

Executive Summary

The Mississippi Department of Education, Office of Vocational Education and Workforce Development (MDE/OVW&WD) has completed a successful 2008 – 09 year regarding the Perkins IV legislation despite the economic downturn that has negatively impacted our state budget. We have continued to focus on workforce development and in trying to increase the number of high-skill, high wage, and high demand jobs in the economy. This becomes increasingly important in a low income state such as Mississippi. In a number of cases, this has been done by meeting with local school districts and their Economic Development counterparts to discuss methods and programs that will help raise the level of employability for students in these areas. Additionally, our efforts have continued to be focused on the state's High School Redesign program known as Redesigning Education for the 21st Century Workforce in Mississippi. This program utilizes Career Clusters and Pathways in conjunction with distance learning, dual credit programs and integrated learning process to improve learning, reduce dropouts and prepare students for the global economy. A preliminary evaluation of this program indicates higher attendance, lower discipline issues and some upward movement in standardized test scores.

We are continuing to partner with the State Board of Community and Junior Colleges to revamp and update the state wide articulation agreement in place. In addition, this relationship has allowed a number of Local Education Agencies (LEAs) and Community Colleges to institute a variety of dual credit, dual enrollment courses that not only accelerate learning but lead to students staying in school and enhancing their senior year of high school. We have also begun to examine a middle college concept that other states have successfully utilized.

Also, our work with the Mississippi Department of Employment Security has allowed us to receive timelier job demand information. In addition, job related web sites have been exchanged to provide all stakeholders with other resources for students. This data has been reviewed to help us determine the areas we need to focus on in program implementation and training.

Our office has successfully implemented a number of new curricula designed to raise the standards of learning in the state. This past year has seen revamped curricula in Information Technology, Industrial Maintenance, Heating, Ventilation, and Air Conditioning (HVAC), Architecture and Engineering, and Digital Media Technology. Each new curriculum is researched to determine the most recent developments in the industry. We have partnered with the National Research Center for Career and Technical Education to pilot their Math in CTE program. This has allowed us to partner local math teachers with their Allied Health and Construction Trades counterparts to design lesson plans that add rigor to the CTE side and relevance to the academic side. This program will be expanded for the 2010-2011 school year.

Our office has upgraded our computer software that our LEAs and Community and Junior Colleges use to implement their Local Plan Updates and submit their financial and data requests and information. We held a number of training sessions for our locals and this software has performed very well.

Overall, we, as a state agency, feel that we are well on our way to implementing the Perkins IV requirements and in making a difference in how we provide training and education for students in the state of Mississippi.

Progress in Developing and Implementing Technical Skill Assessments

OVE&WD over the years has developed a number of Technical Skills Assessments by program/course known as Career Planning and Assessments (CPAS). These CPAS tests are administered to concentrators in each Occupational Skills program. As time has gone by, these tests have become more reliable and valid. To help OVE&WD, the Mississippi Department of Education works in conjunction with the Mississippi Assessment Center (MAC) at Mississippi State University. Currently, the CPAS tests are developed in conjunction with curriculum as the curricula are being developed. Since all curricula are written to and aligned with industry-recognized standards, the assessments are therefore aligned with industry-recognized standards. The MAC also runs a series of validity statistics on each test to ensure that each question is rigorously vetted based on the performance of the students taking the test. Our arrangement with the MAC is a multi-year contract and will allow us to utilize the results to improve our professional development efforts with the local districts and community colleges. In summary, all program areas are covered by technical skill assessments with all concentrators taking these technical skill assessments.

Also, we have contracted with the Norman Webb Group, a nationally known organization in the curricula/assessment area, to have an outside organization review the alignment between our curricula and assessments. This was very helpful as this group was able to point out areas that we can improve on to allow us to better utilize our assessments for improvement at both the state and local level.

Implementation of State Program Improvement Plans

OVE&WD met all of the required Core Indicators for the 2007 – 08 State Transition Plan which meant there were no improvement plans to be written or implemented.

OVE&WD is required to submit an Improvement Plan for Core Indicator 5P1, Non-Traditional Participation. This Improvement Plan is detailed later in this narrative.

