

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
March 17, 2022

OFFICE OF SECONDARY EDUCATION/CAREER AND TECHNICAL EDUCATION

01. Approval of the revised Mississippi Perkins V State Plan to include work-based learning as a measure of CTE program quality [Goals 1 and 2 – MBE Strategic Plan]

Background Information: The Mississippi Perkins V Taskforce recommended the addition of work-based learning as an additional measure of CTE program quality beginning in the 2022-2023 School Year.

The proposed changes to the current Mississippi Perkins V State Plan are as follows:

- a. Page 13-14 – Add work-based learning to the listing of secondary core indicators of performance.
- b. Page 34-35 – Add work-based learning to the Mississippi Secondary Core Indicators of Performance Chart.
- c. Page 47 – Add work-based learning to the State Determined Performance Levels Chart and set the performance targets at 12% for the 2022-2023 School Year and 15% for the 2023-2024 School Year.

The public comment period for the revision to the Mississippi Perkins V State Plan concluded on February 16, 2022. Comments were gathered through written responses as well as three regional public comments meetings. In addition, the revision was presented during the five Perkins V regional needs assessment meetings held in January 2022. The attached chart summarizes the methods for gathering public comments and the responses received by the Office of Career and Technical Education.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

The Office of Career and Technical Education received public comments regarding the revision to the Mississippi Perkins V State Plan to include work-based learning as an additional measure of program quality. Public comments were requested through the following methods:

1. Written comments submitted to mssucceeds@mdek12.org.
2. Virtual Perkins V public comment meetings

Date	Participants
January 11, 2022	14
January 13, 2022	7
January 18, 2022	2

3. Virtual Perkins V regional needs assessment meetings

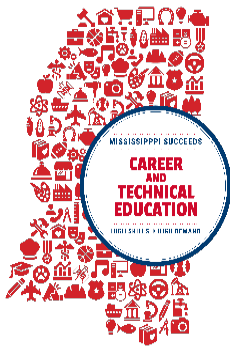
Date	Mississippi Workforce Area	Participants
January 18, 2022	Twin Districts – Group 1	67
January 20, 2022	Delta	31
January 25, 2022	Southcentral Mississippi Works	77
January 27, 2022	Mississippi Partnership	58
February 1, 2022	Twin Districts – Group 1	43

A summary of the public comments gathered is as follows:

	Summary of Comment	MDE Response
1.	<p>As a CTE Director, I stand opposed to adding WBL as a measurement of program quality for the following reasons:</p> <ol style="list-style-type: none"> 1. We are limited on placing students because many businesses simply will not allow students under 18 to work at their facilities. 2. With COVID restrictions, many businesses, hospitals and doctors' offices have discontinued allowing students that were once allowed. We are able to place a few, but we are very limited on placement, as are other career centers. This will put an undue burden upon CTE programs because of the difficulty of placing students. 3. Why add an additional measurement, when none is needed? 	<p>The embedded model of work-based learning to be utilized for measuring CTE program quality will allow for virtual and/or simulated work environments and school-based enterprises located on the school sites. Business and industry partners will still provide guidance and feedback for all student work-based learning activities. These models of work-based learning delivery will assist districts who encounter challenges with worksite placements.</p> <p>Business and industry values both industry certifications and work-based learning during the hiring process.</p>
2.	<p>Will school districts still be able to administer the National Health Science Assessment and receive Accountability points for Acceleration?</p>	<p>Yes. The National Health Science Assessment will continue to be an approved industry certification for Acceleration.</p>



Mississippi Department of Education
and
Mississippi Community College Board
present



**Mississippi's Strengthening Career and Technical
Education for the 21st Century Act (Perkins V)**

**Mississippi State Four-Year Plan
July 2020 – June 2024**

to satisfy the requirements of

**The U. S. Department of Education
Office of Career, Technical, and Adult Education**

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I: COVER PAGE

- A. State Name: Mississippi
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State: Mississippi Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Wendy Clemons
 2. Official Position Title: Executive Director, Office of Secondary and Career and Technical Education
 3. Agency: Mississippi Department of Education
 4. Telephone: (601) 359-3461 5. Email: wclemons@mdek12.org
- D. Individual serving as the state director for career and technical education:
- ☐ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: Aimee Brown, PhD
 2. Official Position Title: Director, Career and Technical Education
 3. Agency: Mississippi Department of Education
 4. Telephone: (601) 359-3974 5. Email: acbrown@mdek12.org
- E. Type of Perkins V State Plan Submission - FY 2019 (*check one*):
- F. Type of Perkins V State Plan Submission - Subsequent Years (*check one*):
- ☐ State Plan (FY 2020-23)
 - ☐ State Plan Revisions, FY 2020
 - ☐ State Plan Revisions, FY 2021
 - ☒ State Plan Revisions, FY 2022
 - ☐ State Plan Revisions, FY 2023

<p>Date Governor was sent State Plan for signature:</p>
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G. Special Features of State Plan Submission (*check one*):

- ☐ WIOA Combined State Plan - *Secondary and Postsecondary*
☐ WIOA Combined State Plan - *Postsecondary Only*

H. Governor's Joint Approval of the Perkins V State Plan (*fill in text box and then check one box below*):

- ☐ The Governor has provided a letter that he or she is jointly approving the state plan for submission to the department.
☐ The Governor has not provided a letter that he or she is jointly approving the state plan for submission to the department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its state plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this state plan submission are true and correct.

<p>Authorized Representative Identified in Item C Above (Printed Name)</p> <p>Wendy Clemons</p>	<p>Telephone:</p> <p>(601) 359-3461</p>
<p>Signature of Authorized Representative</p>	<p>Date:</p>

II: NARRATIVE DESCRIPTIONS

PLAN DEVELOPMENT AND CONSULTATION

The Mississippi Department of Education (MDE) facilitated eight public meetings to gather input for Mississippi's plan to meet the requirements of Perkins V. The series of meetings were called the "Mississippi Succeeds Listening Tour." To ensure broad stakeholder input, evening sessions were held in locations throughout the state: Hattiesburg, Biloxi, Tupelo, Hernando, Pearl, Greenwood, McComb, and Columbus. For stakeholders unable to attend one of the tour stops, an online survey was provided for comments, and the MDE created an online presence to house Perkins V information located at mdek12.org/SSE/PerkinsV.

The sessions consisted of an overview of Mississippi's goals, priorities and achievements in public education, and small group discussions on topics related to stakeholder collaboration, career preparedness, and workforce development. Participants included parents, teachers, school district staff and administrators, college and university faculty and staff, members of educational associations and advocacy groups, business leaders, school board members, and public officials. Attendees had the opportunity to voice their ideas about how state and local school districts, business and industry, and community colleges can work to ensure student success, a prepared and skilled workforce, and strong community relationships across all partners.

Additionally, beginning December 2018, the MDE, in partnership with the Mississippi Community College Board (MCCB) and with support from the Mississippi State University Research and Curriculum Unit (RCU), hosted a series of advisory group meetings. These meetings pertained to the newly reauthorized Strengthening Career and Technical Education for the 21st Century Act (Perkins V) to advance learner access to and success through high-quality Career Technical Education (CTE) programs and programs of study. This task force met several times to examine the size, scope, and quality, select program indicators, address needs assessment and plan information, and provide input on the direction that the MDE and the MCCB should proceed.

The goals of the task force were to:

- gain an understanding of the current landscape of CTE in our state;
- gain an understanding of the requirements of the Perkins V legislation;
- engage with peers across our state to share practices and brainstorm strategies around data and accountability, programs of study, and advancing equity in CTE;
- coordinate and develop a shared vision;
- ensure alignment of Perkins V with the Workforce Innovation and Opportunity Act (WIOA) and Every Student Succeeds Act (ESSA);
- review outcomes of the Perkins V transition plan;
- share results of stakeholder meetings and surveys to finalize the Perkins V State Plan;
- leave with the knowledge necessary to begin considering data driven strategies; and

- create awareness of the timeline and process for developing a new Perkins V State Plan that advances our statewide vision for CTE.

In addition to the topics above, the task force addressed the continued negative perception that CTE has faced over the years. The goal of the task force was to identify ways to remove negative stigmas and redirect impressions and attitudes toward the vital role CTE plays in today's workforce. Figure 1 highlights this aim, as well as the areas discussed.

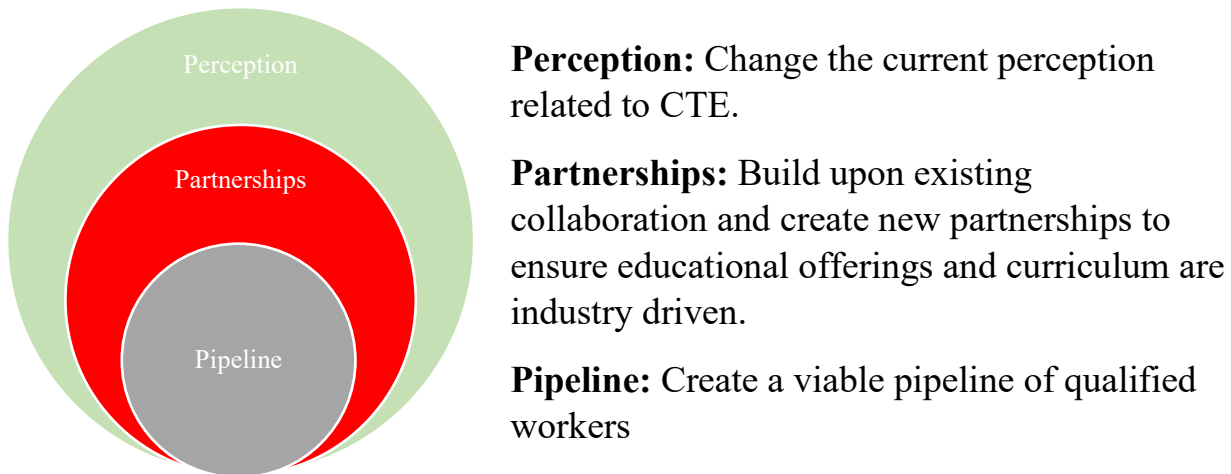


Figure 1

PROGRAM ADMINISTRATION AND IMPLEMENTATION

State's Vision for Education and Workforce Development

As required by **Section 122(d)(1)** and **Section 122(d)(2) of Perkins V**, the State of Mississippi's vision for education and workforce development is to ensure students graduate high school prepared for postsecondary studies and success in the workforce. The Mississippi Board of Education (MBE) established a vision, mission, and goals as a part of the MBE Strategic Plan.

MBE Vision, Mission, and Goals

Vision: To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Goals:



Figure 2

The vision, mission, and goals of the MCB were developed to impact all students in all grades. This also applies to our CTE students in grades 7-12. Strategic plan goal two (Figure 2) specifically addresses this impact area.

MCCB Vision, Mission, and Core Values

Vision: The MCCB shall foster an environment of excellence to promote world-class education and job training for a more prosperous Mississippi.

Mission: The mission of the MCCB is to advance the community college system through coordination, support, leadership, and advocacy.

Postsecondary Career Technical Objective: To develop and implement a comprehensive strategy that will maximize career-technical education and training to drive student success, credentialing, and economic development.

Core Values

- **Professionalism** is a pledge of honesty, courtesy, and responsibility in interactions with customers and associates. This reflects an attitude of individual and collective excellence.
- **Integrity** entails an organizational commitment to moral and ethical principles that demand honesty, respect, compassion, and transparency. This is evident when open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently.

- **Partnerships** amplify the value of teamwork and collective networking for the mutual benefit of all constituents.
- **Innovation** represents transformative and creative thinking that leads to continuous growth and improvement.
- **Diversity** embraces acceptance, inclusion, and respect. This is about understanding each other and ourselves and moving beyond simple intolerance to embracing and celebrating the richness each individual contributes to the organization's culture.

The following graphic (Figure 3) shows the pipeline that the MDE and the MCCB established to effectively meet **Section 122(d)(3) of Perkins V** to bolster students along a path toward careers.

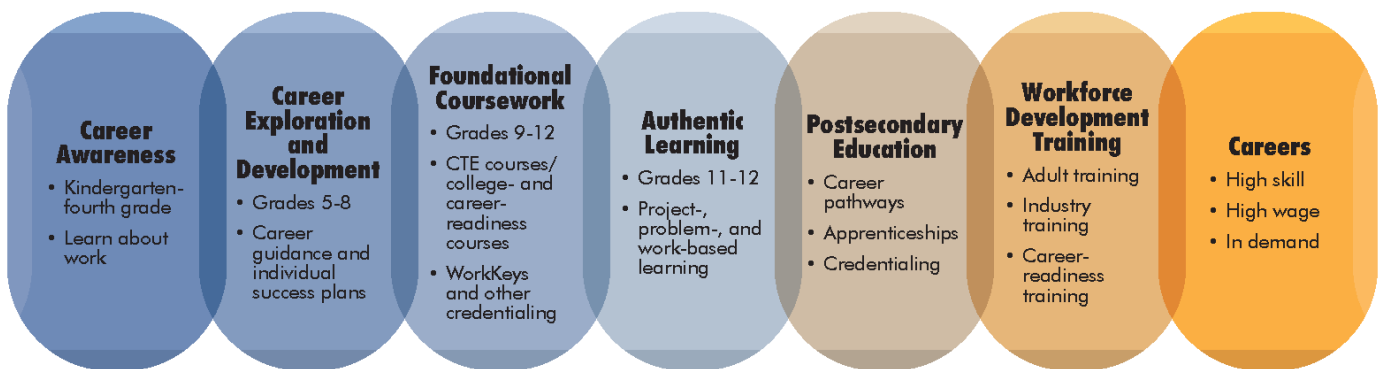


Figure 3

Efforts established in this plan will encourage and improve collaboration and maximize funding sources from Perkins V, the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other federal, state, and local sources.

