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Community and Junior College System



FY2007 Workforce Education Action Plan & Project Policies

Mississippi State Board for Community and Junior Colleges
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Overview

The Mississippi Comprehensive Workforce Training and Education Act of 2004 provides that the Mississippi State Workforce Investment Board (SWIB) shall “develop and submit to the Governor a strategic plan for an integrated state workforce development system to more effectively and efficiently meet the demands of Mississippi’s employers and job seekers”. Subsequently, the Strategic Two-Year Workforce Investment Plan for Title I of the Workforce Investment Act of 1998 and The Wagner-Peyser Act for the period of July 1, 2005 through June 30, 2007 has been created and approved by the SWIB and the U. S. Department of Labor. Within this plan, there is reference to a true strategic plan for the state’s unified workforce system. To date, this strategic plan has been worked on by various committees of the SWIB with recommendations and actions being undertaken.

The State Board for Community and Junior Colleges and the colleges maintain the goals of using state resources to provide the citizens of Mississippi the skills needed to be more productive and have an improved quality of life, and to provide the employers of our state a better trained and educated workforce. Additionally, we seek to train for higher skilled and higher wage jobs for existing business and industry in our state. Therefore, it is the purpose of this document to assimilate the information, goals, objectives and work of the existing State WIA plan, the SWIB, the SBCJC and the colleges into a tangible plan of action for workforce training at the community and junior colleges during state fiscal year 2007.

It is the philosophy of the State Board for Community and Junior Colleges that when possible these goals are to be pursued as partnerships between employers and the community or junior college with shared costs. The policies and plans herein represent the full and complete procedures to be followed in preparing and submitting all workforce education projects as approved by the Mississippi State Board for Community and Junior Colleges (SBCJC). Exceptions to any policy must receive approval of the Executive Director of the SBCJC or his designee who has the authority to make such exceptions on a case-by-case basis.

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I. Training Priorities

- (a) **Targeted Workforce** – In accordance with the State Workforce Investment Act Plan (hereafter referred to as the State WIA Plan), the community college system recognizes the following groups as those targeted for workforce training: existing workers, dislocated workers, veterans, offenders and ex-offenders, older youth and mature workers.
- (b) **Targeted Industries** – In accordance with the State WIA plan and the Workforce Consolidation Act of 2004, the community college system recognizes the following as the targeted industries for workforce training: existing business, high growth and high demand potential businesses, healthcare, small business, advanced manufacturing, and support industries. Additionally, the community college system seeks to train for the top 25% of jobs that are projected to grow in Mississippi during the next five years as correlated which research indicates that the top 25% of jobs in Mississippi projected for 2011 (as correlated with the U.S. Department of Labor occupational outlook handbook and the DOL's high growth/high demand initiatives) will be within the following 10 areas:
1. Management Occupations
 2. Healthcare
 3. Hospitality including Food Preparation, Production and Serving Related Occupations
 4. Information Technology and Related Technical Occupations
 5. Financial and Professional Services Occupations
 6. Sales and Retail Related Occupations
 7. Transportation and Materials Moving Occupations
 8. Advanced Manufacturing and Production Occupations
 9. Automotive and Automotive Supply Occupations
 10. Construction and Energy Occupations

Further, colleges are encouraged to submit projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than \$15.00) and to document when such jobs also correlate with the above targeted sectors.

- (c) **Specifically Targeted Courses or Economic Development Projects** – In accordance with recommendations made by the SWIB committee on leveraging community colleges, local colleges are urged to review local needs for local high growth/high demand courses and projects that are unique to their district. Such projects should demonstrate a valid economic impact in the region and may qualify for either traditional or challenge grant funding.
- (d) **Funding Priorities** – In accordance with the funding categories outlined in section VI, the following shall represent the priority of project approval:
- i. Traditional Funding