Due to the implementation of new, more rigorous NCLB State tests in the English II and Algebra I courses in the spring of 2008, the state of Mississippi renegotiated our benchmark numbers to correspond with the new percentages established for these tests for our Perkins IV state plan. The State of Mississippi has already adjusted its Annual Measurable Objectives for its NCLB plan.

Implementation of Local Program Improvement Plans

OVE&WD has established a format that allows both the State of Mississippi and each recipient of Perkins funds to determine where the recipient met Perkins requirements and where

improvement is needed. Each occupational skills program for each recipient is measured on each of the Perkins core indicators. Each program that does not meet the Perkins requirement based on the Mississippi State Plan is placed into an improvement plan. A report is sent each year to each school district and community college and is known as a District Summary Report. These “District Summary Reports” are required to be signed by the Superintendent of the school district or the President of the Community College. The first year a program falls into an improvement status is considered a Local Improvement Plan. This allows the recipient to write to OVE&WD and develop methods to improve the performance of the program. OVE&WD reviews this plan, makes suggestions and the recipient implements the plan. Should this program fall into improvement for a second consecutive year, this is considered a State-Local plan. In this stage, the recipient must write the improvement plan in conjunction with OVE&WD program advisors. Once both the recipient and the state advisor have concurred as to the actions and effectiveness of the plan, the plan is implemented. Should this program fall into improvement for a second consecutive year, this is considered a State-Local plan. In this stage, the recipient must write the improvement plan in conjunction with OVE&WD program advisors. Once both the recipient and the state advisor have concurred as to the actions and effectiveness of the plan, the plan is implemented. Should this program fall into an improvement stage for a third consecutive year, this programs is considered to be a Potential Closure stage. At this point, the recipient must justify the need to retain funding for this program. This justification must include correspondence from local business/industry showing the need for the program as well as a detailed plan for training and professional development for the instructor, test score evaluation, and administrator involvement with this process. Once OVE&WD has received the information and evaluated it, a determination will be made as to the future of this program.

Tech Prep Grant Award Information

The consortia funded for the 2008-09 fiscal year and amount received are as follows:

Coahoma Community College	\$121,128.73
Copiah-Lincoln Community College	\$121,128.73
East Central Community College	\$121,128.73
East Mississippi Community College	\$121,128.73
Hinds Community College	\$121,128.73
Holmes Community College	\$121,128.73
Itawamba Community College	\$121,128.73
Jones Junior College	\$121,128.73
Meridian Community College	\$121,128.73
Mississippi Delta Community College	\$121,128.73
Mississippi Gulf Coast Community College	\$121,128.73
Northeast Mississippi Community College	\$121,128.73
Northwest Mississippi Community College	\$121,128.73
Pearl River Community College	\$121,128.73
Southwest Mississippi Community College	\$121,128.73

Tech Prep Consortia are funded by a Request for Proposal process. Each consortium must identify the activities that they wish to fund and enact and how they intend to carry out these

programs. For this fiscal year, each consortium was engaged in professional development for local district teachers and administrators, counselor training, acting as coaches for the Math-in-CTE program, working to enact articulation structures and working with local school districts and community colleges to establish dual credit/dual enrollment classes. As a part of the new Perkins legislation, Tech Prep consortia have been engaged in assisting with Redesigning Education for the 21st Century activities as well. Listed below are the criteria and points given for each portion of the Request for Proposal:

1. **Goals and objectives (20) points:** The application will be evaluated on how well it identifies and addresses appropriate goals and objectives.
2. **Consortium Membership and Operation (15 points):** The application will be evaluated on the involvement of consortium members and on the quality of the guidelines for operation
3. **Plan of Operation (35 points):** The application will be evaluated on the quality of the plan of operation.
4. **Management Plan (5 points):** The application will be evaluated on the major activities and completion dates proposed. The management plan must also include the identification of key personnel associated with each major activity.
5. **Key Personnel/Institutional Capacity (5 points):** The application will be evaluated on the qualification of key personnel to be used on the project and the experiences/capabilities of the consortium member agencies
6. **Budget and Cost Effectiveness (5 points)**
7. **Evaluation Plan (15 points):** The application will be evaluated to determine the extent to which the evaluation methods are appropriate to the project and will determine by measurable objectives if the expected outcomes are achieved.