Implementing Career and Technical Education Programs and Programs of Study

As required by **Section 122(d)(4)(A) of Perkins V**, CTE programs of study may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework for career and technical content areas that do the following:

- Incorporate secondary and postsecondary education elements. Effective linkages between secondary and postsecondary education will be accomplished by:
 - establishing baseline occupational competencies in secondary statewide curriculum frameworks that directly relate to postsecondary occupational program areas to

- assist all students in making a smooth transition from one level to another without experiencing delays, duplication of coursework, or loss of credit;
 - providing statewide curricula that is streamlined for career pathways under the national career clusters model that includes nationally recognized occupational standards and certification requirements where available (nationally recognized industry certifications could be considered as endpoints);
 - enhancing articulation agreements with universities for the seamless transfer of technical credit for postsecondary students into baccalaureate programs;
 - establishing committees of secondary and postsecondary educators to develop articulation agreements between secondary and postsecondary career and technical education programs;
 - enhancing the postsecondary curriculum process to allow for the alignment of articulated credit for national certifications where applicable;
 - having a program of study that leads to industry, community college, and university stackable credentials;
 - planning to revise and strengthen articulating secondary and postsecondary curricula to promote a smooth transition for students to become prepared for jobs in high-skill, high-wage, or in-demand occupations (these articulations are based on agreements between the local district and community college where applicable);
 - providing opportunities for secondary students to engage in career exploration at the local postsecondary facilities that encourage and support college-level academic expectations, articulation, and program recruitment;
 - providing flexibility in substituting required courses, options for credit recovery, dual credit options, and reducing the hours required for career program coursework at the secondary level;
 - facilitating dual credit opportunities in compliance with memorandums of understanding (MOUs) at the local school districts;
 - providing opportunities for dual credit and dual enrollment for postsecondary career pathways (these opportunities are based on agreements between the local district and community college where applicable);
 - establishing committees of secondary and postsecondary educators to develop articulation agreements between secondary and postsecondary career and technical education programs;
 - linking statewide career clusters and pathways with plans of study linking Grades 7 through 16;
 - increasing academic rigor in CTE curricula through the utilization of mathematics, reading, writing, science, and oral communication;
 - utilizing the most program-specific technology (equipment and software) in all CTE classes and providing training for teachers; and
 - developing and partnering with various state, county, and local organizations to provide successful, ongoing college and career events that include opportunities for students to develop strong relationships with college students, instructor/professors, and individuals from business and industry.
- Financial resources will be used to:
 - fund teams of teachers and industry specialists to develop and update curriculum frameworks, including the identification of baseline competencies in secondary

- programs that directly relate to industry and postsecondary programs;
- develop plans to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to prepare students adequately to succeed in postsecondary education or career opportunities;
 - coordinate efforts between the MDE and the MCCB to have a continuous alignment of curriculum, where applicable, for streamlining a student's career pathway; and
 - offer career pathways and programs of study at the secondary level that allow districts to choose from career pathways organized into career clusters based upon the comprehensive regional needs assessment for their workforce development area. At the postsecondary level, students currently choose from 141 programs of study. At both levels, students participate in real-world, relevant, hands-on learning that leads to industry certification when applicable. **See Appendix A** for a complete listing of secondary and postsecondary programs.
 - Postsecondary institutions may use funds to support the following CTE areas:
 - National certifications/assessments
 - Recruits business and industry to Mississippi
 - Adds structure to programs to validate skilled training
 - Special populations
 - Increases the number of groups included for services
 - Strengthens the services provided to special population students (i.e., outreach to identify students in need, recruitment, tutoring, career planning and preparation, removing barriers for students' enrollment and persistence, necessary skills, LEP staff providing services to a more diverse student body)
 - Professional development
 - Provides training for new administrators at the postsecondary level
 - Provides sustained training that will increase instructor knowledge and allow them to maintain relevant technical skills and expertise
 - Provides training for postsecondary CTE employees on best practices
 - Work-based learning, internships, and apprenticeships
 - Creates a simulated work experience environment when necessary
 - Helps support internship/apprenticeship opportunities for students
 - Enhances the technology used to provide virtual training
 - Provides opportunities for partnering with Grades K-12 institutions for simulated work experience
 - Awards paid internship opportunities
 - Supplements industry internship opportunities
 - Promotes business/industry relationships to gain internship and apprenticeship opportunities
 - Implementation of new programs
 - In-demand, high skill, high wage programs that meet industry needs
 - STEM-focused programs

- Program completion
 - CTE counseling
 - Advising toward graduation
 - Dual or concurrent enrollment opportunities
- Non-traditional students
 - Recruitment of non-traditional students
 - Retention and completion efforts for non-traditional students
 - Incentives/grants/scholarships for completion/attainment of certifications
- Career guidance and counseling improvement
 - Recruitment for CTE programs (program offerings and career awareness)
 - Materials for the promotion of programs
 - Technology/software for counseling and career planning
 - Retention initiatives and services
- Industry partnerships
 - Strengthen industry sector relationships
 - Increase opportunities for internships/apprenticeships

The process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address state workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will -- (i.) promote continuous improvement in academic achievement and technical skill attainment; (ii.) Expand access to career and technical education for special populations; (iii.) Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Local school districts along with community colleges and business and industry representatives will convene a regional needs assessment in one of the four workforce development districts in Mississippi (Figure 4). Local school districts and community colleges will attend one of these four meetings that aligns with their geographic development district. CTE administrators will conduct the biannual needs assessment to determine program needs for the workforce development districts. The needs assessment will utilize data from workforce projects, student interest surveys, and local business and industry needs, as well as parental and district input.

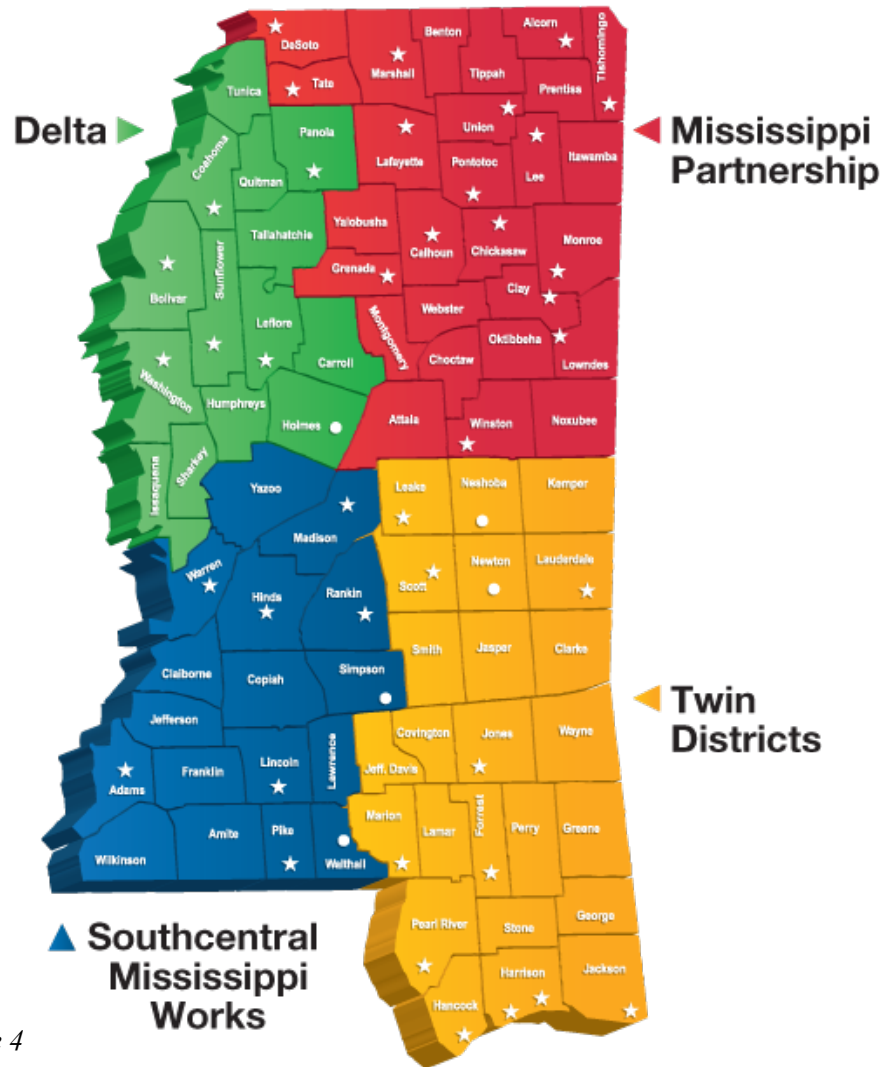


Figure 4

The districts will evaluate local offerings based on the regional needs assessment meetings. Data and findings will be uploaded into the Local Plan Application (LPA), justifying why programs are selected, retained, or discontinued within the district. Districts may select from available approved MBE curricula to meet the needs identified in the regional needs assessment.

However, should the district demonstrate adequately the need for a new program, a petition to create a pilot program for the undeveloped area shall be submitted to the MDE Office of Career and Technical Education. If the petition is deemed worthwhile in providing for local needs, the district will work with the MDE to begin program development, curriculum creation, equipment lists, and instructional practices necessary to implement the program.

The district is responsible for providing a plan of implementation to the MDE describing the following:

1. Name of the course
2. How the course will be offered
3. When the course will be offered
4. Where the course will be offered
5. How the course will be sustained long term
6. Assessment of local and regional workforce needs
7. Letters of support from both local and regional workforces
8. The instructor to be used and credentials
9. How local funds will support the initial startup of the program (i.e., equipment and teacher budget)
10. Any other information the MDE deems necessary before approving the new program

Should districts find that an existing program requires updating or adjusting due to new industry or current industry changes, districts will petition the MDE to make changes to the curriculum. These changes must align with MDE and MBE policy and the established revision process, and the changes must maintain the integrity of the original curriculum's intent. Industry support, student data, and adequate labor market data will determine MDE approval.

Community colleges seeking to add new programs submit a New Program Application to the director of career and technical education at the MCCB. The process to receive application approval is as follows:

- Colleges collect, compile, and document employment needs data, including state and district employment and wage projections (i.e., average annual salary projections and 10-year employment projections).
 - Collect, compile, and document Student Interest Data.
 - Obtain advisory committee recommendations.
 - Obtain a professional association endorsement (if needed).
 - Develop an estimated budget for revenue and expenses.
 - Develop the curriculum following the 30/45/60-hour course sequencing format (where applicable).
- i) Districts will be encouraged to promote continuous improvement in academic achievement and technical skill attainment. Performance indicators are used to evaluate secondary, postsecondary, and programs in correctional institutions. Career programs must meet or exceed each state performance indicator.
- **The core indicators of performance at the *secondary level* include the following:**

1. The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in 20 U.S.C. § 7801(25)).
 2. CTE concentrator proficiency in the challenging state academic standards adopted by the state under 20 U.S.C. § 6311 of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments (English II, Biology I, and Algebra I) described in such act.
 3. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. § 12501, et. seq.); are volunteers as described in the Peace Corps Act (22 U.S.C. § 2504(a)); or are employed.
 4. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
 5. The percentage of CTE concentrators earning a recognized postsecondary credential upon graduation.
 6. The percentage of CTE concentrators having graduated from high school having participated in work-based learning.
- **The core indicators of performance at the *postsecondary* level include the following:**
 1. The percentage of CTE concentrators who, in the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. § 12501, et. seq.); are volunteers as described in section of the Peace Corps Act (22 U.S.C. § 2504(a)); or are placed or retained in employment.
 2. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
 3. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.
 - **The academic and technical skills of students participating in career and technical programs will be continuously improved by:**
 1. the development and continued revision of statewide curriculum frameworks that incorporate related academic topics in mathematics, science, communication, language arts, and soft skills;
 2. the provision of professional development opportunities to instructors related to the integration of academic and occupational skills;
 3. the development and dissemination of recommended sequential courses of study that identify academic and CTE courses and programs that contribute to the development of academic and occupational skills in an occupational area or cluster; and
 4. the integration of academic and occupational skills in educational institutions using applied learning strategies, project-based learning, and cooperative

teaching activities between academic and career and technical instructors.

- ii.) Student service coordinators in Mississippi are equipped to help provide accountability, assessment strategies, transition services, coordination with other service providers, monitoring access, progress, and success, as well as outreach and recruitment for the students of Mississippi. Mississippi is committed to providing professional development to student service coordinators.
 - At the *secondary level*, student service coordinators support students who may require extra support to be successful in school and beyond. These students include English learners, migrants, immigrant students, students with disabilities, students who are homeless, and students housed in neglected or delinquent facilities. Support is provided to the districts in the areas of monitoring and compliance. Student service coordinators assist districts to ensure that the populations are proficient and showing growth in all assessed areas, graduating high school, and ready for college and career. More information can be located at mdek12.org/OFP/SP.
 - After self-identifying, students with disabilities attending Mississippi's *postsecondary* institutions receive reasonable accommodations. Institutions verify eligibility for accommodations and work with eligible students to develop and coordinate plans to provide those accommodations. Postsecondary institutions are committed to ensuring equal access to quality education for qualified students with disabilities through the provision of reasonable academic accommodations and auxiliary aids which support postsecondary standards and academic integrity. Postsecondary institutions are committed to creating a positive campus environment where students with disabilities are encouraged to pursue careers based on personal interest and ability. Reasonable accommodations are offered in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Annual training is offered to equip staff in providing the latest strategies and techniques for supporting special populations.
- iii.) In accordance with **Section 122(d)(4)(B) of Perkins V**, during the secondary and postsecondary curriculum writing and revision process, employability skills, as identified by local business and industry, will be addressed and will continue to be emphasized and placed within each curriculum document. This will also become a part of the professional learning opportunities offered by the state. The MBE Strategic Plan Goal 2 aims to equip graduates to be college and career ready. Additionally, secondary students learn these skills in the College and Career Readiness course required for graduation (mdek12.org/ese/College-and-Career-Readiness). Students will discover their interests, talents, and skills to determine their ideal plan for college and career. They will develop the necessary foundational and technical skills, practice good work habits, and demonstrate communication skills required for successful employment. Students will pursue a certificate of career

readiness, which allows employers to quantify the foundational skills needed to perform job tasks successfully and enables workers to demonstrate they have these skills.

