Step 3: Use of Funds: Part A

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

Yes

The Mississippi Department of Education works in conjunction with the Mississippi Assessment Center (MAC) at Mississippi State University. The Mississippi Career Planning and Assessment System, Edition 2 (MS-CPAS2) assessments are developed in conjunction with the development of curricula. Since all curricula are written to and aligned with industry-recognized standards, the assessments are 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. In summary, all program areas are covered by technical skill assessments with all concentrators taking assessments.

Through the MAC, performance-based assessments (PBAs) were administered to students in selected CTE programs. These programs are hands-on and project-based. PBA administration has grown from two to eight programs: Architecture and Drafting (A&D), Digital Media Technology (DMT), Early Childhood Education (ECE), Energy Technology, Polymer Science (PS), Simulation and Animation Design (SAD), Teacher Academy (TA), and Transportation Logistics (TL). These eight programs have all participated in PBA for at least two years. Mississippi’s PBA is administered in three parts. Students create a resume and use it to complete a job application (Part 1), perform a set of tasks aligned to their course curriculum (Part 2), and then discuss their work with evaluators from their industry as well as the course instructor (Part 3). The industry professionals and course instructor score the students’ performance using a criterion rubric calibrated to the instructional hours per unit in the course curriculum.

In the spring of 2015, performance-based assessments were administered to approximately 1,215 students. The mean score was 80%. The cut score for pass/fail was 60%.

As our needs change and teacher evaluation models change, we continue to pilot and evaluate assessment methods to improve student outcomes and the effectiveness of our programs. During the 2014-2015 school year, we began a pilot of middle school assessments. Eight school districts participated in the middle school pilot and over 9,000 students were tested.

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). The OCTE conducted training workshops to provide technical assistance and instruction to school district personnel on CTE data elements in MSIS and discussed the importance of data quality when evaluating and describing program performance. OCTE participated in workshops sponsored by other departments to discuss CTE-related data elements with district personnel who are indirectly involved in the reporting of CTE data, such as business managers, counselors, testing coordinators, etc. In addition, OCTE provided technical assistance to CTE administrators relative to CTE data collection in MSIS. The data collected from MSIS is critical to the success of Mississippi’s Statewide Longitudinal Data Systems (SLDS). The SLDS model is designed to help states, districts, schools, educators, and other stakeholders make data-informed decisions to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps. In Mississippi, the SLDS has helped advance and expand Mississippi’s K12 and P-20W (early learning through the workforce) longitudinal data systems.
Step 3: Use of Funds: Part B

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

LEAs are on a five-year rotating cycle to receive on-site program monitoring visits to ensure the needs of special populations are being addressed and are designed to enable members of special populations to perform successfully. There were ten on-site monitoring visits and ten follow-up visits conducted in SY14-15. In addition, ten percent of LEAs in the state receive a one-hundred percent equipment inventory audit, as well.

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 and postsecondary programs. CTE programs must meet or exceed each state performance indicator. Local Education Agencies (LEAs) not meeting performance indicators are required to submit local plans of improvement. State Program Area Supervisors must approve all LEAs Improvement Plans submitted for career and technical programs that did not meet performance requirements. This information is used to structure and prioritize the technical assistance provided during the school year. In SY2014-15, the Office of Career and Technical Education began researching effective evaluation methods and tools to strengthen our current program evaluation practices. We will be piloting these new methods during the SY15-16.

The 20/20 project was initiated to target low performing career and technical centers (CTC) with an intervention focused on professional development. The program is designed to build capacity for sustainability within the school in three years. The program consisted of two professional development meetings over the course of the year. Program content included instructional planning, instructional strategies, classroom management, project-based learning, data coaching, and classroom/statewide assessment. There were three centers involved with the 20/20 program as follows:

Holly Springs—Five teachers. Three of these teachers were new to Holly Springs CTC in school year 2014-2015.

Indianola—Six teachers. None these teachers were new to Indianola CTC in school year 2014-2015.

Tunica—Six teachers. Two of these teachers were new to Holly Springs CTC in school year 2014-2015.

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

Industry standards and various technology-related teaching strategies are included in all statewide curriculum frameworks.

In addition, Mississippi expanded its statewide Canvas Initiative.

765 teachers from various program areas from around the state sent in Excel spreadsheets to get their students enrolled into their Canvas classroom.

1,133 courses were created for the teachers to use with their students in the classroom.

44,446 students were enrolled in these courses.

The activity of Canvas classrooms includes: over 1 million modules created; over 2 million assignments and quizzes; 15,407 discussion topics; over 132,530 files uploaded, as well as over 3,595 media recordings.

