Consolidated Annual Report, Program Year 2017 - 2018 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 the Mississippi Career Planning and Assessment System, Edition 3 (MS-CPAS 3). The MS-CPAS 3 assessments are administered to concentrators in each Occupational Skills program. The Mississippi Department of Education (MDE) works in conjunction with the Mississippi Assessment Center (MAC) at Mississippi State University. Currently, the MS-CPAS 3 assessments are developed in conjunction with curriculum development. All curricula are aligned with industry-recognized standards, the assessments are also 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 ensure 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 directly 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 for 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. Mississippi Department of Education (MDE) provided training 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 and New Teacher Orientation Training.

In addition, the OCTE conducted twenty-eight (28) on-site monitoring visits and twenty (20) follow-up visits for secondary subrecipients. Beginning with the school year 2018-2019, OCTE will monitor every school district, every five (5) years.

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. All curriculum includes updated competencies and objectives that are aligned to the appropriate industry standards and to national certifications, when applicable. All curriculum units are cross-walked with Mississippi's current academic standards which include 21stCentury Skills. 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 professional development. 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 Certification of Online Learning (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 staff offers technical assistance daily via email and phone calls. Training via webinar for new reporting/data systems and updated resources for Career and Technical Educators are available as needed. OCTE staff utilizes the summer conference sessions to explain new curriculum and updated changes to implement. OCTE also 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 level. In addition, ongoing coordination of CTE support is available to all CTE Directors through emails, phone calls, and site visits if needed. CPAS Assessment 101 was provided to secondary teachers upon selection of writing team members for the following Item Analysis Design (IAD) meetings. In the reporting year of July 1, 2017 — June 30, 2018, OCTE provided 20 secondary item alignment and development meetings and one postsecondary item alignment and development meetings. These meetings are vital to the MS-CPAS3 test for technical attainment.

2017-2018 IAD Meetings

Post-Secondary

Graphic Design

Secondary

Cosmetology

Furniture Design

Collision Repair

Law and Public Safety

Teacher Academy

Engineering

Aquaculture

Business

Welding

Teacher Academy

Early Childhood

Construction Core

Electrical

Carpentry

Aquaculture

AEST Concepts of Agriculture

Planned Standard Setting Meetings

Culinary

Architecture and Design

Horticulture

Health Science

Simulation and Animation Design

Law and Public Safety

Collision Repair

Automotive Service Technician

TV Broadcasting

Healthcare and Clinical Services

New Teacher Induction (NTI)

Twenty-eight (28) participants enrolled in the 2017-2018 New Teacher Induction cohort. Twenty-eight (28) of the participants in this cohort completed either the two-week summer session in July 2018 or the late-hire training provided the school year 2017-2018. 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 2018, where 19 participants successfully completed the program.

Four (4) 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 Mississippi Association for Career Technical Education for over 1200 participants. Approximately nineteen (19) 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 new and veteran Student Service Coordinators at the 2018 SSC Workshop

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

Conducted New SSC Visits

A CTE Month toolkit was provided to districts for using during national CTE month. We promoted the toolkit via social media, Mississippi Ed Talk, Connections, and website.

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

Development of promotional items 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

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?

Provided technical assistance visits to veteran or novice Student Services Coordinators (SSCs)

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

Trained SSCs at the MS ACTE conference

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

Conducted webinars of updates to SSCs

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 208 CTE teachers

Conducted twenty-eight (28) on-site monitoring visits and twenty (20) 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 training to over twenty-eight (28) new CTE administrators

Conducted Comprehensive Monitoring (CMI) and Methods of Administration (MOA) visits selected LEAs for compliance with Perkins IV legislation

Provided training to approximately one hundred twenty-three (123) new CTE teachers

Provided workshops on how to use data and design better classroom 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 977 attendees

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

Provided compliance and reporting training for CTE Secondary and Postsecondary Administrators/Contact Persons representing twenty-eight (28) districts.