Employers have consistently lamented the poor soft skills with which students/employees enter the job market. The MCCB, as part of the WIOA state plan, sought to address the issue by developing a soft skill course—Smart Start. Students discover their interests, talents, and skills to determine their plan for college and career, and they develop the necessary foundational and technical skills, practice good work habits, and demonstrate the communication required for successful employment. The Smart Start course is offered as a stand-alone course, and student learning outcomes are embedded in a work-based learning course. As a result, students will learn career goals, personal finance, effective communication, problem-solving techniques, and team building approaches. Completion of the course will earn students a Mississippi Smart Start Credential.

In order to make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand MDE and MCCB will:

The MDE, the MCCB, and community colleges establish education service partnerships to provide communication services to CTE teachers, administrators, and counselors via listservs, website, email, social media, and print publications. Utilizing this partnership, the MDE will develop a statewide marketing and communication plan for CTE to include career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities. This plan will include communication with previously listed targets as well as parents, industry partners, government agencies, and the general public. The plan will focus on reducing negative perceptions around CTE careers, providing CTE job growth data, and communicating the success stories of former CTE students. The MCCB and community colleges will develop a statewide marketing and communication plan for CTE to include billboards and print publications. Examples of information available can be located at mdek12.org/CTE/OCCSS.

Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points; (see also Section B.2.a.i.)

According to Miss. Code Ann. § 37-163-1, the Education Achievement Council was created to help facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways.

In addition to utilizing the Education Achievement Council, the MCCB and postsecondary institutions align their career pathway options and programs of study with State Workforce Investment Board (SWIB) and WIOA career cluster recommendations for the State of Mississippi. Combining these efforts, the MCCB and the MDE host collaboration meetings twice a year (fall and spring) to encourage secondary, postsecondary, and industry collaboration. Moving forward into Perkins V, the regional needs assessment meetings aligned with the state workforce regions will further bolster collaboration and cross-sector engagement.

The MDE and its supporting partners will lead curriculum writing team meetings to address changes to existing curricular offerings. The meetings will include industry representatives, secondary CTE educators, secondary administrators (when applicable), postsecondary and Institutions of Higher Learning (IHL) representatives (when applicable), and MDE and partner staff. The meetings will ensure that secondary curricula are aligned to both current industry standards and the proper current technology and equipment. When programs are reviewed, labor market data from the Mississippi Department of Employment Security (MDES) is used to determine the need and viability of program offerings. Secondary program offerings will range from middle school exploratory programs to two-year programs available to Grades 9-12. Credits will range from one to four credits, with the completion of four credits in a single program area being considered a completer. CTE completers will leave secondary education with the skills, knowledge, training, and credentials needed to pursue career opportunities, workforce training, or continued education at a postsecondary institution.

The MDE and its supporting partners will also lead curriculum taskforce meetings to address potential new curricular offerings. The meetings will include industry representatives, secondary CTE educators, secondary administrators (when applicable), postsecondary and IHL representatives (when applicable), and MDE and partner staff. The meetings will ensure that the proposed secondary curricula are aligned to both current industry standards and the proper current technology and equipment, as well as meeting the regional workforce needs. When new program applications are reviewed, labor market data from the MDES is used to determine the need and viability of program offerings. Secondary program offerings will range from middle school exploratory programs to two-year programs available to Grades 9-12. Credits will range from one to four credits, with the completion of four credits in a single program area being considered a completer. CTE completers will leave secondary education with the skills, knowledge, training, and credentials needed to pursue career opportunities, workforce training, or continued education at a postsecondary institution.

At the postsecondary level, the MCCB reviews and revises curricula on a four-year cycle. If industry standards change, community colleges can petition the MCCB to review curricula at an earlier date. Additional courses can also be added during the four-year period. Curriculum changes approved outside of the revision cycle will be

incorporated during the next revision. When new program applications are reviewed, labor market data from the MDES is used to determine the need and viability of program offerings.

Use state, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the state, regional, or local economy, including in-demand industry sectors and occupations identified by the state board, and to align career and technical education with such needs, as appropriate; and coordinate with the state board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

At the secondary level, the MDE reviews and revises curricula on a four-year cycle or earlier if needed. Curriculum changes approved outside of the revision cycle will be incorporated during the next revision. When new program applications are reviewed, labor market data from the MDES is used to determine the need and viability of program offerings.

Secondary districts must provide a program justification for existing programs in the Local Plan Update to the state director of CTE at the MDE. The process to receive application approval is outlined below:

- Districts collect, compile, and document employment needs data, including state and district employment and wage projections (i.e., average annual salary projections and 10-year employment projections).
- Districts collect, compile, and document student interest data.
- Districts obtain advisory committee recommendations.
- Additionally, districts must identify which local businesses, industries, and economic/workforce development groups they are working with, which postsecondary institutions can students attend once they leave the secondary program and provide detailed information as to where students are employed when they leave the secondary program.

Secondary districts seeking to add new programs must submit a New Program Application in the Local Plan Update to the state director of CTE at the MDE. The process to receive application approval is outlined below:

- Districts collect, compile, and document employment needs data, including state and district employment and wage projections (i.e., average annual salary projections and 10-year employment projections).
- Districts collect, compile, and document student interest data.
- Districts obtain advisory committee recommendations.

At the postsecondary level, the MCCB reviews and revises curricula on a four-year cycle. If industry standards change, community colleges can petition the MCCB to review curricula at an earlier date. Additional courses can also be added during the four-year period. Curriculum changes approved outside of the revision cycle will be incorporated during the next revision. When new program applications are reviewed,

labor market data from the MDES is used to determine the need and viability of program offerings.

Community colleges seeking to add new programs submit a New Program Application to the director of career and technical education at the MCCB. The process to receive application approval is outlined below:

- Colleges collect, compile, and document employment needs data, including state and district employment and wage projections (i.e., average annual salary projections and 10-year employment projections).
- Colleges collect, compile, and document student interest data.
- Colleges obtain Advisory Committee recommendations.
- Colleges obtain professional association endorsement (if needed).
- Colleges develop the curriculum following the 15/30/45/60 course sequencing format (where applicable).

Ensure equal access to approved career and technical education programs of study and activities assisted under this act for special populations;

The MDE/secondary districts:

- Describe in the LPA the strategies the Local Education Agency (LEA) has adopted and implemented to ensure “that no individual shall, on the basis of sex, race, color, national origin, handicap, or age be excluded from admission to, participation in, denied the benefits of, or be subjected to unlawful discrimination in any CTE programs, services, or activities operated by the LEA, or supported directly through contractual or other arrangements by the LEA.”
- Modify academic requirements as necessary to ensure that the requirements do not discriminate against students on the basis of their status as members of special populations and other groups. Modifications may include substitution of specific courses required for the completion of graduation or degree requirements and adaptation of the manner in which specific courses are conducted.
- Provide for the least restrictive environment as outlined in Section 504 of the Education Amendments of 1973, ADA, and Individuals with Disabilities Act (IDEA).
- Assure that all facilities, services, programs, and activities provided to special populations students shall be comparable to those that the LEA provides to non-special populations students.
- Assure that special populations students shall not be discriminated against in the selection or administration of tests or evaluations to assess student performance in a course or program.
- Provide equal access to membership in CTE student organizations, work-based learning, work study, apprenticeship training, and employment placement where applicable.
- Describe how an eligible recipient will review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access and success in the programs for special populations.

- Describe how an eligible recipient will provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, and in demand occupations that will lead to self-sufficiency.
- Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.
- Describe how funds will be used to recruit students into CTE programs that lead to nontraditional fields.
- Use the district summary report of disaggregated performance data by race, ethnicity, gender, migrant students, and special populations to identify disparities or gaps in performance.
- Describe how the recipient will use the disaggregated student performance data to evaluate and continuously improve student and program performance.
- Describe how an eligible recipient will provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

Postsecondary institutions:

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

- Provide statewide curriculum frameworks for all CTE programs, which incorporate:
 - opportunities to learn nationally recognized occupational standards and obtain nationally recognized certifications (where available);
 - related secondary academic topics in math, science, language arts, and communication;
 - workplace and soft skills related to all aspects of an industry including resource allocation, information retrieval and analysis; and
 - soft skills, employability skills, application of the systems concept, use of technology, development of critical thinking skills, and development of workplace ethics.
- Provide professional development opportunities to CTE instructors and administrators on adapting the statewide curriculum frameworks to meet the needs of local CTE programs.
- Provide professional development opportunities to CTE instructors and administrators on occupational and related area content, including the use of new and emerging technologies and practices in the occupational area.
- Develop and implement new programs of CTE in areas related to new and emerging occupations.
- Research and identify potential work-based learning opportunities, including the ability to use a simulated work experience environment and virtual training when necessary.
- Use work-based learning opportunities to help support internship/apprenticeship opportunities for students.
- Partner with secondary CTE programs to provide simulated work experience.

- Promote business/industry relationships to increase work-based learning opportunities to include apprenticeships and internships.
- Provide opportunities for additional recruiting of nontraditional students, the marketing of programs, and professional development opportunities through the grant application process with the MCCB.
- Provide guidance to administrators, faculty, staff, and community members on civil rights compliance.
- Provide services ensuring diversity in program offerings and marketing, accessibility to programs, and compliance with ADA and Title IX regulations.

Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Industries are challenged with finding qualified employees, while students are finding it equally challenging to gain valuable work experience to demonstrate technical skills to employers. Mississippi believes that work-based learning opportunities allow the perfect opportunity to combine education with work experience. Pursuant to ESSA and WIOA requirements, the MDE and the MCCB will encourage participation in work-based programs like apprenticeships, paid work experiences, and internships. This work will require partnerships to:

- elevate the state's vision for authentic work-based learning;
- expand the infrastructure and provide incentives for industry to engage educational institutions;
- provide work-based learning opportunities, including the ability to use a simulated work experience environment and virtual training when necessary;
- promote work-based learning opportunities for students;
- partner with secondary CTE programs to provide simulated work experience for students when age restrictions prohibit participation at industry locations; and
- promote business/industry relationships to increase work-based learning opportunities to include apprenticeships and internships.

Strong collaboration between all agencies and industry partners (local, regional, and state) will be used to ensure opportunities for students to pursue various career pathways and work-based learning opportunities.

Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

The MDE and MCCB will provide opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities in a prepared packaged format to “all students” upon enrollment in a CTE program. Special populations personnel must (1) certify and document that special populations are provided with equal access to recruitment, enrollment, retention,

completion, and placement and (2) maintain documentation of services and activities provided to each special populations participant.

Additionally, the district summary reports require districts and colleges to report information based on student population demographics. If state-adjusted levels of performance are not met, those areas must be addressed through the state-approved gap analysis form. CTE programs that do not achieve the state-adjusted level of performance in year one are placed in local improvement. Inability in subsequent years to improve will result in a status of state improvement. Consistently underperforming programs (three consecutive years) can be recommended for closure.

Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

There are 15 community and junior colleges in Mississippi. Articulation agreements are now in place now within each community/junior college district that extend to the school districts that reside within the individual community college area. There are dual credit opportunities in place for students to earn college credit in core courses, such as English composition, math, etc. Dual credit courses taught in a secondary setting must be aligned to postsecondary student learning outcomes to facilitate dual credit opportunities in compliance with memorandums of understanding (MOUs).

Students interested in dual credit opportunities must:

- possess a minimum overall high school GPA of 2.0 on a 4.0 scale;
- be classified as a sophomore, junior, or senior; and
- obtain an unconditional recommendation from a school administrator/counselor or CTE instructor.

Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

The MDE will engage stakeholders on a yearly basis in an advisory role to ensure CTE is aligned with all facets of planning within our state, to include ESSA and WIOA. This will ensure all systems are moving forward together and seamless for students. This step will also create a better opportunity for communication of CTE to all stakeholders. Selected members of the Perkins V taskforce will assume this responsibility once the state plan has been completed. Local districts are required to assemble advisory committees for programs offered twice a year to garner feedback utilizing local business and industry and community leaders. The MDE monitors these advisory committees through state-level consolidated monitoring visits.

In postsecondary education, each career and technical program has an advisory committee composed of business and industry professionals in their respective communities and districts. The goal of these groups is to provide involvement opportunities for a vast group of stakeholders to assist with:

- providing programmatic review;
- providing input to curriculum and instruction;
- providing guidance for new industry requirements;
- assisting with recruitment and job placement;
- assisting with student organizations; and
- providing help with community/public relations.

In addition to these activities, the MCCB develops innovative curricula aligned to industry certifications/national standards, and professional training facilitating seamless educational delivery by community college instructors, business and industry partners, and college administrators focused on preparing skilled workers in the 21st century economy.

Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to Section 134(b) of Perkins V.

For a copy of the local application, refer to Appendix C of this document.

Include a copy of the regional needs assessment template that the eligible agency will require eligible recipients to submit pursuant to Section 134(c) of Perkins V.

For a copy of the regional needs assessment, refer to Appendix D of this document.

Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to Section 135(B) of Perkins V.

For a copy of the size, scope, and quality, refer to Appendix E of this document.

Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

i. Will be provided with equal access to activities assisted under this act;

Identified special populations students will receive early intervention strategies to provide members of special populations, parents of special populations students, and other groups with the following information on CTE programs: available opportunities, eligibility requirements for enrollment, specific program offerings, special services, employment opportunities, and placement opportunities.

Additionally, the MDE will provide guidance and monitor local districts to ensure adequate documentation is maintained concerning special populations and other

groups' equal access to recruitment, enrollment, retention, completion, and placement and strategies for documenting services provided to each member of special populations and other groups.

