Mississippi State Board for Community and Junior Colleges

MISSISSIPPI

3825 Ridgewood Road
Jackson, Mississippi 39211

Phone: (601) 432-6222

Fax: (601) 432-6365

www.mscjc.edu

Clean Text
2011 WF Policies
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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 SWIB continuously works through a series of committees to create strategies and plans for Mississippi's workforce development system in the form of Workforce Investment Plans in compliance with Title I of the Workforce Investment Act of 1998, The Wagner-Peyser Act and various committee recommendations and actions. In concert with these efforts, the State Board for Community and Junior Colleges (SBCJC) annually creates policies and procedures for the deployment of workforce training at each of Mississippi's 15 public two-year institutions. The FY2011 policies put forth in this document include and add operational detail to the most recent SWIB plans and recommendations for workforce development.

The SBCJC and the colleges view their primary role within the state's workforce development system to be the provision of training, and therefore maintain the following goals:

1. to provide the citizens of Mississippi the skills needed to be more productive and have an improved quality of life,
2. to provide the employers of our state a better trained and educated workforce and,
3. to train for higher skilled and higher wage jobs for businesses, industries, and employees in our state.

When possible, these goals are to be pursued as partnerships between employers and the local community or junior college, with shared costs. The policies listed herein represent the full and complete policies, as approved by the SBCJC, to be followed in preparing and submitting all workforce projects. Exceptions to any policy must receive approval of the Executive Director of the SBCJC or his designee. Policy exceptions will be made on a case-by-case basis.

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I. Training Priorities

(a) Targeted Industries – During the 2006 calendar year, it became apparent that the differing entities associated with workforce development each maintained separate and often differing lists of targeted industries. In an attempt to consolidate and better define a set of targeted industries, the SWIB created a Business Outreach and Targeting Industry Committee. At its June 2006 meeting, the SWIB endorsed the proposed list of targeted businesses and industries recommended by committee. The community college system recognizes the endorsed list and will utilize such as the targeted industries list for workforce training. The target list is as follows:

- Aerospace
- Automotive Assembly
- Automotive Suppliers
- Contact Centers
- Defense/Homeland Security
- Fabricated Housing & Housing Components
- Food Processing
- Metal Fabrication & Steel
- Plastics/Polymers/Chemicals
- Shared Service Centers
- Shipbuilding
- Timber/Wood Products
- Warehouse & Distribution

Further, colleges are encouraged to submit training projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than $15).

(b) 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.

(c) Funding Priorities – In accordance with SWIB recommendations associated with the Mississippi Workforce Enhancement Training Fund (WETF), there shall be three funding categories: traditional funding, new and expanding business funding, and challenge grant funding. The following shall represent the priority of project approval within each category:

i. Traditional Funding (70% of WETF)

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 will receive first priority.)

2. Projects targeted toward training for those businesses and industries previously identified in items (a) and (b) above.
3. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business.
4. Other specialized projects as required.

ii. New and Expanding Business Funding (10% of WETF)

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 (20% of WETF)

Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system and fall outside traditional project guidelines. Projects are funded up to 20% of WETF if funds are available. Appendix A presents a description of the challenge grant program and the application and award process.

II. Trainee Credentialing –

Two primary concerns of all entities involved in workforce education in Mississippi are skill attainment and skills portability. Both of these concerns can be addressed by developing stronger models for trainee credentialing. A study undertaken in FY2007 by the SBCJC and the College Workforce Center Directors resulted in the following recommendations related trainee credentialing:

i. A nationally recognized test that will verify and certify career readiness should be pursued.
ii. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.

In FY2011 the community and junior college system will continue to pursue these recommendations. Further, a CRC oversight committee has been created and preparations are being made to staff and pursue this credentialing effort.

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 FY2011 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. College workforce centers are encouraged to pursue the centers of excellence concept for business and industry under the auspices of Challenge Grant Funding.