1. Projects serving existing workers in existing businesses inclusive of consortium based projects serving multiple businesses, and small businesses. (Within this group, projects resulting in a credential or targeted towards the identified top 25% of jobs for Mississippi for 2011 will receive first priority.)
 2. Projects targeted toward training for those businesses and industries previously identified as the top 25% of jobs for Mississippi for 2011 and not necessarily serving an existing worker and/or business.
 3. Projects resulting in national skills standard or other credentialing as indicated in section II and not necessarily serving an existing worker and/or business.
 4. Projects targeted for specific courses or economic development projects as determined by the local college.
 5. Projects serving categories of workers other than existing workers as defined in I (a).
 6. Projects associated with governmental, civic and faith-based organizations.
 7. Other specialized projects as required.
- ii. New and Expanding Business Funding
1. Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.
 2. Existing businesses within the state that are expanding product lines, expanding facilities, re-starting facilities, and/or adding new employees equivalent to 10% or more of the businesses current employee base as identified by the local college.
- iii. Challenge Grant Funding
- Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system:
1. increase in per capita income growth;
 2. increasing employment growth;
 3. enhancement of the state's image for locating or expanding a business;
 4. increasing the state's high-tech employment share; and
 5. maintaining the state's manufacturing job share.

In accordance with SWIB recommendations that criteria for challenge grants be developed by MDES staff and by the BIWTEFC subcommittee, a challenge grant criteria committee will be developed. The committee should be composed of one staff member from the MDES, MDA, SBCJC, at large member of the SWIB, a member of the BIWTEFC subcommittee, and a college workforce center director. Once the selection criteria have been established, SBCJC staff will solicit FY2002 challenge grant

applications, rank grant proposals according to the criteria and make grant awards accordingly in as timely a manner as possible. Awards and outcomes will be reported back to the SWIB annually.

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II. Trainee Credentialing

Two primary concerns of all entities involved in workforce education in Mississippi is skill attainment and skills portability. Both of these concerns can be addressed by developing stronger models for trainee credentialing. This is also a primary accountability area being addressed by the SWIB accountability committee as they follow the guidance of the 2005 publication of the Washington State Workforce Training and Education Coordinating Board entitled *Integrated Performance Information for Workforce Development: A Blueprint for States*. (<http://www.wtb.wa.gov/ipi.pdf>) Therefore, study and research necessary to undertake the following items related to credentialing will be undertaken in FY2007 with the intent to fully implement plans in FY2008.

Before any portability of training can occur, there must be a standardized method for transcribing non-credit, workforce training activities across the state. Such transcribing is currently done in credit areas and areas such as ABE/GED. In order to provide such transcribing, study needs to be undertaken as to whether or not there will need to be a component added to the current workforce project database or to the existing college databases. There will also need to be a data entry component added to the staff at each of the fifteen workforce development centers. FY2007 financial resources obligated for this are indicated in section V.

- (a) Creation of a State Endorsed Workforce Certificate – Virginia, Kentucky, Louisiana and ten (10) other states have joined forces in a consortium to create a “career readiness certificate” in each state. While the certification varies from state to state, the core idea of having a portable credential backed by the issuing state and endorsed by major governmental entities such as the state Governor, SWIB, educational systems, professional associations, etc. has proven very attractive for an incoming business and industry as well as existing businesses and employees. In FY2007, the SBCJC will research the possibilities of implementing such a system in Mississippi and make recommendations to the SWIB and other involved parties. Key to this process will be the aforementioned transcribing of non-credit training activities and financial resources as described in section V.
- (b) National Skills Standards Training – Beginning in FY2007, whenever possible training will result in a national, regional, state or industry recognized skills credential for the trainee. Projects resulting in this type of credentialing may include the costs of the certifying tests, and the best practices component of the SBCJC website described in section II will include a list of all such training that each college is capable of providing. This credentialing will be a component of the above state recognized certification whenever possible, and projects that provide such training have been assigned a funding priority of third as indicated in section I.

III. Enhancement of College Workforce Development Centers

The community college system recognizes the need to continually enhance and improve the availability and quality of training at the Workforce Development Centers. In FY 2007, a series of enhancement actions as described below will be undertaken.

- (a) Regional/Industry Specific Centers of Excellence – While it is not plausible to convert all activities within an existing center to specific tasks and still serve all of a region's needs, it is plausible that certain components of the centers can be developed as industry and/or regionally specific Centers of Excellence. This process will begin in FY 2007 based on recommendations by the SWIB and the 2005 Sills Gap Report from The Manufacturing Institute.

