Mississippi Community College Board

Workforce Education Policies

MCCB Approved: July 7, 2017
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Division of Workforce, Career and Technical Education

www.mccb.edu
Overview

The Mississippi Comprehensive Workforce Training and Education Act of 2004 provides that the Mississippi State Workforce Investment Board (SWIB) shall “develop and submit to the Governor a strategic plan for an integrated state workforce development system to more effectively and efficiently meet the demands of Mississippi’s employers and job seekers”. Subsequently, the SWIB continuously works through a series of committees to create strategies and plans for Mississippi’s workforce development system in the form of Workforce Investment Plans in compliance with Title I of the Workforce Investment Act of 1998, The Wagner-Peyser Act and various committee recommendations and actions. In concert with these efforts, the Mississippi Community College Board (MCCB) annually creates policies and procedures for the deployment of workforce training at each of Mississippi’s 15 public two-year institutions. The FY 2018 policies put forth in this document include and add operational detail to the most recent SWIB plans and recommendations for workforce development.

The MCCB and the colleges view their primary role within the state’s workforce development system to be the provision of training, and therefore maintain the following goals:

1. to provide the citizens of Mississippi the skills needed to be more productive and have an improved quality of life,
2. to provide the employers of our state a better trained and educated workforce and,
3. to train for higher skilled and higher wage jobs for businesses, industries, and employees in our state.

When possible, these goals are to be pursued as partnerships between employers and the local community or junior college, with shared costs. The policies listed herein represent the full and complete policies, as approved by the MCCB, to be followed in preparing and submitting all workforce projects. Exceptions to any policy must receive approval of the Executive Director of the MCCB or designee. Policy exceptions will be made on a case-by-case basis.
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I. Training Priorities

(a) Targeted Industries – The Mississippi Development Authority has provided the priorities for the State of Mississippi of targeted industries. The target list is as follows:

- Advanced Manufacturing
- Aerospace
- Agribusiness
- Automotive
- Data Centers
- Shipbuilding
- Warehouse & Distribution
- Forestry/Energy
- Healthcare
- Tourism & Film

The community college system recognizes the endorsed list and will utilize such as the targeted industries list for workforce training. Further, colleges are encouraged to submit training projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than $15).

(b) Specifically Targeted Courses or Economic Development Projects – In accordance with recommendations made by the SWIB committee on leveraging community colleges, local colleges are urged to review local needs for local high growth/high demand courses and projects that are unique to their district. Such projects should demonstrate a valid economic impact in the region and may qualify for either traditional or challenge grant funding.

(c) Funding Priorities – In accordance with SWIB recommendations associated with the Mississippi Workforce Enhancement Training Fund (WET Fund), there shall be three funding categories: traditional funding, new and expanding business funding, and challenge grant funding. The following shall represent the priority of project approval within each category:

i. Traditional Funding (62.5% of WET Fund)
   1. Projects serving existing workers in existing businesses inclusive of consortium based projects serving multiple businesses, and small businesses. (Within this group, projects resulting in a credential will receive first priority.)

   2. Projects targeted toward training for those businesses and industries previously identified in items (a) and (b) above.
3. Other specialized projects as required.

ii. New and Expanding Business Funding (10% of WET Fund)
   1. Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.

   2. Existing businesses within the state that are expanding product lines, expanding facilities, re-starting facilities, and/or adding new employees equivalent to 10% or more of the businesses current employee base as identified by the local college.

iii. CTE Challenge Grant Initiative (20% of WET Fund)
    Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system and fall outside traditional project guidelines. Appendix A presents a description of the challenge grant program and the application and award process.

iv. Collaborative Consortia Grant (7.5% of the WET Fund)
    During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided an $8,000,000 onetime transfer into the WET Fund. In an attempt to establish statewide consortia, $1,500,000 of the onetime transfer was designated at collaborative consortia grant funding; with $500,000 available for each consortium. The three designated consortiums will receive $500,000 for each consortium to continue in FY 2018.

II. Trainee Credentialing

Two primary concerns of all entities involved in workforce education in Mississippi are skill attainment and skills portability. Both of these concerns can be addressed by developing stronger models for trainee credentialing. A study undertaken in FY2007 by the MCCB and the College Workforce Center Directors resulted in the following recommendations related trainee credentialing:

i. A nationally recognized test that will verify and certify career readiness should be pursued.

ii. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.

iii. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business. Each college will be allocated up to $10,000 to pursue national credentials.

iv. A State of Mississippi industry-recognized credential. This credential must be transferable or mobile within the State. In collaboration with the colleges and constituents the MCCB will develop a list of approved credentials. A process will also be developed to approve credentials to add to the list.
III. Enhancement of College Workforce Development Centers

The community college system recognizes the need to continually enhance and improve the availability and quality of training at the Workforce Development Centers. In FY 2018 a series of enhancement actions as described below will be undertaken.

(a) Regional/Industry Specific Centers of Excellence – While it is not plausible to convert all activities within an existing center to specific tasks and still serve all of a region’s needs, it is plausible that certain components of the centers can be developed as industry and/or regionally specific Centers of Excellence. College workforce centers are encouraged to pursue the centers of excellence concept for business and industry under the auspices of Challenge Grant Funding.

(b) Professional Development Programs – The MCCB recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels.

   i. In FY 2018, the MCCB will fund a state-wide professional development program for the college workforce divisions, as developed and requested by the Workforce Center Directors Association. The association is encouraged to utilize community and junior college facilities and instructors and Mississippi universities for such activities.

   ii. In FY 2018, the MCCB will sponsor quarterly Workforce Center Director meetings. These meetings will rotate across the state at the Workforce Development Centers and will facilitate the SWIB Leveraging Community and Junior Colleges committee’s recommendation of sharing best practices.

   iii. In FY 2018, the MCCB will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Summer CTE/Workforce Development Conference and the Creating Futures Through Technology Conference (March, 2018).

   iv. MCCB will continue to provide individual technical assistance to all colleges on an as needed basis. In FY 2018 regional workshops will be held to provide additional technical assistance and training.

