

# Consolidated Annual Report, Program Year 2013 - 2014

## Mississippi

### Step 3: Use of Funds: Part A

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#### 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

The Office of Career and Technical Education (OCTE) over the years has developed a number of Technical Skills Assessments by program/course known as the Mississippi Career Planning and Assessment System, Edition 2 (MS-CPAS2). These MS-CPAS2 assessments are administered to concentrators in each Occupational Skills program. As time has gone by, these assessments have become more reliable and valid using appropriate psychometric practices. To help Career and Technical Education, the Mississippi Department of Education works in conjunction with the Mississippi Assessment Center (MAC) at Mississippi State University. Currently, the MS-CPAS2 assessments 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 assessment to ensure that each item is rigorously vetted based on the performance of the students taking the assessment. Our arrangement with MAC is a multi-year contract that 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. As the needs of CTE change and teacher evaluation models change, we continue to pilot and evaluate assessment methods designed to improve programs and student outcomes. During the 2013-2014 school year, we continued to pilot a series of pre-test/post-test using both MS-CPAS2 assessments and national certifications. We evaluated the efficacy of the process at the end of the 2013-2014 year. Pre-test/Post-test results will be evaluated for use as a student growth measure for teacher evaluations that will be required of all Mississippi teachers beginning in 2015-2016.

#### 2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

MDE/OCTE continued to work to insure the accuracy of the data collected by the Mississippi Student Information System (MSIS). Each annual cycle of data collection results in refinement of system edits and the development of additional edits to assure accurate and valid data. OCTE worked with our MIS staff on the data that is sent through EDEN to ensure that both offices understand the data being transmitted. During the reporting year, the OCTE conducted regional or individual in-service training workshops providing technical assistance and instruction to local administrators to help them understand the need for and technical mechanics of correctly entering electronic data used in evaluating and describing program performance. The workshops specifically addressed descriptive programmatic statistical data and data collected on performance measures. In addition, OCTE provided technical assistance to CTE administrators relative to MSIS data collections.

# Consolidated Annual Report, Program Year 2013 - 2014

## Mississippi

### Step 3: Use of Funds: Part B

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#### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The Mississippi Board of Education (MBE) requires that all secondary career 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. Career programs must meet or exceed each state performance indicator. Local Education Agencies (LEAs) not meeting performance indicators are provided technical assistance from Office of Career and Technical Education (OCTE). Technical assistance is ongoing until the 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 other appropriate means. Program supervisors must approve all LEAs Improvement Plans submitted for career and technical programs not meeting state performance indicators. Early in the school year, this data is used to structure and prioritize the technical delivered assistance during the school year. In addition, the MDE provided trainings during the fall targeting middle school and high school counselors and principals at regional sites. MDE conducted Best Practices Workshops for new career and technical education teachers for success in the classroom and Contren Learning Series Instructor Certification Training.

#### 2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

National technology and industry standards are included in all statewide curriculum frameworks. Varied technology-related teaching strategies help instructors identify opportunities to include various type of technology in their programs. In addition, instructors are involved in a number of professional development sessions related to technology, including summer workshops, conferences, and year-round online sessions. During the reporting year, the following strategies and activities were implemented to expand the use of technology in career and technical education.

Trained Career and Technical Education (CTE) personnel to use state-of-the-art technology in their classrooms and effective communication skills with students. State-of-the-art technology includes distance learning, Canvas, and Lotus Notes.

Provided career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications educational fields.

Worked with Mississippi Economic Council (MEC) to initiate the Mississippi Tech Master Scholars Program

Encouraged schools to work with high technology industries to offer voluntary internships and mentoring programs.

Provided online professional development trainings in a wide variety of topics, including Canvas, Basic Microsoft PowerPoint, COOL (Certification of Online Learning) Essentials, Twitter in the Classroom, and Methods of Information Technology. Over 120 participants were involved in face-to-face trainings to assist districts transition from Blackboard to Canvas. The Canvas usage data is as follows:

Content Area Total

Number of courses: 2,881

Number of teachers: 1,270

Number of students: 57,333

Number of assignments: 1,093,478

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

OCTE provided numerous professional learning opportunities including comprehensive professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors provided at the secondary and postsecondary levels. Annually, the Mississippi Department of Education and the Research and Curriculum Unit (RCU) work together to provide professional development opportunities. These opportunities are designed to meet state and national standards.

Provided in-service and pre-service training on state-of-the art career 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 career and technical education.

Supported education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry.