Currently, there are seven (7) colleges (East Central, East Mississippi, Holmes, Mississippi Gulf Coast, Northeast, Northwest and Pearl River) that have "industrial maintenance" labs as a component of their workforce development centers. These labs contain a variety of equipment purchased with state revenues. Last fiscal year, the colleges trained over 3,000 in industrial maintenance, over 1,000 of which was at the college. In reviewing the training that takes place in these labs, the curriculum is similar in nature to that most often stated as advanced manufacturing curricula (Source: NCIST). The SBCJC is in the process of convening the colleges with existing programs for the following purposes:

- i. To review existing curricula as it relates to national advanced manufacturing standards.
 - ii. To identify equipment or other capital needs within the facilities.
 - iii. To discuss the possibility of changing the name of the lab/training from "industrial maintenance" to something more modern and marketable, such as "advanced manufacturing".
 - iv. To discuss possible national skill standards or other certifications that can be achieved by the facilities/training.
- (b) Professional Development Programs – The SBCJC recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels. Two tasks will be undertaken in this area in FY 2007:
- i. The SBCJC will sponsor a state-wide professional development program for workforce center directors, staff and instructors. A committee of center directors will be convened to create an RFP for an annual professional development program. The RFP may include conferences, workshops, specialized certification based training or any other training deemed essential for development. The developed RFP will be made publicly available for response. Award of a successful contract will be made competitively based on criteria set by the committee.
 - ii. The Workforce Consolidation Act of 2004 disbanded the existing State Workforce Council which met monthly. This monthly council

meeting provided the ways and means for the 15 center directors to meet monthly in order to share information, review policies and procedures, reduce duplication of efforts and gauge state-wide training demand. In FY 2007, the SBCJC will sponsor frequent center director meetings. These meetings will rotate across the state at the workforce development centers and will facilitate the recommendation of the SWIB Leveraging Community and Junior Colleges, committee's recommendation of sharing best practices.

- (c) Instructional Quality – The Mississippi community and junior college workforce system considers instructional quality as its hallmark. Therefore, in FY 2007 the system will undertake a program of instructional improvement. In particular, each workforce development center will work with the ASTD standards and certification process to begin having its program offerings and instructors (trainers) ASTD certified wherever applicable.
- (d) Best Practices – The SBCJC has begun working with the Mississippi State University Research and Curriculum Unit to develop a best practices web site. In keeping with the SWIB committee recommendations, this effort will be continued and expanded to identify how all web resources within the system can become more integrated.

IV. Streamlining The State Workforce System

The Workforce Consolidation Act 2004 requires coordination and non-duplication among programs and activities in the statewide workforce investment system. During FY 2007, the SBCJC proposes to undertake the following activities to promote streamlining workforce education in the state. These activities are dependent upon the involvement of the MDES and the SWIB and funding resources as recommended in Section V.

- (a) **Service Mapping** – The Workforce Consolidation Act of 2004 indicates that the SWIB shall identify all existing delivery agencies and provide an analogy of the provider's strengths and weaknesses. Further, the SWIB committee on leveraging the community and junior colleges recommends that study/implementation of a more effective working relationship with WIN Job Centers be undertaken. Therefore, the SBCJC proposes the creation of a statewide service map indicating the services of each individual WIN Job Center and each college's workforce development center. The developed map can then be used to create recommendations for the reduction of duplication of services regionally.
- (b) **Marketing** – In order to pursue implementation of the first stages of marketing the SBCJC will continue its development of marketing materials such as regionally customized CD and print materials. Therefore, the SBCJC would like to partner with other state entities involved in workforce education that have marketing components in order to become a part of the marketing strategies of those entities. The SBCJC also is working on a best practices website and a website redesign to make the web a marketing tool for workforce education.

V. Accountability

- (a) Fiscal – The SBCJC maintains fiscal accountability in two ways, by setting project writing and expenditure policies for colleges to follow and by conducting an annual monitoring visit to each college. FY 2007 project writing and expenditure policies are included here as “Appendix A”. Monitoring visits consist of a review of a random sample of 10% of a college’s projects for the previous year. A variety of checks and balances is referenced including but not limited to comparing the training plan to the class roll sheets, comparing reimbursement requests to invoices and instructor time sheets and reviewing the notes on instruction as monitored by the center staff. The SBCJC reserves the right to conduct 100% monitoring visits and the right to monitor any ongoing activities at any time. In the event that discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the current monitoring instrument is provided as “Appendix B”. Monitoring processes are changed accordingly as policies, training activities, etc., change.
- (b) Programmatic Accountability – There are two kinds of performance measurement (evaluation): process evaluation and outcome evaluation. Outcomes refer to the end results of a program, and can include the events, occurrences or changes in attitudes and behaviors that indicate progress towards achievement of the objectives of the program. Outcome measurement typically measures impact and effectiveness of a program by illustrating net effects that occur as a result of the program. Demonstration of this measurement comes in multiple forms, such as the calculation of percentages and efficiencies. Process evaluation reflects what a program actually does. Process indicators demonstrate whether or not a program is actually performing the tasks that it was created to do. The indicators for this type of evaluation are typically raw numbers, such as number of trainees, that attempt to quantify the amount of activity undertaken, etc.

