policies and procedures were established for the framework of consultations required by Section 122(b)(1)(A–B) and section 122(b)(2) of the act.

This is accomplished through the Mississippi Administrative Procedures Act (APA) process. The following is a description of the APA process being followed:

I.B.2.1. The MDE approved the draft of the Program Year 2008–2013 5-Year State Plan during the February 2008 State Board of Education meeting. This began the Administrative Procedures Act (APA) process. Immediately following approval by the SBE, the Office of Vocational Education and Workforce Development completed the APA filing notice (initial filing section) and provided two copies of the notice and the proposed 5-Year State Plan to the Office of Special Projects/Board Policy (OSP/BP). The Office of Vocational Education and Workforce Development provided an announcement of this SBE action to the MDE Office of External Relations (OER).

The OSP/BP will review and file the documents with the Secretary of State's office. A copy of the signed APA Filing Notice form verifying the filing was provided to the Office of Vocational Education and Workforce Development. The documents are to be maintained on file for 30 days from the filing date before they can be brought back to the SBE for final action. This means that no action can be taken at the next SBE meeting. When 30 days has elapsed and the item is being prepared for the SBE agenda, the Office of Vocational Education and Workforce Development shall recommend approval of the item as having completed the APA process with or without comments and whether any changes in the proposed plan have been made. Any comments shall be a part of the backup material.

Upon approval of the item by the SBE, the Office of Vocational Education and Workforce Development shall immediately complete the APA Filing Notice form (final filing section) and provide two copies of the form and the 5-Year State Plan to the OSP/BP. The effective date will be at least 30 days

from the date of final action by the SBE. The OSB/BP will file these documents with the Secretary of State on the day received. A copy of the signed final filing notice will be provided to the Office of Vocational and Technical Education.

Since the APA process will happen after the board meeting, a summary of the resulting comments and responses is not yet available; however, the final approved copy of the 5-Year State Plan will reflect necessary responses. The SBE's adoption of the 5-Year State Plan shall become final 30 days after the filing of the certified copy with the Secretary of State. Any resulting comments and recommendations requiring a substantial amendment to an approved state plan will be reviewed by the working committee and the state plan work team prior to implementing amendments.

The APA process was completed during February 2008. Final approval of the 5-Year State Plan was obtained from SBE on April 2008.

I.B3. Postsecondary career and technical education programs assisted under Perkins IV are partners in the one-stop career center delivery system established by WIA.

The State Superintendent of Education serves on the Workforce Investment Board. The MDE will collaborate with the Workforce Investment Board and other one-stop partners in planning for the participation of postsecondary vocational education programs in the state's one-stop career center delivery system.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

II.A.1. According to SEC 122(a)(1) of P.L. 105-332, the MDE has prepared and submits to the Secretary a state plan for a 5-year period, together with such annual revisions as the eligible agency determines to be necessary.

II.A.2. The Mississippi Department of Education established vocational and technical education activities to be assessed that are designed to meet or exceed the state adjusted levels of performance.

(a) The career and technical education programs of study 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 do the following:

- 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 that 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;
- establishing statewide career clusters and pathways with plans of study linking grades 9–16;
- providing statewide curriculum that is streamlined for career pathways under the seven career clusters that includes nationally recognized occupational standards and certification requirements where available (nationally recognized industrial certifications could be considered as end points);
- having a program of study that includes levels for industry, community college, and IHL exit points and offers high school diplomas based on these various exit points from secondary career pathways;

- articulating secondary and postsecondary curricula to promote a smooth transition for students to become prepared for jobs in high-skill, high-wage, or high-demand occupations;
- providing opportunities more frequently for secondary students to engage in laboratory experiences at the local postsecondary facilities that encourage and support college-level academic expectations, articulation, and program recruitment;
- providing flexibility in substituting required courses, increasing options for credit recovery, increasing dual credit options, and reducing hours required for vocational program coursework;
- providing opportunities for dual credit and dual enrollment for postsecondary career pathways;
- increasing academic rigor in CTE curricula through the utilization of mathematics, reading, writing, and oral communication;
- utilizing the most current technology (equipment and software) in all CTE classes and providing training for teachers;
- developing successful, ongoing college and career events that include opportunities for students to develop strong relationships with college students, professors, and individuals from business and industry; and
- providing lab-based credits for CTE Career Pathway classes that are fully recognized and approved by all state IHL facilities.

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 that 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 prepare students adequately 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 levels. 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 and 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 during 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 to inform academic personnel of which skills are needed and of 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 Listservs 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. Career, Computer, and Discovery 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 in which a student is having problems, the student will benefit from the individual attention and the repetitions provided. These programs are used for both short-term trouble areas the student may encounter and more deep-seated deficiencies in certain areas.

Most teachers are now incorporating testing strategies into their lesson plans. This incorporation 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 ProStart 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 Mississippi Student Information System (MSIS). MSIS captures student tests, grades, special populations, and a variety of other information by student. Further refinement of the programming will allow student-level information to be captured, disaggregated, and studied at an increasingly striated level in order to reduce achievement gaps in a variety of areas.

A number of initiatives by the MDE 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. In addition, 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. Special populations 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

Currently, there are 15 community and junior colleges in 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 under way 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, and so forth. 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 access to a wider range of coursework with more flexibility in scheduling and with the opportunity to develop their capacities as independent learners. Because of 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 with priority given to juniors and seniors. No online courses tied to Subject Area Tests will be offered, and 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 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's or baccalaureate degree

All postsecondary programs lead to a certificate or associate's 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 that 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, National Center for Construction Education and Research 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 (RCU) based on guidelines set forth by No Child Left Behind and the 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 the following:

- **Writing Team Selection and Meeting Preparation:** CTE teachers and other interested parties are asked to complete a writing team application to be part of the revision team. Instructional design specialists (IDSs) and assessment specialists from the RCU 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:** IDSs 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:** IDSs and the revision team collect and review information regarding changes industry and other interested parties suggest for the curricula.
- **Textbook Adoption:** If appropriate, IDSs and the revision team select potential instructors for textbook selection teams and discuss appropriate textbooks for adoption.
- **Blackboard™ Site:** IDSs 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. IDSs 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-CPAS2) Tests:** IDSs and revision team members work together to revise the curriculum document, develop or revise MS-CPAS2 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 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 3 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 the state's 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 seventh-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 eighth-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 ninth-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 standards 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 IC³ 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 seventh- and ninth-grade programs were 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 BlueCross BlueShield 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 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, data collected by the Mississippi Department of Employment Securities (MDES), 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 the following:

- 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 the 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 2008, the selected school district personnel and 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 the 2007–08 school calendar year, 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 disciplines 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' aptitudes 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 they need to understand fully the importance of course selection as it relates to career pathways and the collection of Carnegie units for high school completion. Students in the seventh grade should be assigned a teacher-advisor whom 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 beginning 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 coursework 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 that 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 include online courses for all students, which 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, for 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 clusters, courses they plan to take, and career interests. 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 the 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 were 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% or higher on the MS-CPAS2. The State Board for Community and Junior Colleges forwards the scores for each district to the Director of Admissions/Registrar and the Career and 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 additional non-

developmental hours must be earned before credit is transcribed. No cost will be assessed on credit assigned to a student receiving articulated credit. MS-CPAS2 scores may be accepted for up to 18 months after high school graduation. Programs and courses to be articulated are listed below.