Provided postsecondary level Item Alignment and Development (IAD) training in the following areas: Industrial Maintenance, Brick Block and Stone, Clothing and Textile Services, Computer Networking, Drafting and Design, Forestry, Geographic Information System, Hospitality and Tourism, Residential, Carpentry, Horticulture, Instrumentation Technology, and Tool and Die.

Provided secondary level Item Alignment and Development (IAD) training in the following areas: Manufacturing Core, Automotive Service Technician, Construction Core, Electrical Year 2, Healthcare and Clinical Services, Information Systems, Precision Machining, and Metal Fabrication.

Provided Best Practices training in topics of Quality Core ACT Training-Excellence for All and the American School Counselor Association (ASCA) Model Training.

Completed new teacher orientation and certification process for 65 teachers in cohort 1 and began the process for 74 teachers in cohort 2.

Encouraged educators to implement innovative teaching strategies to instruct an increasing population of diverse learners.

Conducted summer training at three day summer conference(MS ACTE) for over 1000 participants.

Approximately 35 new directors completed endorsement training and earned the 911 endorsement.

**4. During the reporting year, how did your state provide 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?**

In order to provide preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, the Office of Career and Technical Education (OCTE) conducted the following activities during the reporting year.

Provided State Student Services Coordinators training in the current and emerging professions, trends, and research.

Monitored career centers and/or high schools with career technical programs to ensure special populations' students were served.

Provided professional development opportunities and training for all new Student Services Coordinators.

Developed new programs of career and technical education in areas related to new and emerging occupations (Law and Public Safety, Energy Technology, and Transportation Logistics)

Provided Nontraditional Mini grants (\$500.00) for Student Services Coordinators that focused on increasing nontraditional enrollment, recruitment, and retention.

Conducted state leadership activities that included provision of \$60,000 state leadership funds for services that prepare individuals for non-traditional employment.

Hosted a Student Services Coordinators' Workshop and other professional development opportunities and training for all new Student Service Coordinators.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

The OCTE supported the integration of activities delivered by student services coordinators employed in local educational agencies, including the purchase of testing materials used to assess student needs and instructional aides used to provide direct support to special population students. In addition, student services coordinators attended workshops and other professional development opportunities related to identifying and assessing special populations students; instituting best practices for educational instruction for remediation and test preparation; preparing special populations students for next steps after CTE; and networking with parent and community resources. This support has resulted in the realization of significant benefits to special populations students served.

**6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

Efforts to provide local educational agencies, area career and technical education schools, and eligible institutions with technical assistance included the following:

Provided on-site technical assistance.

Conducted onsite monitoring to determine how the needs of special populations are being addressed and how programs are designed to enable members of special populations to perform successfully.

Provided new administrators' training to recipients on the Perkins legislation.

Monitored and provided technical assistance to Local Educational Agencies (LEAs) in the implementation of the Local Plan.

Conducted comprehensive monitoring and Methods of Administration (MOA) visits to selected LEAs for compliance with Perkins IV legislation.

Conducted webinars to improve communication and information sharing.

Provided new teacher workshops.

Provided workshops on how to use data and design better assessments.

Updated the CTE administrator endorsement training to better prepare new administrators for their role as a CTE administrator.

Conducted summer conference for CTE administrators and teachers with over 650 attendees.

Implemented Literacy in CTE training to support Common Core State Standards with 18 districts participating through the ASK-CTE (Academics, Skills and Knowledge in Career Technical Education) model.

Provided compliance and reporting training for thirty CTE Secondary and Postsecondary Administrators/Contact Persons.

Conducted Regional Secondary and Post-Secondary spring meetings for CTE Directors and Deans with an estimated 60 participants in attendance.

**7. Serving individuals in state institutions**

**Part I: State Correctional Institutions**

**Amount of Perkins funds used for CTE programs in state correctional institutions:**

133635.5

**Number of students participating in Perkins CTE programs in state correctional institutions:**

78

**Describe the CTE services and activities carried out in state correctional institutions.**

The local educational agencies opting to provide programs to individuals in state correctional facilities described in the Local Plan Application the strategies they will implement. The strategies identified offered preparatory, career and technical education training accessible to individuals in correctional institutions. Career and technical education services were administered and coordinated to offenders before and after release. Activities during the reporting year included:

Provided extended evening programs at the Mississippi State Penitentiary. These programs included Electrical, Welding, Auto Mechanics, Auto Body Repair, Marine Maintenance, and Carpentry.

Provided for the purchase of equipment for program listed above.