(c) Instructional Quality – Based on recommendations by the workforce center directors’ instructional quality committee, FY 2018, workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Examples documents are provided in Appendix B.

(d) Marketing – The MCCB will continue to allow colleges to write projects for marketing of the workforce education centers. Development of marketing
materials such as regionally-customized CD’s, print materials and websites will be pursued as applicable at the state level as well. The MCCB Workforce logo must be included on all printed materials.

IV. Accountability/Performance

(a) Fiscal Accountability – The MCCB maintains fiscal accountability in two ways: (1) by setting project writing and expenditure policies for colleges to follow and (2) by conducting an annual monitoring visit to each college. FY 2018 project writing and expenditure policies are included here as Appendix C. Fiscal monitoring visits consist of a review of a random sample of approximately 10% of a college’s projects for the previous year. A variety of checks and balances is referenced, including but not limited to comparing the training plan to the class roll sheets, comparing reimbursement requests to invoices and instructor time sheets, reviewing instructional quality checklists and reviewing the notes on instruction as monitored by the center staff. The MCCB reserves the right to conduct 100% monitoring visits and the right to monitor any ongoing activities at any time. In the event that discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the monitoring instrument for FY 2018 projects is provided as Appendix D.

(b) Programmatic Performance – In FY 2018, the MCCB will continue to have available performance information such as number of employees and employers being served, type and quantity of training course, and other information that can be determined from the project database. The robust performance system will continue to be used. See below:

1. the development of a common dataset,
2. electronic collection and storage of data, preferably in the local colleges existing student information system,
3. electronic systems be able to export information through data files to other entities,
4. data files are to be used for the purposes of transcripting non-credit activities, MCCB non-credit enrollment management, and for use in determining performance on SWIB/MCCB jointly approved performance measures, and

In order to facilitate the move to this performance measurement system, the MCCB in conjunction with the college and other partners define the following three file structures as the required common dataset that must be maintained for each training activity.
Data Structure

<table>
<thead>
<tr>
<th>Course</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK PK</td>
<td>PK SSN</td>
</tr>
<tr>
<td>FK1</td>
<td>Last Name</td>
</tr>
<tr>
<td>Term</td>
<td>Middle Initial</td>
</tr>
<tr>
<td>Course Number</td>
<td>First Name</td>
</tr>
<tr>
<td>Project Number</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Course Title</td>
<td>Asian</td>
</tr>
<tr>
<td>Code</td>
<td>Black or African American</td>
</tr>
<tr>
<td>Course Type</td>
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</tr>
<tr>
<td>Start Date</td>
<td>Hawaiian Native or Other Pacific Islander</td>
</tr>
<tr>
<td>End Date</td>
<td>White</td>
</tr>
<tr>
<td>Hours</td>
<td>Ethnicity Hispanic / Latino</td>
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<tr>
<td>Sunday</td>
<td>Gender</td>
</tr>
<tr>
<td>Monday</td>
<td>Level of Education</td>
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<tr>
<td>Tuesday</td>
<td>Employment Status</td>
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<tr>
<td>Wednesday</td>
<td>Employment Type</td>
</tr>
<tr>
<td>Thursday</td>
<td>Temporary Employment</td>
</tr>
<tr>
<td>Friday</td>
<td>Address of Residence</td>
</tr>
<tr>
<td>Saturday</td>
<td>City</td>
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<tr>
<td>Consortium</td>
<td>State</td>
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<tr>
<td>Certification</td>
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<tr>
<td>Certification Title</td>
<td>County</td>
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<tr>
<td>Certification Level</td>
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<td>Certification Agency</td>
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## Student File