Articulation List

S Program	PS Program	PS Courses
S Agricultural & Environmental Science & Tech – Animals	PS Ag Business & Mgmt Tech	AGT 1214 - Applied Principles of Animal Production
S Agricultural & Environmental Science & Tech – Plants	PS Ag Business & Mgmt Tech	AGT 1313 - Applied Principles of Plant Production
S Agricultural & Environmental Science & Tech – Agribusiness and Entrepreneurship Technology	PS Ag Business & Mgmt Tech	AGT 1613 - Agricultural Records
S Agriculture & Natural Resources	PS Ag Business & Mgmt Tech	AGT 1111 - Survey of Agriculture
S AgriScience	PS Ag Business & Mgmt Tech	AGT 1111 - Survey of Agriculture
S Horticulture	PS Horticulture/ Landscaping Cluster	HLT 1214 - Applied Principles of Plant Propagation
S Business & Computer Programming Tech	PS Computer Programming Technology	CPT 1323 - Survey of Microcomputer Applications
S Business & Computer Tech	PS Business & Office Tech	BOT 1133 - Microcomputer Applications (effective 2005)
	PS Computer Programming Tech	CPT 1323 - Survey of Microcomputer Applications
	PS Banking & Finance Tech	BFT 1513 - Banking and Finance Math
	PS Court Reporting Tech	BOT 1313 - Applied Business Math
	PS Medical Assisting Tech	CPT 1113 - Fundamentals of Microcomputer Applications CPT 1324 - Survey of Microcomputer Applications
	PS Health Information Tech	CPT 1113 - Fundamentals of Microcomputer Applications CSC 1123 - Microcomputer Applications
S Cooperative Education	PS Marketing Tech	MMT 1753 - Marketing Seminar
S Marketing Mgmt Tech	PS Marketing Mgmt Tech	MMT 1113 - Marketing I (effective 2006) MMT 1313 - Salesmanship
	PS Fashion Marketing Tech	MMT 1113 - Marketing I MMT 1313 - Salesmanship
	PS Banking & Finance Tech	BFT 1513 - Banking and Finance Math
	PS Media Technology	MDT 1314 - Fundamentals of Television Production
S Computer Graphics Tech	PS Graphic Design Tech	CAT 1113 - Graphic Design and Production I
S Computer Systems Tech	PS Computer Networking Technology	CPT 1333 - Operating Platforms CNT 2423 - Systems Maintenance
S Allied Health	PS Practical Nursing	PNV 1112 - Basic Nutrition PNV 1312 - Growth and Development
	PS Health Information Tech	HIT 1213 - Medical Terminology
	PS Medical Asst Tech	MET 1113 - Medical Terminology
S Automotive Body Repair	PS Collision Repair Tech	ABT 1133 - Glass and Related Hardware Installation and Sealing (2002 curriculum)

S Automotive Service Tech	PS Automotive Tech	ATT 1213 - Brakes (articulated 2006; removed from articulation 2007; therefore, <u>effective ONLY for secondary students completing Automotive Technology between Spring 2006 and Spring 2008</u>)
S Outboard Marine Engine Mechanics	PS Marine Engine Mechanics	MAV 1115 - Fundamentals of Outboard Marine Engine Repair MAV 1242 - Marine Engine Cooling Systems
S Basic Electronics	PS Electronics	EET 1114 - DC Circuits
S Electrician	PS Electrical Tech	ELT 1192 - Fundamentals of Electricity
S Masonry	PS Brick, Block, & Stone Masonry	BBV 1313 - Tools, Equipment, and Safety
	PS Commercial/Residential Maintenance	CRM 1313 - Masonry
S Metal Trades - Machine Shop Option	PS Machine Tool Operations	MST 1114-6 - Power Machinery I (effective 2006)
S Metal Trades - Machine Shop Option	PS Automotive Machinist Tech	AUV 1116 - Fundamentals for Automotive Machinists
S Building Trades	PS Brick, Block, & Stone Masonry	BBV 1313 - Tools, Equipment, and Safety
	PS Plumber & Pipefitter/Steamfitter	PPV/PCT 1113 - Fundamentals of Plumbing/Pipefitting
S Heating & Air Conditioning	PS HVAC	ACT 1125 - Basic Compression Refrigeration
S Industrial Maintenance Trades	PS Industrial Maintenance Trades	IMM 1213 - Industrial Hand Tools and Mechanical Components
S Machine Tool Operation	PS Machine Tool Tech	MST 1114-6 - Power Machinery I (effective 2006) MST 1413 - Blueprint Reading MST 1313 - Machine Tool Mathematics
	PS Industrial Maintenance Trades	IMM 1224 - Power Tool Applications
S Residential Carpentry	PS Commercial/Residential Maintenance	CRM 1214 - Carpentry
S Welding Theory & Applications	PS Welding & Cutting Tech	WLV 1116 - Shielded Metal Arc Welding I (effective 2006)
	PS Industrial Maintenance Trades	IMM 1734 - Maintenance Welding and Metals
S General Drafting	PS Drafting & Design Tech	ODT 1113/4 - Fundamentals of Drafting (effective 2006) DDT 1313 - Principles of CAD (effective 2005)
	PS Civil Tech	DDT 1113/4 - Fundamentals of Drafting DDT 1313 - Principles of CAD
S Design Technology for Fashion and Interiors	PS Clothing and Textile Services	CTV 1114 - Garment Construction CTV 1233 - Fabric and Accessory Design
	PS Fashion Marketing Tech	FMT 1113 - Fashion Design Fundamentals
S Culinary & Related Foods Tech	PS Hospitality & Tourism Mgmt Tech	HRT 1213 - Sanitation and Safety HRT 2233 - Food and Beverage Control
	PS Food Production & Mgmt Tech	FPV 1213 - Food Service Sanitation FPV 2613 - Menu Planning and

S Early Childhood Services & Education	PS Childcare Tech	Cost Control CDT 1113 - Early Childhood Profession (effective 2005) CDT 1343 - Child Health & Safety (effective 2005)
S Hotel Restaurant & Tourism Mgmt	PS Hospitality & Tourism Mgmt Tech	HRT 1213 - Sanitation and Safety HRT 2233 - Food and Beverage Control
	PS Food Production & Mgmt Tech	FPV 1213 - Food Service Sanitation FPV 2913 - Menu Planning and Cost Control

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 houses, 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 do the following:

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 the following:

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 the following:

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 that 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 that identify academic and vocational–technical courses and programs that 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.