Served seventy-eight (78) students enrolled in programs at the Mississippi Prison Institute

**Part II: State Institutions Serving Individuals with Disabilities****Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

**Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

NA

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

No

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

Yes

The Office of Career and Technical Education (OCTE) supported family and consumer sciences enrichment programs. The OCTE State Advisor provided technical assistance and site visits to support Family and Consumer Sciences programs. Offered Seven hundred ninety-one (791) Family and Consumer Sciences programs and served 39,153 students. Some students enrolled in more than one of the course offerings that included Family Dynamics in ninth through 12th grades and other optional courses, such as Child Development, Family/Individual Health, Family Living and Parenthood, Food & Nutrition, Nutrition and Wellness, Personal Development, and Resource Management.

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

Yes

The Office of Career and Technical Education (OCTE) continue to collaborate with the Southeastern Development Laboratory (SEDL) on a literacy project called ASK-CTE (Academics, Skills, and Knowledge in Career Technical Education). This project involves teams from CTE sites composed of Student Services Coordinators, CTE Instructors, and Directors. Goals and objectives are aligned with common core literacy strategies supported by researched based techniques for “best practices” in building vocational and comprehensive skills in adolescent learn. The project was completed in March 2014 with significant findings on pre- and post-test. In addition, provided funds to LEAs, specifically to Student Services Coordinators, to encourage nontraditional involvement in CTE programs to eligible high school students in the State of Mississippi.

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

Yes

The Office of Career and Technical Education provided adult learners supplemental training, preparatory training, and apprenticeship training in general and specific workforce competencies based on needs and demands. Conducted technical assistance and on-site visits statewide to Short-Term Adult programs. Supported fifty-eight (58) federally funded Short-Term adult programs conducted by secondary and postsecondary districts serving nine hundred fifty (950) adult students. These programs help adults and employers make the right employment matches, enhance economic development and education, and prepare adults with the necessary knowledge and skills to compete in a global economy.

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

Yes

The Office of Career and Technical Education during the reporting year offered 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 the integration of workplace skills reflecting all aspects of the industry. In addition, OCTE proctored IC3 Certification tests and NCCER Certification tests.

# Consolidated Annual Report, Program Year 2013 - 2014

## Mississippi

### Step 3: Use of Funds: Part C

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**1. During the reporting year, how did your state provide 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?**

OCTE provided support for career and technical education programs that improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and technical programs through the integration of academics with career and technical education to ensure learning in the core academic and career and technical subjects. Support provided through the following efforts:

Ensured all new curricula contained additional math, science, and reading embedded in the curriculum. Each curriculum was written with 21st Century learning skills, advanced technology skills and tied to the appropriate licensure/certification for that course.

Continued Pathways to Success. This program is designed to enroll every student in a career pathway, enhance academic learning, infuse technical literacy in every class, and structured all career classes so that they are written to national certification standards.

Embedded College and Career Readiness State Standards in career and technical education courses.

Continued support for Career Academy programs in the following school districts: Lamar, Madison, Clinton, Rankin, Meridian, and Gulfport. Provided support for new Career Academy pilot programs in the following school districts: Hattiesburg, George County, and Lincoln County.

Continued pre- and post-testing of CTE instructors to support Mississippi Statewide Teacher Appraisal Rubric (M-Star), an evaluation process designed to improve the professional performance of all educators' growth component.

**2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

The Office of Career and Technical Education supported 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 partnership, to enable student to achieve state academic standards and career and technical skills. During the reporting year, the OCTE:

Partnered 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 also lead to students staying in school and enhancing their senior year of high school.



Collaborated with Mississippi Manufacturers Association to exchange information and deliver resources and expertise to these groups in an effort to increase the number of students entering, training in, and being employed in Career and Technical fields.

Served individuals in State Correctional Institutions and institutions that serve individual with disabilities to assist the individuals in meeting the state's adjusted levels of performance.

Continued agreement with the Mississippi Construction Education Foundation to provide technical assistance in the Construction and Manufacturing programs in the state for successful programs operation and student success.

Continued the partnership with the Career Pathways Collaborative, a national initiative, designing common assessment for agriculture and business programs with the University of Kansas.

Conducted regional meetings with the Mississippi Community College Board (MCCB). The meetings continued collaboration between community college and secondary directors' consortia on articulation, scholarships, dual credit/dual enrollment, and other local issues.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

Mississippi's school counselors played a major role with students as plans for Redesigning Education for the 21st Century Workforce Initiative unfold. Successful school environments include counselors at all levels: elementary, middle, and high school. School counselors' activities were designed to keep students in school and help them be successful. The primary objective was to promote and enhance student learning. The high school redesign effort enhanced several practices already in place that provide guidance and direction to help students achieve identified goals. Counseling services for students were based on three national standards set by the American School Counselor Association: academic advisement, career development, and personal/social issues, including crisis and loss situations that directly affect student learning and school attendance. The following activities were conducted during the reporting year:

Counselors consulted with students and families throughout the year and during pre-registration on all aspects of students' school performance including career pathways, career interest areas, and skill levels.