(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.

i. In FY2011, the SBCJC will fund a state-wide professional development program for the college workforce divisions, as developed and requested by the Workforce Center Directors Association. The association is encouraged to utilize community and junior college facilities and instructors and Mississippi universities for such activities.

ii. In FY2011, the SBCJC will sponsor quarterly Workforce Center Director meetings. These meetings will rotate across the state at the Workforce Development Centers and will facilitate the SWIB Leveraging Community and Junior Colleges committee's recommendation of sharing best practices.

iii. In FY2011, the SBCJC will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Governor's Workforce Development Conference and the Creating Futures Through Technology Conference.

(c) Instructional Quality – Based on recommendations by the workforce center directors' instructional quality committee, FY2011 workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Examples documents are provided in Appendix B.

(d) Marketing –The SBCJC will continue to allow colleges to write projects for marketing of the workforce education centers. Development of marketing materials such as regionally-customized CD print materials and websites will be pursued as applicable at the state level as well. The SBCJC logo must be included on all printed materials.

IV. Accountability/Performance

(a) Fiscal Accountability – The SBCJC maintains fiscal accountability in two ways: (1) by setting project writing and expenditure policies for colleges to follow and (2) by conducting an annual monitoring visit to each college. FY2011 project writing and expenditure policies are included here as Appendix C. Fiscal monitoring visits consist of a review of a random sample of approximately 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, reviewing instructional quality checklists 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 monitoring instrument for FY2011 projects is provided as Appendix D.

(b) Programmatic Performance – In FY2011, the SBCJC will continue to have available performance information such as number of employees and employers being served, type and quantity of training course, and other information that can be determined from the project database. The robust performance system will continue to be used. See below:

1. the development of a common dataset,
2. electronic collection and storage of data, preferably in the local colleges existing student information system,
3. electronic systems be able to export information through data files to other entities,
4. data files are to be used for the purposes of transcripting non-credit activities, SBCJC non-credit enrollment management, and for use in determining performance on SWIB/SBCJC jointly approved performance measures, and

In order to facilitate the move to this performance measurement system, the SBCJC in conjunction with the college and other partners define the following three file structures as the required common dataset that must be maintained for each training activity.

Data File – Student	
Data Element	**Description**
Last Name	Student's Last Name
First Name	Student' First Name
SSN	Student's 9 digit Social Security Number
DOB	Student's Date of Birth
Race/Ethnicity	Student's Race and/or Ethnicity
Gender	Student's Gender
Level of Education	Highest Level of Education Completed
Employment Status	Employed or Unemployed
Employment Type	Part Time, Full time, Temporary, Seasonal
Occupation	Job Title
Address	Street Address
City	City
State	State
Zip	Zip Code
County	County of Residence
Term	College Term/Semester
Course Number	Unique course Identification Number

Data File -- Course	
Data Element	**Description**
Term	College Term/Semester
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	SBCJC Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number (state tax id)
Campus	Location where course is offered
Instructor Name	Name of Course Instructor
Costs	Amounts of Funding in Dollars

Data File -- Industry Based Training	
Data Element	**Description**
Term	College Term/Semester
Project Number	Unique Project Identification Number
Project Amounts (costs)	Amount, in dollars, obligated for project
Funding Source	Source of Funding for Course
Reimbursed Amount	Actual Dollar Amount Reimbursed
De-obligated Amount	Amount in dollars, de-obligated for project
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	SBCJC Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number

The above dataset when managed properly and with the added ability to make comparisons to Mississippi's UI database will provide the information necessary to determine performance on a set of common measures as developed by the SWIB and SBCJC. Additionally, there exists a host of other questions that may be of interest to the local college that can be answered by the above data set. Individual colleges are encouraged to review the data reports for locally valuable information. The common measures to be determined for each college and subsequently compiled for the state shall include those approved by the SWIB and SBCJC. The measures are as follows:

1. Entered Employment – This measure will determine if people who receive services gain employment. This measure is only applied to those participants who are not employed at the date of participation. It is calculated by dividing the number of participants who are employed in the first quarter after the exit quarter by the number of participants who exit during the quarter.

2. Employment Retention – This measure will determine if people retain their jobs. This measure will only be applied to those who are employed in the first quarter after the exit quarter. It is calculated by dividing the number of participants who are employed in both the second and third quarters after the exit quarter by the number of participants who exit during the quarter.