Student service coordinators provide instructional, career, collaborative, and supportive assistance to career and technical education students. While they are required to assist all career and technical students, their primary charge is to identify and assess students to determine their qualifications as special populations and any appropriate additional services needed. Student service coordinators will ensure that special populations students are provided equal access to recruitment, enrollment, retention, completion, placement activities, and preparatory and support services for career and technical education programs and nontraditional education and training programs.

ii. Will not be discriminated against on the basis of status as a member of a special population;

Career and technical education programs receiving Perkins funding must comply with nondiscrimination policies as outlined by the U.S. Office for Civil Rights (OCR) division of the Department of Education. The OCR ensures that educational entities provide equal opportunities for all students to receive an education in the desired program area. The MDE monitors compliance of federal statutes through the Methods of Administration audit. The following federal compliance requirements govern discrimination policy for CTE programs:

U.S. Department of Education regulations implementing:

Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100

Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106

Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104

Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap (Guidelines), 34 CFR Part 100 Appendix B

U.S. Department of Justice regulations implementing:

Title II of the Americans with Disabilities Act of 1990 (ADA), 28 CFR Part 35

iii. Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed state determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Special populations students receive the preparatory, supportive, tutorial, and mentoring services required to ensure their success while enrolled in or preparing to enroll in career and technical education and/or nontraditional education and training

programs. The services prepare special populations students for nontraditional education, training, and employment in high skill, high wage, in demand occupations.

iv. Will be provided with appropriate accommodations; and

Student services coordinators provide available opportunities, eligibility requirements for enrollment, specific program offerings, special services, employment opportunities, and placement opportunities in a prepared packaged format to “all students” upon enrollment in a CTE program. Special populations students are provided with supplementary services required by law, such as: (a) accommodations and modifications for students with disabilities, (b) supportive and related services, (c) instructional aids and devices, (d) academic assistance, and (e) equal access to nontraditional education and training programs and related services.

The MDE Office of Special Education (OSE) has Procedures (Volumes I, II, III, IV, and V) for State Board Policy Chapter 74, Rule 74.19, *State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004 (IDEA 2004)*. The procedures do not replace the state policies. They represent a collection of resources that can be used by public agencies to implement the requirements of the state policies and IDEA. This information can be accessed at mdek12.org/OSE/PP.

v. Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Utilizing current curricula such as career pathway experiences and other work-based learning options, local education agencies and industries can offer employment opportunities/work-based learning experiences for all students. These could be integrated within the school day based upon the needs of various students. Local districts can offer job shadowing or incorporate online, simulated, or virtual job experiences.

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Secondary

New Teacher Induction (NTI)

The NTI program was planned and developed by personnel from the MDE’s Office of Career and Technical Education and the Research and Curriculum Unit (RCU) at Mississippi State University (MSU) with leadership and direction from a steering

committee and national research. NTI is an alternate route licensure program for CTE teachers who have recently left the industry sector to become educators in secondary schools. NTI's goal is to induct these new teachers into the profession and guide their development during a special licensing period. Most teachers in this category are given up to three years to accomplish matriculation to a "standard" license. NTI offers a sequence of professional development activities that begin with employment and progress from "most important to know immediately" to activities that meet long-term needs of teachers. The program consists of sequential steps in the process of developing newly hired CTE teachers into fully licensed teachers.

CTE Administrators Academy

The MDE offers the CTE Administrator endorsement for those who are newly hired CTE administrators. These administrators, who must already hold a valid administrator license, will be given a nonrenewable, provisional three-year license while they complete the requirements for the CTE Administrator add-on endorsement. During the three-year provisional period, the applicant must successfully complete all requirements of the CTE Administrator Academy. The CTE Administrator Academy covers topics such as certification, instructional management, assessment, student organizations, and other relevant items for the administrator as well as pairing the administrator with a mentor. The academy consists of four face-to-face modules held over two-day periods. These sessions include introductory resources and expectations, leading curriculum, instruction and assessment in CTE, using assessment and data to support college and career readiness, and building a culture of accountability.

COOL for Teachers and Administrators

The Certification of Online Learning (COOL) was created to assist educators in meeting the requirements for licensure. This web-based course is designed to introduce participants to the methodology of online teaching. Categories and topics include a review of the literature, instructional design techniques, online teaching strategies, classroom management procedures, analysis of technology integration in the classroom, contemplative processing, and legal issues in the digital environment. This course's capstone is a final project. The course participant will create a minimum of 10 hours of instruction. This instruction will utilize the different features used in the MDE's Learning Management System (LMS). Activities the participant creates will be on the curriculum the participant currently teaches or will teach or will be related to the capacity the participant works in a school district. A checklist of minimum expectations to be met is provided.

With the expansion of online learning for students, the use of the Canvas software by students, instructors, and directors and the fact that students going into higher education after completing high school will be utilizing Canvas for class assignments and other purposes, we feel it is essential that a new director have a thorough understanding of online learning in general and Canvas specifically. Both the community college system and the IHL use Canvas. Additionally, students in secondary school level Auto Mechanics, Health Sciences, and Agricultural programs

have access to online software programs provided by CTE to expand their learning opportunities.

Special Populations Training and Online Coursework

The MDE, through a partnership with the RCU at MSU, offers multiple face-to-face and online courses that address unique issues for educators and administrators who serve special populations. Additionally, these courses serve as resources for all teachers as they seek to improve relationships with students and impact their achievement.

Postsecondary

Recruitment strategies include utilizing notifications in local and regional newspapers, the college's website, social media networks (i.e., Facebook, Twitter, YouTube, etc.), talk radio advertisements and segments, graduates of the program, and job postings. The MCCB listserv is also used as a recruitment tool for potential instructors. Community colleges also use of their local advisory committees to make recommendations for potential instructors. Communication with the MDE will be achieved through Lotus Notes. Communication with universities and colleges will occur through teacher preparation programs in order to find potential teacher candidates. Leveraging the SWIB network alliance and workforce publications will further aid the promotion of potential instructors.

The MCCB and local community colleges will address retention efforts for CTE teachers, faculty, and career guidance and academic counselors that center around compensation and fringe benefit packages that are competitive with the private and secondary education sectors. National certifications at no cost to instructors will also be provided in order to retain highly qualified staff.

Professional development is provided through on- and off-campus workshops and seminars. CTE faculty and student support services coordinators complete a "Competency Plan" which requires specific, prescribed professional development activities. The MCCB's Teaching and Learning Institute (new teacher training), Administrator's Leadership Academy, postsecondary/secondary CTE collaboration meetings, and summer conference provide professional development for CTE administrators and instructors at no cost.

FISCAL RESPONSIBILITY

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this act, including how—

- a. each eligible recipient will promote academic achievement;*

Mississippi educational agencies will promote academic achievement by adhering to MBE policies and the MBE Strategic Plan goals and initiatives by aligning all

- curricula and resources to industry and national standards when appropriate. This will include licensure and training for secondary teachers and credentialing and professional development for postsecondary instructors that ensures quality instructional practices are followed.
- b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*

Mississippi educational agencies will ensure that all curricular offerings and programs are aligned to industry credentialing where appropriate to facilitate a smooth transition to postsecondary education or the workforce. Additionally, funds may be used to supplement the costs of credentialing of students and dual enrollment/dual credit fees.

- c. *each eligible recipient will ensure the local needs assessment under Section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)*

For a copy of the regional needs assessment, refer to Appendix D of this document.

Describe how funds received by the eligible agency through the allotment made under section 111 of the act will be distributed—

- a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and*

The following is the distribution formula for Mississippi. Under Perkins V, the MDE is to distribute funds received through the allotment made under 20 U.S.C. § 2322 Section 112 of the act among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, as follows:

Secondary Distribution Formula

Thirty percent of the allocation will be based on the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the LEAs for the preceding fiscal year compared to the total number of individuals aged 5 through 17 who reside in the school districts served by all LEAs in the state for the preceding fiscal year. The formula below shows how the 30% allocation is calculated:

$$\frac{\begin{array}{l} \text{\# OF INDIVIDUALS AGED 5 THROUGH 17 INCLUSIVE} \\ \text{WHO RESIDE IN THE SCHOOL DISTRICT (LEA DISTRICT)} \end{array}}{\begin{array}{l} \text{\# OF INDIVIDUALS AGED 5 THROUGH 17 INCLUSIVE} \\ \text{WHO RESIDE IN THE SCHOOL DISTRICTS SERVED BY} \\ \text{ALL LEAs IN THE STATE} \end{array}}$$

Seventy percent of the allocation is based on the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the LEA from families below the poverty level for the preceding year, (as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of individuals aged 5 through 17 who reside in the school districts served by all LEAs in the state for the preceding fiscal year. The formula below shows how the 70% allocation is calculated:

$$\frac{\begin{array}{l} \text{\# OF INDIVIDUALS AGED 5 THROUGH 17 INCLUSIVE} \\ \text{WHO RESIDE IN THE SCHOOL DISTRICT} \\ \text{FROM FAMILIES BELOW THE POVERTY LEVEL (LEA} \\ \text{DISTRICT)} \end{array}}{\begin{array}{l} \text{\# OF INDIVIDUALS AGED 5 THROUGH 17} \\ \text{FROM FAMILIES BELOW THE POVERTY LEVEL} \\ \text{WHO RESIDE IN THE SCHOOL DISTRICTS SERVED BY ALL} \\ \text{LEAs IN THE STATE} \end{array}}$$

Postsecondary Distribution Formula

The postsecondary formula is the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 135 offered by such institution or consortium in the preceding fiscal year compared to the sum of the number of such recipients enrolled in such programs within the state for such year.

$$\frac{\begin{array}{l} \text{\# OF PELL GRANT AND BIA PROGRAM RECIPIENTS} \\ \text{ENROLLED IN} \\ \text{CAREER AND TECHNICAL EDUCATION PROGRAMS AT} \\ \text{THE INSTITUTION} \end{array}}{\begin{array}{l} \text{\# OF PELL GRANT AND BIA PROGRAM RECIPIENTS} \\ \text{ENROLLED IN CAREER AND TECHNICAL EDUCATION} \\ \text{PROGRAMS IN THE STATE} \end{array}}$$

The MDE believes that the funding distribution formulas outlined in this section provide appropriate funding levels among our career and technical education programs. This funding mechanism will: 1) provide our career and technical education programs with resources to assist students with academics and with preparation for high skill, high wage, or in demand occupations in current or

emerging professions; and 2) increase employment opportunities for populations who are chronically unemployed or underemployed.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)*

Any LEA receiving an allocation that is not sufficient to conduct a program that meets the requirements of Section 135 is encouraged to:

- form a consortium or enter into a cooperative agreement with other LEAs offering programs that meet the requirements of Section 135;
- transfer such allocation to the lead LEA; and
- operate programs that are of sufficient size, scope, and quality to be effective.

Funds allocated to a consortium formed to meet the requirements of Sections 131 and 132 shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under Title I of Perkins V. Such funds cannot be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under Section 131(a)-(e) of the act and describe how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state. (Section 131(g) of Perkins V)

See Appendix B

Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under Section 132(a) of the act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the state.

See Appendix B

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

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

If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a. **include a proposal for such an alternative formula; and**
- b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the state. (Section 131(b) of Perkins V)**

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

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in Section 132(a)—

- a. **include a proposal for such an alternative formula; and**
- b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the state that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

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

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

Provide the state's fiscal effort per student or aggregate expenditures for the state, that will establish the baseline for the Secretary's annual determination on whether the state has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the state for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

See Appendix B

ACCOUNTABILITY FOR RESULTS

Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the state. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Secondary

MISSISSIPPI SECONDARY CORE INDICATOR DEFINITIONS			
Statute Language	Indicator	Numerator	Denominator
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1 Four-Year Graduation Rate	Number of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Number of CTE concentrators enrolled in Grade 12.
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such act.	2S1 Academic Proficiency in Reading/Language Arts	Number of CTE concentrators proficient or above on the Mississippi Academic Assessment Program (MAAP) Exam for English II.	Number of CTE concentrators who took the Mississippi Academic Assessment Program (MAAP) Exam for English II.
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such act.	2S2 Academic Proficiency in Mathematics	Number of CTE concentrators proficient or above on the Mississippi Academic Assessment Program (MAAP) Exam for Algebra I.	Number of CTE concentrators who took the Mississippi Academic Assessment Program (MAAP) Exam for Algebra I.

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such act.	2S3 Academic Proficiency in Science	Number of CTE concentrators proficient or above on the Mississippi Academic Assessment Program (MAAP) Exam for Biology I.	Number of CTE concentrators who took the Mississippi Academic Assessment Program (MAAP) Exam for Biology I.
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are employed.	3S1 Postsecondary Placement	Number of CTE concentrators who, in the second quarter after exiting from secondary education, are: ·enrolled at a postsecondary institution; ·enrolled in advanced training; ·in military service; ·in national or community service or the peace corps; or ·employed.	Number of CTE concentrators who left secondary education.
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	4S1 Nontraditional Program Enrollment	Number of CTE concentrators, from underrepresented gender groups, who enrolled in a CTE program leading to a nontraditional career field.	Number of CTE concentrators in a program leading to a nontraditional career field.
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1 Program Quality – Attained Recognized Postsecondary Credential	Number of CTE concentrators graduating from high school who have successfully earned a recognized postsecondary credential.	Number of CTE concentrators graduating from high school.

The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3 Program Quality – Participated in Work-Based Learning.	Number of CTE concentrators graduating from high school having participated in work-based learning.	Number of CTE concentrators graduating from high school.
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Postsecondary

MISSISSIPPI POSTSECONDARY CORE INDICATOR DEFINITIONS			
Statute Language	Indicator	Numerator	Denominator
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are placed or retained in employment.	1P1 Postsecondary Placement	CTE concentrators who, during the second quarter after exit, remain enrolled in postsecondary education; are in advanced training, military service, or a service program; or are placed or retained in employment.	Completed program of study (reached an exit point).
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	2P1 Earned Recognized Postsecondary Credential	Concentrators who received a postsecondary credential during the recent program year or within one year of completing an exit point.	Concentrators enrolled in the most recent academic year or concentrators who completed an exit point in the previous academic year.
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	3P1 Non-traditional Program Concentration	Concentrators who are a nontraditional gender in a Perkins-approved program.	Concentrators enrolled in Perkins-approved programs.