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-qualified 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 that 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 that identify academic and vocational-technical courses and programs that 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 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 that 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 supply-demand 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 do the following:

- 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 as follows:
 - 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, and so forth.
- 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 as follows:
 - 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 do the following:

- 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 do the following:

- 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 in Mississippi 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 grades, students will be introduced to a variety of occupations, including the education requirements and salary ranges of those occupations. During the seventh grade, students' aptitudes 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 selections 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. Courses 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 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 the 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 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 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 State Plan for Vocational and Technical Education, as well as the current accountability plan, supports reform and improves 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 4-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, U.S. History from 1877, and Biology I as well as ACT College Readiness Standards. 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. Courses at the postsecondary level that are relevant and challenging

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 and 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 6 years under the direction of the RCU. Prior to developing or revising curricula, instructional design specialists (IDSs) 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. IDSs 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. Courses 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 (IDSs) have created a B.R.I.D.G.E. (Blackboard™ Resource and 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 and 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

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 levels. Every student will choose a career pathway and follow a plan of study that 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 evaluate the extent of such integration adequately [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.

II.A.3. Comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and guidance and academic counselors

- (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

Curriculum Development and Revision Process

<https://cia.rcu.msstate.edu/curriculum/>

The Mississippi Department of Education (MDE) contracts with the Research and Curriculum Unit (RCU) at Mississippi State University to provide secondary, postsecondary, and adult short-term curricula for all career and technical cluster areas in the Mississippi Career Pathway system. Curricula are research- and standards-based and are developed in cooperation with a writing team consisting of career and technical, academic, and business and industry professionals. The curriculum framework for each career cluster area is designed to include relevant competencies and pedagogical strategies that foster academic and real world of work skills.

Writing teams are selected to ensure a balance of career and technical and academic teachers. Instructional design specialists from the RCU conduct extensive research on state workforce demands, industry needs, national skills standards and certifications, and academic standards in preparation for the curriculum development. Writing team members participate in extensive Understanding by Design (UbD) training (<http://www.grantwiggins.org/ubd.html>) prior to developing each curriculum. The UbD method of curriculum design ensures student achievement with the inclusion of learning goals, assessments of student understanding, and engaging learning activities aligned with academic and career and technical standards.

Description of the Validation Process

Industry personnel, all instructors in the state, and the public-at-large are invited to review the revised career and technical curricula and make comments. Comments are reviewed and changes are made as

appropriate. The final curricula are approved by the State Board of Education and the State Board for Community and Junior Colleges (postsecondary).

Curriculum Revision Schedule

Secondary curriculum will be revised on a 3- to 4-year cycle. Postsecondary curriculum will be revised on a 6-year cycle. If new technologies, techniques, or standards are developed, then a secondary curriculum will be called up for revision to incorporate the new technologies, techniques, or standards.

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements

Vocational Instructor Preparation Program

<https://cia.rcu.msstate.edu/VIP/>

The Mississippi Department of Education (MDE) contracts with the Research and Curriculum Unit (RCU) at Mississippi State University to deliver an alternate route licensure program for career and technical educators. The VIP (Vocational Instructor Preparation) program is a systematic approach to the induction of new vocational and technical teachers into the education profession. It is designed to guarantee 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 vocational and technical teachers.

The VIP program was planned and developed by teacher education experts from the MDE Office of Vocational Education and Workforce Development (OVE&WD), the RCU at Mississippi State University, and with direction from the VIP steering committee.

The VIP program's goal is to induct new teachers into the profession and guide their professional development during the special licensing period. Most teachers in the special licensing period are provided up to 3 years to accomplish the matriculation from a special license to a standard license. The VIP program includes a sequence of professional development activities that begins with employment and progresses from "most important to know immediately" to activities that meet long-term needs of teachers. The VIP program consists of sequential steps in the process of developing the newly hired special licensed teacher into a standard licensed teacher. A detailed outline of the VIP program policies

and procedures may be found at
https://cia.rcu.msstate.edu/VIP/VIP_Policies_and_Procedures.pdf.

Best Practices Orientation

The Best Practices Orientation is a week-long, face-to-face, intensive course to orient beginning secondary and postsecondary career and technical teachers to the teaching profession. Newly employed teachers without a degree in teaching or public school teaching experience are required to attend the first available Best Practices session. The sessions are held at the RCU at Mississippi State University.

This course provides training in development of basic professional teacher competencies enabling participants to perform in a classroom with the minimal ability to develop instructional planning, teaching, student assessment, classroom management, and other competencies related specifically to the field of career and technical education.

Blended Modules

The career and technical educator licensure activities are provided through a component of the VIP program and are offered in a blended environment via the online Blackboard® Learning Management System and face-to-face classroom sessions. Highly qualified instructors and professors teach the blended modules.

For New Instructors with Less Than a (Non-educational) Bachelor's Degree

- Best Practices Face-to-face Orientation Course
- Best Practices Follow-up Visits and Professional Development Plan Monitoring
- Module #1 - History and Philosophy of Vocational and Technical Education
- Module #2 - Developing Instructional Materials in Vocational and Technical Education
- Module #3 - Teaching Methods in Vocational and Technical Education
- Module #4 - Student Assessment in Vocational and Technical Education
- Module #5 - Classroom Management in Vocational and Technical Education
- Module #6 - Program Development in Vocational and Technical Education

For New Instructors with a (Non-educational) Bachelor's Degree or Higher

- Best Practices Face-to-face Orientation Course
- Best Practices Follow-up Visits and Professional Development Plan Monitoring
- Module #1 - History and Philosophy of Vocational and Technical Education
- Module #3 - Teaching Methods in Vocational and Technical Education
- Module #4 - Student Assessment in Vocational and Technical Education

- (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

The MDE OVE&WD contracts with the RCU to deliver high-quality professional development (PD) that is ongoing and focused on instruction in academic, career and technical, industry, and general education areas. All PD offerings are aligned to National Staff Development Standards (www.nsdc.org) and coordinated by specialists who hold the distinguished NSDC Academy certification. PD made available to career and technical educators is provided in a variety of formats: face to face, online, onsite, and blended. All PD is structured for educators to earn continuing education units toward licensure renewal.

Face-to-face

As secondary, postsecondary, and adult short-term curricula are revised or newly developed, teachers are provided PD focused on specific instruction related to each newly revised curriculum. Face-to-face training is sustained through ongoing support via online course sites for each career cluster area.

In partnership with the Mississippi ACTE organization, the MDE OVE&WD helps to deliver the statewide MS ACTE summer conference. The comprehensive conference includes a variety of plenary and concurrent sessions focused on curriculum, instruction, assessment, student organizations, special populations, adult education, academic integration, technology application and integration, policy, leadership, data-driven decision making, and Tech Prep.

Industry Internships

During the summer, Mississippi CTE teachers have an opportunity to participate in an industry internship for continuing education units. Teachers work in an industry environment related to their curriculum areas and then develop high-quality lesson plans and activities based on their experiences.