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<th>DATA ELEMENT DEFINITION</th>
<th>CODE VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>AN 255</td>
<td>Record last name of student.</td>
<td>x(255)</td>
</tr>
<tr>
<td>Middle Initial</td>
<td>AN 1</td>
<td>Record middle initial of applicant.</td>
<td>x</td>
</tr>
<tr>
<td>First Name</td>
<td>AN 255</td>
<td>Record first name of student.</td>
<td>x(255)</td>
</tr>
<tr>
<td>SSN</td>
<td>IN 9</td>
<td>Record Social Security Number of applicant.</td>
<td>000000000</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>DT 8</td>
<td>Record date of birth of applicant.</td>
<td>YYYYMMDD</td>
</tr>
<tr>
<td>Asian</td>
<td>IN 1</td>
<td><strong>Record 1</strong> if student self-identify his/her race as Asian. <strong>Record 0</strong> or “blank” if the student does not self-identify his/her race as Asian.</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>Black or African American</td>
<td>IN 1</td>
<td><strong>Record 1</strong> if student self-identify his/her race as Black or African American. <strong>Record 0</strong> or “blank” if the student does not self-identify his/her race as Black or African American.</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>IN 1</td>
<td><strong>Record 1</strong> if student self-identify his/her race as American Indian or Alaska Native. <strong>Record 0</strong> or “blank” if the student does not self-identify his/her race as American Indian or Alaska Native.</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>Hawaiian Native or Other Pacific Islander</td>
<td>IN 1</td>
<td><strong>Record 1</strong> if student self-identify his/her race as Hawaiian Native or Other Pacific Islander. <strong>Record 0</strong> or “blank” if the student does not self-identify his/her race as Hawaiian Native or Other Pacific Islander.</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>White</td>
<td>IN 1</td>
<td><strong>Record 1</strong> if student self-identify his/her race as White. <strong>Record 0</strong> or “blank” if the student does not self-identify his/her race as White.</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>Field</td>
<td>Format</td>
<td>Description</td>
<td>Codes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Ethnicity Hispanic / Latino</td>
<td>IN 1</td>
<td>Record 1 if student indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, regardless of race. Record 2 if student indicates that he/she does not meet any of the conditions above. Record 0 or “blank” if not reported.</td>
<td>1 = Yes 2 = No</td>
</tr>
<tr>
<td>Gender</td>
<td>IN 1</td>
<td>Record 1 if the student indicates that he is male. Record 2 if the student indicates that she is female. Record 0 or “blank” if the student does not self-identify gender.</td>
<td>1 = Male 2 = Female</td>
</tr>
<tr>
<td>Level of Education</td>
<td>IN 1</td>
<td>Record the level of education of the applicant. Record 0 or “blank” if not reported.</td>
<td>1 = Less than High School 2 = High School 3 = Some College without a degree 4 = Associate Degree 5 = Bachelor Degree 6 = Graduate or Professional Degree</td>
</tr>
<tr>
<td>Employment Status</td>
<td>IN 1</td>
<td>Record the employment status of the applicant. Record 0 or “blank” if not reported or does not apply.</td>
<td>1 = Employed 2 = Unemployed 3 = Retired</td>
</tr>
<tr>
<td>Employment Type</td>
<td>IN 1</td>
<td>Record the employment type of the applicant. Record 0 or “blank” if not reported or does not apply.</td>
<td>1 = Full Time 2 = Part Time 3 = Seasonal</td>
</tr>
<tr>
<td>Temporary Employment</td>
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<td>Record the temporary employment status of applicant. Record 0 or “blank” if not reported or does not apply.</td>
<td>1 = Yes 2 = No</td>
</tr>
<tr>
<td>Employer</td>
<td>AN 255</td>
<td>Record name of current employer.</td>
<td>x(255)</td>
</tr>
<tr>
<td>Address of Residence</td>
<td>AN 255</td>
<td>Record current address of residence of applicant.</td>
<td>x(255)</td>
</tr>
<tr>
<td>City</td>
<td>AN 255</td>
<td>Record current city of residence of applicant.</td>
<td>x(255)</td>
</tr>
<tr>
<td>State</td>
<td>AN 2</td>
<td>Record two letter state code of residence of applicant.</td>
<td>xx</td>
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Zip | IN 5 | Record 5 digit zip code of applicant. |
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<td></td>
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<td>99999 = All Other Countries</td>
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County | AN 255 | Record county of residence of applicant. |
|       |       | x(255) |

Course File

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<th>DATA ELEMENT DEFINITION</th>
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<tr>
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<td>Course Number</td>
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<tr>
<td>Project Number</td>
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<td>SBCJC Classification Code. See appendix A</td>
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<td>Course Type</td>
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<td>Indicate if course is college delivered or college supported.</td>
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<td>End Date</td>
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<td>Date course ends.</td>
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<td>Total Hours</td>
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<tr>
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<td>IN 1</td>
<td>Course given on Monday</td>
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<tr>
<td>Tuesday</td>
<td>IN 1</td>
<td>Course given on Tuesday</td>
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<tr>
<td>Wednesday</td>
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<td>Course given on Wednesday</td>
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<tr>
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<td>Course given on Thursday</td>
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<td>IN 1</td>
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## Project File

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<th>DATA TYPE / FIELD LENGTH</th>
<th>DATA ELEMENT DEFINITION</th>
<th>CODE VALUE</th>
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<td>Project Number</td>
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<td>10 Digit SBCJC account number.</td>
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<td>Project Amounts</td>
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<td>Total amount of project.</td>
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<td>Reimbursed Amounts</td>
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## Enrollment File

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<th>DATA TYPE / FIELD LENGTH</th>
<th>DATA ELEMENT DEFINITION</th>
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<tbody>
<tr>
<td>Term</td>
<td>IN 4</td>
<td>Fiscal Year</td>
<td>0000</td>
</tr>
<tr>
<td>Course Number</td>
<td>AN 255</td>
<td>Course Number</td>
<td>X(255)</td>
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<tr>
<td>SSN</td>
<td>IN 9</td>
<td>Social Security Number</td>
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## MCCB Classification Codes

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>001</td>
<td>A/C, Heating, Refrigeration</td>
</tr>
<tr>
<td>002</td>
<td>Adv. GPS</td>
</tr>
<tr>
<td>003</td>
<td>Aquaculture</td>
</tr>
<tr>
<td>004</td>
<td>Banking Skills</td>
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<tr>
<td>005</td>
<td>Basic Skills</td>
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<td>006</td>
<td>Blueprint Reading</td>
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<td>007</td>
<td>Child Care</td>
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<tr>
<td>008</td>
<td>Computer Use &amp; Applications</td>
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<td>009</td>
<td>Construction Trades</td>
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<td>012</td>
<td>Electricity</td>
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<td>013</td>
<td>Electronics</td>
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<tr>
<td>014</td>
<td>Employability/Remediation</td>
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<tr>
<td>015</td>
<td>Entrepreneurial/Small Business</td>
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<tr>
<td>016</td>
<td>Fire Fighting</td>
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<td>017</td>
<td>Food Production</td>
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<td>Forestry/Lumber</td>
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<td>Furniture Manufacturing</td>
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<td>GIS/GPS</td>
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<td>Heavy Machine Operator</td>
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<td>Housekeeping</td>
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<td>Hydraulics/Pneumatics</td>
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<td>Industrial Maintenance</td>
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<td>042</td>
<td>Welding/Soldering</td>
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Sample Intake Form

Disclaimer: The information you provide on this form will remain confidential and will only be used to improve services aimed at workforce development activities.