Postsecondary Concentrator Definition: A student who has earned at least 12 credits within a career and technical education program or completed such a program if it encompasses less than 12 credit hours.

Provide on the form in Section V.B, for each year covered by the state plan beginning in FY 2020, state determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state. (Section 113(b)(3)(A)(i)(I) of Perkins V)

See State Determined Performance Levels (SDPL) Form (Section V)

Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the act. (Section 113(b)(3)(B)(iii) of Perkins V)

Upon initial approval by the MBE, a series of regional stakeholder meetings will be conducted to gather feedback, and the plan will be available for review online. Comments gathered through these feedback loops will be addressed in the plan revision prior to submission to the governor's office and subsequent final submission to the MBE.

Describe the procedure the eligible agency adopted for determining state determined levels of performance described in section 113 of the act, which at a minimum shall include—

- a. a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the development of the state determined levels of performance, and;**
- b. an explanation for the state determined levels of performance;**

Secondary

The MDE engaged stakeholders throughout the state utilizing public townhalls and the Perkins V taskforce meetings to select the state-determined levels of performance. Feedback from these meetings, ESSA definitions, and student performance data was analyzed to identify trends for work-based learning, recognized postsecondary credentials, and dual credit options. After considering the data, the decision to align the state-determined levels of performance with the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

Postsecondary

The MCCB engaged stakeholders throughout the state utilizing public townhalls, Perkins V taskforce meetings, and Career-Technical Officers Association (CTOA) feedback utilized needs assessment data, instructor needs, and business and industry needs to select the state-determined levels of performance. Feedback from these meetings, WIOA definitions, and student performance data was analyzed to identify trends.

- c. **a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other federal and state laws, (Section 122(d)(10) of Perkins V); and**

Secondary

Following feedback meetings and analysis of data trends, the MDE selected levels, goals, and objectives that align with the current ESSA state plan and workforce sector data to identify the state-determined levels of performance.)

Postsecondary

Following feedback meetings and analysis of data trends, the MCCB selected levels, goals, and objectives that align with the current WIOA state plan and sector data to identify high skill, high wage, and in demand jobs.

- d. **as part of the procedures for determining state determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

Secondary

Baseline levels for English Language Arts (ELA) and math were determined using baselines set in the current ESSA state plan. Science baseline levels were determined by utilizing the most recent student performance data (2018-2019) on the Biology I state test. Graduation baseline levels were aligned with the current ESSA state plan. Nontraditional student baseline levels and placement are aligned with 2018-2019 state levels of performance. Program quality indicator 5S1 was selected. Feedback from constituents and industry partners determined that credentials and certifications would be the best for students wanting to enter the workforce or postsecondary institutions.

Postsecondary

State-determined levels of performance were established by aligning with negotiated rates for performance goals in the current state WIOA plan.

Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Secondary

Annually, LEAs will complete the district summary reports outlining program performance on the key Perkins V indicators. The LEAs will analyze the data from this report to identify gaps in coverage, performance, equipment, student enrollment, nontraditional participation, and other key data points. The LEAs will submit the report findings, including a plan to close identified gaps and

performance issues. The plan is reviewed by the MDE, and progress will be monitored to ensure compliance. LEAs will enter program improvement should they fail to meet plan goals and fall behind performance levels. The levels of program improvement are ***Local***, ***State***, and ***Closure***. ***Local*** program improvement is entered following the first year below the desired levels. The local district creates a plan for improvement. If the district does not meet desired levels for a second year, the program enters ***State*** improvement, with the MDE determining program improvement goals. Should a LEA fail to meet ***Local*** and ***State*** levels in the third year, the MDE may enter the program into ***Closure***.

Postsecondary

For postsecondary institutions, the district summary reports now require community colleges to report information based on student population demographics. If state-adjusted levels of performance are not met, those areas must be addressed through the state-approved gap analysis form. Colleges that fail to achieve the state-adjusted level of performance in year one are placed in local improvement. Failure in subsequent years results in a status of state improvement. Consistently underperforming colleges (three consecutive years) can be recommended for closure.

III: ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

STATUTORY ASSURANCES

The eligible agency assures that:

1. It made the state plan publicly available for public comment¹ for a period of no fewer than 30 days, by electronic means and in an easily accessible format, prior to submission to the secretary for approval and such public comments were taken into account in the development of this state plan. (Section 122(a)(4) of Perkins V)

Acknowledged

2. It will use the funds to promote preparation for high skill, high wage, or in demand industry sectors or occupations and nontraditional fields, as identified by the state. (Section 122(d)(13)(C) of Perkins V)

Acknowledged

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the state with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

Acknowledged

4. It will comply with the requirements of this act and the provisions of the state plan, including the provision of a financial audit of funds received under this act, which may be included as part of an audit of other federal or state programs. (Section 122(d)(13)(A) of Perkins V)

Acknowledged

5. None of the funds expended under this act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

Acknowledged

6. It will use the funds provided under this act to implement career and technical education programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

*Acknowledged***A. EDGAR Certifications**

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. it is eligible to submit the Perkins State Plan;
2. it has authority under state law to perform the functions of the state under the Perkins program(s);
3. it legally may carry out each provision of the plan;
4. all provisions of the plan are consistent with state law;
5. a state officer, specified by title in Item C on the cover page, has authority under state law to receive, hold, and disburse federal funds made available under the plan;
6. the state officer who submits the plan, specified by title in Item C on the cover page, has authority to submit the plan;
7. the entity has adopted or otherwise formally approved the plan; and
8. the plan is the basis for state operation and administration of the Perkins program.

B. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

IV: BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under Section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the department's program memorandum with estimated state allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the state plan under Section 112(a)(3). *The percent should equal not more than 5% of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out state leadership activities under Section 112(a)(2) of Perkins V. *The percent should equal not more than 10% of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in state institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to Section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2% of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to Section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to Section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1% of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to

Section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85% of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under Section 112(c) of Perkins V. *The percent of funds should be not more than 15% of the 85% of funds noted on Line 7.*

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under Section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under Section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under Section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in Section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in Section 132 of Perkins V.

Line 14: The amount of funds to be made available for the state administration match requirement under Section 112(b) of Perkins. *The amount of funds shall be provided from non-federal sources and on a dollar-for-dollar basis.*

B. Budget FormState Name: MississippiFiscal Year (FY): 2021

Note: Percentages in Rows 2 – 6 are of the total allocation. Percentages in Rows 8 and 11 are a portion of the local formula distribution. Percentages in Rows 9-10 and 12-13 are a portion of the reserve and allocation amounts.

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$14,111,399.00
2	State Administration	5.0%	\$705,569.95
3	State Leadership	10.0%	\$1,411,139.90
4	• Individuals in State Institutions	1.0%	\$141,113.99
4a	– Correctional Institutions	Not required	\$141,113.99
4b	– Juvenile Justice Facilities	Not required	\$0.00
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$0.00
5	• Nontraditional Training and Employment	Not applicable	\$60,000.00
6	• Special Populations Recruitment	0.1%	\$14,111.40
7	Local Formula Distribution (Row 8 + Row 11)	85.0%	\$11,994,689.15
8	• Reserve (Row 9 + Row 10)	10.6%	\$1,270,025.91
9	– Secondary Recipients	100.0%	\$1,270,025.91
10	– Postsecondary Recipients	0.0%	\$0.00
11	• Allocation to Eligible Recipients (Row 12 + Row 13)	89.4%	\$10,724,663.24
12	– Secondary Recipients	59.2%	\$6,357,185.25
13	– Postsecondary Recipients	40.8%	\$4,367,477.99
14	State Match (from non-federal funds)	Not applicable	\$705,569.95

V: STATE-DETERMINED PERFORMANCE LEVELS (SDPL)

Section 113(b) Core Indicators of Performance Definitions

Secondary Level Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the state's discretion) The percentage of CTE concentrators who graduate high school, as measured by the extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are employed.	3S1	Postsecondary Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	4S1	Nontraditional Program Enrollment

The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the state, 5S4.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. *	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in a relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the state. Please identify.	5S4	Program Quality – Other

*** *Secondary definition of recognized postsecondary credential includes the following:***

Certification: Certifications indicate mastery of or competency in specific knowledge, skills, or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program but are typically awarded through assessment and validation of skills in cooperation with a business, trade association, or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.

Postsecondary Level Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are placed or retained in employment.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion. *#	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	3P1	Nontraditional Program Enrollment

* This means that a student gets counted under this indicator whether the student obtains the credential during participation or within one year of completion. The department interprets “within one year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the one year following that student’s completion of the program.

Postsecondary definition of recognized postsecondary credential includes the following:

Certificate: Certificates are awarded upon the successful completion of a course of study, usually one year or less but at times longer.

Degree: An academic degree is an award or title conferred upon an individual for the completion of a program or courses of study over multiple years at postsecondary education institutions.

State Determined Performance Levels (SDPL) Form
State Name: Mississippi

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	90.0%	90.2%	90.4%	90.6%	90.8%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading/Language Arts	49.2%	53.4%	57.5%	61.7%	65.8%
2S2: Academic Proficiency in Mathematics	48.4%	52.7%	57.0%	61.4%	65.7%
2S3: Academic Proficiency in Science	48.4%	52.7%	57.0%	61.4%	65.7%
3S1: Postsecondary Placement	90.0%	90.2%	90.4%	90.6%	90.8%
4S1: Nontraditional Program Enrollment	10.0%	11.0%	12.0%	13.0%	14.0%
5S1: Program Quality – Attained Recognized Postsecondary Credential	20.0%	20.5%	21.0%	21.5%	22.0%
5S3: Program Quality – Participated in Work-Based Learning	NA	NA	NA	12%	15%

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Placement	75.0%	75.0%	75.5%	76.0%	76.5%
2P1: Earned Recognized Postsecondary Credential	70.0%	70.0%	70.5%	71.0%	71.5%
3P1: Nontraditional Program Enrollment	7.0%	7.0%	7.5%	8.0%	8.5%

Appendix A: Listing of Secondary and Postsecondary Programs

The following are the career clusters and programs currently offered at the secondary level:

Agriculture, Food, and Natural Resources

- Agriculture and Environmental Science and Technology (AEST)
- Agriculture and Natural Resources (ANR)
- Agriculture Power and Machinery
- Aquaculture
- Food Products (Meats)
- Forestry
- Horticulture

Architecture and Construction

- Architecture and Drafting
- Carpentry
- Electrical
- HVAC

Arts, Audio-Video Technology, and Communications

- Digital Media Technology
- Simulation and Animation Design
- Television Broadcasting and Production

Business Management and Administration

- Management

Education and Training

- Teacher Academy

Finance

- Finance and Accounting

Health Science

- Health Care and Clinical Services
- Sports Medicine

Hospitality and Tourism

- Culinary Arts
- Lodging, Hospitality, and Tourism

Human Services

- Cosmetology
- Early Childhood Education

Information Technology

- Information Technology

Law, Public Safety, Corrections, and Security

- Law and Public Safety

Manufacturing

- Furniture Design and Manufacturing
- Industrial Maintenance
- Metal Fabrication
- Precision Machining
- Welding

Marketing

- Marketing

Science, Technology, Engineering, and Mathematics

- Engineering
- Polymer Science

Transportation, Distribution, and Logistics

- Automotive Service Technician
- Collision Repair Technician
- Diesel Service Technician
- Heavy Equipment Operation
- Transportation Logistics

The following are middle school level CTE programs offered at the secondary level:

- Information and Communication Technology I (which will transition to Cyber Foundations I in 2019)
- Information and Communication Technology II (which will transition to Cyber Foundations II in 2019)
- STEM Applications
- Technology Foundations

The following are CTE enhancement courses (non-occupational) offered at the secondary level:

- Agricultural Leadership and Personal Development
- Career Pathway Experience
- Contemporary Health
- Entrepreneurship
- Family and Consumer Science
- Introduction to Agriscience
- International Business

- Keystone

The following are pilot courses in development as either CTE pathways or enhancement courses (non-occupational) at the secondary level:

- Fire Science and Emergency Medical Services
- Health Informatics
- Advanced Manufacturing
- Unmanned Aerial Systems (UAS)
- Mechatronics
- Instrumentation

The following are the career clusters and programs currently offered at the postsecondary level:

Mississippi Community College Board	
Cluster/Sector	Curriculum Title
Agriculture, Food, and Natural Resources	<ul style="list-style-type: none"> • Agribusiness Management Technology • Agribusiness/Agricultural Business Operations • Agricultural Technician Technology • Animal Science Technology—Beef Option • Animal Science Technology—Poultry Option • Field Crops • Forestry Technology • Horticulture Technology • Landscaping and Groundskeeping • Precision Agriculture Technology • Small Engine and Equipment Repair • Technology Turf and Turfgrass Management
Architecture and Construction	<ul style="list-style-type: none"> • Brick, Block, and Stone Masonry • Carpentry Technology • Commercial/Residential Construction Technology • Commercial/Residential Maintenance • Construction Engineering Technology • Construction Equipment Operations • Heating, Ventilation, Air Conditioning, and Refrigeration Technology • Maritime Pipefitting Technology • Pipefitter/Steamfitter • Plumbing Technology • Utility Line Worker • Utility Lineman • Well Construction Technology
Arts, AV Technology, and Communications	<ul style="list-style-type: none"> • Film and Video Technology • Interior Design • Media Technology • Simulation and Animation Design
Business Management and Administration	<ul style="list-style-type: none"> • Accounting Technology • Administrative Office Technology • Business and Office Related Technology • Business Management Technology • Computer Technology • Entrepreneurship Program