OVE&WD has established benchmarks for determining the effectiveness of each consortium in conjunction with the Perkins IV legislation. These benchmarks will help determine needed improvements in curricula, linkage between secondary and post secondary institutions and placement issues. However, we have had issues in trying to capture all the data necessary to fully evaluate how we as a state and how each consortia is performing in each category. The collection and refining of this data is an ongoing process. The state of Mississippi is working to create a Longitudinal Data Base that would give us the ability to pull this information and perform data analysis in a number of areas we have a pressing need to review.

A. Program Administration

As required by Sec. 122(a)(1) of P.L. 105-332, the Mississippi Board of Education (MBE), through the Mississippi Department of Education (MDE) Office of Vocational Education and Workforce Development (OVE&WD) has prepared and submitted to the Secretary, a State plan for a 5-year period that met the requirements of P.L. 105-332 Sec. 122(c)(1-21) Plan Contents, and prepares and submits such annual revisions as the eligible agency determines to be necessary. The MDE/OVE&WD established and provides support for vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

Mississippi supports and has implemented secondary and postsecondary vocational and technical education programs, including programs conducted by eligible agencies to develop, improve, and expand access to quality, state-of-the art technology in vocational and technical education programs.

Five percent (5%) of the Perkins IV Grant allotment was used for administration of the State Plan. The plan was developed incorporating provisions to establish, collect and disseminate performance information; award grants to LEAs; distribute funds; and coordinate activities with State workforce development entities. The State Plan specified the processes and procedures for reviewing local plans and progress toward meeting the state's adjusted levels of performance; monitoring and evaluating program effectiveness; assuring compliance with all applicable Federal laws and providing technical assistance to the eligible agencies.

Ten percent (10%) of the State Allotment was used in conducting State Leadership activities that included provision of \$60,000 State Leadership funds for services that prepare individuals for non-traditional employment; provision of State leadership funds in an amount not more than one percent (1%) of the State allotment to serve individuals in the State correctional institution at Parchman. Additional required state leadership activities conducted include the following: an assessment of how the needs of special populations are being met; developing, improving and expanding the use of technology in vocational and technical education; professional development programs, including providing comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel; support for vocational and technical education programs and improve the academic, and vocational and technical skills of students participating in vocational and technical education programs; supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities; and support for programs for special populations that lead to high-skill, high-wage careers. A significant amount of the \$60,000.00 of Non-Traditional funds were granted in 2008 to Secondary districts to execute approved district proposals submitted to describe recruiting and retention efforts aimed at non-traditional gender students. Each school district was given other opportunity to apply for approximately \$500.00 for use as a Non-Traditional grant. Districts were required to describe the way the grant would be used to attract Non-Traditional gender students to enroll in occupational skills programs. Grants were issued after OVE&WD approval of district proposals. In addition, \$1000.00 per Community College was allotted for this same purpose.

B. Program Performance

Under P.L. 105-332 (Perkins III), the State Board of Education negotiated final levels of achievement for the core performance indicators. Listed below are the results from the 2008-2009 school year:

SECONDARY CORE INDICATORS

Indicators Met:

Indicators	Negotiated Level of Performance	Actual Level of Performance
1S1- Academic Attainment – Lang Arts	50.00	79.30 (Submitted through EDEN)
1S2 - Academic Attainment - Math	57.50	91.64 (Submitted through EDEN)
3S1- Secondary School Completion	66.00	66.00 (Submitted through EDEN)
4S1 - Student Graduation Rates	66.00	94.81
5S1 - Placement	90.20	91.61
6S1- NonTraditional Participation	16.60	23.68
6S2- NonTraditional Completion	14.60	22.40

Indicators Not Met But Within 10% of Negotiated Level of Performance:

	Negotiated Level of Performance	Actual Level of Performance
2S1 - Technical Skills Attainment	65.00	58.91

Indicator Not Met and Not Within 10% of Negotiated Level of Performance:

None

POST SECONDARY CORE INDICATORS

Indicators Met:

Indicators	Negotiated Level of Performance	Actual Level of Performance
1P1 - Technical Skill Attainment	72.00	78.44
3P1 – Student Retention or Transfer	73.60	75.56
4P1 – Student Placement	78.10	79.06

Indicators Not Met But Within 10% of Negotiated Level of Performance:

Indicators	Negotiated Level of Performance	Actual Level of Performance
2P1 - Credential, Certificate, or Degree	84.50	79.57
5P2 – Non Traditional Completion	7.78	7.77