3. Average Earnings - This measure will determine if the population served is inclusive. This measure would only be applied to those participants who are employed in the first, second, and third quarters after exit. It is calculated by adding total earnings in the second quarter with total earnings in the third quarter after the exit quarter and dividing by the number of participants who exit during the quarter.

4. Earnings Gains - This measure will determine if people are getting better jobs or higher pay. This measure would be applied to two separate groups. The first group is those who are unemployed at the time of training who then become employed at exit and remain employed in the second and third quarters after exit. For this group, earnings gains are calculated as the average earnings in the third quarter after exit. The second group is those who are employed at the time of participation and who are subsequently employed in the first, second and third quarters after exit. For this group, earnings gains are calculated by comparing the wage at time of participation with the wage at the third quarter after exit.

5. Business Penetration - This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size.

6. Hiring Activities - This measure will determine employee turnover, business expansion, and lay-offs. Employee turnover will determine at what rate people who receive training change jobs. This measure applies to those who received any form of workforce training. It is calculated as the average number of people who change employers anytime during the first three quarters after exit. The business expansions measure is being proposed to capture whether or not any form of training activities contribute to the expansion of business through the creation of new jobs. This measure is calculated as the difference between the number of people on the payroll in the quarter prior to receiving service and the number of people on the payroll during the first three quarters after a business uses workforce services. The lay-off measure is being proposed to determine if workforce services facilitate businesses to retain their employees by making the business more competitive. This measure is calculated as the average number of people laid-off in the first three quarters after the business receives training services.

(c) Compliance –Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

Appendix A

CHALLENGE GRANT DOCUMENTATION

STATE BOARD FOR COMMUNITY AND JUNIOR COLLEGES
2011 Challenge Grant Announcement Information

In accordance with the FY11 Workforce Education Polices, the State Board for Community and Junior Colleges (SBCJC) will designate up to 20% of the funds collected by the Mississippi Workforce Enhancement Training Fund in FY10 for the purpose of awarding FY11 Challenge Grants. Challenge Grants are defined as those workforce projects that do not qualify for traditional workforce training dollars and that meet the intent of the priorities, criteria and considerations herein. Challenge Grants will be awarded to community and junior colleges according to the procedures and for the purposes set forth in this document.

Priority of Award

The fundamental priorities for the award of challenge grant funds are:

1. those proposed activities that train for the workforce of the future within the state of Mississippi,
2. those proposed activities that generate an increased and sustainable capacity to train individuals or to train for companies during subsequent training years, and
3. those proposed activities that serve more than one community college district, promote partnerships among colleges, among colleges and other entities, or consortia efforts.

Eligible Grant Recipients

Community and Junior College Workforce Development Centers and Career & Technical Education Departments

Criteria Required for Award: (Priority Rating 14 points)

The following questions represent the criteria which must be addressed by submitted proposals. Proposals do not have to address all of the criteria; however, **proposals will receive one (1) priority point for each of these factors the proposal clearly addresses.**

1. How will the proposed activity increase Mississippi's per capita income growth?
2. How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?
3. What training will be done that is not already being done?
4. What technological components does the proposed activity contain that are not common to current training?
5. How will the proposed activity drive more training to the community and junior college system?
6. What new skills will the proposed activity provide trainees?
7. Is the pay for the skills attained above average for the area for the proposed activity?
8. Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?

9. Will the proposed activity aid in increasing the state's high-tech employment share?
10. Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills sets?
11. Will the proposed activity provide access to additional training and/or access to a career path?
12. Will the proposed activity provide training that leads to industry recognized credentials or certifications to enable portability of skills?
13. Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds?
14. Will the proposed activity have a regional impact?

Other Considerations for Awarding Grants: (Priority Rating: 6 points)

The following represents secondary items that will be considered when awarding grants. **A proposal will receive one (1) priority point for each of these factors the proposal clearly demonstrates it addresses.**

1. Use of new curriculum.
2. Open entry/open exit (when possible).
3. Partnership with the WIN Job Centers or other placement sources for employment, apprenticeships, internships, and other sustainable career enhancement.
4. Partnerships with ABE/GED, Career-Technical Education, and/or industry associations.
5. Delivery of training in the shortest time frames.
6. Creative use of facilities and flexible training periods (hours, days, nights, weekends, etc.).