	<ul style="list-style-type: none"> • Information Systems Technology • Medical Administrative Services • Medical Office Technology
Finance	<ul style="list-style-type: none"> • Banking and Finance Technology
Health Science	<ul style="list-style-type: none"> • Cardiovascular Technology • Dental Assisting Technology • Dental Hygiene Technology • Diagnostic Medical Sonography • Health Care Assistant • Health Information/Medical Records Technology/Technician • Interpreter Training Technology • Massage Therapy • Medical Assisting Technology • Medical Laboratory Technology • Nuclear Medicine Technology • Occupational Therapy Assistant • Ophthalmic Technology • Pharmacy Technology • Physical Therapist Assistant
Hospitality and Tourism	<ul style="list-style-type: none"> • Baking and Pastry Arts • Culinary Arts Technology • Food Production and Management Technology • Hospitality and Tourism Management Technology • Hotel and Restaurant Management • Meat Merchandising Technology • Travel and Tourism
Human Services	<ul style="list-style-type: none"> • Barber/Stylist • Cosmetology Science Cluster • Cosmetology/Cosmetologist • Early Childhood Education Technology • Funeral Service Technology
Information Technology	<ul style="list-style-type: none"> • Computer Servicing Technology • Information Systems Technology
Law, Public Safety, and Security	<ul style="list-style-type: none"> • Conservation Law Enforcement Technology • Crime Scene Technician • Criminal Justice • Emergency Management Communications Technology • Emergency Medical Technician and Paramedic • Fire Protection Technology

	<ul style="list-style-type: none"> • Occupational Safety and Health Technology • Paralegal Technology • Paramedic • Realtime Reporting Technology
Manufacturing	<ul style="list-style-type: none"> • Automation and Control Technology • Biomedical Equipment Repair Technology • Clothing and Textile Services • Electrical Technology • Electronics and Related Engineering Technology • Industrial Engineering Management • Industrial Maintenance, Instrumentation and Control Technology • Precision Manufacturing and Machining Technology • Process Operations • Tool and Die Technology • Welding and Cutting Technology
Marketing, Sales, and Services	<ul style="list-style-type: none"> • E-Commerce/Electronic Commerce • Marketing Management • Real Estate Technology
Science, Technology, Engineering, and Mathematics	<ul style="list-style-type: none"> • Architectural Engineering Technology • Civil Engineering Technology • Drafting and Design • Drafting and Design Technology • Industrial Maintenance • Mechatronics
Transportation, Distribution, and Logistics	<ul style="list-style-type: none"> • Aeronautics/Aviation/Aerospace Science and Technology • Air Traffic Controller • Automotive Machinist • Automotive Technology • Aviation Maintenance Technology • Aviation Technology • Aviation/Airway Management and Operations • Collision Repair Technology • Commercial Truck Driving • Diesel Mechanics Technology—Transportation • Heavy Equipment Technology • Homeland Security • Logistics Technology • Parts Marketing and Management

Appendix B: Tables of Fiscal Responsibility

FY 2019 (MS FY 2020)	Total Carl Perkins Amount			\$ 11,994,689.15		
	Total Secondary Allocation			\$ 6,357,185.25		
	Total Postsecondary Allocation Amount			\$ 4,367,477.99		
District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3)}{((\text{dis}/\text{distotal}) \times .7)} \times \text{sectotal}$
0130	0130		NATCHEZ-ADAMS SCHOOL DIST	4560	1747	\$71,961.46
0200	0200		ALCORN SCHOOL DIST	4067	838	\$41,317.55
0220	0220-0200		CORINTH SCHOOL DIST	2368	726	\$31,615.94
0300	0300		AMITE CO SCHOOL DIST	1928	554	\$24,563.39
0400	0400		ATTALA CO SCHOOL DIST	1327	342	\$15,658.48
0420	0420-0400		KOSCIUSKO SCHOOL DISTRICT	2179	761	\$32,043.53
0500	0500		BENTON CO SCHOOL DIST	1309	439	\$18,673.11
0614	0614		CLEVELAND SCHOOL DIST	3022	1062	\$44,649.55
0617	0617		NORTH BOLIVAR CONS SCH	1096	490	\$19,521.89
0618	0618		WEST BOLIVAR CONS SCH	1519	719	\$28,322.69
0700	0700		CALHOUN CO SCHOOL DIST	2575	756	\$33,317.20
0800	0800		CARROLL COUNTY SCHOOL DIST	1504	348	\$16,489.23
0920	0920		HOUSTON SCHOOL DIST	1775	467	\$21,247.72
0900	0900-0920		CHICKASAW CO SCHOOL DIST	454	146	\$6,277.69
0921	0921	X	OKOLONA SEPARATE SCHOOL DIST	907	258	\$11,472.27
1000	1000		CHOCTAW CO SCHOOL DIST	1347	415	\$18,048.57
1100	1100		CLAIBORNE CO SCHOOL DIST	1362	749	\$28,707.28
1211	1211	X	ENTERPRISE SCHOOL DIST	692	121	\$6,344.84

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3) + ((\text{dis}/\text{distotal}) \times .7)}{\text{*sectotal}}$
1212	1212		QUITMAN SCHOOL DIST	2003	718	\$30,041.66
1321	1321		WEST POINT CONSOLIDATED SCHOOL DIST	3403	1271	\$52,663.42
1402	1402		COAHOMA CO AHS	284	284	\$10,044.25
1400	1400-1402		COAHOMA COUNTY SCHOOL DISTRICT	1277	613	\$24,081.84
1420	1420		CLARKSDALE MUNICIPAL SCHOOL DIST	3133	1619	\$62,735.73
1500	1500		COPIAH CO SCHOOL DIST	3024	1049	\$44,244.03
1520	1520		HAZLEHURST CITY SCHOOL DISTRICT	1887	619	\$26,478.83
1600	1600		COVINGTON CO SCHOOLS	3455	1175	\$49,803.53
1700	1700		DESOTO CO SCHOOL DIST	35314	4405	\$267,596.06
1800	1800		FORREST COUNTY SCHOOL DISTRICT	3618	1043	\$46,202.15
1802	1802	X	FORREST COUNTY AG HIGH SCHOOL	572	393	\$14,546.74
1820	1820		HATTIESBURG PUBLIC SCHOOL DIST	5130	1795	\$75,547.26
1821	1821		PETAL SCHOOL DIST	3975	627	\$34,285.55
1900	1900		FRANKLIN CO SCHOOL DIST	1407	363	\$16,614.61
2000	2000		GEORGE CO SCHOOL DIST	4611	1022	\$49,127.29
2100	2100		GREENE COUNTY SCHOOL DISTRICT	2024	456	\$21,799.16
2220	2220		GRENADA SCHOOL DIST	3669	1070	\$47,243.87
2300	2300		HANCOCK CO SCHOOL DIST	5009	1019	\$50,471.68
2320	2320-2300		BAY ST LOUIS WAVELAND SCHOOL DIST	2407	659	\$29,629.77
2423	2423-2300		PASS CHRISTIAN PUBLIC SCHOOL DIST	2017	576	\$25,583.82

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3) + ((\text{dis}/\text{distotal}) \times .7)}{\text{*sectotal}}$
2400	2400		HARRISON CO SCHOOL DIST	17704	4975	\$221,994.54
2420	2420		BILOXI PUBLIC SCHOOL DIST	6183	1810	\$79,832.42
2421	2421		GULFPORT SCHOOL DIST	6632	2496	\$103,236.96
2422	2422		LONG BEACH SCHOOL DIST	3325	667	\$33,204.36
2503	2503		HINDS COMMUNITY COLLEGE			\$0.00
2500	2500-2503		HINDS CO SCHOOL DIST	7896	1128	\$64,375.28
6100	6100-2503		RANKIN CO SCHOOL DIST	21589	2147	\$146,258.75
6120	6120-2503		PEARL PUBLIC SCHOOL DIST	4900	945	\$47,727.92
7500	7500-2503		VICKSBURG WARREN SCHOOL DIST	8200	2332	\$103,701.75
2520	2520		JACKSON PUBLIC SCHOOL DIST	30459	9623	\$415,705.35
2521	2521		CLINTON PUBLIC SCHOOL DIST	4892	698	\$39,856.76
2600	2600		HOLMES CO SCHOOL DIST	0	0	\$0.00
2620	2620-2600		DURANT PUBLIC SCHOOL DIST	0	0	\$0.00
2611	2611		HOLMES CONSOLIDATED SCHOOL DIST	3389	1771	\$68,487.71
2700	2700		HUMPHREYS CO SCHOOL DIST	1702	892	\$34,477.36
2900	2900		ITAWAMBA CO SCHOOL DIST	3873	722	\$36,932.83
3000	3000		JACKSON CO SCHOOL DIST	9380	1592	\$84,475.15
3020	3020		MOSS POINT SEPARATE SCHOOL DIST	3211	900	\$40,189.72
3021	3021		OCEAN SPRINGS SCHOOL DIST	5326	959	\$49,713.34
3022	3022		PASCAGOULA GAUTIER SCHOOL DIST	7357	2027	\$90,968.74
3111	3111		EAST JASPER CONSOLIDATED SCH DIST	1048	431	\$17,475.02

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3)}{((\text{dis}/\text{distotal}) \times .7)} \times \text{sectotal}$
3112	3112		WEST JASPER CONSOLIDATED SCHOOLS	1667	499	\$21,873.06
3200	3200		JEFFERSON CO SCHOOL DIST	1164	554	\$21,799.85
3300	3300		JEFFERSON DAVIS CO SCHOOL DIST	1661	674	\$27,407.58
3400	3400		JONES CO SCHOOL DIST	8927	2156	\$100,743.48
3420	3420		LAUREL SCHOOL DISTRICT	3546	1271	\$53,180.68
3500	3500		KEMPER CO SCHOOL DIST	1452	554	\$22,841.60
3600	3600		LAFAYETTE CO SCHOOL DIST	2956	501	\$26,599.13
3620	3620-3600		OXFORD SCHOOL DISTRICT	4141	806	\$40,569.23
3700	3700		LAMAR COUNTY SCHOOL DISTRICT	11256	2050	\$105,802.46
3800	3800		LAUDERDALE CO SCHOOL DIST	6124	1210	\$60,569.09
3820	3820		MERIDIAN PUBLIC SCHOOL DIST	6996	2451	\$103,124.87
3900	3900		LAWRENCE CO SCHOOL DIST	2304	643	\$28,749.20
4000	4000		LEAKE CO SCHOOL DIST	4448	1214	\$54,633.66
4100	4100		LEE COUNTY SCHOOL DISTRICT	7324	1131	\$62,401.49
4120	4120		TUPELO PUBLIC SCHOOL DIST	7534	1693	\$81,004.53
4200	4200		LEFLORE CO SCHOOL DIST			\$0.00
4211	4211		GREENWOOD LEFLORE CONSOLIDATED SCHOOL DISTRICT	5800	3309	\$126,040.09
4300	4300		LINCOLN CO SCHOOL DIST	2929	601	\$29,676.46
4320	4320		BROOKHAVEN SCHOOL DIST	3139	850	\$38,341.79
4400	4400		LOWNDES CO SCHOOL DIST	4965	1286	\$58,789.74
4420	4420		COLUMBUS MUNICIPAL SCHOOL DIST	5274	2036	\$83,719.86

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3)}{((\text{dis}/\text{distotal}) \times .7)} \times \text{sectotal}$
4500	4500		MADISON CO SCHOOL DIST	15443	1414	\$100,754.77
4520	4520		CANTON PUBLIC SCHOOL DIST	4237	1327	\$57,458.16
4600	4600		MARION CO SCHOOL DIST	2769	793	\$35,193.68
4620	4620-4600		COLUMBIA SCHOOL DISTRICT	1650	542	\$23,176.81
4700	4700		MARSHALL CO SCHOOL DIST	3807	1189	\$51,521.28
4720	4720		HOLLY SPRINGS SCHOOL DIST	1741	594	\$25,156.97
4800	4800		MONROE CO SCHOOL DIST	2296	370	\$20,052.55
4111	4111-4800		NETTLETON SCHOOL DIST	1218	278	\$13,232.22
4820	4820-4800		ABERDEEN SCHOOL DIST	1587	447	\$19,932.69
4821	4821		AMORY SCHOOL DIST	1625	424	\$19,339.90
4911	4911		WINONA-MONTGOMERY CONS DISTRICT	1694	530	\$22,954.97
4920	4920		WINONA SEPARATE SCHOOL DIST		0	\$0.00
4900	4900-4920		MONTGOMERY CO SCHOOL DIST	0	0	\$0.00
5100	5100		NEWTON COUNTY SCHOOL DISTRICT	2433	552	\$26,326.58
5103	5103		EAST CENTRAL COMMUNITY COLLEGE			\$0.00
5000	5000-5103		NESHOBA COUNTY SCHOOL DISTRICT	4663	1340	\$59,411.84
5020	5020-5103		PHILADELPHIA PUBLIC SCHOOL DIST	1287	389	\$17,006.04
5130	5130		NEWTON MUNICIPAL SCHOOL DISTRICT	1105	364	\$15,553.96
5131	5131	X	UNION PUBLIC SCHOOL DIST	728	204	\$9,110.30
5200	5200		NOXUBEE COUNTY SCHOOL DISTRICT	1876	839	\$33,424.01