Counselors used assessment data from state and national testing programs in academic planning, career pathways development, and assignment of mentors. Identification of at-risk students was a major focus as schools worked to improve graduation rates and prevent students from dropping out.

Counselors continued to assist teachers with input regarding student performance and provided ongoing support including individual, small group, or classroom counseling.

Developed and conducted sessions on "Crisis Management for School Counselors" at the 2013 Dropout Conference. This is a 3-day annual conference with more than 1000 participants in attendance, including career guidance counselors.



Conducted 29 CTE Counselor on-site visits.

Conducted an array of presentations and other services and programs designed to keep students in school and increase graduation rates.

Conducted fifteen (15) CHOICES Trainings statewide with over 400 attendees.

Offered an Online Methods of CTE Counselor Endorsement Training.

Conducted Pathways to Success Administrator/Counselor Update Training.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

Statewide articulation agreements were formed in several programs under the leadership of the Mississippi Community College Board (MCCB) formerly State Board for Community and Junior Colleges and the Research and Curriculum Unit (RCU). All non-articulated programs were reviewed by representatives of secondary and postsecondary instructors in the spring of 2007 to recommend other statewide agreements. Articulation credit was awarded to students who completed the secondary program and scored 80% or higher on the MS-CPAS2. The MCCB forwarded the scores for each district to the Director of Admissions/Registrar and the Career and Technical Education Dean at each postsecondary institution. No grade was given on the transcript, only hours granted were transcribed. Twelve additional non-developmental hours must be earned before credit is transcribed. No cost is assessed on credit assigned to a student receiving articulated credit. MS-CPAS2 scores may be accepted up to 18 months after high school graduation. The following were activities conducted during the reporting year:

Linked secondary career and technical education and postsecondary career and technical education, including the use of agreements. These agreements were completely updated as of July 2012.

Supported Local Education Agencies (LEAs) and community colleges to institute a variety of dual credit, dual enrollment courses that accelerate learning and lead students staying in school and enhancing their senior year of high school.

Continued ongoing collaborations with the MCCB.

Participation in the White House Reach Higher Initiative to improve college and career readiness for students that will increase student completion of college or certification process.

Three articulation meetings held with post-secondary institutions to increase dual enrollment opportunities.

Participated in the Southern Regional Education Board Developmental Strategies for College Readiness and Success with post-secondary to improve remediation rates at post-secondary institutions.

Development of a course code system for school counselors and postsecondary admission clerks to assist with graduation and college entrance requirements.

Working with the Tri-County of east Mississippi and East Mississippi Community College to begin the first Early College High School in Mississippi.

Partnering with North Carolina New School s with their i3 Scale up grant to provide technical assistance to Mississippi as we begin Early College High Schools.

Provided validation meetings between secondary education and postsecondary education for Math and Literacy readiness courses to be taught at the secondary level to address remediation issues for postsecondary students.

Participated in the P-20 collaborative with IHL and community colleges to address multiple issues that affect all three educational systems and to provide better educational opportunities for students.

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

Members the Mississippi Community College Board worked with representatives from the Chief Career Technical Officers and Deans Association (CCTODA), Mississippi Department of Education, and Institutions of Higher Learning (IHL) to explore avenues for articulation of community college CTE coursework to IHL institutions. In addition, IHLs were provided with online professional learnings that included the following topics: Building a College-Going Culture for Students, College Career and Academic Planning, Financial Aid and College Applications, and College and Career Advising for the Middle Grades.

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

The Office of Career and Technical Education supported Career Technical Student Organizations (CTSO), especially with respect to efforts to increase the participation of students who are members of special population. Supported the Local Educational Agencies (LEAs) in the use of funds for first place State competition winners to compete in National CTSO competitions. Conducted two hundred seventy seven (277) site and classroom visits in an effort to increase student organization membership and recruitment. Special populations students enrolled in CTE classes participated in student organization activities, as well.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

The Career Pathway Experience (CPE) program provided students the opportunity to take knowledge and skills learned in the pathway classroom and apply and test that learning in the workplace. The CPE course fostered self-directed learning; strengthened the development of core academic skills through application in authentic situations; allowed students to explore career options; enhanced communication skills, leadership, and problem solving; and contributed to community economic development. CPE increased student engagement, strengthen achievement, and transitioned youths from school to college or the workforce. The goal of the CPE is to provide occupation-specific training for secondary students in high school who have a clearly defined career objective. The program provides work-site learning related to the occupational program of study. Enrollment priority was the program is given to (1) students who completed a pathway or occupational program; (2) students not enrolled in an occupational training program but have a clearly defined occupational objective as a junior; and (3) students who enrolled in an occupational training program, if scheduling permitted. The CPE program is a joint effort of the school, business and industry, and the community.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