The SBCJC and colleges will undertake both kinds of performance measurement as follows:

1. Process Indicator Measurement – The SBCJC will continue to collect existing process indicators in order to ensure equity in training programs and proper usage of state funds. Process indicators include items such as number of trainees, trainees per training category, industry name/sector, etc. Example analysis conducted on these process includes but is not limited to:
 - a. extent to which existing workforce is being served,
 - b. extent to which existing employers are being served,
 - c. extent to which training activities are providing training for the long term job market as indicated in section I, and
 - d. demonstrated efficiencies in training.

2. Outcome Indicator Measurement – The SBCJC recognizes the need to enhance its collection and analysis of outcome indicator data while not creating an unbearable reporting burden on the workforce training system. Currently, the annually administered Legislative Accountability Report (LAR) serves as the primary outcome indicator for the college programs. During FY2007, the SBCJC and the colleges working collectively will pursue actions to enhance collection and usage of outcome indicators. Actions may include:
- a. review and modification of the LAR instrument,
 - b. modification of the data collection system to collect and report training hours,
 - c. collection of data related to credentialing as it develops according to section II, and
 - d. improved data collection associated with trainees as it develops within the transcription process as developed in section II.

VI. Funding

The following represents a general breakout of funding as it applies to the current plan. This breakout is for illustration purposes only and will serve as estimates as the plan is implemented. Numbers are based on the previous year's resources and will vary depending upon collections and general fund appropriations for FY2007.

- i. Required Funding Activities
 - SBCJC Administration\$710,080
 - ABE/GED Match.....\$1,744,383
 - MDES Collection Fee.....\$1,200,000
 - Project Administrative Fees to Colleges\$600,000

- ii. Training Priority
 - Traditional Funding75% of available funds
 - New and Expanding Business Funding5% of available funds
 - Challenge Grant Funding.....20% of available funds

- iii. Credentialing
 - Transcription of Credit*\$150,000
 - Creation of a State Endorsed Workforce Certificate\$150,000
 - National Skills Standards Training**\$75,000

(*In addition to a per head fee once system is established.)
(**In addition to testing fees paid within individual projects.)

- iv. Workforce Development Center Enhancement
 - Regional/Industry Specific Center of Excellence*\$700,000
 - Professional Development Programs.....\$150,000
 - Increased Instructional Quality.....\$90,000
 - Best Practices.....\$50,000

(*Additional grant funds will be sought)

- v. Streamlining the State Workforce System
 - Service Mapping.....dependent upon outside funds
 - Marketing*\$10,000 per college

(*Best Practices funds described previously and accompanying resources will also be used to market workforce education.)

Appendix A
Project Fiscal Policies

Appendix A

Project Fiscal Policies

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Submission of Projects

The SBCJC utilizes an online, database driven project writing system to approve, track, and maintain records on workforce education. All projects submitted to the SBCJC for approval must be submitted via the online workforce education program. The system can be accessed at <http://sbcjcgcr.sbcjc.cc.ms.us/sbcjc>. System users are added by the college workforce center director (college system administrator).

The timeline for submitting projects shall be not later than 21 business days after the start of a class or training activity. Submitted projects should seek to have at least ten (10) students per class or training activity. However, the minimum number of participants shall be set at five (5) with the exception of train the trainer projects, on the job training projects, short term adult classes and basic skills projects as indicated in subsequent sections.

All project budgets, subsequent budget modifications (except final modification as discussed in the final project completion section) are to be submitted as budget estimates and do not have to be exact. Budgets should include salaries, benefits, travel, contractual services and commodities as applicable. Detailed information must be submitted for equipment purchases. With this in mind, Workforce Center Directors need to be aware that when a project is submitted this proposed amount of money is obligated and if the estimates are consistently too high, a large amount of money will be encumbered that cannot be used for workforce education. Projects shall be written for a period of six months or less.