**Please Print: Last Name: __________________ First Name __________________ Middle Initial ________**

SSN: ____________________________ Date of Birth: _____/_____/______

**Ethnicity:**

Would you describe yourself as Hispanic or Latino?

Yes (1) __________
No (2) __________

**Race:**

Would you describe yourself as:

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<tr>
<th>Asian</th>
<th>Hawaiian native/ Pacific Islander</th>
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<tbody>
<tr>
<td></td>
<td>White</td>
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</table>

<table>
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<tr>
<th>American Indian/Alaskan native</th>
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**Sex:**

Male (1) __________ Female (2) __________

**Level of Education:**

Please indicate which of the following best describes your level of education:

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<th>Less than High School</th>
<th>High School degree/GED</th>
<th>Some college (no degree)</th>
<th>Associate degree (4)</th>
<th>Bachelor degree (5)</th>
<th>Graduate/Professional degree (6)</th>
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</thead>
</table>

**Employment Status:**

Please indicate if you are currently:

<table>
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<tr>
<th>Employed (1)</th>
<th>Retired (2)</th>
<th>Unemployed (3)</th>
</tr>
</thead>
</table>

**Employment Type:**

Please tell us if your current or most recent employment is/was:

<table>
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<tr>
<th>Full Time (1)</th>
<th>Part Time (2)</th>
<th>Seasonal (3)</th>
</tr>
</thead>
</table>

**Temporary employment:**

Please indicate if your current or most recent employment is/was temporary:

Yes (1) __________
No (2) __________

**Please name your current or most recent employer:** __________________________

**Address:**

Street __________________________________________

City __________________________ State _______ Zip __________

County _________________________________________

Signature: __________________________
The above dataset when managed properly and with the added ability to make comparisons to Mississippi’s UI database will provide the information necessary to determine performance on a set of common measures as developed by the SWIB and MCCB. Additionally, there exists a host of other questions that may be of interest to the local college that can be answered by the above data set. Individual colleges are encouraged to review the data reports for locally valuable information. The common measures to be determined for each college and subsequently compiled for the state shall include those approved by the SWIB and MCCB. The measures are as follows:

1. **Entered Employment** – This measure will determine if people who receive services gain employment. This measure is only applied to those participants who are not employed at the date of participation. It is calculated by dividing the number of participants who are employed in the first quarter after the exit quarter by the number of participants who exit during the quarter.

2. **Employment Retention** – This measure will determine if people retain their jobs. This measure will only be applied to those who are employed in the first quarter after the exit quarter. It is calculated by dividing the number of participants who are employed in both the second and third quarters after the exit quarter by the number of participants who exit during the quarter.

3. **Average Earnings** - This measure will determine if the population served is inclusive. This measure would only be applied to those participants who are employed in the first, second, and third quarters after exit. It is calculated by adding total earnings in the second quarter with total earnings in the third quarter after the exit quarter and dividing by the number of participants who exit during the quarter.

4. **Earnings Gains** - This measure will determine if people are getting better jobs or higher pay. This measure would be applied to two separate groups. The first group is those who are unemployed at the time of training who then become employed at exit and remain employed in the second and third quarters after exit. For this group, earnings gains are calculated as the average earnings in the third quarter after exit. The second group is those who are employed at the time of participation and who are subsequently employed in the first, second and third quarters after exit. For this group, earnings gains are calculated by comparing the wage at time of participation with the wage at the third quarter after exit.

5. **Business Penetration** – This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIOA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size. The number of new businesses penetrated over a period of 24 months.
(c) **Compliance** – Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

*The performance measures will change based on the new WIOA requirements.*
Appendix A

CAREER AND TECHNICAL EDUCATION (CTE) CHALLENGE GRANT INITIATIVE
2018 Career and Technical Education (CTE) Challenge Grant 
Announcement Information

In accordance with the FY 2018 Workforce Education Policies, the Mississippi Community College Board (MCCB) will designate funds collected by the Mississippi Workforce Enhancement Training Fund for the purpose of awarding Career and Technical Education (CTE) Challenge Grants based on the availability of funds. CTE Challenge Grants are defined as workforce projects designed to fund the establishment of industry specific CTE programs that align to a particular sector or business and industry within a college district, that do not qualify for traditional workforce training dollars-and that meet the intent of-the priorities, criteria and considerations herein. CTE Challenge Grants will be awarded to community and junior colleges that can demonstrate a critical program need to meet a specific workforce demand and reduce the sector's skills gap. According to the procedures and for the purposes set forth in this document, it is required that, employer engagement must be outlined in the educational partnership including an apprentice-style model that consists of practical work experience and classroom attendance (ex: at least two days of work experience per week along with 2 to 3 days of class attendance). All proposed programs must submit the New Program Application to the Office of Career and Technical Education.

Priority of Award

The fundamental priorities for the award of the CTE Challenge Grant funds are:

1. Those proposed activities that trains for the workforce of the future within a college district or the state of Mississippi,
2. Those proposed activities that generate an increased and sustainable capacity to train individuals,
3. The proposed activities must include a partnership with a business and industry and be sector driven, and
4. The proposed activities must include a workplace experience (apprenticeship/internship model), soft skills development, and skill development.
5. Those proposed activities identified by the Sector Strategy Plan of the Planning and Development Districts.

Eligible Grant Recipients

Community and Junior College Workforce Development Centers and Career & Technical Education Departments are eligible for the grant.

Criteria Required for Award: (Priority Rating 44 points)

The following questions represent the criteria which must be addressed by submitted proposals. Approved proposals must address all of the criteria; and proposals will receive one (1) priority point for each of these factors the proposal clearly addresses.

