

Consolidated Annual Report, Program Year 2015 - 2016

Mississippi

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 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. 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 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 allows us to use testing 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 assessments. 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.

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.

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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?

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 not meeting performance indicators. This information is used to structure and prioritize the technical assistance provided during the school year. MDE provided trainings during the school year targeting middle school and high school counselors, student service coordinators, CTE directors, and principals. For the success of new CTE teachers in the classroom, MDE provided Best Practices Workshops, new teacher orientation training, 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?

Industry standards and various technology-related teaching strategies are included in all statewide curriculum frameworks. Instructors are involved in a number of professional development sessions related to technology, including summer workshops, conferences, and year-round online sessions that provide best practices being used. Professional development seminars are designed based on a philosophy of continuous improvement measured in student performance that pinpoints areas in which educators need additional learning. Educators are encouraged to implement innovative teaching strategies to instruct an increasing population of diverse students using versatile teaching styles combined with the latest technological delivery methods.

We provide the 2COOL4 course which was created to assist educators in meeting the requirements for licensure, and is modified yearly to the latest use of technology and online pedagogy. This web-based course is designed to introduce participants to the methodology of online teaching. Categories and topics include a review of the literature, instructional design techniques, online teaching strategies, classroom management procedures, analysis of technology integration in the classroom, contemplative processing, and legal issues in the digital environment.

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 ongoing professional learning opportunities including comprehensive professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

CPAS Assessment 101 was provided to secondary teachers upon selection of writing team members for the following IAD meetings.

In the reporting year of July 1, 2015 — June 30, 2016 the RCU provided 19 secondary Item alignment and development meetings and 22 postsecondary item alignment and development meetings. These meetings are vital to the MS-CPAS2 test for technical attainment.

Secondary level Item Alignment and Development (IAD) training in the following areas:

Architecture and Drafting

Business Fundamentals

Diesel Service Technician

Digital Media Technology

Finance and Accounting

Furniture Manufacturing and Design

Heavy Machinery Operation

Horticulture

HVAC

Industrial Maintenance

Lodging, Hospitality, and Tourism

Management

Marketing

Metal Fabrication

Precision Machining

Simulation and Animation Design

Teacher Academy PBA

Television and Broadcasting

Transportation and Logistics (PBA)

Postsecondary level Item Alignment and Development (IAD) training in the following areas:

Agribusiness Management Technology

Air Traffic Control

Animal Science Technology - Beef Option

Animal Science Technology - Poultry Option

Automotive Machinist Technology

Business Office Technology Cluster

Construction Technology

Criminal Justice

Diesel Mechanics Technology- Heavy Equipment

Diesel Mechanics Technology Transportation

Digital Media and Design

Early Childhood Education Technology

Electrical Technology

Field Crops

Film and Video Technology

Heating, Ventilation, Air Conditioning, and

Refrigeration Technology

Hospitality Tourism

HVAC and Refrigeration Technology (Selling and Business Office)

Industrial Maintenance

Precision Agriculture Technology

Simulation and Animation Design

Welding and Cutting Technology

One hundred and seven participants enrolled in the 2015-2016 New Teacher Induction cohort. All 107 of the participants in this cohort completed either the two-week summer session in July 2015 or the late-hire training provided school year 2015-2016. The northern and southern regional sessions (three in each) were completed, as well as fall and spring observations. The final session was held in June 2016 in Starkville, where 80 participants successfully completed the program. Twelve participants resigned from their position during the school year or did not attend the final June training. Fifteen participants were incomplete due to missing workshops during the year or not submitting required assignments.

Conducted summer training during a three-day summer conference in conjunction with the MS ACTE Association for over 1150 participants.

Approximately 24 new CTE directors completed endorsement training and earned the 911 administrative 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?

Implemented NAPE (National Association for Partnerships in Equity) to expose students to various careers in non-traditional fields

Used CANVAS for networking and lesson plan sharing via CANVAS

Trained 100 new and veteran Student Service Coordinators at the 2015 OCCSS Fall Training Institute

Provided Technical Assistance Visits for veteran Student Services Coordinators (SSCs)

Conducted New SSC Visits

Provided MS Choices training (career exploration and planning) for SSCs and counselors throughout the state

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?

Developed and implemented MSSAR (Mississippi Student Services Appraisal Rubric)

Provided Technical Assistance visits to veteran Student Services Coordinators (SSCs)

Conducted New SSC Visits for SSCs serving in that position 0-3 years

Provided ASK-CTE Literacy Program provides training on literacy strategies

Trained SSCs at the MS ACTE conference

Revised the Consolidated Monitoring Instrument (CMI) for SSCs

Conducted focus groups that consisted of SSCs from across the state to evaluate the needs of the program

Facilitated bi-monthly webinars as a part of the ASK-CTE program

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 353 CTE teachers.

Conducted ten (10) on-site monitoring visits and ten (10) 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 24 new CTE administrators

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

Provided training to approximately 107 new CTE teachers.

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 1,150 attendees.