Required Proposal Criteria and Instructions

Please limit your proposal to no more than fifty (50) 8 ½ x 11 typed pages, one-sided, single spaced. Each of the following items MUST be addressed in the proposal for it to be considered. Provide examples where appropriate to support activities. Please include headings for sections I – IV.

Cover Sheet (0 pts – not included in the page limit): Include project name, College Name, and Contact Name, Title, Phone Number and Email.

I. Project Description (25 points):

- Describe in detail the Challenge Grant criteria and other relevant items that will be implemented or enhanced with these funds.
- Provide tentative dates and timelines
- Provide a detailed proposed budget

II. Target Business and Industry and/or Participants (15 pts):

- Describe in detail how the Challenge Grant business and industry and/or participants will be identified and informed of the project or activity and how their needs and interests will be determined and met.

III. Projected Impact (15 pts):

- Describe how the proposed Challenge Grant will contribute to increased trainees, per capita income, collaborative partnerships, business and industry growth, employability skills, curriculum alignment, and overall workforce development.
- Include discussion of any resulting partnerships (such as with business and industry, WIN Job Centers, Industry Associations, etc.) and how those relationships might strengthen your ability to achieve Challenge Grant objective.

IV. Outcomes and Results (25 pts):

- Describe how outcomes and results from the Challenge Grant will be assessed and documented
- Describe how the Challenge Grant may be sustained at the completion of grant award.

Period of Performance

Challenge Grants may be awarded for up to three years. All proposed FY11 grant activities must be completed by the end of the fiscal year, June 30, 2011. Request for reimbursement of all FY11 expenses must be received by the SBCJC by no later July, 2011. Arrangements can be made for expenditures to "split" fiscal years.

Evaluation of Submitted Proposals/Notification of Award

Two rounds of proposals will be accepted during FY2011. Proposals will be accepted on or before July 15, 2010 for award in October and on or before January 15, 2011 for award in March. Proposals will be evaluated and ranked by a four (4) member team consisting of SBCJC staff and an industry representative. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions here in, and only if funds are available to cover the proposed costs.

The four (4) member evaluation team will use a point based ranking system for making awards. However, the system of ranking will be invoked only after the project has been identified as meeting all three funding priorities and has been identified as being unique with respect to traditional workforce projects.

Award of a submitted proposal will be considered only after evaluation of the proposal has resulted in the proposal receiving a composite score within the top 10% of all scored proposals. Proposals selected for award and rejection will be notified by the SBCJC

Associate Director for Workforce, Career and Technical Education and/or the Director of Workforce Education.

Successful Challenge Grant recipients, once notified, must enter their grant into the GCR system as a traditional project to be funded, as follows:

1. Select "Challenge Grant" as the funding source, and
2. The Challenge Grant priorities, criteria and other relevant items must be addressed within the memorandum of agreement area

Limitations

The SBCJC reserves the right to limit the amount of funds awarded on a proposal and the right to limit the number of awards made to any one proposing entity in order to ensure equity of funding throughout the state.

Reimbursements

Once an award has been made, reimbursements will be made according to the same procedures and guidelines utilized by current workforce training projects. All challenge grant awards will be subject to the same monitoring requirements as existing, traditional workforce projects.

Reporting

The SBCJC will require a final, written report at the close of the Challenge Grant describing the number of people served by the project, and the outcomes, successes and/or impact of the project or activity. Further, the SBCJC may request additional information on projects in the event that information is required for reporting, presentations or other purposes.

If there are any questions, please do not hesitate to contact Shawn Mackey or Dexter Holloway at 601-432-6351 or 601-432-6222. Mail proposal to: Shawn Mackey, 3825 Ridgewood Road, Jackson, MS 39211.