Blackboard® Resource and Instructional materials Designed by Great Educators (B.R.I.D.G.E.) Sites

Instructional design specialists create career cluster companion Web sites called B.R.I.D.G.E. sites. The B.R.I.D.G.E. sites provide a learning community for instructors in a particular career cluster area via the Internet. B.R.I.D.G.E. sites are also used to streamline effective statewide communication to post announcements, staff information, survey summaries and industry input, research, new references and resources, and other information from the state department of education.

Online PD

<https://cia.rcu.msstate.edu/OnlinePD/>

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.

Listing of Online Course Offerings

Title	Hours	CEU Credit	SEMI Credit
Online PD Drawing Tools in Microsoft Word	10	1.0	
Online PD Basic Blackboard	10	1.0	5.0
Online PD Softchalk with Blackboard	10	1.0	
Online PD What's New With Blackboard	10	1.0	
Online PD Best Practices in Allied Health Classroom	10	1.0	
Online PD Character Education Integrated in the Classroom	10	1.0	5.0
Online PD Classroom Management I	10	1.0	
Online PD Digital Cameras in the Classroom	10	1.0	
Online PD Improving Student Achievement	10	1.0	

through Vocabulary			
Online PD Improving Student Reading	10	1.0	
Online PD Internet Safety	10	1.0	
Online PD SPED 101	10	1.0	
Online PD Teaching Good Teachers to Be Great!	10	1.0	
Online PD Time Management Leads to Stress Management	10	1.0	5.0
Online PD Violence and Bullying Prevention	10	1.0	
Online PD What is Differentiated Instruction?	10	1.0	5.0
Online PD Advanced HTML	10	1.0	
Online PD Keyboarding in the Classroom	10		
Online PD Microsoft Office in Athletics	10		
Online PD Microsoft Word 2007	10	1.0	
Online PD Technology Etiquette	10	1.0	

Mississippi Exemplary Teaching Program for Vocational Educators

<https://cia.rcu.msstate.edu/Exemplary/>

The Exemplary Teaching Program is a competitive PD program designed to elevate the quality of teaching and learning in career 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.

Program participants selected to participate in the 8-month PD experience become a member of a learning community for support during the process. Participants are involved in weekly online discussions focused on the Exemplary Teaching Standards for Mississippi Vocational Educators. Participants are evaluated with a desk review of a teaching portfolio and a site visit.

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student

Once curriculum is revised, teachers have the opportunity to attend online and/or face-to-face professional learning sessions. A session titled "The Rigor and Relevance Framework and Contextual Teaching" is included in these sessions. This session is based on resources created by the International Center for Leadership in Education.

Additionally, at this training, teachers are given time to work with colleagues to develop applied academic lesson plans and activities dedicated to the integration of academic and CTE knowledge.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations

Support and fund an assessment of the vocational and technical education programs carried out with funds under this title that includes an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet state adjusted levels of performance and prepare the special populations for further learning or for high-skill, high-wage careers

Support programs for special populations, which includes single parents (including single pregnant women), individuals with disabilities, economically disadvantaged, individuals preparing for nontraditional employment, displaced homemakers, individuals with limited English proficiency or other barriers to educational achievement; assist members of special populations in meeting the state's adjusted levels of performance and in preparing for high-skill, high-wage careers

- (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)]

See the Section II.B.3.b

II.A.4. Efforts that the MDE and eligible recipients will make to improve the following:

- (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

In planning seminars, conferences and other training related activities, critical attention is given to the agenda topics and speakers to ensure that presenters represent a diversity of races, ages, and genders. In all planning and implementation of training, seminars, or other technical assistance to local educational agencies (LEAs), the MDE takes critical steps to ensure that equitable access to and participation in such activities is granted to all participants and potential participants. The special needs of students,

teachers, and other program beneficiaries are addressed in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

In addition, all LEAs must document in their local plans how they will provide services to every student in their district. In their federal program application narrative, local districts must describe the steps to be taken to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. LEAs must also discuss strategies used to serve traditionally underrepresented groups (i.e., minorities, females, limited English proficient students, students with disabilities) as well as efforts to identify and serve migrant, homeless, and neglected/delinquent students in conjunction with local businesses/industries and community-based organizations.

- (b) The transition to teaching from business and industry, including small business [Sec. 122(c)(3)(A)-(B)]

The VIP program specifically addresses the transition into teaching from business and industry. Each participant is required to complete a mentoring program in which a professional development team of experienced teachers and administrators mentor new teachers during the first 3 years in the teaching profession.

II.A.5. Efforts that the MDE 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

Members of the Chief Career Technical Officers and Deans Association (CCTODA) work with representatives from the IHL to explore avenues for articulation of community college CTE coursework to IHL institutions.

II.A.6. Description of how MDE will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs

The first step in the curriculum development process involves compiling research related to the curriculum that is being developed or revised. Data from the Mississippi Department of Employment Services (MDES) is used

to determine if the occupational program is related to a high-skill, high-wage, or high-demand occupation.

Curriculum research, development, and implementation are overseen by an advisory committee called the Career Pathway Oversight Committee (CPOC). This committee includes representatives from state agencies, professional organizations, and business and industry members. The purpose of this committee is to oversee the research, development, and implementation of all occupational specific curricula. Currently, the following members are on the CPOC:

Dr. Kay Berry, Simpson County School District, MS Association of Career and Technical Education Representative

Dr. Sam Bounds, MS Association of School Superintendents

Beverly Brahan, MS Association of Educators

David Campbell, MS Association of Middle Level Educators

Tommye Dale Favre, MS Department of Employment Security

Mary Hardy, Mississippi PTA

Anna Hurt, MS Association of School Administrators

Jay Moon, MS Manufacturers Association

Dr. Dean Norman, Center for Advanced Vehicular Systems Extension

Michael Ray, Western Line School District

George Schloegal, Hancock Bank

Charlene Sproles, MS School Counselor Association

Mike Thomas, North American Coal Corporation

Pete Walley, Institutions of Higher Learning

Clarence Ward, Boys and Girls Clubs of the Gulf Coast

Debra West, State Board for Community and Junior Colleges

Working advisory committees are developed for each of the Mississippi Career Clusters. This working group is called the Career Pathway Advisory Task Force (CPAT). The CPAT includes secondary and postsecondary teachers, industry members, students, parents, and state personnel. The following CPAT committees are in place:

Career Pathways Advisory Task Force Agriculture and Natural Resources Focus Group

Glenn Caves, Wayne Farms

Wilbur Chancellor, MS Department of Education

Rusty Coats, Millsaps Career and Technical Center

Barry Corely, MS Delta Community College

Dr. Gary Jackson, MS State University

Vicki Kibodeaux, Hattiesburg Public Schools
Monte Ladner, Leake County Vocational Center
Dr. Jimmy McCully, Research and Curriculum Unit
Merridith McCurdy, Student, MS State University
Karen McKie, Green Oak Florist
Colleen Morris, Petal Vocational Center
Terry Norwood, MS Farm Bureau Federation
Shelly Pulliam, Stone County Public Schools
Dr. Kenneth Stallings, Alcorn State University
Teresa Turner-Poole, Hattiesburg Public Schools
Pam Ward, Greenville Public Schools
Donna West, MS Department of Agriculture and Commerce
Andy White, Brandon Public Schools