Workforce projects that utilize existing resources of the college are encouraged. In particular, special consideration will be given to those projects which share an audience with, compliment, utilize and/or otherwise build upon, strengthen and enhance the colleges' career and technical education component to include nursing programs. Special consideration will also be considered for joint projects between two or more colleges. However, the intent of workforce education is to train individuals who are in the workforce or are capable of immediately entering the workforce and thus no projects should be written to fund training for students enrolled in elementary or secondary schools.

Indirect Costs and Charge to Employers

Once a college has requested \$300,000 in project reimbursements for a fiscal year, an indirect cost rate of 5% will be applied to all future reimbursements during the current fiscal year. Each college's indirect cost amount will be calculated and paid monthly. In accordance with the language and intent of Senate Bill 2480, training shall be provided at no charge to employers and employees in order to enhance employee productivity. This no charge to employees and employers language in SB2480 is interpreted to mean that a college cannot charge an administrative fee to the employer or employee for training. However, it is appropriate and desired that the cost of such training be shared between the employer and the college.

Advanced Technology Training Programs

If a college desires to develop an advanced technology training program for one or more areas of advanced training that go beyond the scope of existing guidelines and therefore prohibits the writing of a standard training project, the college may submit a proposal to the SBCJC to do so. The general criteria will include the determination that the training area(s) to be developed shall be unique in regard to the training offered at other community colleges, that the training is of an advanced nature, and that there is a demonstrated need for such training. Such proposals shall be initially done via written correspondence with the SBCJC.

Instructor Salaries and Benefits

Instructor Salaries shall be based on the type of training with the rate of pay being determined by the Workforce Project Manager. Reimbursement by the SBCJC shall not exceed the rate of \$35 per hour except for advanced skill classes (see below) where the actual instructor cost exceeds the \$35 per hour. The exception to the \$35 per hour must be approved by the Executive Director of the SBCJC or his designee.

Advanced skills training can be reimbursed at a usual and customary rate for training that is advanced in nature. Any rate above \$50.00 per hour must be approved by the Executive Director or his designee.

Safety training shall be reimbursed at a rate not to exceed \$25.00 per hour.

Industry based training shall be reimbursed at a rate not to exceed \$35.00 per hour. Industry based training is training done by the business or industry for the business or industry and the college only provides financial resources and coordination/planning services to the business or industry. \$35.00 per hour expenditures require wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. The exception to the \$35 per hour must be approved by the Executive Director of the SBCJC or his designee.

Training conducted that is associated with jobs paying less than \$7.00 per hour shall be reimbursed at a rate not to exceed \$20.00 per hour.

Basic skills project instructors shall be reimbursed at a rate not to exceed \$20.00 per hour.

Benefits shall depend on the type of contract the college uses with their workforce instructors and shall be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be reimbursed based on actual cost. No health or life insurance benefits will be reimbursed. The rate should not exceed 20% unless approved in advance.

Preparation Time

Up to 25% of the total class instructional time may be allowed for instructor preparation of a new workforce class or for new instructors. Time spent in setting up computer labs, or other equipment for the direct use of the class may be included in this 25% preparation time. Prep time shall be documented similar to instructional hours. A maximum amount of 10% of the total class instructional time may be allowed for preparation for classes or subjects previously taught regardless of the location of the class or project. Projects classified as basic skills projects (See definitions.) are allowed up to 25% prep time for both new and previously taught classes.

Assessment Time

Pre and post assessment times may be allowed in the project for administering standardized assessments or recognized skills evaluations. Assessment cost must be identified in the instructional cost section on the project, and should be shared by the industry. The test or assessment instruments used are usually considered part of the training materials cost and are listed under educational materials and supplies on the project. Assessment time must be kept to a minimum; for example, as many people as feasible should be assessed simultaneously to keep the assessment time reasonable. Assessment time must be documented similar to instructional hours.

Educational Materials and Supplies

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Reimbursement for such materials shall not exceed \$35.00 per student, but all amounts expended must be for the direct support of the class. Assistance for other educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all expendable educational materials and supplies.

Leased Equipment

Equipment may be leased for training purposes and must be designated as such. This equipment cannot be used for production or profit. Leased equipment is a contractual expense.