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3)}{((\text{dis}/\text{distotal}) \times .7)} \times \text{sectotal}$
5321	5321		STARKVILLE-OKTIBBEHA CONS SD	6207	1631	\$74,236.01
5411	5411		NORTH PANOLA SCHOOLS	1999	718	\$30,027.19
5412	5412		SOUTH PANOLA SCHOOL DISTRICT	4178	1326	\$57,213.00
5500	5500		PEARL RIVER CO SCHOOL DIST	3150	503	\$27,364.37
5520	5520		PICAYUNE SCHOOL DIST	3843	1109	\$49,111.51
5530	5530		POPLARVILLE SEPARATE SCHOOL DIST	2220	439	\$21,968.38
5600	5600		PERRY CO SCHOOL DIST	1377	407	\$17,903.08
5620	5620-5600		RICHTON SCHOOL DIST	665	207	\$8,977.66
5711	5711		NORTH PIKE SCHOOL DIST	2283	701	\$30,514.73
5712	5712		SOUTH PIKE SCHOOL DIST	2223	740	\$31,535.94
5720	5720		MCCOMB SCHOOL DISTRICT	3212	1332	\$53,909.28
5800	5800		PONTOTOC CO SCHOOL DIST	3716	800	\$38,841.42
5820	5820-5800		PONTOTOC CITY SCHOOLS	2447	443	\$22,916.49
5900	5900		PRENTISS CO SCHOOL DIST	2717	596	\$28,750.86
5921	5921-5900		BOONEVILLE SCHOOL DIST	888	233	\$10,609.79
5920	5920	X	BALDWYN SCHOOL DISTRICT	982	266	\$11,997.56
6000	6000		QUITMAN CO SCHOOL DIST	1264	712	\$27,178.05
6200	6200		SCOTT CO SCHOOL DIST	3758	1054	\$47,057.81
6220	6220-6200		FOREST MUNICIPAL SCHOOL DIST	1622	510	\$22,059.53
6312	6312		SOUTH DELTA SCHOOL DISTRICT	944	445	\$17,543.33
6400	6400		SIMPSON CO SCHOOL DIST	4973	1400	\$62,438.16

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3) + ((\text{dis}/\text{distotal}) \times .7)}{\text{*sectotal}}$
6500	6500		SMITH CO SCHOOL DIST	2835	647	\$30,796.93
6600	6600		STONE CO SCHOOL DIST	2954	677	\$32,179.88
6711	6711		SUNFLOWER COUNTY CONSOLIDATED SCHOOL DIST	4430	2161	\$84,635.67
6811	6811		EAST TALLAHATCHIE CONSOL SCH DIST	1262	529	\$21,360.59
6812	6812	X	WEST TALLAHATCHIE SCHOOL DISTRICT	762	316	\$12,789.27
6900	6900		TATE CO SCHOOL DIST	3307	755	\$35,933.24
6920	6920-6900		SENATOBIA MUNICIPAL SCHOOL DIST	1671	355	\$17,315.55
7012	7012		SOUTH TIPPAAH SCHOOL DIST	2695	604	\$28,925.28
7011	7011-7012		NORTH TIPPAAH SCHOOL DIST	1313	292	\$14,020.35
7100	7100		TISHOMINGO CO SP MUN SCH DIST	3176	647	\$32,030.40
7200	7200		TUNICA COUNTY SCHOOL DISTRICT	2029	961	\$37,850.93
7320	7320		NEW ALBANY PUBLIC SCHOOLS	2075	414	\$20,650.14
7300	7300-7320		UNION CO SCHOOL DIST	3179	564	\$29,406.01
7400	7400		WALTHALL CO SCHOOL DIST	2491	891	\$37,299.58
7612	7612		LELAND SCHOOL DIST	896	364	\$14,797.97
7611	7611-7612		HOLLANDALE SCHOOL DIST	595	287	\$11,264.45
7620	7620		GREENVILLE PUBLIC SCHOOLS	5542	2759	\$107,644.42
7613	7613-7620		WESTERN LINE SCHOOL DISTRICT	1574	686	\$27,473.89
7700	7700		WAYNE CO SCHOOL DIST	3650	1236	\$52,445.63
7800	7800		WEBSTER CO SCHOOL DIST	1725	588	\$24,908.60

District Number	District Number with Consortium Number	Waiver	District Name	Individuals Age 5-17	Individuals Age 5-17 Disadvantaged	$\frac{((\text{cen}/\text{centotal}) \times .3) + ((\text{dis}/\text{distotal}) \times .7)}{\text{*sectotal}}$
7900	7900		WILKINSON CO SCHOOL DIST	1380	553	\$22,549.42
8020	8020		LOUISVILLE MUNICIPAL SCHOOL DIST	3250	984	\$42,997.78
8111	8111	X	COFFEEVILLE SCHOOL DIST	844	231	\$10,387.14
8113	8113		WATER VALLEY SCHOOL DISTRICT	1188	392	\$16,743.18
8220	8220		YAZOO CITY MUNICIPAL SCHOOL DIST	2379	1022	\$41,053.69
8200	8200-8220		YAZOO CO SCHOOL DIST	2334	758	\$32,508.95
				527246	140159	\$6,357,185.25
				BIA/Pell Grant		$\frac{(\text{grant}/\text{granttotal})}{\text{* posttotal}}$
1403	1403		COAHOMA COMMUNITY COLLEGE	558		\$214,756.14
1503	1503		COPIAH LINCOLN COMMUNITY COLLEGE	470		\$180,887.79
5103	5103		EAST CENTRAL COMMUNITY COLLEGE	540		\$207,828.53
3503	3503		EAST MS COMMUNITY COLLEGE	577		\$222,068.63
2503	2503		HINDS COMMUNITY COLLEGE	2721		\$1,047,224.85
2603	2603		HOLMES COMMUNITY COLLEGE	755		\$290,575.07
2903	2903		ITAWAMBA COMMUNITY COLLEGE	601		\$231,305.45
3403	3403		JONES COUNTY JR COLLEGE	496		\$190,894.35
3803	3803		MERIDIAN COMMUNITY COLLEGE	488		\$187,815.41
6703	6703		MISS DELTA COMMUNITY COLLEGE	413		\$158,950.34

6603	6603		MS GULF COAST COMMUNITY COLLEGE	1045		\$402,186.68
5903	5903		NORTHEAST MS COMMUNITY COLLEGE	498		\$191,664.09
6903	6903		NORTHWEST MS COMMUNITY COLLEGE	881		\$339,068.39
5503	5503		PEARL RIVER COMMUNITY COLLEGE	813		\$312,897.39
5703	5703		SOUTHWEST MS COMMUNITY COLLEGE	492		\$189,354.88
				11348		\$4,367,477.99

Appendix C: Local Application Template



Local Plan Application Template

Carl D. Perkins V – Strengthening Career and Technical Education for the 21st Century Act

Due Date: March 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
Secondary-MDE Representative				
Postsecondary-MCCB Representative				

Date _____ Regional Team _____

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

Purpose

The purpose of this document is to provide a template to prepare the content of the LPA by:

- explaining the purpose of the regional needs assessment;
- outlining the required components of the assessment; and
- providing tools for identifying regional needs.

By conducting the LPA, the regional team will:

- use evidence-based strategies to recognize needs of the regional industry;
- identify strengths and weaknesses of secondary and postsecondary CTE programs in the region;
- perform a root-cause analysis of gaps; and
- make progress toward student success and employment.

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs and examine their nature and causes. A needs assessment is conducted to determine the needs of people (i.e., recipients of the services provided by an organization). In education, the recipients are students, parents, and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the regional needs assessment team (stakeholders).
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data.
4. Identify areas of growth and strengths (i.e., what is working).
5. Identify areas of opportunity (i.e., what is not working).

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of regional labor market data
2. Evaluation of student performance
3. Description of the CTE programs offered (i.e., size, scope, quality, and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an **on-going** performance management cycle.

Who should participate in the Local Plan Application process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The LPA team is comprised of local stakeholders who will develop, review, and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development, and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth
7. Local business and industry representatives

Process:

Once the regional needs assessment has been completed:

1. Establish an LPA team
2. The LPA teams should include individuals from the list above (1-7 under who should participate?).
3. Gather, review, and analyze data (which has been created from the regional needs assessment work/template).
4. Convene the LPA team to write the application.
5. Complete the LPA template.
 - i. All steps and all parts are required.
 - ii. Incomplete assessments will not be approved.
 - iii. Add rows to tables as needed.
 - iv. Include the data analysis documents (required).

Template:

The needs assessment template outlines all the required steps:

STEP 1: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel).

Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

Part 3: Bring the regional team together to discuss the findings from Parts 1 and 2.

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions.

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs (This is part of the **LOCAL PLAN APPLICATION**, to be completed by the local district/community college.)

Part 1: Size, scope, and quality

Part 2: Progress toward implementing programs of study

Part 3: Recruitment, retention, and training of CTE educators

Part 4: Progress toward improving access and equity

Career and Technical Education (CTE) Local Plan Application Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.

The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local plan applications (LPAs) will not be accepted without the corresponding regional needs assessment.

Regional Team Name: _____ Date: _____			
Local Plan Application Coordinator:		Contact Information:	
Secondary:			
Postsecondary:			
Local Team Members			
Representative	Name	Institution and Position	Responsibility
Teacher(s) - Secondary			
Faculty - Postsecondary			
Secondary Administration			
Postsecondary Administration			
Specialized Instructional Support and Paraprofessional(s)			
Representative(s) of Special Populations			
Career Guidance and Academic Counselor(s)			

Student(s)			
Community			
Business and Industry			
Workforce Development			
Parent(s)			
Other (Data Support, Admin Assistant, HR, Business Office, etc.)			

STEP 3: Analysis of Programs

Part 1: Size, Scope, and Quality

Perkins V Section 134(c)(2)(B)(i)

The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are:

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and...

What Information Should Locals Collect: Size, Scope, and Quality

What does the law say?

The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

The provision maintains the size, scope, and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:

Secondary

Program size reflects an appropriate number of students in order to be effective and meet local business and industry demand as determined by the regional needs assessment. The program size will account for physical parameters and limitations of the program. Additionally, districts must adhere to the following characteristics/requirements:

- At least one career cluster and state-recognized pathway is offered in each program/content area that is currently provided in the area district.
- Students in the district have access to a minimum of five state-approved pathways.
- A minimum program size of 10 students or continuous progress towards increased program size.

Postsecondary

- A minimum program size of 10 students or continuous progress towards increased program size apart from programs with national, state, or programmatic accreditation requirements (i.e., health occupations, cosmetology, barbering, etc.).

Scope:

Secondary

CTE state-approved programs of study/pathways relate to high skill, high wage, or in demand careers aligned with the economic and workforce development needs in the state or region in the following ways:

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators.

- Providing multiple entry and exit points to programs of study.
- Aligning programs with a nationally, regionally, or state-recognized credential/certification.
- Emphasizing development of essential work-based learning through applied academics.
- Providing workplace learning opportunities to all students, including special populations.
- Secondary/postsecondary collaboration meetings must meet a minimum of once a year and maintain meeting documentation (This could be satisfied by the local needs assessment meetings, or you could require one additional beyond that).
- Links or pathways must exist between the secondary and postsecondary CTE programs of study.
- A graduation plan/pathway plan (Individual Success Plan—ISP) is in place for each student in the career pathway that identifies recommended academic and technical courses, which connect to postsecondary education.

Postsecondary

- Aligning programs with business and industry needs and local economic indicators.
- Providing multiple entry and exit points to programs of study.
- Aligning programs with a nationally, regionally, or state-recognized credential/certification.
- Providing workplace learning opportunities to all students, including special populations.
- Secondary/postsecondary collaboration meetings must meet a minimum of once a year and maintain meeting documentation (This could be satisfied by the local needs assessment meetings, or you could require one additional beyond that.).

Quality:

Secondary

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within its program of study.

The MDE has established the following secondary quality measures for CTE programs:

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high quality CTE pathways.
- CTE pathways are reviewed based on advisory council input and local business and industry projections.
- CTE pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via the implementation of Individual Success Plans (ISPs).
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.
- Implement a continuous program improvement process approved by the state.
- Demonstrate excellent student safety in CTE labs (100% safety test on record).
- Documented use/completion of student competency profiles for each student in each program area.
- Each program/content area must have an advisory committee that meets a minimum of once a year.
- Provide evidence of appropriate teacher licensing, professional development, and dual credit agreements.

- School has adopted MBE-approved curricula and is meeting state standards in course instruction.

Postsecondary

The MCCB has established the following postsecondary quality measures for CTE programs:

- A program must meet two out of the following three criteria:
 1. High skilled programs
 2. Competitive, high wage programs
 3. Programs that train individuals for in demand occupations

Complete the table on the following pages. Add rows as needed.

How do schools or colleges in the region determine that programs...

Question	Answer	Areas for Improvement
Are of sufficient size		
Relate to real-world work environment (Scope)		
Help students advance to future education (Scope)		
Are of high quality		
Should be offered in the region		

Community colleges seeking to add new programs submit a New Program Application to the director of career and technical education at the MCCB. The process to receive application approval is outlined below:

- Colleges collect, compile, and document employment needs data, including state and district employment and wage projections (i.e., average annual salary projections and 10-year employment projections).
- Colleges collect, compile, and document student interest data.
- Colleges obtain advisory committee recommendations.
- Colleges obtain professional association endorsement (if needed).
- Colleges develop the curriculum following the 15/30/45/60 course sequencing format (where applicable).

STEP 3: Analysis of Programs

Part 2: Progress Toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)

The local needs assessment shall include...

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?

The needs assessment will include an evaluation of progress towards the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program of Study:

The term “program of study” means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging state academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

Complete the program approval processes defined by the MDE for Secondary programs or the MCCB for Postsecondary programs. See Appendix A.

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention, and Training of CTE Educators

Perkins V Section 134(c)(2)(D)

The local needs assessment shall include...

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Recruitment, Retention, and Training of Faculty and Staff

What does the law say?

The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require analysis of teacher or other professional shortage.

Secondary

NTI

The New Teacher Induction (NTI) program was planned and developed by personnel from the MDE's Office of Career and Technical Education and the RCU at MSU with leadership and direction from a steering committee and national research. NTI is an alternate route licensure program for career and technical teachers who have recently left the industry sector to become educators in secondary schools. NTI's goal is to induct these new teachers into the profession and guide their development during a special licensing period. Most teachers in this category are given up to three years to accomplish matriculation to a "standard" license. NTI offers a sequence of professional development activities that begin with employment and progress from "most important to know immediately" to activities that meet long-term needs of teachers. The program consists of sequential steps in the process of developing the newly hired CTE teachers into fully licensed teachers.