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

Provided compliance and reporting training for forty-one (41) 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:

155

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

The mission of the vocational evening programs is to provide inmates marketable skills needed to obtain employment upon release from prison. Vocational training is relevant to the current needs in the workforce. The vocational programs are governed by MDCC Policy and Procedures and by the regulations of the Mississippi Department of Education (MDE). The curriculum followed is the statewide curriculum framework mandated by the MDE. All programs are individualized, allowing inmates to proceed at their own pace, according to their potential. Inmate tutors assist the instructors in order to accommodate the vast range in ability levels. The classes are open entry/open exit, so that when a student completes a program, he is immediately replaced. Priority for placement in the vocational school is given to inmates within five years of the earliest release dates. The vocational instructors are licensed by the Mississippi Department of Education (MDE). Current licensure by the vocational instructors is maintained at all times. Vocational training is offered in all of the following programs:

Auto Body Collision and Repair Technology

Automotive Repair Technology

Carpentry Technology

Heating, Ventilation, Air-Condition, and Refrigeration

Horticulture Service Operations and Management

Small Engine and Equipment Repair Technology

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.

N/A

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?

No

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

Nontraditional grants were issued to school districts for use to promote nontraditional careers. These methods include:

Educational and Instructional materials to promote nontraditional careers (e.g.: brochures, flyers, posters, banners)

Marketing items such as pens, pencils, and t-shirts

Develop a DVD to use during recruitment that portrays nontraditional students in their respective programs Nontraditional Career Awareness Day

Nontraditional Conference

How-To-Clinics

Articles in local and school newspapers that feature nontraditional opportunities

Recognition of students excelling in a nontraditional program

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

Sixty (60) classes were offered during FY 2016. A total of \$91,548.00 in Perkins funds were disbursed to secondary and post-secondary.

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, ASE certification exams, and NCCER Certification tests.

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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?

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: Madison, Clinton, Rankin, Meridian, Gulfport, Hattiesburg, George County, and Lincoln County.

Emphasized Construction Math to all Construction Education participants at our CTE Summer Conference.

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 (OCTE) 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.

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

Perkins funds are used to reimburse career and technical counselors' salaries if they are employed as a CTE counselor 100% of the workday. This enables CTE counselors to continuously improve and develop their comprehensive guidance programs in the following areas:

Counseling Services (Consulting, Coordinating, and Appraisal)

Program Accountability

Professional Development

Recruitment

Community and Parent Involvement

Emergency Response Management

Dropout Prevention

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) and the Research and Curriculum Unit (RCU). 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.

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

Continued ongoing work with the following community colleges to begin Early College

High School in Mississippi:

River City Early College High School - Vicksburg Warren SD – Hinds CC: 50 Freshmen

Golden Triangle Early College High School - Lowndes County - EMCC: 60 Freshmen and 61 Sophomores

Coahoma Early College High School – Coahoma CC: 81 Freshmen

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 complete articulation agreements for 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

Office/Program: DECA and Collegiate DECA

Increased over 10% in Collegiate DECA membership (first time in 20 years to have that significant of an increase)

Increased in revenue in Collegiate and High School DECA allowing for a decrease in registration rates all around.

DECA – 30 TA Visits with over 50 instructors. Teacher Academy – High School – 35 teachers; Collegiate Advisor Academy and Alumni meeting) – 14 teachers; 25 Alumni Members; 832 students in TA (classroom) Visits alone; 277 in Fall Leadership (HS); 120 Collegiate State Conference

Office/Program: MS Family Career Community Leaders of America (FCCLA)

Planned and coordinated the 2016 MS FCCLA State Leadership Meeting

Presented at the Batesville Job Corp Center Leadership Conference

Presented at 4 local high school award programs

Presented at the MS ACTE Conference

Chaired/planned 3 board meeting

Co-coordinated 2 fall leadership conference and Coordinated 1

Organized State Officer team to US Capitol Hill Training

Coordinated state delegation to National FCCLA conference

28 National FCCLA Winners

Visited approximately 30 classrooms/teachers, reaching over 1,000 student contacts

Contracted/Met with Vendors and Businesses to meet programs needs

Received grant money from the City of Jackson

Participated in the American Cancer Society Walk

Office/Program: Career & Technical Education HOSA

Visited – new teacher orientations – Introduction to prepare 28 new teachers to HOSA and the Health Science curricula

Presented to approximately 1,192 classroom student orientations/recruitment and approximately 35 schools

Recruited and maintained membership to approximately 3,500 members – 101 Chapters (increased from previous year)

Continued membership of State Advisor in the National HOSA Competitive Events Committee – Responsible for 3 events in Leadership for the National Conference – Attended planning meeting in January 2015.

Washington Leadership Conference – Attended this conference with State Officers to visit with State Representatives at the Capital – Discussed the importance of Career & Technical Programs, HOSA and Perkins Funding. Students were able to meet with and discuss the importance of Perkins Funding and tell why Student Organizations, specifically HOSA is important to them and their community.