1. Has a business or industry requested the training? Please identify the business or businesses, and provide partnership letter(s) highlighting Award Priorities?
2. At what level and rate of pay does a graduate of this program enter the job market, and specifically what rate will be offered by the partner company?
3. To what level can a graduate of this program expect to attain in this field, and to what estimated rate of pay?
4. Identify the plan and process to achieve the workplace experience, soft skills development, and skills development.
5. Collect, compile, and document employment need data, including state and district employment.
6. How will student interest and recruitment be driven?
7. How will the proposed activity increase Mississippi’s per capita income growth?
8. How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?
9. What training will be done that is not already being done?
10. What technological components does the proposed activity contain that are not common to current training?
11. How will the proposed activity drive more training to the community and junior college system?
12. What new skills will the proposed activity provide trainees?
13. Is the pay for the skills attained above average for the area for the proposed activity?
14. Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?
15. Will the proposed activity aid in increasing the state’s high-tech employment share?
16. Will the proposed activity aid in maintaining the state’s manufacturing or other job share which requires advanced skills set?
17. Will the proposed activity provide access to additional training and/or access to a career path?
18. Will the proposed activity provide training that leads to a national industry recognized credentials or certifications to enable portability of skills?
19. Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds? What are those resources?
20. Will the proposed activity have a regional impact?
21. Will the CTE program provide stackable career pathways using the 30-45-60 course sequencing format (identify curriculum)? (CTE program (once converted to for-credit program.)
22. Does proposal include local approvals (College President, Board Member and Business and Industry representative(s))?

Other Considerations for Awarding Grants: (Priority Rating: 12 points)

The following represents secondary items that will be considered when awarding the grant. A proposal will receive one (2) priority point for each of these factors the proposal clearly demonstrates it addresses.

1. Use of new curriculum.
2. Open entry/open exit (when possible).
3. Partnership with the WIN Job Centers or other placement sources for employment, and other sustainable career enhancement.
4. Partnerships with Adult Education, Career-Technical Education, and/or industry associations.
5. Delivery of training in the shortest time frames.
6. Creative use of facilities and flexible training periods (hours, days, nights, weekends, etc.).

Required Proposal Criteria and Instructions

Please limit your proposal to no more than fifty (50) 8 ½ x 11 typed pages, one-sided, single spaced. Each of the following items MUST be addressed in the proposal for it to be considered. Provide examples where appropriate to support activities. Please include headings for sections I – III.

Cover Sheet (0 pts – not included in the page limit): Include project name, College Name, and Contact Name, Title, Phone Number and Email.

I. Project Budget Description (9 points):
   • Provide tentative dates and timelines. (Program start date)
   • Provide a detailed proposed budget with narrative.

II. Projected Impact (10 pts):
   • Describe how the proposed CTE Challenge Grant will contribute to increased trainees, per capita income, collaborative partnerships, business and industry growth, employability skills, curriculum alignment, and overall workforce development.
   • Include discussion of any resulting partnerships (such as with business and industry, WIN Job Centers, Industry Associations, etc.) and how those relationships might strengthen your ability to achieve CTE Challenge Grant objective.

III. Outcomes and Results (25 pts):
   • Describe how outcomes and results from the Challenge Grant will be assessed and documented.
   • Describe how the Challenge Grant may be sustained at the completion of grant award.

Period of Performance

CTE Challenge Grants may be awarded for one year. All proposed FY 2018 grant activities must be completed by the end of the fiscal year, June 30, 2018. Request for reimbursement of all FY 2018 expenses must be received by the MCCB by no later July 15, 2018. Arrangements can be made for expenditures to “split” fiscal years.

Evaluation of Submitted Proposals/Notification of Award

Proposals will be accepted on July 15, 2018 for FY 2018 award in October. Proposals will be evaluated and ranked by a four (4) member team consisting of MCCB staff and an industry representative. Evaluation of a submitted proposal will begin only after the
The proposal is complete and has been developed according to the instructions here in, and only if funds are available to cover the proposed costs.

The four (4) member evaluation team will use a point based ranking system for making awards. However, the system of ranking will be invoked only after the project has been identified as meeting all four funding priorities and has been identified as being unique with respect to traditional workforce projects.

Challenge Grant Awards will be funded based on available funding. Colleges that submit Challenge Grant Applications or proposals will be notified of approval or rejections by the MCCB Deputy Executive Director for Programs and Accountability and/or Assistant Executive Director for Workforce & Economic Development.

Successful Challenge Grant recipients, once notified, must enter their grant into the GCR system as a traditional project to be funded, as follows:

1. Select “CTE Challenge Grant” as the funding source, and

2. The CTE Challenge Grant priorities, criteria and other relevant items must be addressed within the memorandum of agreement area.

Limitations

The MCCB reserves the right to limit the amount of funds awarded on a proposal and the right to limit the number of awards made to any one proposing entity in order to ensure equity of funding throughout the state.

Reimbursements

Once an award has been made, reimbursements will be made according to the same procedures and guidelines utilized by current workforce training projects. All challenge grant awards will be subject to the same monitoring requirements as existing, traditional workforce projects.

Reporting

The MCCB will require a final, written report at the close of the CTE Challenge Grant describing the number of people served by the project, employment outcomes, successes and impact of the project or activity. Further, the MCCB may request additional information on projects in the event that information is required for reporting, presentations or other purposes.