Indicator Not Met and Not Within 10% of Negotiated Level of Performance:

Indicators	Negotiated Level of Performance	Actual Level of Performance
5P1 - Non Traditional Participation	10.87	7.73

Student Enrollment and Student Accountability forms for secondary achievement with respect to the baseline values and the final agreed-upon indicators of performance are attached. Also, Financial Status Report (FSR) forms are attached. (See Attachments)

State and local activities and programs funded through Perkins IV

- Strengthen the academic, and vocational and technical skills of students by integrating academic and vocational education offering a coherent sequence of courses, ensuring learning in core academic, vocational, and technical subjects,
- Initiate, improve, expand, and modernize quality vocational and technical education by providing students strong experience in and understanding of all aspects of an industry,
- Provide professional development programs to teachers, counselors, and administrators including preservice (initial teacher preparation), training and
- Develop, improve, or expand the use of technology in vocational and technical education.

5% of the State's Grant for Administration enabled us to:

- Establish, collect and disseminate performance information,
- Award grants to LEAs,
- Distribute funds,
- Coordinate activities with State workforce development entities,
- Review local plans and progress in meeting the adjusted levels of performance,
- Monitor and evaluate program effectiveness,
- Assure compliance with all applicable Federal Laws, and
- Provide Technical assistance.

10% of the State's Grant for State Leadership Funds enabled us to:

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

Support partnerships among local educational agencies, institutions of higher education adult education providers, and as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards, and vocational and technical skills.

Support programs for special populations which includes single parents (including single pregnant women), individuals with disabilities, economically disadvantaged, individuals preparing for non-traditional employment, displaced homemakers, individuals with limited English proficiency or other barriers to educational achievement; to assist members of special

populations in meeting the state's adjusted levels of performance and in preparing for high skill, high wage careers.

Permissible activities conducted using 10% State Leadership funds included:

Support and fund technical assistance for eligible recipients including:

- On-site monitoring and technical assistance,
- On-site monitoring and technical assistance to determine how the needs of special populations are being addressed and how programs are designed to enable members of special populations to succeed and thus enable the State to meet performance accountability levels.
- Monitoring and assessment of pilot courses/programs assisted under the title.
- Assessment and evaluation of Mississippi's performance in achieving the state's adjusted levels of performance for indicators 1-9.

Support and funds programs to improve career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education, decisions.

Support and fund technical assistance to Tech Prep Consortia to assist in the establishment of agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs, such as Tech Prep Programs.

Support cooperative education.

Support vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations.

Support vocational and technical education programs that offer experience in and understanding of all aspects of an industry for which students are preparing to enter.

Support family and consumer sciences enrichment programs.

Support education and business partnerships.

Support to improve or develop new vocational and technical education courses.

Provide assistance to students, who have participated in services and activities under this title, in finding an appropriate job and continuing their education.

The Office of Vocational Education and Workforce Development (OVE&WD) provides professional development activities annually for vocational teachers, counselors, administrators, and related personnel. Professional development programs and in-service activities are designed for education degree teachers and non-degree/non-education degree teachers.

The MDE OVE&WD also provides and procures professional development opportunities for vocational teachers, counselors, special population's personnel, administrators, and related personnel annually through a Professional Development Institute Request for Proposal (RFP) process.

To accomplish the goals established by Mississippi Board of Education, a variety of Professional Development Institutes are offered in the following areas: Content Area Enhancement for Education, Content Area New Initiatives, Current Trends and Issues, Technology in the Classroom for Teachers and/or Administrators, Technology in the Workplace for Teachers and/or Administrators, Institutes for Administrators (secondary and postsecondary), and Business and Industry Internships for Educators.

The Mississippi Department of Education provides summer institutes for secondary and postsecondary vocational educators and administrators. The summer institute activities incorporate: industry tours, content specific sessions, emphasis on integration of vocational and academic education, economic development, and the professional issues pertaining to teaching and education. We collect input for designing the institutes from local practitioners, state program supervisors, and administrators. In the 2008-2009 school year, we added an Administrator's Academy designed to train new Vocational Administrators over a 3 year period of time. We have noticed a high level of turnover in this area and have set this Academy up in an attempt to retain new Administrators.