Appendix B

INSTRUCTIONAL QUALITY DOCUMENTATION

Checklist for Coordination of Classes

Place a check mark in boxes that are confirmed. Fill in the requested information and date requested or confirmed in the blank spaces next to each item

- ☐ Instructor _____
- ☐ Books / Materials _____
- ☐ Start and end date _____
- ☐ Meeting Time _____
- ☐ Total # of Hours _____
- ☐ Room / Location _____
- ☐ Room Reserved _____
- ☐ Equipment requirements _____
  - ☐ TV / VCR /DVD
    _____
  - ☐ Sound system
    _____
  - ☐ Overhead projector
    _____
  - ☐ Laptop / Computer Lab
    _____
  - ☐ LCD Projector
    _____
  - ☐ Other
    _____
  - ☐ Other
    _____
  - ☐ Other
    _____
- ☐ Refreshments _____
- ☐ Support Personnel _____
- ☐ Course Preparation Checklist completed
  _____
- ☐ Information given to guests / attendees / students
  _____

- ☐ Video / DVD _____
- ☐ Copies of handouts _____
- ☐ Copies of Exams / evaluation sheets

  _____
- ☐ Enrollment forms

  _____
- ☐ Instructor Evaluation sheets (Circle when complete)

  _____Blank Forms _____ Completed
- ☐ Sign in sheets (Circle when complete)

  _____Blank Forms _____ Completed
- ☐ Copies of all evaluations / exams and handouts in course folder

  _____

Reference Material for the Completion of the Quality Course Checklist Worksheet

Teaching Method Recommendations

1. Skills Training
    a. Lecture
    b. Hands on demonstration
    c. Hands on directed practice
    d. Self Practice
    e. Observation of results and review of learning
    f. Test through practical exercise
2. Knowledge Based Learning
    a. Reading
    b. Note Taking / Writing / fill in blank handouts
    c. Observing Picture / power point / video
    d. Reference material
    e. Lecture
    f. Discussion
    g. Repetition of information
    h. Test through written or oral examination
3. Conceptual learning
    a. Combination of techniques listed above with the check on learning being a situational exercise where the individuals or groups must select the applicable skills or knowledge and apply / adjust it for the situation given

Measures / checks on learning

1. Written / verbal multiple choice exams
2. Written / Verbal fill in the blank exams
3. Written / Verbal essay exams
4. Observation of student performance during class
5. Observation of student performance during hands on application techniques
6. Quantifiable measures of performance based exams
    a. Weld inspections, (visual, X-ray, Destructive)
    b. Measuring tolerance specifications
    c. Performing repetitive work within prescribed time
    d. Proper selection and wear of Personal Protective Equipment
7. Measures must include the method of documenting the measurement technique.
    a. Instructor's notes on attendance list
    b. Copies of exams
    c. Pictures / photo of performance
    d. Documentation of tolerance measurements

Quality Course Preparation Checklist

- ☐ Outline / syllabus for the course
- ☐ Terminal Learning objectives and plan for how to measure success

Objective	Measure	Teaching Method
☐		
☐		
☐		
☐		
☐		
☐		

- ☐ Enabling learning objectives and how to measure learning

Objective	Measure	Teaching Method
☐		
☐		
☐		
☐		
☐		
☐		

Appendix C

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 names of approved users must be submitted to the Director of Workforce Education at SBCJC by your college President each year.

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 have at least ten (10) students per class or training activity. However, the minimum number of participants for train the trainer projects, on the job training projects, short term adult classes, and basic skills projects are indicated in subsequent sections. The exception to the number of trainees must be approved by the Executive Director of the SBCJC or his designee.

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 must 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. 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. Due to limited funds, workforce centers must use a procedural approach to prioritizing projects for funding. Modifications and de-obligations are monitored and will be reported to the Workforce Center Directors quarterly. At the end of the first six months, all projects will be modified down to $0 by January 14, 2011. This will allow all funds not spent to be re-obligated for the remainder of the fiscal year.

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. Special consideration will also be considered for joint projects between two or more colleges.

In accordance with Workforce Education Act of 1994, the intent of workforce education is for the creation and development of a regionally based system in Mississippi for education and training which: responds to the needs of Mississippi's workforce and employers; is driven by the demands of industry and a competitive economy; makes maximum use of limited resources; and provides for continuing improvement through constant assessment of the results of education and training for individual workers and employers. Therefore, no projects may be written to fund training for students enrolled in elementary or secondary schools.