No

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Courses at the secondary level are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the state. K-12 educational improvement in the State of Mississippi is spearheaded by the State Board of Education (SBE) and the Mississippi Department of Education (MDE), under the leadership of the State Superintendent. To increase student achievement and teacher capacity, the focus of the MDE is improving curriculum, assessment, and professional development; integrating technology into schools and classrooms; and strengthening low performing districts. Mississippi's State Plan for Career and Technical Education, Mississippi's current accountability plan, and Mississippi's School-to-Careers initiative are focused on providing every individual in the state an uncompromising quality education. Mississippi's State Plan for CTE is created and sustained through strong collaborative partnerships at the state, regional, and local levels. By integrating education improvement initiatives with workforce preparation efforts and economic development strategies, these partnerships will strengthen and expand education's links with Mississippi's employers and labor communities.

The State Plan for CTE, as well as the current accountability plan, supported reform and improves teaching and learning at the local level through revising curriculum and improving instructions; implementing the assessment system; developing professional development; delivering high-quality training, and using technology.

Offered all students the opportunity to participate in rigorous performance-based education and training programs that provide a core of academic reasoning skills and interpersonal skills.

Provided a core of pre-employment and work maturity skills; prepare for first jobs in high-skill, high-wage careers; and increase opportunities for further education, including 4-year colleges and universities.

Updated 20 Career and Technical Programs.

Supported Career Academy pilots across the state in three (3) school districts (Hattiesburg School District, George County School District, and Lincoln County).

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

No

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

Yes

The Vocational Instructor Preparation program is a systematic approach to the induction of new career-technical teachers and/or instructors into the teaching profession. It is designed to assure that these new teachers achieve their potential during the period of special licensure--up to three years of initial employment of non-degree and non-education degree career technical teachers.

The VIP program was planned and developed by personnel from the Mississippi Department of Education's Office of Career and Technical Education and the Research and Curriculum Unit at Mississippi State University with leadership and direction from a steering committee. The VIP program goal is to induct new teachers into the profession and guide their development during the special licensing period. Most teachers in this category are given up to three years to accomplish the matriculation from a "special" license to a "standard" license. The VIP program is 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 VIP program consists of sequential steps in the process of developing the newly hired "special" licensed teacher into a "standard" licensed teacher.

During the reporting year, the VIP Program served fifty-seven (57) new CTE teachers concerning licensure requirements. In addition, eleven (11) teachers were observed.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

Yes

Mississippi Department of Education (MDE) in coordination with the MS Community College Board (formerly State Board for Community and Junior Colleges), employers, and other state agencies, continued to work with the Mississippi State Occupational Information Coordinating Committee (SOICC) in providing activities promoting state and regional occupational opportunities. The SOICC provides information on state occupational and career information resources at MDE workshops and training sessions for counselors. This effort has greatly promoted the awareness of and expanded access to occupational and career information. The following State Plan activities are ongoing:

Continued to support the development and distribution of the SOICC career tabloid to all schools in the state.

Continued to support the Career Information Delivery System. A statewide license through an interagency agreement has increased customer access dramatically throughout the state.

Developed through the Research and Curriculum Unit (RCU) brochures, pamphlets, and other resources to promote awareness for career and technical education program and highlight LEAs CTE programs.

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## Mississippi

### Step 4: Technical Skills Assessment

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Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

# Consolidated Annual Report, Program Year 2013 - 2014 Mississippi

## Step 8: Program Improvement Plans

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### Extension Requested?

No

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
6S1	Male - 13.22%	The Office of Career and Technical Education (OCTE) will work with Student Service Coordinators and continue to encourage nontraditional participation, especially among male students.	Jean Massey	06-30-16

### Local Program Improvement Plans

Listed below are eligible recipients in Mississippi who are required to implement local improvement plans. The majority of eligible recipients have multiple programs being measured for each indicator. As a result, there will be large numbers of districts counted. If an eligible recipient had multiple programs and at least one program failed an indicator, then we required those recipients to submit improvement plans.

#### SECONDARY

1S1=111      1S2=112  
 2S1=112      3S1=75  
 4S1=74      5S1=52  
 6S1=116      6S2=116

#### POST-SECONDARY

1P1=14      5P1=15  
 1P2=14      5P2=15  
 3P1=13  
 4P1=15