Professional development activities were provided for Tech Prep consortia developed upon the specific needs for partners within the respective consortium. Activities/in-service sessions delivered through the consortium included topics such as: Cooperative Learning, Team Teaching, Career Guidance, Building Teams, Technology Applications, Articulation, Integration of Academics and Vocational and Technical Education, and Leadership Implementation Training for Tech Prep.

In an effort to improve Post-Secondary Non-Traditional performance, MDE/OVE&WD is working with the Mississippi Community and Junior College Board to conduct such activities as Job Fairs, Job Shadowing, Non-Traditional speakers, and other activities designed to attract non-traditional students to Vocational and Technical classes.

The state's public universities and other agencies provide professional development activities where appropriate. We secure the delivery of such services through contractual arrangement.

Some examples of these activities provided include, but are not limited to, the following:

- Orientation workshops for administrators and staff to effectively implement Tech Prep programs
- Applied methodology training for academic teachers
- Training for Discovery Course teachers and academic teachers in the application of technology in a new teaching environment
- Training for postsecondary Tech Prep instructors to teach the postsecondary Science and Technology course

- Curriculum and equipment update workshops for teachers to identify problems and find solutions
- Training for add-on endorsements for teachers who successfully complete intensive in-service workshops in Career, Computer, and Technology Discovery.

MDE/OVE&WD provided coordinated career guidance and academic counseling services for vocational and technical students.

Summary of professional development opportunities conducted for vocational counselors:

- New vocational counselor training (secondary and postsecondary)
- Postsecondary vocational counselors annual meeting
- Career Center Technicians annual session
- Annual Update Via Distance Learning
- Mississippi Counseling Association Annual Conference
- Tech Prep Counseling Component
- Materials Seminar
- Counseling Institute
- Other special sessions

To ensure the success of vocational programs and students, active involvement of parents and business/industry representatives is essential. Therefore, representatives of key constituencies serve on leadership teams, craft committees, assessment teams, and in other areas. Additionally, members of local Tech Prep Consortia participate in articulation meetings, parent/teacher conferences, career days, and other activities. Members of key constituencies assist in providing and locating work-based and school-based learning activities and connecting activities to promote student career exploration, work readiness, and occupational preparation.

MDE/OVE&WD improved academic and technical skills of students participating in vocational and technical programs through activities that resulted in the:

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

- Use of the internet in curriculum development and in the delivery of professional development as both a pedagogical and technological tool, the use of which, reduces out of class time and travel expense for instructional staff, while teaching and demonstrating applications of current technology. This has been expanded in the 2008-2009 School Year with a number of instructional Webinars. These Webinars are designed to allow for professional development at no cost to the locals while saving a significant amount of money in today's economic environment.

In order to increase student achievement and teacher capacity, the MDE has improved curriculum, assessment, and professional development integrated technology into schools and classrooms; and strengthened Level 1 and 2 districts. These are common to the Perkins IV initiative and related federal initiatives and are critical to the state's educational improvement. OVE&WD activities are planned in recognition that these themes cut across all programs and that they are the driving factors for achieving educational excellence, supported by various federal, state, and private funding sources. A sampling of these activities include: participation of teachers in curriculum revision, evaluations that collect teacher input to identify topics and areas of need for upcoming professional development activities, and hosted industry tours and work experience programs for teachers to update and integrate industrial practices and techniques in the classroom.

85% Funds were used to provide vocational and technical programs that:

Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through coherent sequences of courses to ensure learning in core academic, and vocational and technical subjects.

Provide students with strong experience in the understanding of all aspects of an industry.

Develop, improve, or expand the use of technology in vocational and technical education, which may include:

- Training of Vocational and technical education personnel to use state-of-the-art technology, which may include distance learning and blackboard.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field, or
- Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

Provide professional development programs to teachers, counselors, and administrators, included:

- In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement,
- Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry,
- Internship programs that provide business experience to teachers, and
- Programs designed to train teachers specifically in the use and application of technology.

Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

Initiate, improve, expand, and modernize quality vocational and technical education programs.

Provide services and activities that are of sufficient size, scope, and quality to be effective, and

Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech Prep programs.

85% Funds also used to support activities to:

Improve or develop new courses, involving parents, business, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Provide career guidance and academic counseling for students participating in vocational and technical education programs.