Additional courses required for teacher endorsements were developed for online delivery, including ICT 1, ICT 2, STEM, Technology Foundations, Culinary Arts, Engineering, Agriculture and Natural Resources, Forestry, and Ag Power Food Products.
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?

There were numerous professional development opportunities for CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels. The RCU continues to provide face-to-face and hybrid (online/blended) professional learning for teachers, counselors and administrators to meet the requirements of endorsements, licensure, program updates, and professional growth. There were over 100 different courses offered and more than 1,900 completers processed.

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?

Established a focus group to lead the Program Improvement Process for Equity for STEM (PIPE-STEM) initiative to promote nontraditional routes for students and bridge the gap between academics and CTE.

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 ($650.00) for Student Services Coordinators that focused on increasing nontraditional enrollment, recruitment, and retention in CTE programs to eligible high school students in the State of Mississippi. These funds are used to expose students to non-traditional experiences that include but are not limited to field trips, career fairs, and reality fairs.

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?

Student Services Coordinators (SSCs) employed in local educational agencies to provide support to special populations received extensive training and support from MDE. SSCs participated in an all hands on Math and English literacy workshops. The workshops provided strategies that could be used for all levels of learners. There were approximately 80 SSCs in participation. SSC Fall Institute Training was an extension of the Math and English literacy workshops in effort to provide more training in this area. There were approximately 100 SSCs in attendance for the training. The state supervisor for student services made 50 visits to SSCs in SY14-15.

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 to over 400 CTE teachers.

Conducted ten on-site monitoring visits and ten follow-up visits to ensure the needs of special populations are being addressed and are designed to enable members of special populations to perform successfully.

Provided administrators’ training to over 25 new CTE administrators

Conducted comprehensive monitoring and Methods of Administration (MOA) visits to selected LEAs for compliance using Office for Civil Rights guidelines.

Provided on-site technical assistance to approximately 85 new CTE teachers.

Conducted the summer training conference for CTE administrators and teachers with over 1,500 attendees.
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:
160

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 released. Activities during the reporting year included:

Provided extended evening programs at the Mississippi State Penitentiary. These programs included Horticulture and Heating/Air Conditioning/Refrigeration Repair, Auto Mechanics, Auto Body Repair, Small Engine Repair, and Carpentry.

Provided for the purchase of equipment for career and technical programs.

Served 160 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 over 90 site visits to support Family and Consumer Sciences programs. Offered Seven hundred ninety-one (791) Family and Consumer Sciences programs and served 32,410 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, Nutrition and Wellness, Resource Management, and Contemporary Health.

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?
The Office of Career and Technical Education (OCTE) continued 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. In SY14-15, four CTE sites participated in this literacy training (Claiborne County, Amite County, Sunflower County, and Holly Springs).

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 over 40 on-site visits statewide to Short-Term Adult programs. Supported sixty-eight (68) federally funded Short-Term adult programs conducted by secondary and postsecondary districts serving eight hundred fifty-six (856) 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. Also, the Mississippi Department of Education along with other state agencies and the private sector partnered with the Mississippi Department of Employment Security (MDES) and launched Mississippi Works. Mississippi Works is a real-time, web-based system that encourages job creation and economic growth. It identifies Mississippians who have filed for unemployment benefits and then matches those individuals with appropriate jobs that need to be filled in the state.
Step 3: Use of Funds: Part C

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?

Continued the Pathways to Success ensuring that College and Career Readiness State Standards are embedded in career and technical education programs. The program is designed to enhance academic learning, infuse technical literacy in every class, encourage career academies, and structure all career classes so that they are written to national certification standards.

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. Through state career academy projects, representatives of employers, post-secondary education, and the community help to guide the academy’s curriculum, and with the ability to provide opportunities to provide real-world experiences to students through as guest speakers, real-world projects, field experience sites, shadowing opportunities, mentors, student internships, community service opportunities, college and other post-secondary education tours, and teacher externships. The academy offers work-based learning opportunities for all interested students either community-based work programs that the advisory board and the school district planning team determine are the best approach for that academy and community.

Established a focus group to lead the Program Improvement Process for Equity for STEM (PIPE-STEM) initiative to bridge the gap between academics and CTE. The program is a data-driven, decision-making, institutional change process focused on increasing the participation, completion, and transition of females and other underrepresented groups in STEM-related programs of study. The process includes five modules (organize, explore, discover, select, act) delivered via webinar and in-person workshops over the course of one year. NAPE offers PIPE-STEM for any type of educational organization, such as K-12 serving schools, community colleges, universities, and state and regional entities. Participation includes a data dashboard to assist organizations in making their data understandable, meaningful, and actionable, as well as full access to webinars, research-based materials, effective practices, tools, and resources.