If there are any questions, please do not hesitate to contact Dexter Holloway at 601-432-6351. Mail proposal to: Dexter Holloway, 3825 Ridgewood Road, Jackson, MS 39211.
Appendix B

EXAMPLES OF INSTRUCTIONAL QUALITY DOCUMENTATION
Checklist for Coordination of Classes

Place a check mark in boxes that are confirmed. Fill in the requested information and date requested or confirmed in the blank spaces next to each item:

- Instructor __________________________________________
- Books / Materials ______________________________________
- Start and end date ______________________________________
- Meeting Time __________________________________________
- Total # of Hours ________________________________________
- Room / Location _________________________________________
- Room Reserved __________________________________________
- Equipment requirements _________________________________
  - TV / VCR /DVD ________________________________
  - Sound system ______________________________________
  - Overhead projector _________________________________
  - Laptop / Computer Lab _________________________________
  - LCD Projector ________________________________________
  - Other ______________________________________________
  - Other ______________________________________________
  - Other ______________________________________________
- Refreshments __________________________________________
- Support Personnel ______________________________________
- Course Preparation Checklist completed __________________
- Information given to guests / attendees / students __________
- Video / DVD __________________________________________
- Copies of handouts ______________________________________
- Copies of Exams / evaluation sheets ________________________
☐ Enrollment forms

☐ Instructor Evaluation sheets (Circle when complete)
   _____Blank Forms   _____ Completed

☐ Sign in sheets (Circle when complete)
   _____Blank Forms   _____ Completed

☐ Copies of all evaluations / exams and handouts in course folder
Reference Material for the Completion of the Quality Course Checklist Worksheet

Teaching Method Recommendations

1. Skills Training
   a. Lecture
   b. Hands on demonstration
   c. Hands on directed practice
   d. Self Practice
   e. Observation of results and review of learning
   f. Test through practical exercise

2. Knowledge Based Learning
   a. Reading
   b. Note Taking / Writing / fill in blank handouts
   c. Observing Picture / power point / video
   d. Reference material
   e. Lecture
   f. Discussion
   g. Repetition of information
   h. Test through written or oral examination

3. Conceptual learning
   a. Combination of techniques listed above with the check on learning being a situational exercise where the individuals or groups must select the applicable skills or knowledge and apply / adjust it for the situation given.
Measures/checks on learning

1. Written / verbal multiple choice exams
2. Written / Verbal fill in the blank exams
3. Written / Verbal essay exams
4. Observation of student performance during class
5. Observation of student performance during hands on application techniques
6. Quantifiable measures of performance based exams
   a. Weld inspections, (visual, X-ray, Destructive)
   b. Measuring tolerance specifications
   c. Performing repetitive work within prescribed time
   d. Proper selection and wear of Personal Protective Equipment
7. Measures must include the method of documenting the measurement technique.
   a. Instructor’s notes on attendance list
   b. Copies of exams
   c. Pictures / photo of performance
   d. Documentation of tolerance measurements
Quality Course Preparation Checklist

☐ Outline / syllabus for the course

☐ Terminal Learning objectives and plan for how to measure success

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<th>Measure</th>
<th>Teaching Method</th>
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☐ Enabling learning objectives and how to measure learning

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Appendix C

PROJECT FISCAL POLICIES
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Submission of Projects

The MCCB utilizes an online, database driven project writing system to approve, track, and maintain records on workforce education. All projects submitted to the MCCB for approval must be submitted via the online workforce education program. A new Workforce Education Sub-grant System (WESS) has been designed to replace the gcr system. This new workforce system will allow the colleges and MCCB to collect student level data as well as financial data. System users are added by the college workforce center director (college system administrator). The names of approved users must be submitted to the Director of Workforce Education at MCCB by your college President each year.

The timeline for submitting projects shall be not later than 21 business days after the start of a class or training activity unless limited by funding availability. Submitted projects should have at least seven (7) students per class or training activity. All open to the public classes should have at least 10 students prior to starting. However, the minimum number of participants for train the trainer projects, on the job training projects, short term adult classes, and basic skills projects are indicated in subsequent sections. The exception to the number of trainees must be approved by the Executive Director of the MCCB or designee.

All project budgets, subsequent budget modifications (except final modification as discussed in the final project completion section) are to be submitted as budget estimates and do not have to be exact. Budgets must include salaries, benefits, travel, contractual services and commodities, as applicable. Detailed information must be submitted for equipment purchases. With this in mind, Workforce Center Directors need to be aware that when a project is submitted this proposed amount of money is obligated. If the estimates are consistently too high, a large amount of money will be encumbered that cannot be used for workforce education.

Workforce projects that utilize existing resources of the college are encouraged. In particular, special consideration will be given to those projects which share an audience with, compliment, utilize and/or otherwise build upon, strengthen and enhance the colleges’ career and technical education component. Special consideration will also be considered for joint projects between two or more colleges.

In accordance with Workforce Education Act of 1994, the intent of workforce education is for the creation and development of a regionally based system in Mississippi for education and training which: responds to the needs of Mississippi’s workforce and employers; is driven by the demands of industry and a competitive economy; makes maximum use of limited resources; and provides for continuing improvement through constant assessment of the results of education and training for individual workers and employers. Therefore, no projects may be written to fund training for students enrolled in elementary or secondary schools.

State agencies have other resources available through the Mississippi Department of Information Technology Services (ITS) and Mississippi State Personnel Board. Therefore, no projects may be written to fund training for State Agencies.
**Project Status**

MCCB notification of project, revision, and/or exception approval or rejection will be provided within 10 business days of the submission date. If an exception is requested, MCCB will notify the appropriate Workforce Director in writing to confirm the exception has been approved or denied.