Provide work-related experience related to vocational and technical education programs such as: internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing.

Provide programs for special populations.

Support local education and business partnerships.

Assist vocational and technical student organizations.

Support mentoring and support services.

Lease, purchase, upgrade, or adapt equipment, including instructional aids.

Assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.

Improve or develop new vocational and technical education courses.

Support family and consumer sciences programs.

Provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.

Support non-traditional training and employment activities.

Support other vocational and technical education activities that are consistent with the purpose of this Act.

Implications for planning or revising improvement strategies

MDE/OVE&WD has a State Plan that provides for administering, supporting, and conducting the productive activities that are currently under way and will continue to be implemented in our strategic improvement plan. We will continue to refine and target improvement efforts so that resources will continue to be engaged in producing meaningful gains and progress.

We are continuing to work to insure the accuracy of the data collected by the MSIS data collection system. Each annual cycle of data collection results in refinement of system edits and the development of additional edits to assure accurate and valid data. We will continue to promote, emphasize, and enhance activities that result in the achievement of enrollees to enable them to complete the programs in which they enroll. We are focusing efforts on the agendas and contents for professional development and on providing technical assistance to teachers and administrators. In addition, we have worked with our MIS staff on the data that is sent through EDEN to ensure that both side of the house understand the data being transmitted.

This past year OVE&WD conducted a number of regional or individual in-service training workshops providing technical assistance and instruction to local administrators to help them understand the need for and the technical mechanics of correctly entering electronic data to be used in evaluating and describing program performance. The workshops specifically addressed descriptive programmatic statistical data and data collected on performance measures. The annual Local Plan Updates (LPUs) and Perkins sub-grants information to the LEAs has been deployed to a web based system that is used for grant management and the processing of Other Cost and Adult payments to the LEAs. The system also provides for the maintenance of payment records and LEA balances for budget line categories. We conducted Data Retreats for all secondary and postsecondary institutions. These Data Retreats were designed to break down occupational skills test results and give local education agencies tools and strategies to improve student performance.

The Data Retreats will involve teachers as well as administrators this year. This will help teachers fully understand the reports by instructional cluster to improve classroom instruction and adopting the best practices.

Improvement Strategies for Next Program Year

Our improvement strategies incorporate activities that embrace each of the core indicators of performance. We will continue to conduct data submission workshops adding sessions on student level data.

Local Plan Updates were placed on the web for downloading and submission for the 2007 – 2008 school year. Professional development training is provided through hands-on, small group training sessions. In this manner, the Vocational directors can more accurately enter their annual Local Plan Update (LPU). Additionally, we will require the directors in the LEAs to address program and core indicator deficiencies in their annual LPU. Again, our new computer system is making this process much easier and more accurate.

OVE&WD will continue to provide special grant funds to secondary districts for the purpose of recruiting and retaining non-traditional gender students in vocational programs.

In response to the workplace and higher education, MDE and the State Board for Community and Junior Colleges (SBCJC) have placed a high priority and emphasis on the improvement of reading, math and language skills, as well as other measures of academic achievement, for both academic and Vocational technical students. In the secondary arena, we are moving to the use of more stringent Subject area tests. As each curriculum is rewritten, the curriculum includes greater emphasis on technology, academic skill, and licensure. Additionally, as the curriculum is rewritten, occupational specific tests are written to measure learning in the class. Professional development is designed to teach teachers the new curriculum and ensure mastery of the curriculum before the new course is unveiled. OVE&WD will continue providing well-designed and supportive activities to our client groups so that student achievement will continue to show increases in academic attainment. Additional reports have been developed by individual programs for each organization to allow more in-depth analysis of test scores and results. This will help locals develop more meaning full professional development by instructor.

We expanded our Exemplary Program process. This process is designed to identify Best Practices in programs across the state and encourage replication of these practices. The State of Mississippi is using the model designed and implemented by the National Dissemination Center at Ohio State University. This year's winner is an Allied Health instructor that has her students assisting in collecting an oral history of a number of medical personnel in the area. In the most recent techniques magazine published by the American Career Technical Educators, this process was highlighted in one of the articles.

As the implementation of the Workforce Investment Act progresses, the MDE/OVE&WD will play an active, cooperative role in continuing to help prepare the workforce through programs in the public education arena.