Postsecondary

1. Recruitment

Recruitment strategies include local and regional newspapers, the college's website, social media networks, graduates of the program, and job postings. Utilize the MCCB listservs as a recruitment tool for potential instructors and advisory committees to make recommendations for potential instructors. Communicate with MDE through Lotus Notes. Communicate with Universities and colleges through teacher preparation programs in order to find potential teacher candidates. Engage constituents through MCCB social media (i.e., Facebook, Twitter, YouTube, etc.), talk radio advertisements and segments, the SWIB network alliance, and workforce publications.

2. Retention

Retention efforts of CTE teachers, faculty, and career guidance and academic counselors center around a compensation and fringe benefit package that is competitive with the private and secondary education sectors.

National certifications at no cost to instructors will also be provided in order to retain highly qualified staff.

3. Train CTE Educators

Professional development is provided through on- and off-campus workshops and seminars. CTE faculty and student support services coordinators complete a “competency plan” which requires specific, prescribed professional development activities.

The MCCB’s Teaching and Learning Institute (new teacher training), Administrator’s Leadership Academy, postsecondary/secondary CTE collaboration meetings, and summer conference provide professional development for CTE administrators and instructors at no cost.

Complete the table on the next page. Add rows as needed.

How do schools or colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps

STEP 3: Analysis of Programs

Part 4: Progress Toward Improving Access and Equity

Perkins Section 134(c)(2)(E)

The local needs assessment shall include...

(E) A description of progress toward implementation of equal access to high quality career and technical education courses and programs of study for all students, including:

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) providing activities to prepare special populations for high skill, high wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

What Information Should Locals Collect: Progress Towards Improving Access and Equity

What does the law say?

The needs assessment shall include a description of:

- progress toward implementation of equal access to high quality CTE courses and programs of study for all students, including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- how they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- how they are providing activities to prepare special populations for high skill, high wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS. — The term “special populations” means:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who:
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Complete the table on the following page. Add rows as needed.

How do schools or colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement

FEDERAL PROGRAM ACTIVITIES FOR FY_____ (Estimated Funds)
Performance Period:_____

LPU Status:		
District Number:		
In Consortium? Yes No		
District Number:	District Type:	District Name:
Contact Person:	Contact Phone:	Contact Email:

Question #1: Describe how career and technical education programs will be carried out with Carl Perkins funding. Describe how career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance.

Question #2: Describe how the eligible recipient will offer the appropriate courses in no less than one of the career and technical programs of study.

Question #3: Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs.

Question #4: Describe how an eligible recipient will provide students with a strong experience in, and understanding of, all aspects of an industry.

Question #5: Describe how an eligible recipient will ensure students who participate in career and technical education programs are taught the same coherent and rigorous content, aligned with challenging academic standards as taught to other students.

Question #6: Describe how an eligible recipient will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary Secondary Education Act of 1965).

Question #7: Describe how a comprehensive professional development plan (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided to promote the integration of coherent and rigorous content. The development plan must include academic standards that are relevant to career and technical education (including curriculum development).

Question #8: Describe how parents, students, academic and career and technical education representatives of business fields (including small business), industries, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs.

Question #9: Describe how those individuals and entities are effectively informed and assisted in understanding the requirements of Carl Perkins funding, including career and technical programs of study.

Question #10: Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

Question #11: Describe how an eligible recipient will review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access and success in the programs for special populations.

Question #12: Describe how an eligible recipient will provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

Question #13: Describe how an eligible recipient will provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, and in demand occupations that will lead to self-sufficiency.

Question #14: Describe how individuals who are members of special populations will not be discriminated against based on their status as members of special populations.

Question #15: Describe how funds will be used to promote preparation for nontraditional fields.

Question #16: Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Question #17: Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups that are underrepresented in the teaching profession.

Question #18: Describe how the eligible recipient will assist educators in the transition to teaching from business and industry.

Question #19: Use the district summary report of disaggregated performance data by race, ethnicity, gender, migrant students, and special populations to identify disparities or gaps in the performance of different categories of students.

Question #20: Describe how the recipient will use the disaggregated student performance data to evaluate and continuously improve student and program performance.

PROGRAM JUSTIFICATION SUMMARY FOR FY_____ (Estimated Funds)

Performance Period: _____

LPU Status:		
District Number:		
In Consortium? Yes No		
District Number:	District Type:	District Name:
Contact Person:	Contact Phone:	Contact Email:

Please provide justification for the programs listed below:

Program	Which local businesses, industries, and economic/workforce development groups do you work with?	Which postsecondary institutions can students attend once they leave the program?	Provide detailed information as to where students are employed when they leave the program.

Gap Analysis for District Summary Report

FY _____

Please complete the Gap Analysis form below for your District Summary Report, sign in blue ink, and upload into SharePoint this form along with your signed District Summary Report by _____.

District Number: _____

District Name: _____

STEP 1: Performance Results

A. Please list the Performance Indicators (e.g., 1S1, 1S2, etc.) that did not meet the target performance: _____

B. Please list all student categories where performance gaps exist (student categories include special populations, certain demographics, etc.):

STEP 2: Specific Strategies to Improve Performance		STEP 3: Implement Solutions
Describe the specific strategies you will employ to address these performance gaps and improve the performance of this metric (Be Specific)		Month/Year for complete implementation, and to be completed by whom
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Signature of CTE Director and Date



 Regional Needs Assessment Template

Carl D. Perkins V – Strengthening Career and Technical Education for the 21st Century Act

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
Secondary-MDE Representative				
Postsecondary-MCCB Representative				

Date _____ Regional Team _____

****Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.**

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- explaining the purpose of the regional needs assessment;
- outlining the required components of the assessment; and
- providing tools for identifying regional needs.

By conducting a regional needs assessment, the regional team will:

- use evidence-based strategies to recognize needs of regional industry;
- identify strengths and weaknesses of secondary and postsecondary CTE programs in the region;
- perform a root-cause analysis of gaps; and
- make progress toward student success and employment.

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs and examine their nature and causes. A needs assessment is conducted to determine the needs of people (i.e., recipients of the services provided by an organization). In education, the recipients are students, parents, and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the regional needs assessment team (stakeholders).
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data.
4. Identify areas of growth and strengths (i.e., what is working).
5. Identify areas of opportunity (i.e., what is not working).

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of regional labor market data
2. Evaluation of student performance
3. Description of the CTE programs offered (i.e., size, scope, quality, and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The regional needs assessment team is comprised of local stakeholders who will develop, review, and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development, and on-going consultation [Sec.134 (d) and (e)]:

1. Secondary and Postsecondary Administrators
2. Local WIOA directors
3. Local business and industry representatives

Process:

1. Establish a regional needs assessment team.
 - Regional needs assessment teams should include the following: secondary and postsecondary administrators, local WIOA directors, and local business and industry representatives.
2. Two co-coordinators for the regional team—one from secondary education and one from a postsecondary institution (or appropriate staff should personnel change)
3. Gather, review, and analyze data (State staff will provide required data sources and a list of optional resources.).
4. Convene the regional team to write the needs assessment (Each team must **meet at least once** throughout this process.).
5. Complete the needs assessment template.
 - i. All steps and all parts are required.
 - ii. Incomplete assessments will not be approved.
 - iii. Add rows to the tables as needed.
 - iv. Include the data analysis documents (required).

Template:

The needs assessment template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

- Part 1:** Utilize the Labor Market Analysis Tool (Excel).
- Part 2:** Use additional approved sources of data and compare the data to Part 1 findings.
- Part 3:** Bring the regional team together to discuss the findings from Parts 1 and 2.
- Part 4:** Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions.

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs (This is part of the **LOCAL PLAN APPLICATION**, to be completed by the local district/community college.)

- Part 1:** Size, scope, and quality
- Part 2:** Progress toward implementing programs of study
- Part 3:** Recruitment, retention, and training of CTE educators
- Part 4:** Progress toward improving access and equity

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. Activities and expenditures should not be included in a grant application if the eligible recipient cannot demonstrate a need based on the assessment.

The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local plan applications (LPAs) will not be accepted without the corresponding regional needs assessment.

Regional Team Name: _____ Date: _____	
Needs Assessment Lead Co-Coordinator:	Contact Information:
Secondary: Dr. Aimee Brown	
Postsecondary: Dr. Valeria Williams	
Regional Team Members:	

STEP 1: Analysis of Labor Market Information

Perkins V Section 134(c)(2)(B)(ii)

The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are:

- (ii) (I) aligned to state, regional, Tribal, or local in demand industry sectors or occupations identified by the state workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the “state board”) or local workforce development board, including career pathways, where appropriate; or*
(II) designed to meet local education or economic needs not identified by state boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment	
<p>What does the law say?</p> <p>The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.</p>	<p>What does the law mean?</p> <p>The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand from a combination of state and local sources.</p>

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel spreadsheet contains data for:

- secondary pathways;
 - postsecondary programs; and
 - additional optional data resources.
1. Mississippi Department of Employment Security (MDES) data and program data provided by the state longitudinal data system must be used in the assessment.
 2. Regional teams can use additional sources if they wish to supplement the labor data or provide additional evidence of regional needs.

Part 2: Use additional approved sources of data.

Part 3: Bring the regional team together to discuss the findings from Parts 1 and 2.

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions.

****Based on the information determined in the above-mentioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.**

What programs and pathways in the region align with the labor market needs?

Strengths		Gaps	
Secondary:	Postsecondary:	Secondary:	Postsecondary:

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program		Evidence from Mississippi Labor Market Data		Evidence from Regional Sources	
Secondary:	Postsecondary:	Secondary:	Postsecondary:	Secondary:	Postsecondary:

What programs/pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway		Reason for offering these Programs/Pathways		Mississippi Labor Market Data or Local Labor Data Source	
Secondary:	Postsecondary:	Secondary:	Postsecondary:	Secondary:	Postsecondary:

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to state-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

What Information Should Locals Collect: Student Performance Data

What does the law say?

The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations. **

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations. **

** Because the disaggregated data on special populations subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Each secondary and postsecondary institution will receive its student performance data based on the data submitted to the state. The regional needs assessment team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region**.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Secondary Performance**1S1 – Four-year Graduation Cohort Rate**

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such act.

2S2 – Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such act.

2S3 – Academic Proficiency in Science

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such act.

3S1 – Post-Program Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are employed.

4S2 – Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained an industry-recognized postsecondary credential or certification in the relevant career and technical education program or program of study.

5S1 – Nontraditional Program Concentration

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Complete the tables on the following pages. Add rows as needed.

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths		How are These Strengths Being Sustained in the Region?		Local Example	
Secondary:	Postsecondary:	Secondary:	Postsecondary:	Secondary:	Postsecondary:

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

Based on available data, what are the student performance gaps in the region?

Gap		Root Cause	
Secondary:	Postsecondary:	Secondary:	Postsecondary:

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

Appendix E: Size, Scope, and Quality Definitions

Recipients will be eligible for funding based on the definitions provided below:

Size:

Secondary

Program size reflects an appropriate number of students in order to be effective and meet local business and industry demand as determined by the regional needs assessment. The program size will account for physical parameters and limitations of the program. Additionally, districts must adhere to the following characteristics/requirements:

- At least one state-recognized pathway (4 credits) is offered in each program that is currently provided in the local district.
- Students in the district have access to a minimum of five state-approved pathways.
- A minimum program size of 10 students or continuous progress towards increased program size.
-

Postsecondary

- A minimum program size of 10 students or continuous progress towards increased program size apart from programs with national, state, or programmatic accreditation requirements (i.e., health occupations, cosmetology, barbering, etc.).

Scope:

Secondary

CTE state-approved programs of study/pathways relate to high skill, high wage, or in demand careers aligned with the economic and workforce development needs in the state or region in the following ways:

1. Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
2. Aligning programs with business and industry needs and local economic indicators.
3. Providing multiple entry and exit points to programs of study.
4. Aligning programs with a nationally, regionally, or state-recognized credential/certification.
5. Emphasizing development of essential work-based learning through project-based experiences.
6. Providing workplace learning opportunities to all students, including special populations.
7. Secondary/postsecondary collaboration meetings must meet a minimum of once a year and maintain meeting documentation.
8. Opportunities for student transition must exist between the secondary and postsecondary CTE programs of study.
9. A graduation plan/pathway plan (Individual Success Plan—ISP) is in place for each student in the career pathway that identifies recommended academic and technical courses, which connect to postsecondary education.

Postsecondary

- Aligning programs with business and industry needs and local economic indicators.
- Providing multiple entry and exit points to programs of study.
- Aligning programs with a nationally, regionally, or state-recognized credential/certification.
- Providing workplace learning opportunities to all students, including special populations.
- Secondary/postsecondary collaboration meetings (i.e., regional needs assessment meetings) must meet a minimum of once a year and maintain meeting documentation.

Quality:**Secondary**

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within that program of study.

The MDE has established the following secondary quality measures for CTE programs:

1. Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
2. Local recipients use local labor market data to identify CTE pathways' alignment to projected employment demand in high wage, high skill, and in demand occupations.
3. Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high quality CTE pathways.
4. CTE pathways are reviewed based on advisory council input and local business and industry projections for high wage, high skill, and in demand occupations.
5. CTE pathways include at least one articulation agreement and industry credentialing, where appropriate.
6. All students are provided with equitable access to CTE programs of study via the implementation of Individual Success Plans (ISPs).
7. Equipment and technology encourage student attainment of relevant, rigorous technical skills.
8. Implement a continuous program improvement process approved by the state.
9. Demonstrate excellent student safety in CTE labs (100% safety test on record).
10. Documented use/completion of student competency profiles for each student in each program area.
11. Each program/content area must have an advisory committee that meets a minimum of once a year.
12. Provide evidence of appropriate teacher licensing, professional development, and dual credit agreements.
13. School has adopted the MBE-approved curricula and is meeting state standards in course instruction.

Postsecondary

The MCCB has established the following postsecondary quality measures for CTE programs. A program must meet two (2) out of the following three (3) criteria:

1. High skilled programs

2. Competitive, high wage programs
3. Programs that train individuals for in demand occupations.