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.

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.

Continued collaborations with 1) the University of Southern MS through the Southern Entrepreneurship Program (SEP) which is a statewide youth entrepreneurship initiative offered by the MS Center for Economics and Entrepreneurship Education (MCEE), and 2) MS State University Center for Advanced Vehicular Systems (CAVS) through the Student Technology Exchange Program (STEP).

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 agreements 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.

Conducted regional meetings with the Mississippi Community College Board (MCCB). These 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

Improvements to career guidance and academic counseling programs were achieved through activities listed below.

- Completed the Mississippi Counselors Assessment Rubric (MCAR) and Process Manual
- Completed the Mississippi Student Services Assessment Rubric (M-SSAR) and Process Manual
- Published an online Career Development Handbook for Elementary Counselors
- M-CAR and M-SSAR completion and training with Reaction Groups counselors and admins; handbook development for both appraisal systems
- Completed and published the CTE Counselor Handbook for Summer Conference
- Created online training opportunities including videos and GoToMeeting webinars, discussion boards, listserv communication, CANVAS modules for counselors and student services coordinators
- Revised the MS Counseling Curriculum Framework
- Conducted new counselor training – MS Curriculum Framework /M-CAR - Revision of MS Counseling Curriculum Framework
- M-CAR training was provided through the Powerful Partner tours and continued with the Data Miner Workshops
- Hosted Annual Fall Workshop for SSC, Career Center Managers and Counselors
- Delivered Data Miner Workshops statewide
- Conducted ASK-CTE 4 and data collected resulted in significant findings for vocabulary and overall performance on pre- and post-tests in Gates MacGinitie assessment.
- Conducted 37 CTE Counselor on-site visits

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 have been formed in several programs. In January 2015, an articulation agreement between the Mississippi Department of Education, the Board of Trustees of State Institutions of Higher Learning (IHL), and the MS Community College Board (MCCB) was approved. A group of local school district, institutions of higher learning, and community college practitioners convened to develop the articulation agreement template and dual enrollment course equivalency list to be utilized in forming articulation and those documents were approved by the State Board of Education in March 2015. The following were activities conducted during the reporting year:

- 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 and IHL.
- Partnered with North Carolina New Schools and their i3 Scale-up grant to provide technical assistance to Mississippi for Early College High Schools.
- Worked with the Lowndes County School District and East Mississippi Community College to begin the first Early College High School in Mississippi.
Continued 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.

Continued 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 continued to work 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. 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. Some local educational agencies (LEAs) used of Perkins funds for first place State competition winners to compete in National CTSO competitions. MDE student organization staff conducted four hundred seventy-six (476) site and classroom visits in an effort to increase student organization membership and recruitment. Special populations students enrolled in CTE classes participate in student organization activities, also.

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 continued to provide students the opportunity to take knowledge and skills learned in the pathway classrooms and apply and test that learning in the workplace. The goal of the CPE is to provide occupation-specific training for secondary students in high school who have a clearly defined career objectives. The CPE course fosters self-directed learning; strengthens the development of core academic skills through application in authentic situations; allows students to explore career options. CPE increased student engagement, strengthen achievement, and transitioned youths from school to college or the workforce.

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
Twenty-six secondary program curricula were finalized and approved by the State Board of Education (SBE) in FY15. More than 200 teachers participated on curriculum revision writing teams in FY15. An estimated 216 programs and 5,508 students will be impacted by the updated FY15 curricula.

All revised curricula have updated competencies and objectives that were aligned to the appropriate industry standards and were also aligned to national certifications when applicable. All curriculum units were cross-walked with Mississippi’s current math and language arts standards, 21st Century Skills, National Education Technology Standards for Students, and academic standards if academic credit is awarded upon completion of the course. Each revised curriculum consists of the following supplemental materials: Curriculum board document, MS-CPAS2 blueprint, teacher resource guide, program of study, career pathway map, general equipment list, pathway-specific equipment list, and facility guide. Teacher training materials and resources were developed and the appropriate teacher training was coordinated through the RCU Teaching Center.

The necessary MS-CPAS2 item development and item reviews were completed for revised programs that were implemented in the 2014-2015 and 2015-2016 school years. Approximately 90 teachers participated in the item alignment and development (IAD) meetings in FY15. To ensure the quality of items developed, all IAD meeting participants were required to successfully complete an online Assessment 101 course prior to the meeting.