The Mississippi Legislature allocated \$3,000,000 in funds to continue piloting the Redesign of Education for the 21st Century Workforce. This project establishes Career Pathways for all Mississippi students. Major focus of this program is: (1) Dropout prevention, (2) Preparing students for the global economy and (3) Improving academic, life and technology skills. Pilot programs in the seventh grade Information and Communications Technology I (ICTI) and ninth grade Science, Technology, Engineering and Math (STEM) were started in nineteen (19) school districts. These districts piloted eighth grade, Information and Communications Technology II (ICT2) and 10 – 12th grade, Career Pathways courses piloted during the 2007 – 2008 school year. Additionally, we have petitioned the Mississippi Legislature for additional funds to expand this process. This program has now been instituted in over 20% of the state.

Required Use of Funds:

Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

- The Mississippi Board of Education (MBE) requires that all secondary vocational programs be evaluated as part of the state's overall accreditation model. Performance indicators are used to evaluate secondary, postsecondary, and programs in correctional institutions. Vocational programs must meet or exceed each state performance indicator. Local LEAs not meeting performance indicators are provided technical assistance from MDE/OVE&WD. Technical assistance is continued until the local LEA has met all statewide performance indicators for all programs. State Program Area Supervisors are responsible for providing onsite technical assistance through individual conferences, in-service workshops, or to appropriate means. Program area supervisors must approve all LEAs corrective action plans submitted for vocational programs not meeting state performance indicators.
- In addition, early in the school year, this data was used to structure and prioritize the technical assistance to be delivered in this school year.

Developing, improving, or expanding the use of technology in career and technical education.

- Training of vocational and technical education personnel to use State-of-the-art technology in their class rooms and with effective communication skills with students. State-of-the art technology includes distance learning, blackboard, and Lotus notes. We have added a number of Smart Boards to CTE classrooms and trained instructors on the use of this technology. This has been well received by students and instructors alike.
- Providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications educational fields.
- Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

Offering professional development programs, by providing comprehensive professional development (including initial teacher preparation) for career and technical education teacher,

faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

- Will provide in-service and pre-service training on state-of-the-art vocational and technical education programs and techniques, effective teaching skills based on research, effective practices to improve parental and community involvement, applied methodology, and integration of academics and vocational and technical education.
- Will help teacher and personnel to assist students in meeting the State adjusted levels of performance established under section 113.
- Will support education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teacher stay current with the needs, expectations, and methods of industry.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

- Support vocational and technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects.
- All new curricula contain additional math, science, and reading embedded in the curriculum. Each curriculum is written with 21st Century learning skills, advanced technology skills and is tied to the appropriate licensure/certification for that course.
- The State of Mississippi embarked on a significant program known as Redesigning Education for the 21st Century. This process is designed to enroll every student in a Career Pathway, enhance academic learning, infuse technical literacy in every class, and structure all vocational classes so that they are written to national certification standards.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.

- Provided State Students Services counselors training in the current and emerging professions, trends, and research.
- Provided preparation for non-traditional training and employment in high skill, high, wage careers.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study.

- Partnering with governmental agencies as well as business and industry to institute a variety of dual credit, dual enrollment courses that not only accelerate learning but lead to students staying in school and enhancing their senior year of high school.
- Collaborating with Mississippi Manufactures Association to exchange information and deliver resources and expertise to these groups in an effort to enlarge the number of students entering, training in, and being employed in Career and Technical fields.
- Serving individuals in State correctional institutions and institutions that serve individuals with disabilities to assist the individuals in meeting the state's adjusted levels of performance.

Providing support for programs for special populations that lead to high-skill, high-wage and high-demand occupations

- The integration of the activities conducted during the past year coupled with the services delivered by special population personnel employed in the LEAs, capital equipment purchased, instructional aids purchased, and short term adult programs funded with Perkins IV 85% funds has resulted in the realization of significant benefits to students serve, the school districts and communities, the business and industry sector, and the State of Mississippi, in general.

Offering technical assistance for eligible recipients, includes:

- Providing new administrators training to recipients on the Perkins legislation.
- Monitoring and providing technical assistance to Local Educational Agencies (LEAs) in the implementation of their Local Plans and plan activities implementation.
- Conducting Comprehensive Monitoring (CM) and Office of Civil Rights (OCR) visits to selected LEAs for compliance with Perkins IV legislation.