Business Management, Marketing, and Technology Focus Group

Sheila Bowden, White Lily
Aimee Brown, Newton Career Center
Debbie Burnham, Forest-Scott County Vo-Tech Center
Lynn Collier, Itawamba Community College
Rochelle Dahmer, Forrest County Public Schools
Dr. Diane Fisher, University of Southern MS
Dr. Renee Gammill, Research and Curriculum Unit
Denise Hanebuth, MS Department of Education
Suzanne Johnson, Copia-Lincoln Community College
Teresa Jones, MS Department of Education
Jennifer Koon, Prentiss County Vocational Center
Dr. Nicole Lueg, MS State University
Stephanie McCullough, Gulfport Public Schools
Danny Mitchell, Godwin Marketing
Emily Montgomery, Hinds Community College
Dr. Brian J. Reithel, University of MS
Robin Silas, MS Department of Education
Dr. Pam Smith, MS Council on Economic Education
Pam Stuart, Clinton Public Schools
Melinda Young, Millsaps Vocational Center
Gail Litchliter, MS ITS
Walt Littleton, Ross Collins Career and Technical Center
Sam Puckett, The Ad Agency

Construction and Manufacturing Focus Group

John Bass, MS Manufacturing Association
Mike Barkett, MS Construction Education Foundation

Sam Davis, MS Department of Education
Dr. Bob Fuller, Starkville Public Schools
James Ivy, Northrop Grumman
Sarah Lay, Student, Vicksburg, MS
Dr. Edward C. Mann, University of Southern MS
Jennifer Marshall, Viking Corp.
Jackie McElwain, Kosciusko Public Schools
Mike McCullough, East MS Community College
Darnell Ramshur, Carl Loftin Vocational Center
Kirk Sullivan, Simpson County Vocational Center
Meda Vassar, Pontotoc County School District
Minadene Waldrop, Rankin County Schools
Jo Ann Watts, Research and Curriculum Unit
Haley Weeks, Petal Vocational Center
Bill Welch, MS Department of Education
Maurice Whalen, Clinton Career Complex
Lisa White, Carl Loftin Vocational Center

Education, Hospitality, Fine Arts, and Social Services Focus Group

Mike Cashion, MS Hospitality and Restaurant Assn.
Mark Chandler, Meridian Community College
Kathy Darby, Biloxi Public Schools
Dr. Cathy Davis, Petal Vocational Center
Becky Fields, Ridgeland Public Schools
Jason Frazier, Lincoln County Public Schools
Jessalyn Harper, Highland Career Development Center
Carolyn Hopkins, Private Consultant
Patty Jenkins, Research and Curriculum Unit
Dr. Sue Jolly, MS University for Women
Laura Jones, MS Department of Education
Ruby Kelley, South Panola Public Schools
Sharon B. Patterson, Galloway UMC Children's Center
Christine Philley, MS Department of Education
Mary Phinisey, Columbus Public Schools
Si Thompson, Petal Public Schools

Health and Human Sciences Focus Group

Sandi Aldridge, Oxford-Lafayette School of Technology
Sandra Bates, MS Department of Education
Rodney Beasley, Research and Curriculum Unit
Helen Farmer, MS State Board of Nursing
Regina Ginn, MS Department of Education

Bennie J. Hales, Veterans Affairs
Dr. Elizabeth Mahaffey, Hinds Community College
Steve Montgomery, West Point Public Schools
Elois Nicholson, Coffeeville Public Schools
Issac Norwood, Jackson Public Schools
Pamela T. Peoples, Leake County Schools
Lee Ann Rhalý, West Lauderdale Schools
Vicki Shirley, Corinth Public Schools
Linda Sweeney, Northeast MS Community College
Dr. Michelle Tucci, University of MS Medical Center
Richard West, Clinton Public Schools
Sheree Zbylot, State Board of Nursing

Science, Technology, Engineering, and Math Focus Group

Tom Bryant, Engineering Associates, Inc.
Phil Cockrell, Copeland and Johns
Dr. Paul Cuicchi, Starkville Public Schools
Sharon Hudson, MS Department of Education
Carol Ingram, Lamar County Public Schools
Jeff Jones, MS Gulf Coast Community College
Mattie Jones, Pontotoc Career Center
Jean Massey, Rankin County Schools
Jim McRae, Clearspan
Dr. Phyllis Miller, MS State University
Robin Parker, Research and Curriculum Unit
Cindy West, Hinds Community College
Jennifer Wilson, Rankin County Public Schools

Transportation Focus Group

Dean Batton, Simpson County Vocational Center
Annie Covington, Coffeeville Public Schools
Linda Davis, Millsaps Vocational Center
Dave Ellison, Hinds Community College
Jimmy Flynt, Empire Trucks
Scott Kolle, Research and Curriculum Unit
Rick McDonald, MS Gulf Coast Community College
Ted Mangum, Jones County Vocational Center
Michael Myrick, Canton Career Center
Tommy Nance, Fowler Buick
Ray Orr, Itawamba Community College
Danny Owen, Tupelo Public Schools
Ben Pratt, Northeast MS Community College

Rick Saucier, Hancock County Vo-Tech Center
Chad Smith, Smith Bros. Collision Repair
Dale Smith, Thomson Machinery
Cravin Turnage, Holly Springs Public Schools
Earl White, Mississippi Department of Education

Each curriculum that is developed has a Career Pathway Advisory Task Force (CPAT) that serves in an advisory role throughout the curriculum development process. Each CPAT team includes a parent, a student, secondary and postsecondary teacher(s), regional business and industry representatives, MDE personnel, and RCU personnel.

The CPAT teams are overseen by a Career Pathway Oversight Committee (CPOC). The purpose of this committee is to oversee the research, development, and implementation of all occupational specific curricula.

II.A.7. Efforts that the MDE and eligible recipients will make to do the following:

(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 the following:

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended)

Mississippi secondary academic curriculum frameworks include a CTE teacher on their curriculum writing teams. In an effort to increase the relevance of academic benchmarks, competencies, and objectives, the CTE teacher works to include CTE concepts in the academic curriculum.

The Office of Academic Education has contracted with Authentic Education[®] to lead Mississippi academic teachers in creating a rigorous and engaging curriculum that focuses on understanding how academic concepts are applied in today's workforce. Teachers are working to develop Understanding by Design lesson plans and activities that can be used in all academic classrooms. Professional development is also offered to academic teachers to learn how to

develop and implement the relevant Understanding by Design lessons plans effectively.

ii. Career and technical education subjects

All secondary career and technical education programs are guided by a statewide curriculum framework. This framework is based on national standards endorsed by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEC). Additionally, the curriculum competencies and objectives are aligned to nationally recognized industry certifications and credentials.