Equipment Purchases

Reimbursement for equipment purchases will be considered on an individual project basis and must be approved in advance. Equipment shall be purchased only if it will be located at a college campus, in an SBCJC mobile unit or a training facility leased by the college. The SBCJC strongly encourages colleges to partner with business and industry on the use and purchasing of equipment, and with the local secondary or post secondary vocational centers for the use of equipment and classrooms.

All colleges are required to maintain a complete and current inventory list of each property item exceeding a cost of \$500. The following items shall be reported and maintained on inventory as equipment regardless of purchase value: weapons, cameras and camera equipment, tape recorders, two-way radio equipment, typewriters, appliances (refrigerators, freezers, air conditioners, stoves, microwave ovens, etc.), televisions, VCR, lawn maintenance equipment, sterling silver, cellular telephones, major computer components, chain saws, air compressors, welding machines, generators, motorized vehicles, dictating equipment, and antiques.

Contractual Services

Assistance for the following training items are an allowable cost:

- 1) acquisition of educational software (No company produced software.).
- 2) repairs and maintenance of facility.
- 3) installation of equipment (unless part of equipment cost)
- 4) documented utilities.
- 5) rental or lease of training facility or equipment.
- 6) vendor training (See vendor training section.).

Satellite Seminar/CCN Training

Inter-active video seminars offer the workforce centers a unique opportunity to provide presentations in their district at little or no cost. When the cost for such programming is an approved project cost, the state will reimburse the cost of the video seminar and transmission cost for use of the Community College Network up to \$500 per class.

Online Workforce Training

Workforce training provided through online methods will be reimbursed based on the rate agreed on between SBCJC and the college with documentation of successful completion of the course(s). Reimbursement for on-line workforce training shall not exceed a rate of \$120 per person.

Instructional Training Aids/Curriculum Development

The Research and Curriculum Unit (RCU) at Mississippi State University is the primary provider of assistance in developing manuals, training videos, CD's and other training materials. When RCU Services are needed, it will be necessary for a local workforce staff person to be present for the initial meeting between the RCU and the company. If materials are to be developed by the RCU or used from the RCU, then the project manager must list the names or areas of training materials to be developed when submitting the project. In the event that materials cannot be produced because of RCU's workload or inability to meet a specific requirement, the Workforce Development Center Director may seek to provide the training manuals and videos through another public entity. If the aforementioned cannot be accomplished, the Workforce Development

Center Director may consider purchase of commercial materials. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the SBCJC.

Train-The-Trainer Cost

Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the local community or junior college. A local college must demonstrate that the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers. No more than (2) individuals will be reimbursed to attend the same training in a non-production area. Cost associated with train-the-trainer sister plant training is limited to no more than (4) individuals per production training area. Train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration. The Workforce Project Manager must include the justification on the project application. Travel cost for train-the-trainer training shall be included in the travel section of the project application. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. \$75.00 a night will be reimbursed for motel cost in the continental USA. A maximum of \$31 a day will be reimbursed for meals. Maximum duration for cost associated with meals and lodging will be limited to four (4) consecutive weeks per person, per production training area. If the person makes a trip home on weekends, then it is considered a 2nd trip. All state travel rules and regulations must be followed. The regulations can be accessed online at <http://www.dfa.state.ms.us>. Reimbursements per trainee will be limited to maximum of four (4) out-of-state trips per fiscal year. All travel must be recommended and justified by the Workforce Development Center Director and approved by the SBCJC prior to travel. The college will require the industry to maintain documentation for travel expenses for 5 years for audit purposes. Car rental fees, gas, and telephone calls are not considered allowable cost for reimbursement. The maximum reimbursement per company in this category will be \$20,000 per fiscal year.

International train-the-trainer travel cost is allowable for a 7-day advanced purchase, coach fare airline ticket. Reimbursement per trainee will be limited to no more than three (3) round trips per individual, per fiscal year, up to a maximum of \$20,000 per company. No other cost will be reimbursed for international travel.

Travel

The SBCJC will consider paying travel for workforce training instructors under special circumstances. Travel cost will be reimbursed for an instructor who must travel a minimum of twenty-five (25) miles or more one-way. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. In state travel

must have the points of travel and the number of miles listed in the project file for monitoring purposes.

One-on-One or On the Job Training (OJT)

Salaries for One-on-One or On-the-Job Training (OJT) must be documented and justified when submitting a project. Reimbursement shall not exceed \$25 per hour. One-on-One and OJT training are defined as less than five (5) participants per instructor. The maximum number of trainees eligible for One-on-One and OJT training reimbursement shall not exceed the total number employed per industry location. The total reimbursement for this category will not exceed 10% of the total project cost or a maximum allowable amount of \$8,000 per industry location per year.