208 Teachers received on-site technical assistance

Collaboration meetings with secondary/postsecondary directors to provide technical assistance for secondary and postsecondary combined occurred in the Fall of 2018 in the north, central, and south Mississippi.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

81309.72

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

586

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

The mission of the CTE evening programs is to provide incarcerated individuals marketable skills needed to obtain employment upon release from correctional facilities. CTE training is relevant to the current needs in the workforce. The CTE programs are governed by the Mississippi Department of Corrections (MDCC) Policy and Procedures and by the regulations of the Mississippi Department of Education (MDE). The curriculum followed is the statewide curriculum standards mandated by the MDE. All programs are individualized, allowing inmates to progress at their own pace, according to their potential. Tutors (incarcerated) 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, another student may enter. Priority for placement in the CTE school is given to incarcerated individuals within five years of the earliest release dates. The CTE instructors are licensed by the Mississippi Department of Education (MDE). Current licensure by the CTE instructors is maintained at all times.

CTE 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

Development of promotional items 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

A CTE Month toolkit was provided to districts for using during national CTE month. We promoted the toolkit via social media, Mississippi Ed Talk, Connections, and website.

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-one (61) classes were offered during FY 2018. A total of $77,280.00 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, RCU through funding from the OCTE proctored IC3 Certification tests, provided technical assistance for both 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 through 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, which is designed to enroll every student in a career pathway, enhance academic learning, infuse technical literacy in every class, and structure 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.

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

Emphasized computer science to all middle school programs and technology related 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 students 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 employed in Career and Technical fields.

Served individuals in State Correctional Institutions and institutions that serve individuals with disabilities to assist 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 counselor 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) and OCTE. Articulation credit was awarded to students who completed the secondary program and scored 70% or higher on the MS-CPAS3. 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-CPAS3 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 updated as of July 2018.

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 and Middle College High School in Mississippi:

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

Golden Triangle Early College High School - Lowndes County - EMCC

Coahoma Early College High School – Coahoma CC

CoLin – Adams County

Tougaloo: Jackson Public Schools

Greenville – MS Valley

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

There are eleven (11) student organizations housed in the Mississippi Department of Education, Office of Career and Technical Education, Office of Student Organizations. Each specific student organization coordinates activities, conferences, school visits, competitive events, budgeting, making deposits, purchasing items, designating dates and places for conferences, preparation for competitive events, conducting advisor training sessions, and any other numerous duties that are associated with the particular student organization that is tied to the particular curriculum and course of study.

DECA and Collegiate DECA

Distributive Education Clubs of America (DECA) prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe through competitive events and educational conferences.

HOSA

The purpose of the Health Occupational Student Association (HOSA) organization is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness and recognition, which is an integral part of the Health Science Education instructional program.

TSA

The Technology Student Association (TSA) is a national organization of students engaged in science, technology, engineering and mathematics (STEM). Open to students enrolled in or who have completed technology education courses, TSA's membership includes over 233,000 middle and high school students in approximately 2,000 schools spanning 49 states. TSA is supported by educators, parents and business leaders who believe in the need for a technologically literate society. Members learn through exciting competitive events, leadership opportunities and much more. The diversity of activities makes TSA a positive experience for every student. From engineers to business managers, our alumni credit TSA with a positive influence on their lives.

FCCLA

Family, Career and Community Leaders of America is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education.

EDUCATORS RISING

Educators Rising provides passionate young people with hands-on teaching experience, sustains their interest in the profession, and helps them cultivate the skills they need to be successful educators.

NTHS

National Technical Honor Society (NTHS) honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education.

FBLA/PBL

Future Business Leaders of America (FBLA) and Phi Beta Lambda (PBL) are the largest career student business organizations in the world. Each year, FBLA/PBL helps over 230,000 members prepare for career in business.

FFA

Future Farmers of America (FFA) makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

SkillsUSA

SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations, including health occupations and for further education.

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 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 53 CPE programs statewide reporting 100% placement in all CPE training stations of approximately 1692 students with the majority of the training stations being directly related to the student's 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 governed 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 model, 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 model, support reform and improves teaching and learning at the local level through revising curriculum and improving instruction; implementing the assessment system; developing and delivering high-quality professional development; and using technology, such as:

Opportunities to participate in rigorous performance-based education and training programs that provide a core of academic reasoning skills and interpersonal skills.

Providing 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.

Supporting Career Academies 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?

Yes

Our purpose in entrepreneurship education and training is to enhance the quality of instruction in economics, entrepreneurship, and personal finance to Mississippi's K-12 students in ways that are academically sound and nonpartisan. We train teachers to be proficient in teaching students a demonstrated understanding of economic and financial literacy in order to make informed financial decisions throughout their lives. 419 teachers received professional development which impacted 41,900 students.

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 (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

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

MDE, in coordination with the Mississippi 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.