Coordinated Northern Regional Competition – 563 participants – Student Compete for top 5 to attend the State Leadership Conference

Coordinated Southern Regional Conference – 644 participants – Student compete for top 5 to attend the State Leadership Conference

Coordinated Central Regional Conference – 711 participants – Student competed for top 5 to attend the State Leadership Conference

Coordinated Fall Leadership Conference – 413 participants – Kick off for new year of HOSA Activates and competition preparation – Prepare students of competition and to enhance leadership skills.

Presented at Fall Leadership Conference to Teachers/Advisors on Health Science and HOSA – 37 teachers – present new information provided at the SAM's conference for the new school year.

Coordinated International Leadership Conference – Mississippi HOSA had 221 students, advisors, and guests in attendance. There were over 18 Mississippi Competitors called to the stage at the Awards' and Recognition Sessions.

NW Rankin High School placed 1st in CPR/First Aid National competitions

Alcorn CTC received a \$1,000 National scholarship from HCA Healthcare.

Eight (8) students were recognized as placing in the top 10 at Nationals.

Philadelphia-Neshoba schools received plaque for making the largest donation to the National Service Project (LLS) over \$15,000 donated.

MS HOSA received recognition for increase in membership for the 3rd year.

State Advisor was awarded the "Awesome" Award for service provided as a leader on the National Competitive Events Management Team.

Co-Hosted Regional Health Science Teacher Training – 101 teachers in attendance. Introduced the crosswalk for HOSA with Common Core Standards and Health Science Curricula and how HOSA is aligned with the curriculum

Provided summer training to 23 new Health Science Teachers

Presented to over 100 Health Science Teachers at CTE Summer Conference.

Recruited over 40 judges represented the Health Science Industry to serve as judges for State Leadership Conference.

Contacted businesses to present during State Leadership Conference

Coordinated and conducted four Executive Council Meetings – State Officers and local advisor meetings to prepare students and conduct business of MS HOSA

MS HOSA awarded one \$1,000 scholarship at Nationals.

Office/Program: Technology Student Association

Conducted 22 technical assistance visits and spoke with over 1,000 students while on the visits.

Listed below are Middle School TSA Accomplishments from national competition events.

Essays on Technology – 3rd Place- Elizabeth Barton – Madison Middle School – Greg Morgan, Advisor

Flight – 1st Place – Sarah Jane Bainer – Batesville Junior High School – Jim Cobbs, Advisor

Flight – 4th Place – Hannah Selvy – Batesville Junior High School – Jim Cobbs, Advisor

Geospatial Technology - 10th Place – Madison Middle School – Greg Morgan, Advisor

Medical Technology – 7th Place – Olde Towne Middle School – Bill Richardson, Advisor

Prepared Speech – 8th Place – Cambrian Rucker – Ripley Middle School – Belinda Miles, Advisor

Promotional Marketing – 1st Place – Elizabeth Barton – Madison Middle School – Greg Morgan, Advisor

Listed below are High School TSA Accomplishments from national events.

Flight Endurance – 2nd Place – South Panola High School

Flight Endurance – 9th Place – Madison Central High School

CAD 2D Architecture – 7th Place – Amory Vocational Center

Music Production – 8th Place - Velma Jackson High

Scientific Visualization – 3rd Place - New Albany School of Career Technical Education

Technical Sketching and Applications – 1st Place – South Panola High School

Video Game Design – 7th Place - Hinds County Career and Technical Center

Other recognitions from national events:

State Advisor awarded TSA State Advisor of the year

Instructor recognized as Mississippi Advisor of the year

Eight Mississippi TSA chapters represented Mississippi at VEX Worlds in Louisville, Kentucky.

One school from Madison Career & Technical Center made it to the quarterfinals.

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 Pathways Experience (CPE) program provides the necessary tools for students to be College and/or Career ready. The CPE course offers work based learning experiences and enhances all academic classes by linking them to the curriculum and involving authentic work experiences. Students are able to exercise the problem solving techniques, communication skills and leadership growth while participating in the CPE program. As a result of student participation in the CPE programs students showcased growth in leadership, academic achievement and communication skills as they advanced to college and/or careers. The CPE program provides occupation-specific training for secondary students who have a clearly defined career objective. The program provides work based learning experiences related to the students' occupational program of study. Students who have completed a pathway or occupational program are given priority enrollment, while students with a clearly defined occupational objective are subsequent to those who are enrolled in an occupational training program. The CPE program is a combined effort of the school, business and industry, and the community. There are 67 CPE programs statewide reporting 100% placement in all CPE training stations of approximately 1388 students with the majority of the training stations being directly related to the students program of study.

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 eight (8) school districts: Clinton, Rankin, Madison, George, Gulfport, Hattiesburg, Lincoln, and Meridian

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 VIP program was planned and developed by personnel from the Mississippi Department of Education's (MDE) Office of Career and Technical Education and the Research and Curriculum Unit (RCU) 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, such as classroom assessment, classroom management, instructional planning, and research-based instructional strategies. The VIP program consists of sequential steps in the process of developing the newly hired "special" licensed teacher into a "standard" licensed teacher. The RCU administers this training each school year for the MDE.

During the reporting year, the VIP Program served one hundred and seven (107) new CTE teachers concerning licensure requirements.

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, 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.