**Compliance with Mississippi Employment Protection Act (MEPA)**

Contractor/Seller represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act (Senate Bill 2988 from the 2008 Regular Legislative Session) and will register and participate in the status verification system for all newly hired employees. The term “employee” as used herein means any person that is hired to perform work within the State of Mississippi and to whom a United States Internal Revenue Service Form W-2 or Form 1099 must be issued. As used herein, “status verification system” means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. Contractor/Seller agree to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. Contractor/Seller further represents and warrants that any person assigned to perform services hereunder meets the employment eligibility requirements of all immigration laws of the State of Mississippi. Contractor/Seller understands and agrees that any breach of these warranties may subject Contractor/Seller to the following: (a) termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years, with notice of such cancellation/termination being made public, or (b) the loss of any license, permit, certification or other document granted to Contractor/Seller by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year, or (c) both. In the event of such termination/cancellation, Contractor/Seller would also be liable for any additional costs incurred by the State due to contract cancellation or loss of license or permit.

**Training Categories or Type of Projects**

- Adult Education
- Accountability System
- Advanced Technology
- Basic Skills
- Career and Technical Education (CTE) Challenge
- Collaborative Consortia Funding
- NCRC
- General
- Marketing
- MDE - Workforce
- Short-Term Adult
- TANF
- Workforce – Regular
- Internship
- Train The Trainer
- Special Projects
  - SNAP
  - Dual PN
**General Fund Projects**

If a college desires to develop a training program beyond the scope of existing guidelines and therefore prohibits the writing of a standard training project, the college may submit a proposal to the MCCB to do so. The general criteria will include the determination that the training area(s) to be developed shall be unique in regard to the training offered and that there is a demonstrated need for such training. Such proposals shall be initially done via written correspondence with the MCCB.

**Marketing Projects**

The MCCB will establish a statewide marketing program to brand and promote the diversity and volume of training provided throughout the state. To assist in this effort 20 percent of current marketing funds shall be used to implement this initiative. Each college has $8,000 to promote training programs at their college. No equipment can be purchased unless it is directly used for the marketing of a program.

**MDE – Workforce Projects**

The MCCB will fund projects to support post-secondary workforce to provide technical assistance, professional development, and training materials.

**Collaborative Consortia Project**

In an attempt to continue to support statewide consortia, $1,500,000 is designated as collaborative consortia grant funding; with $500,000 available for each consortium. The fundamental priorities for the award of the funds are to expand use of multi-college consortia so that all Community and Junior colleges participate in a consortium. No health or life insurance benefits will be reimbursed. The following college consortia were recommended and approved by the workforce directors:

- Mississippi Corridor Consortium
- Crossroads Consortium
- Southern Mississippi Alliance for Workforce Solutions Consortium

**Open to the Public Projects**

The MCCB will fund projects to support workforce programs open to the public. These projects must properly identify the goals of the training program. At what level and rate of pay does a trainee of this program enter the job market? To what level can a completer of this program expect to attain in this field, and to what estimated rate of pay. Please
include the name(s) and annual employment opportunities. This information should be provided in the MOA under justification. (See above for enrollment requirements.)

**Administrative Costs and Charge to Employers**

Based on the previous year funding, two projects can be written to cover the cost of Administrative cost at a rate of 6% and an Accountability project at a rate of 3% can be applied for in FY 2018. The 6% workforce administrative fee earned and the 3% accountability fee will be in effect for expenditures above the $300,000 floor for FY 2018. Along with the $300,000 floor there will be a ceiling of $4,000,000. This ceiling less the $300,000 floor will allow $3,700,000 worth of expenditures to be applied to the above fees. The fees earned will be based on FY 2018 reimbursements. The following funding source is used to calculate this cost:

- Advanced Technology
- Basic Skills
- General
- Short-Term Adult
- Workforce – Regular

In accordance with the language and intent of Senate Bill 2480, training shall be provided at no charge to employers and employees in order to enhance employee productivity. This no charge to employees and employers language in SB2480 is interpreted to mean that a college cannot charge an administrative fee to the employer or employee for training. However, it is appropriate and desired that the cost of such training be shared between the employer and the college.

**Boilerplate Language**

The definition of a boiler plate is text that is or can be reused in new contexts or applications without being changed much from the original. A legal boilerplate is a standard provision in a contract. Projects with grammatical errors and insufficient explanations will be rejected prior to re-submission. This language will be required to be included in all FY2017 projects.

**Memorandum of Agreement**

- Company Description and Commitment (will... Request reimbursement at least every 60 days to college; Company will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.)
- Project Justification
- Training Objectives
College Commitment (College will... Requisitions will be done at least every 60 days to MCCB; College will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act. College will work with industry to ensure compliance with the Mississippi Employment Protection Act for industries participating in basic skills, consortia, and open to the public projects.)

MCCB Commitment (MCCB will... pay within 45 days, provide funding as approved in the budget and monitor the project through documentation maintained by the college.)

College Hiring Practices

MCCB prohibits payments for specific workforce staff and full time instructors in workforce projects. Instructional hours must be documented by training classes via timesheets for all instructors.

Community Colleges may hire college personnel to serve as workforce instructors/trainers. The hiring must meet two legal and ethical standards:

1. Community Colleges must comply with Section 25-4-105 (3) (a) of the Mississippi Code with regard to hiring practices. This requires the college to develop an addendum to the employee’s contract that describes the work to be performed beyond the employee’s original contract.

2. Workforce training projects that utilize current employees as instructors/trainers must show a zero dollar amount in the salary line of the workforce project; unless the college can clearly document that the employees are not being paid twice for the same hours worked. Sufficient documentation includes: reimbursement records, matching instructors’ time sheets on training hours, rate of pay per hour, and fringe benefits, and employee contracts when required.

No project manager can be hired to teach a program that is managed by him or herself. Appendix G is an example of a contract to be used for hiring college personnel as workforce instructors/trainers.