Permissible Activities:

Implementing activities through the use of 10% State Leadership funds included: (1) Supporting and funding technical assistance for eligible recipients including: on-site monitoring and technical assistance; on-site monitoring, and technical assistance to determine how the needs of special populations are being addressed and how programs are designed to enable members of special populations to meet state performance levels, (2) monitored and assessment of pilot courses/programs assisted under the title, and is defined further under 10% State Leadership fund activities, (3) assessing and evaluating state performance in respect to achieving the agreed upon adjusted levels of performance for core indicators, (4) supporting and funding programs to improve career guidance and academic counseling programs that assist students in making informed academic, vocational, and technical education decisions, (5) supporting and funding technical assistance to Tech Prep Consortia to assist in the establishment of agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs, such as Tech Prep programs, (6) supporting cooperative education, (7) supporting vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations, (8)

supporting vocational and technical education programs that offer experience in, and understanding of all aspects of an industry for which students are preparing to enter, (9) supporting family and consumer sciences enrichment programs, (10) supporting education and business partnerships, (11) providing support to improve or develop new vocational and technical education courses, and (12) providing assistance to students, who have participated in service and activities under this title, in finding an appropriate job and continuing their education.

The MDE/OVE&WD will continue to carry out the provisions of our State Plan and will continue to provide quality education for every child enrolled in vocational technical education programs. The State Plan provides a strong foundation of support for building and sustaining an integrated system.

The State Plan for Vocational and Technical Education provides for the implementation, operation, and administration of programs that offer all students the opportunity to participate in rigorous, performance-based, comprehensive programs that: provide a core of academic reasoning and interpersonal skills; provide a core of pre-employment and work maturity skills; prepare for first jobs in high-skill high-wage careers; and increase opportunities for further education, including four-year colleges and universities.

The expenditures of funds in the implementation of our state plan make it possible to successfully conduct many of the activities of the past program year. It is expected that continued funding and support of the activities conducted in this program year will continue in the coming year to produce gain for all students and targeted populations.

C. Data files attached to this report:

Student accountability Forms

- 2S1 - Technical Skills Attainment
- 4S1 – Student Graduation Rates
- 5S1 - Placement
- 6S1 – Nontraditional Participation
- 6S2 – Nontraditional Completion
- 1P1 – Technical Skill Attainment
- 2P1 – Credential, Certificate, or Degree
- 3P1 – Student Retention or Transfer
- 4P1 – Student Placement
- 5P1 – Nontraditional Participation
- 5P2 – Nontraditional Completion

Student Accountability Forms for Section 203 Indicators of Performance (Title II)

- Post-Secondary Level
- Secondary Level

Student Enrollment Forms

Financial Status Report (Interim and Final)

The State Board for Community and Junior Colleges (SBCJC) submits the following corrective action plan in order to address indicator 5P1 - Non-Traditional Participation.

Object	Action Item	Date	Responsible Party
Raise awareness of non-traditional participation among the Support Services Coordinators (Special Populations Coordinators).	The SBCJC will conduct a day-long meeting with their (special pops' new name) at each of the fifteen community and junior colleges.	Thursday, January 28, 2010 Library Commission Building	SBCJC Director for Career and Technical Education
Raise awareness of non-traditional recruitment and retention among the Chief Career-Technical Officers and Deans.	The SBCJC will present a discussion on non-traditional recruitment and retention at the next quarterly meeting of the Chief Career Technical Officers and Deans Association, which consists of top level CTE administrators from each of the fifteen community and junior colleges.	Thursday, May 20, 2010 Holmes Community College	SBCJC Director for Career and Technical Education
Raise awareness of non-traditional recruitment and retention among CTE Administrators and Faculty.	The SBCJC will arrange a panel discussion on best practices in non-traditional recruitment and retention for the MS Association of Career and Technical Education Summer Conference .	Tuesday-Thursday, July 27-29, 2010 Jackson Convention Center	SBCJC Director for Career and Technical Education
Encourage implementation of best practices in non-traditional recruitment and retention among the fifteen community and junior colleges.	The SBCJC will award three \$5000 competitive grants for the purposes of recruitment and retention of students in non-traditional fields.	Grants awarded: March 1, 2009.	SBCJC Director for Career and Technical Education