State agencies have other resources available through the Mississippi Department of Information Technology Services (ITS) and Mississippi State Personnel Board. Therefore, no projects may be written to fund training for State Agencies.

Compliance with Mississippi Employment Protection Act (MEPA)

Contractor/Seller represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act (Senate Bill 2988 from the 2008 Regular Legislative Session) and will register and participate in the status verification system for all newly hired employees. The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi and to whom a United States Internal Revenue Service Form W-2 or Form 1099 must be issued. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E- Verify Program, or any other successor electronic verification system replacing the E-Verify Program. Contractor /Seller agree to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. Contractor/Seller further represents and warrants that any person assigned to perform services hereunder meets the employment eligibility requirements of all immigration laws of the State of Mississippi. Contractor/Seller understands and agrees that any breach of these warranties may subject Contractor/Seller to the following: (a) termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years, with notice of such cancellation/termination being made public, or (b) the loss of any license, permit, certification or other document granted to Contractor/Seller by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year, or (c) both. In the event of such termination/cancellation, Contractor/Seller would also be liable for any additional costs incurred by the State due to contract cancellation or loss of license or permit.

Training Categories or Type of Projects

- Accountability System
- Administrative
- Advanced Technology
- Basic Skills
- Challenge
- CRC
- General
- Marketing
- Short-Term Adult
- TANF
- Workforce – Regular

General Fund Projects

If a college desires to develop a training program 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 and that there is a demonstrated need for such training. Such proposals shall be initially done via written correspondence with the SBCJC.

Administrative Costs and Charge to Employers

Based on the previous year funding, two projects can be written to cover the cost of Administrative cost at a rate of 5% and an Accountability project at a rate of 3% can be applied for in FY2011. The 5% workforce administrative fee earned and the 3% accountability fee will be in effect for expenditures above the $300,000 floor for FY2010. Along with the $300,000 floor there will be a ceiling of $4,000,000. This ceiling less the $300,000 floor will allow $3,700,000 worth of expenditures to be applied to the above fees. The fees earned will be based on FY2010 reimbursements. The following funding source is used to calculate this cost:

- Advanced Technology
- Basic Skills
- Challenge
- General
- Short-Term Adult
- Workforce – Regular

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.

Boilerplate Language

The definition of a boiler plate is text that is or can be reused in new contexts or applications without being changed much from the original. A legal boilerplate is a standard provision in a contract. This language will be required to be included in all FY2010 projects.

Memorandum of Agreement

- Company Description and Commitment (will… Request reimbursement at least every 60 days to college; Company will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.)

- Project Justification
- Training Objectives
- College Commitment (College will… Requisitions will be done at least every 60 days to SBCJC; College will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act. College will work with industry to ensure compliance with the Mississippi Employment Protection Act for industries participating in basic skills, consortia, and open to the public projects.)
- SBCJC Commitment (SBCJC will… pay within 45 days, provide funding as approved in the budget and monitor the project through documentation maintained by the college.)

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. Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above $50 per hour must be approved by the Executive Director or his designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.

Industry Based Training shall be reimbursed at a rate not to exceed $35 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 per hour expenditures requires 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 a minimum wage job shall be reimbursed at a rate not to exceed $20 per hour.

Basic Skills project instructors shall be reimbursed at a rate not to exceed $20 per hour. Basic skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation.

CRC projects shall be reimbursed at a rate not to exceed 50 % of the cost of the test. Colleges may charge individuals and industries.

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 must not exceed 20%, unless approved in advance.

Preparation Time

Up to 10% 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 preparation time. Prep time is allowed only for instructors employed by the college and shall be documented similar to instructional hours. Instructors employed by an industry are not eligible for prep time compensation.

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 per student, but all amounts expended must be for the direct support of the class. Assistance for high cost 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. This equipment must be in a facility that is owned or operated by the college.

Capitalized 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 purchase 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 $1,000 (June 11, 2008). The following items shall be reported and maintained on inventory as equipment regardless of purchase value:

weapons, cameras and camera equipment (greater than $250), two-way radio equipment, televisions (greater than $250), lawn maintenance equipment, cellular telephones, computer and computer equipment (greater than $250), chain saws, air compressors, welding machines, generators, and motorized vehicles.