Vendor Training

Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party that is not affiliated with the company receiving the training nor the community/junior college submitting the project.

On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed \$500 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Vendors may not be a private trainer providing training to the college or the company.

Off-site vendor, train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration. Training shall be obtained at the closest location to the industry. Off-site vendor training is limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category.

The type of training must be identified in the salaries line item with a zero cost at close out (See project completion below.)

Proprietary Programs

Proprietary training packages requiring certified trainers will be reimbursed as follows. A company or business may receive a maximum of \$4,000 subsidy toward the instructor's payment based on actual instructional time and a maximum of \$5,000 subsidy toward the training materials to be utilized per program. A company may participate in multiple programs receiving the above allowance for each program. Colleges training more than 100 persons in any of the above programs may request additional financial assistance. Instructor salaries for these programs shall be reimbursed at a rate not to exceed \$50 per hour.

Short Term Adult Classes

Instructional salaries are the only allowable cost for short-term adult classes. No prep time, assessment time, educational materials and supplies or equipment are eligible for reimbursement. These projects will be reimbursed at a rate not to exceed \$20 per hour. Short term adult class or basic skills project must have a minimum enrollment of 10 participants. Generally, costs associated with credit courses will not be reimbursed.

Inmate Training Classes

Instructional salaries, inclusive of prep time, assessment time and benefits, are the only allowable cost for vocational training for inmates. No educational materials and supplies or equipment are eligible for reimbursement. These projects shall be reimbursed at a rate not to exceed \$20 per hour. Each class must have a minimum enrollment of 10 participants. Parole dates shall be checked in order to give priority to offenders with twenty-four (24) months or less to serve before parole eligibility or release date. Interested applicants shall be given the Test of Adult Basic Education (TABE). Test results are evaluated for eligibility. Officials from the host organization must provide 6-month follow up information on the placement of completers of this program.

Other Training Needs

Consideration for training needs other than those outlined within these policies and as determined by the Workforce Development Center Director as essential to the success of the project, will be considered by the SBCJC on an individual project basis.

Annual Accountability

Two reports are provided to the legislature each year. The Legislative Accountability Report (LAR) is compiled by the college from surveys of business and industry with results being provided to the legislature. The second report requires the following information: Type of training class, number of classes, number of trainees per class, location of training, and cost of each type of training. This information is to be tracked in the online workforce education program.

Project Completion

Upon project completion, a final modification must be prepared. Salaries will be modified to include the type of training, number of classes and hours of training. All budget categories must be equal to actual cost. Once the final modification is approved a project close-out will be completed.

Definitions

Automotive Projects – Projects funded through the department of labor grant denoted as Earmark Grant II. Projects funded by this grant source are for companies that produce an automotive component.

Advanced Technology Projects – Projects defined by the college based on the type of training and local area needs. Advanced technology projects are funded with state appropriated funds and are considered for approval on a case-by-case basis.

Basic Skills Projects – Projects designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation. These projects are funded with nonfederal funds.

Industry Based Training - Pass through training is training done by the business or industry for the business or industry where the college only provides financial resources and coordination/planning services to the business or industry.

Safety and Environmental Training – Training that is required by law (OSHA, environmental, etc.) or otherwise deemed necessary by the company in order to create a safe working environment for employees and to protect the health of employees, citizens and the environment

Short-Term Adult Classes - Classes that are offered for the general public for the purpose of providing employability skills and upgrade skills. These classes are funded with state appropriated funds.

Vendor Training – Training provided by a third party, not affiliated with the company or the local community/junior college who has supplied equipment, software, or other materials to the company and is providing training on utilization of the supplied item(s).

Workforce Projects - Projects that provide pre-employment training, post employment training, job-specific skills training, skills upgrade training and retraining. These projects are funded with nonfederal funds.