All curriculum writing teams and advisory committees include an academic teacher in the area of math, science, English, or history. The academic teacher is responsible for helping to integrate academic skills and concepts in the career and technical curriculum framework. These academic teachers work to transfer concepts from the academic classroom to concepts and applications in the career and technical classroom. All academic concepts that are included in the career and technical education are based on the Subject Area Testing Program (SATP) benchmarks, competencies, and objectives.

The MS Office of Vocational Education and Workforce Development is working with the MS Office of Academic Education and MS Teacher Licensure to determine how to gain an applied academic credit for CTE programs that have 140 hours of applied academic concepts included in the curriculum framework. This will help students meet the new state's graduation requirements.

Teachers are required to attend professional development dedicated to understanding how to effectively and efficiently teach the CTE curriculum that is based on national standards, industry recognized certifications, and increased academic foundations.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry

Cooperative Education is a 2-year secondary training program designed for 11th- and 12th-grade students. The program combines work-readiness preparation, related occupational classroom instruction, and worksite training elements. A minimum of 540 hours of worksite training is required in each year for each student.

- (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)]

The Subject Area Testing Program (SATP) consists of four academic, end-of-course tests. Since the 2001–2002 school year, students have been required to pass the subject area test(s) as a requirement for graduation.

All students are assessed on the content at the completion of the course in Algebra I, Biology I, English II, and U.S. History from 1877. As part of the No Child Left Behind (NCLB) and Title I requirements, all students who are enrolled in Algebra I and English II (multiple-choice only) for the first time must be tested. The scores of all these first-time test takers must be included in the annual report cards and Adequate Yearly Progress (AYP) calculations to comply with the federal law.

In postsecondary career and technical education, the academic component of degree and certificate programs is comprised of the same general education courses that are required of regular academic students. These courses do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession, but rather introduce a breadth of knowledge, reinforce cognitive skills and effective learning opportunities, and provide the basic content and methodology of the principal areas of knowledge in humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. In associate degree programs (both academic and technical), that general education component constitutes a minimum of 15 semester hours or the equivalent to be drawn from and include at least one course from each of those four areas. Institutions rely upon their curricular reviews to determine the appropriateness of each course for inclusion in the general education offerings.

II.A.8. Efforts to provide local education agencies, area career and technical education schools, and eligible institutions in the state with technical assistance

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

- 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 the 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 the MDE/OVTE and vocational and technical staff at SBCJC are responsible for providing on-site technical assistance to programs through individual conferences, in-service workshops, or other appropriate means. These staff members must approve all LEA's 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 other students are taught to; 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 cited in Perkins III, which measures 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 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 on-site 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.

II.A.9. Description of how career and technical education in Mississippi relates to the state's region's occupation opportunities

Redesigning Education for the 21st Century Workforce (*Redesign*)
(<http://redesign.rcu.msstate.edu/>)

As the demand for highly skilled workers is increasing, Mississippi's education system is poised and ready to address alarming trends.

emerging in educational outcomes: 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. A key strategy to address these issues in Mississippi is the state's Redesigning Education for the 21st Century Workforce (*Redesign*) plan. The research-based plan was developed in a collaborative environment including industry representatives, educators at all levels, economic developers, and government agencies such as the Mississippi Department of Employment Security.

In a review of information from the 2006 *Mississippi Economic Review and Outlook* developed by the Mississippi Institutions of Higher Learning, post-Katrina data indicate 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. The seven cluster areas were established for Mississippi based on job demand research and course requirements as listed on the catalogs from the Institutions of Higher Learning, community colleges, and approved courses for secondary schools in Mississippi. A course of study was developed for career pathways based on U.S. Department of Labor categories with high demand for jobs in Mississippi. Duplication of courses in the pathway areas at the high school level was a primary concern. Research based on industry and postsecondary education requirements was considered to provide students with the skills necessary to use the technology and tools in each pathway sequence of courses to the appropriate level for each of the three exit points (industry level, community college level, or IHL level) in each pathway. See the Mississippi Career Pathways Model below:

II.A.10. Description of methods proposed for the joint planning and coordination of programs carried out under legislation with other federal education programs

K–12 educational improvements in the state of Mississippi are 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. These themes are common to the Perkins IV initiative and related federal initiatives and are critical to the state's educational improvement. It is the belief that these themes cut across all programs and that they are the driving factors for achieving educational excellence, supported by various federal, state, and private funding sources.

The 5-Year State Plan for Vocational and Technical Education demonstrates that the plan is connected to the benchmarks and timelines of the Reaching New Heights State Improvement Plan and is coordinated and integrated with existing local education and training programs and resources and related federal, state, and local programs.

II.A.11. Description of procedures developed to ensure coordination and nonduplication 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

The Workforce Investment Act of 1998 requires the governor of each state to establish a State Workforce Investment Board (SWIB) that shall (1) assist in the development of the state plan, which outlines a 5-year strategy for the creation of a statewide workforce investment system, and (2) assist the governor in fulfilling his responsibilities as required by the act. The meetings of the State Workforce Investment Board and its committees are public meetings and therefore open to everyone.

The workforce education division is responsible for facilitating the board's goals of using state resources to provide workforce education to the citizens of Mississippi, giving them the skills needed to be more productive and have an improved quality of life, and to provide the employers of the state a better trained and educated workforce.

B. Other Department Requirements

II.B.1. Copy of local applications or plans for secondary and postsecondary eligible recipients, which will meet requirements in section 134(b) of the act

Please see Appendix B.

II.B.2. Description of Mississippi'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, five 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 that 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 1-hour or 2-hour block course. There shall be no reduction of reimbursements from state funding for distributive education due to the selection of either the 1-hour or 2-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 that 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
- (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

II.B.3. Description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of the WIA

The community and junior colleges have executed Memorandums of Understanding (MOU) with the one-stop partners established by WIA. The MOU agreements identify the service coordination and delivery of high-growth and high-demand training programs to be provided by the colleges. The training programs are usually short-term in nature and culminate with a certificate of completion and/or a diploma. The training allows direct access to critical jobs paying above average wages. In addition, the colleges may provide ongoing retraining of existing employees to improve job skill levels and wages. The one-stop partners provide a minimum of core services to include outreach/recruiting, initial assessment, funding, job search, placement, and tracking.

C. Procedural Suggestions and Planning Reminders

II.C.1. Program memorandum OVAE/DVTE 99-11

<http://www.ed.gov/policy/sectech/guid/cte/title19911.html>

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

III.A.1. Description of 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 will do the following:

- (a) 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 include the following:

- 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

The local education agency shall do the following:

- 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 that 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 tests or evaluations 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.

III.A.2. Description of how MDE will adequately address the needs of students in alternative education programs [Sec. 122(e)(14)]

The local education agency (LEA) shall in its local plan adequately address the needs of the students in alternative education as appropriate based on students' eligibility for participation in vocational and technical education programs. The local plan must adhere to state board policy guidelines for alternative education/OED programs and will be reviewed for this provision.