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

Seventy-two participants enrolled in the 2014-2015 Vocational Instructor Preparation (VIP) Program cohort. All 72 of the participants in this cohort completed the two week summer session in July. The northern and southern regional sessions one, two, and three were completed, as well as fall and spring observations. We had 68 participants at each regional meeting. The final June session was held June 8-12, 2015 in Starkville, where 65 participants successfully completed the program.

Based upon feedback and internal evaluation following the first two years of the redesigned VIP Program, adjustments were made for the 2014-2015 year in an effort to continuously improve teacher preparation and retain the most effective CTE teachers. These changes include:

Some content previously covered in the face-to-face portion was moved to an online class using the CANVAS learning management system. Discussion boards, videos, and journal article reviews were also added to the online class. The history and philosophy module that was previously separate from the teacher education portion has been incorporated into the VIP Canvas course. Combining these two components reduced costs for participants and allowed them to meet two requirements for licensure simultaneously.

The regional site meetings moved from three locations to two locations in the southern and northern regions of the state. The meetings were held at different times to allow participants to attend another meeting if their schedule conflicted with the meeting in their region.

A revised observation checklist that fit more of an instructional coach/learner scenario rather than an evaluative model was used during coaching visits.

Based on feedback, the Summer II session was reduced from two weeks to one week by eliminating repetitive content. The instruction was more participant-led to allow for sharing of successful classroom experiences. This reduced costs in both dollars and time for participants.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?
Mississippi Department of Education (MDE) in coordination with the MS Community College Board, 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.
Step 4: Technical Skills Assessment

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 8: Program Improvement Plans

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.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>Action step to be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
</tr>
</thead>
<tbody>
<tr>
<td>6S1</td>
<td>Gender, Race/Ethnicity, and Special Populations</td>
<td>The Office of Career and Technical Education saw a small increase in non-traditional participation among males compared to last year. Therefore, we will strengthen our work with Student Service Coordinators and continue to highlight non-traditional programs in all areas with a focus on programs for male students. We will seek out Best Practices from other states to improve in this area.</td>
<td>Jean Massey</td>
<td>06-30-17</td>
</tr>
<tr>
<td>6S1</td>
<td>Gender, Race/Ethnicity, and Special Populations</td>
<td>We have initiated the five-step Program Improvement Process for Equity for STEM (PIPE-STEM) through National Alliance for Partnerships in Equity (NAPE) to increase the participation, completion, and transition of underrepresented groups in STEM-related programs of study.</td>
<td>Jean Massey</td>
<td>06-29-18</td>
</tr>
</tbody>
</table>

Local Program Improvement Plans

Response to Low Performance Targets
MS acknowledges that our secondary nontraditional student participation and post-secondary placement targets are marginal; however, we are working progressively to improve in these areas. Effective SY15-16, the state initiated the five-step Program Improvement Process for Equity for STEM (PIPE-STEM) through National Alliance for Partnerships in Equity (NAPE). This process is focused on increasing the participation, completion, and transition of females and other underrepresented groups in STEM-related programs of study. Limited collaboration and data sharing between stakeholders contribute to low performance in student placement. However, there are several projects that we believe over time will have a huge impact on student placement and other performance indicators. MS has launched a college and career readiness initiative to maximize our state’s resources and allow students to make seamless transitions beyond high school. The Mississippi Works program is a web-based program that identifies Mississippians who are unemployed and then matches those individuals with appropriate job openings in the state. In addition, MS has received funding to enhance our Statewide Longitudinal Data System (SLDS) over the next four years. We believe this system will allow improvements in data sharing and significant statewide linkages from the pre-kindergarten classroom to college, university, and workforce providers.

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.

<table>
<thead>
<tr>
<th>SECONDARY</th>
<th>POST-SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1=104</td>
<td>1S2=90</td>
</tr>
<tr>
<td>1P1=14</td>
<td>5P1=15</td>
</tr>
<tr>
<td>2S1=115</td>
<td>3S1=53</td>
</tr>
<tr>
<td>1P2=13</td>
<td>5P2=15</td>
</tr>
<tr>
<td>4S1=53</td>
<td>5S1=47</td>
</tr>
<tr>
<td>3P1=13</td>
<td></td>
</tr>
<tr>
<td>6S1=119</td>
<td>6S2=121</td>
</tr>
<tr>
<td>4P1=15</td>
<td></td>
</tr>
</tbody>
</table>