Non-Capitalized Equipment

Items that are less than $1,000 which are not on the State Auditor's Exception List and have a useful life of more than one year are considered non-capitalized equipment. These items must be listed under educational materials.

Contractual Services

The following training items are allowable costs:

1) acquisition of educational software (no company produced software; software must be used on equipment owned by the college)
2) repairs and maintenance of training facility
3) installation of equipment (unless included as part of equipment cost)
4) rental or lease of training facility
5) vendor training (see vendor training section)
6) maintenance or licensing fees for educational software used on equipment owned by the college

Online Workforce Training

Workforce training provided through online methods will be reimbursed based on the rate agreed upon 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 $135 per person per year. Online course (s) must be developed by the college or offered by a third- party provider, and must include proper documentation of actual cost.

The following information will serve as documentation of the online course: documented login times of the instructors/students, weekly reports by the instructors, the number of areas the instructors/students visited, sample emails sent to students from instructors, sample grade book or anything that can prove that instructors are providing instructions during the time frame.

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, CDs 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. All materials must be retained by the college and not released to the industry.

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. The Workforce Project Manager must include justification on the project application.

No more than two (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 four (4) individuals per production training area. Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year.

Train-the-trainer costs shall be reimbursed at fifty percent (50%), not to exceed $500 per person for training registration. Reimbursement will be based upon documented completion of at least one (1) college-monitored training project directly related to the training received.

Travel cost for train-the-trainer training shall be included in the travel section of the project application and must include the points of travel. 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 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 .

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 $10,000 per fiscal year. This includes the cost of the training.

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 $15,000 per company. No other cost will be reimbursed for international travel. International train-the-trainer costs shall be reimbursed at a maximum of $500 per person for training registration.

Travel

With proper documentation, the SBCJC will pay travel for workforce training instructors employed by the college. Travel cost for instructors 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 documented in the project file for monitoring purposes. The details for in-state travel must be listed in the MOA or modification of project. Travel will not be allowed for a trainee to attend in State training programs.

Vendor Training

Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party, not affiliated with the company or the local community/junior college, that: (1) has supplied equipment, software, or other materials to the company and (2) is providing training on utilization of the supplied item(s). Vendor training must be on the specific piece of equipment or software. Vendors may not be a private trainer providing training to the college or the company for purposes other than a deliverable item as indicated above.

Reimbursement for vendor training will be limited to a maximum of $20,000 per company per year, to include the cost of travel.

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. 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 such as, DDI, VitalEdu, AchieveGlobal, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey require certified trainers. A company or business may receive a maximum of $4,000

subsidy toward the instructor's payment based on actual instructional time. Instructor salaries for these programs are reimbursed at a rate not to exceed $50 per hour.

Short Term Adult Classes

Short term adult classes are those that are offered for the general public for the purpose of providing employability skills and upgrade skills. 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 $25 per hour. Short term adult class or basic skills project must have a minimum enrollment of 10 participants. Projects should not be submitted until after the class has started and can guarantee 10 participants. Projects with less than 10 participants and 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) and/or CRC. 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.

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.

Appendix D

MONITORING INSTRUMENT

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WORKFORCE PROJECT MONITORING

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 team has the discretion and authority to review all reimbursements associated with any project when financial discrepancies are uncovered in an individual reimbursement. If the monitor observes a pattern of financial discrepancies by a project manager in more than one reimbursement, the monitor at his/her discretion has the option to review all reimbursements in all projects written by the project manager in question.

The monitor at his/her discretion reserve the right to conduct a 100% monitoring review of all projects by all fifteen community colleges at least once every five years. This means three colleges will be monitored 100% in a rotating five year cycle annually. The monitoring process includes reviewing the following:

1. Commodities invoice matching reimbursement requests.
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 and supporting quality assurance documentation). This documentation must be on all instructors that are employed by the college and 10% of the instructors hired by the industry. This documentation must be signed and dated by 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.
13. Site visit of a local industry in the community college district for customer satisfaction feedback (optional to monitor).
14. Documentation of travel expenditures.
15. Documentation of instructional quality.

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