III.A.3. Description of how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields

1. To develop new and utilize existing community college and other community partnerships to bridge the gap between secondary and post-secondary career and technical education for nontraditional and special populations students.
2. To develop business, industry and community collaborations and effective coalitions through Advisory Committees; providing funds and opportunities for externships, apprenticeships, and networking, creating employment pathways and job shadowing opportunities for the nontraditional and other special populations career and technical students.
3. To provide nontraditional grants/internships for "gender specific" externship/internship opportunities; to develop clubs, extracurricular activities, and programs for girls and boys interested in nontraditional careers.
4. To implement emerging technologies for distance learning and upgrade special populations computer labs and other electronic equipment; to provide computer access accommodating at least 15 students per session and provide timely technical support.
5. To evaluate and implement online standardized assessment tools for basic literacy skills for nontraditional and special populations career and technical education students.
6. To provide professional development opportunities for Student Services Coordinators serving nontraditional and special populations career and technical students including funds to cover expenses to pertinent district, state and national conferences, workshops, and training.

III.A.4. Description of how funds will be used to serve individuals in state correctional institutions

The local educational agencies opting to provide programs to individuals in state correctional facilities will describe in the Local Plan Application the strategies they will implement to serve individuals in state correctional institutions. These strategies should demonstrate how the LEA will make preparatory and vocational and technical education training more accessible to individuals in correctional institutions and how the LEA will administer and coordinate vocational and technical education services to offenders before and after release.

CTE Programs Offered at Correctional Facilities

Facility	Location	CIP	Program
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Central MS Correctional Facility	Pearl	12.0401	Cosmetology
Central MS Correctional Facility	Pearl	19.0000	Balancing Work and Family
Central MS Correctional Facility	Pearl	19.0905	Clothing, Apparel, and Textiles
Central MS Correctional Facility	Pearl	47.0104	Computer Repair
Central MS Correctional Facility	Pearl	48.0303	Upholstery
Central MS Correctional Facility	Pearl	52.0401	Office Systems Technology
MS State Penitentiary	Parchman	01.0601	Horticulture
MS State Penitentiary	Parchman	12.0508	Institutional Food Work and Administration
MS State Penitentiary	Parchman	15.0303	Electricity/Electronics
MS State Penitentiary	Parchman	46.0101	Masonry and Tile Setting
MS State Penitentiary	Parchman	46.0201	Carpentry
MS State Penitentiary	Parchman	46.0502	Plumbing/Pipefitting
MS State Penitentiary	Parchman	47.0103	Communications Systems Installation and Repair
MS State Penitentiary	Parchman	47.0201	Heating, Air Conditioning, and Refrigeration
MS State Penitentiary	Parchman	47.0604	Auto/Automotive Mechanic/Tech
MS State Penitentiary	Parchman	47.0605	Diesel Equipment Repair
MS State Penitentiary	Parchman	47.0615	Auto/Automotive Body Repair
MS State Penitentiary	Parchman	47.9999	Outboard Engine Mechanics
MS State Penitentiary	Parchman	48.0506	Sheet Metal
MS State Penitentiary	Parchman	48.0508	Welding
South MS Correctional Institution	Leakesville	15.0303	Electricity/Electronics
South MS Correctional Institution	Leakesville	46.0502	Plumbing/Pipefitting
South MS Correctional Institution	Leakesville	47.0604	Auto/Automotive Mechanic/Tech
South MS Correctional Institution	Leakesville	47.0615	Auto/Automotive Body Repair
South MS Correctional Institution	Leakesville	48.0508	Welding

III.A.5. Description of how MDE will require each applicant for funds to include in its application and description of the steps the application 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

The MDE will utilize these funds in following manner:

1. Mini grants will be awarded to secondary and Post Secondary recipients to offer non-traditional training sessions, invite speakers and offer job shadowing and mentoring opportunities for students in targeted areas.
2. Training for Special Populations instructors will be provided for both new and existing instructors to give them resources to provide information for students at each LEA and Community College.

III.B.1. Other Department Requirements

There are no other department requirements for this section of the State Plan narrative.

IV. ACCOUNTABILITY AND EVALUATION

Statutory Requirements

- IV.A.1. Description of procedures used 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 MDE**

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

- IV.A.2. Description of 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**

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 preferences, and they are on file at the Office of Vocational Education and Workforce Development.

- IV.A.3. Identification, on the forms in Part C of this guide, of 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**

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.)

IV.A.4. Description of 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

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.

IV.A.5. On the forms provided in Part C of this guide, you must provide, for the first 2 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 1-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 state's 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.

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 that 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 other 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.)

- IV.A.6. Description of the 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**

The Office of Vocational Education and Workforce Development will hold regional training sessions providing LEAs with the last 2 years of their data. LEAs can choose statewide or local levels of performance.

- IV.A.7. Description of 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**

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

- IV.A.8. Description of reporting 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**

The Office of Vocational Education and Workforce Development will conduct data audits at local levels and make edits in the system. Data from LEAs will be placed into the system to combine test scores including MS-CPAS2 and SATP.

IV.A.9. Description of how MDE 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

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.

IV.A.10. Description of how MDE 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

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 other students are taught to; and
- ensure equal access to vocational education by individuals who are members of special populations.

B. Other Department Requirements

IV.B.1. Except as noted above with respect to the states submitting 1-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 the following:

- (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
- (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.

IV.B.2. Identifications of 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-qualified to expedite the delivery of reports.

V. TECH PREP PROGRAMS

A. Statutory Requirements

V.A.1. Description of 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 15 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.

V.A.2. Description of 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)]

During the review process, the MDE/OVTE will give special consideration to applications that address the following:

- Provide effective employment placement activities or the transfer of students to baccalaureate degree programs
- Consult with business and industry and institutions of higher education
- Effectively address the issues of school dropout prevention and reentry and the needs of special populations
- Provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry
- Demonstrate how Tech Prep programs will help students meet high academic and employability competencies.

V.A.3. Description of how you will ensure an equitable distribution of assistance between urban and rural consortium participants [Sec. 204(f)]

Mississippi is a rural state with few counties classified as urban. The 15 community/junior college districts encompass all 82 counties of the state. By awarding a grant to each of the community/junior colleges, the eligible agency will ensure equitable distribution of assistance between urban and rural consortium participants.

V.A.4. Description of how the MDE will fund Tech Prep programs

- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the act
- Honor **statewide** articulation agreements in addition to any local articulation agreements already in place.
 - Market statewide articulation to counselors, students, parents, business/industry, teachers, and administrators.
 - Contact secondary students who scored 80% on CPAS in programs that articulated, and follow up with them at the postsecondary level.
 - Conduct annual articulation meetings with all CT programs to facilitate collaboration to include business/industry.
- (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the act

Definitions

Tech Prep Program: "Tech Prep in Mississippi is an innovative approach to High School, College and Career Education. This program combines 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."