Appendix B
Monitoring Instrument

Appendix B

Monitoring Instrument

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The State Board for Community and Junior Colleges' monitoring team has organized a schedule for monitoring Workforce Development Projects for each fiscal year. The team will randomly select projects to review. The monitoring process includes reviewing the following:

1. Commodities invoices matching reimbursement request.
2. Documentation of how expendable commodities are tracked.
3. Equipment invoices matching reimbursement requests.
4. Contractual Service agreements with instructors.
5. Evaluations of training by students/trainees.
6. Class sign-in sheets.
7. Demographic information on trainees.
8. Class attendance sheets (dated and signed by instructor).
9. Written documentation monitoring the project (including the instructor's evaluation by local workforce staff).
10. Request for reimbursement matching the instructor's training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours).
11. Copy of the project plus modifications and reimbursement documents.
12. A copy of the Memorandum of Agreement between the business/industry and the community college.

WORKFORCE PROJECT MONITORING INSTRUMENT

Community or Junior College _____

Workforce Center Director _____ Date _____

Number & Types of Projects Reviewed: Workforce _____ Basic Skills _____

Advanced _____ TANF _____ Short-Term Adult _____

Planning Section

1. Have the workforce development center and local district council developed a strategic plan and is it on file with the SBCJC? Yes _____ No _____
 - A. Is the workforce center using the strategic plan to offer training? Yes _____ No _____
 - B. Does the plan address short and long term goals and objectives in line with the stated mission and vision statements? Yes _____ No _____
 - C. Are copies of the plan available for review? Yes _____ No _____

2. Was the original copy of projects, modifications, and reimbursements on file?
Yes _____ No _____

Project Review Section

Organization

Project Number

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

1. Was a copy of the Memorandum of Agreement (MOA) between the business/industry and the community college kept on file and available for review? Yes _____ No _____

2. Are attendance sheets available for review on all projects? Yes _____ No _____
 - A. Does project data provide demographic information? Yes _____ No _____
 - B. Did the staff document monitoring of the instructor? Yes _____ No _____
If so, how often? _____

3. Who employed the instructor? College _____ Industry _____
 - A. Did the requests for reimbursement match the instructor training hours and pay receipts?
Yes _____ No _____
 - B. Were fringe benefits properly applied? Yes _____ No _____

4. Did the project require purchase or lease of equipment or commodities? Yes _____ No _____
 - A. How are expendable commodities tracked? _____

 - B. Were invoices available for review on equipment purchases? Yes _____ No _____
 - C. Did the invoice match the requests for reimbursement? Yes _____ No _____

5. Does the college have a project tracking system that meets the demands of both the workforce center and the business office? Yes _____ No _____ (If no, this requires explanation.)

6. Did SBCJC monitors visit local industry to determine training result? Yes _____ No _____
If yes, which company and what were the findings? _____

Needs

A. Do you have any special workforce needs that require assistance from the SBCJC?

B. What tools/training resources can the SBCJC provide to help you better serve the various businesses, industries, and individuals in your district?

Outcomes

A. Identify and share one success of a best practice you have experienced that made an impact with your customers.

B. How often are you following up with customers to determine their level of satisfaction?

C. What are some of the barriers that inhibit the delivery of services to customers?

WORKFORCE PROJECT MONITORING WORKSHEET

School: _____

Date: _____

Industry Name: _____

Project #: _____

1. Copy of the project, plus modifications and reimbursements

(Choose One)
YES / NO / NOT REQUESTED

2. Commodities (invoices) matching reimbursement requests

YES / NO / NOT REQUESTED

3. Documentation of how expendable commodities are tracked

YES / NO / NOT REQUESTED

4. Equipment (invoices) matching reimbursement requests

YES / NO / NOT REQUESTED

5. Contractual Services and agreement with instructors

YES / NO / NOT REQUESTED

6. Evaluation of training by students/trainees

YES / NO / NOT REQUESTED

7. Sign-in sheets

YES / NO / NOT REQUESTED

8. Demographic information on trainees

YES / NO / NOT REQUESTED

9. Class attendance sheets (dated and signed by instructor)

YES / NO / NOT REQUESTED

10. Written documentation monitoring the project
(including the instructor's evaluation)

YES / NO / NOT REQUESTED

11. Request for reimbursement matching the instructor's training hours, rate or
pay per hour & fringe benefits (including preparation time & assessment hours)

YES / NO / NOT REQUESTED

12. Copy of Memorandum of Agreement available for review

YES / NO / NOT REQUESTED

13. Site visit of a local industry in the community college district for customer
satisfaction feedback (optional)

YES / NO / NOT REQUESTED

14. Documentation of travel expenditures

YES / NO / NOT REQUESTED

Appendix C

Legislative Accountability Report FY 2005