Program of Study: An articulated sequence of courses from secondary to postsecondary education

Combines: "(i) a minimum of 2 years of secondary education (as determined under State law); with (ii)(I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or (II) an apprenticeship program of not less than 2 years following secondary education instruction; **integrates** academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available; provides **technical preparation** in a career field, including high skill, high wage or high demand occupations; builds student competence in technical skills and in core academic subjects, as appropriate, through **applied, contextual, and integrated instruction**, in a coherent sequence of courses; leads to **technical skill proficiency, an industry-recognized credential, a certificate, or a degree**, in a specific career field; and leads to placement in high skill or high wage employment, or to **further education**; and utilizes career and technical education programs of study, to the extent practicable."

- Provide teacher training that will focus on integration of applied math skills into career and technical curriculum. Math teachers and occupational CT teachers will learn to work as a team so that academic math teachers will use applied math instruction and assist CT teachers to integrate applied math into their curriculum. The anticipated results are the reduction in the number of postsecondary students requiring remediation, greater retention, and higher graduation rates.
- Market articulation.
- Support curriculum development, revision, and alignment.
- Educate school districts about components of Tech Prep programs of study.
- Develop a statewide system to collect data needed for indicators of performance.
- Educate students about industry-recognized credentials for each career and technical program.
- Develop student awareness of curricula for each career–technical program.

- (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

Meet the academic standards developed by the state; link secondary schools and 2-year postsecondary institutions; and if possible and practicable, 4-year institutions of higher education, through (i) nonduplicative sequences of courses in career fields; (ii) the use of articulation agreements; and (iii) the investigation of opportunities for Tech Prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework; and use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs.

- Host articulation meetings concurrent with curriculum revisions.
- Support dual credit opportunities (existing and possibility of new ones).
- Market statewide articulation.
- Utilize MSVCC to offer career–technical courses with the opportunity of dual credit.

- (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

Supports effective implementation of Tech Prep programs; supports joint training in Tech Prep Consortium; supports the needs, expectations, and

methods of business and all aspects of an industry; supports the use of contextual and applied curricula, instruction, and assessment; supports the use and application of technology; assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments

- Collaborate with the local workforce development and economic development organizations.
- Offer professional development through the Tech Prep coordinator.
- Offer summer teacher internship programs and job shadowing.
- Host business and industry tours.
- Encourage business participation in community college job fairs and expos.
- Host articulation meetings.
- Identify Tech Prep students on their secondary transcripts.
- Identify postsecondary Tech Prep students through admissions who are placed in remediation.
- Identify Tech Prep students who are eligible for advanced placement credit through articulation.
- Host counselor training.
- Tech Prep office will define the role of math in CTE training after Las Vegas workshop (The role is defined below).
- Facilitate Math-in-CTE initiative to provide professional development and training to math and CTE teacher teams who will develop and implement integrated lesson plans that emphasize the math components in the CTE curriculum.

- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the act

Provide information to students regarding Tech Prep programs; support student progress in completing Tech Prep programs, which may include the use of graduation and career plans; provide information on related employment opportunities; ensure that students are placed in appropriate employment or further postsecondary education; stay current with the needs, expectations, and methods of business and all aspects of an industry; and provide comprehensive career guidance and academic counseling to participating students, including special populations.

- Provide counselor training regarding career pathways, articulation, teacher advisors, internships, job shadowing, CPAS training, and so forth done by both the state office and the individual Tech Prep coordinators.
- Host a counselor retreat or meeting.
- Conduct business/industry tours.

- Provide training for career center managers.
 - Offer a summer internship or job shadowing.
- (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)]
- Provide equal access to all special populations students through activities of the goals and objectives of Perkins IV.
- (g) Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203(c)(7)]
- Support the implementation of Science, Technology, Engineering, and Mathematics at 9th grade.
 - Support career center activities.
 - Assist with career days, job fairs, tours, Career Tech Scholar Day, and so forth.
 - Disseminate career awareness and planning resource materials.
 - Distribute career-technical brochures.
- (h) Coordinates with activities under Title I [Sec. 203(c)(8)]
- Communicate and collaborate with all CTE service providers under Title I.

V.A.5. Description of how MDE 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)]

MDE and SBCJC will negotiate with each consortium based on historical data over a 3-year period to establish a baseline benchmark for each core indicator. Each of the Tech Prep Consortium coordinators will monitor this and work through an accountability process.

B. Other Department Requirements

V.B.1. 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.

- Revised monitoring instrument is attached.
- Revised local application form is attached.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

IV.A.1. Description of 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, 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)

IV.A.2. 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.

IV.A.3. 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.

IV.A.4. Description of how the MDE 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 that 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.

IV.A.5. Description of how MDE 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.

IV.A.6. Description of 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, including 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.

IV.A.7. 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

IV.B.1. Detailed project budget, using forms provided in Part B

IV.B.2. Listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the act

IV.B.3. Description of 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

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

IV.B.4. Description of 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.

IV.B.5. 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.

The 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.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

VII.A.1. Written and signed certification

- (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, 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 who 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)]

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 the 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 the 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 the 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, 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 who 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

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).

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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) that 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

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PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify the following:

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 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 I
(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	<u>\$13,818,073.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$0</u>
C. Total Amount of Combined Title I and Title II Funds to Be Distributed under Section 112 (<i>Line A + Line B</i>)	<u>\$13,818,073.00</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	<u>\$11,745,362.05</u>
1. Reserve (<i>not more than 10% of Line D</i>)	<u>\$0</u>
a. Secondary Programs (<u>0%</u> of <i>Line D</i>)	<u>\$0</u>
b. Postsecondary Programs (<u>0%</u> of <i>Line D</i>)	<u>\$0</u>
2. Available for Formula Allocations (<i>Line D minus Line D.1</i>)	<u>\$11,745,362.05</u>
a. Secondary Programs (<u>53%</u> of <i>Line D.2</i>)	<u>\$6,232,992.91</u>
b. Postsecondary Programs (<u>47%</u> of <i>Line D.2</i>)	<u>\$5,512,369.14</u>
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 9% less \$60,000</i>)	<u>\$1,183,626.57</u>
1. Nontraditional Training and Employment	(<u>\$60,000</u>)
2. Corrections or Institutions	(<u>\$138,180.73</u>)
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	<u>\$690,903.65</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$700,000.00</u>

¹ 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	<u>\$1,390,909.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$0</u>
C. Amount of Title II Funds to Be Made Available for Tech Prep (<i>Line A less Line B</i>)	<u>\$1,390,909.00</u>
D. Tech Prep Funds Earmarked for Consortia	<u>\$1,390,909.00</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>100%</u>]	
2. Number of Consortia <u>15</u>	
3. Method of Distribution (<i>check one</i>):	
a. <input checked="" type="checkbox"/> Formula	
b. <input type="checkbox"/> Competitive	
E. Tech Prep Administration	<u>\$0</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>0%</u>]	

PART C: ACCOUNTABILITY FORMS