Instructor Salaries and Benefits

Instructor Salaries shall be based on the type of training with the rate of pay being determined by the Workforce Project Manager. Reimbursement by the MCCB shall not exceed the rate of $35 per hour, except for advanced skill classes (see below) where the actual instructor cost exceeds the $35 per hour. If multiple instructors are requested, written documentation must be provided to justify. Written justification must be submitted to MCCB for multiple instructors. The exception to the $35 per hour must be approved by the Executive Director of the MCCB or his designee.

- **Advanced Skills Training** can be reimbursed at a usual and customary rate for training that is advanced in nature. Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above $50 per
hour must be approved by the Executive Director or the designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.

- **Industry Based Training** shall be reimbursed at a rate not to exceed $35 per hour. Industry based training is training done by the business or industry for the business or industry and the college only provides financial resources and coordination/planning services to the business or industry. All industry reimbursement for salaries requires wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. The exception to the $35 per hour must be approved by the Executive Director of the MCCB or designee.

- **Basic Skills Training** project instructors shall be reimbursed at a rate not to exceed $22 per hour. Basic Skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation. Basic Skills projects are subject to **ALL** federal ABE guidelines and policies.

**Benefits** shall depend on the type of contract the college uses with their workforce instructors and shall be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be reimbursed based on actual cost. (Social Security: 6.2%, Medicare: 1.45%, Retirement: 15.75%, Unemployment: 1% of the first $6,000.00 of wages or $60 dollars maximum; and Worker's Compensation will vary but the average amount per college: .04% of wages.) The rate must not exceed 25% unless approved in advance. **No health or life insurance benefits will be reimbursed.**

Training conducted that is associated with a minimum wage job shall be reimbursed at a rate not to exceed $20 per hour.

**Preparation Time**

Up to 10% of the total class instructional time for classes may be allowed for instructor preparation. Time spent in setting up computer labs or other equipment for the direct use of the class is allowable. Prep time is allowed only for instructors employed by the college and shall be documented similar to instructional hours. Instructors employed by an industry are not eligible for prep time compensation.

**Educational Materials and Supplies**

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Reimbursement for such materials must be pre-approved by MCCB, but all amounts expended must be for the direct support of the class. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person
basis for materials will not be done for any type of project. A local tracking system must be used for all non-expendable educational materials and supplies.

**Leased Equipment**

Equipment may be leased for training purposes and must be designated as such. This equipment cannot be used for production or profit. Leased equipment is a contractual expense. This equipment must be in a facility that is owned or operated by the college.

**Capitalized Equipment Purchases**

Reimbursement for equipment purchases will be considered on an individual project basis and must be approved in advance. Equipment shall be purchased only if it will be located at a college campus, in a college mobile unit, or a training facility leased by the college. The MCCB strongly encourages colleges to partner with business and industry on the use and purchase of equipment, and with the local secondary or post-secondary vocational centers for the use of equipment and classrooms.

All colleges are required to maintain a complete and current inventory list of each property item exceeding a cost of $1,000 (June 11, 2008). The following items shall be reported and maintained on inventory as equipment regardless of purchase value: weapons, cameras and camera equipment (greater than $250), two-way radio equipment, televisions (greater than $250), lawn maintenance equipment, cellular telephones, computer and computer equipment (greater than $250), chain saws, air compressors, welding machines, generators, and motorized vehicles.

**Non-Capitalized Equipment**

Items that are less than $1,000 which are not on the State Auditor’s Exception List and have a useful life of more than one year are considered non-capitalized equipment. These items must be listed under educational materials.

**Contractual Services**

The following training items are allowable costs:

1. acquisition of educational software (no company produced software; software must be used on equipment owned by the college)
2. repairs and maintenance of training equipment
3. installation of equipment (unless included as part of equipment cost)
4. vendor training (see vendor training section)
5. maintenance or licensing fees for educational software used on equipment owned by the college

**Online Workforce Training**

Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion
of the course(s). Reimbursement for on-line workforce training shall not exceed a rate of $250 per person per year. The maximum reimbursement per company in this category will be $20,000 per fiscal year. Online course(s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost. The name of the online training course(s) must be specified in the project. Reimbursement for online course(s) shall be reimbursed bi-annually or annually to allow for the calculation of a per person cost. However, this per person cost shall not exceed $250 per person per fiscal year.

The following information will serve as documentation for monitoring purposes of the online course developed by the college: documented login times of the instructors/students, weekly reports by the instructors, the number of areas the instructors/students visited, sample emails sent to students from instructors, sample grade book or anything that can prove that instructors are providing instructions during the time frame.

The following information will serve as documentation for monitoring purposes of the online course offered by a third party provider: completion reports from the third party provider system indicating name of student(s), name of course(s), start date, end date, completion date, and/or pass/fail of course(s).

**Instructional Training Aids/Curriculum Development**

During FY 2018, the Workforce Development Center Director may seek to provide the training manuals and videos, and other training materials through a public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

**Train-The-Trainer Cost**

Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the local community or junior college. A local college must demonstrate that the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers. The Workforce Project Manager must include justification on the project application. The following information must be provided to justify the cost: Name of the provider, course(s) title, course instructor(s), and the name of the trainee.

No more than two (2) individuals will be reimbursed to attend the same training in a non-production area. Cost associated with train-the-trainer sister plant training is limited to no more than four (4) individuals per production training area. Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year.

The full cost of the registration should be listed in the project. Train-the-trainer **costs shall be reimbursed at fifty percent (50%)**, not to exceed $500 per person for training.
registration. Reimbursement will be based upon documented completion of at least one (1) college-monitored training project directly related to the training received.

Travel cost for train-the-trainer training shall be included in the travel section of the project application and must include the points of travel. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. $75 a night will be reimbursed for hotel cost in the continental USA. A maximum of $31 a day will be reimbursed for meals. The starting and ending point for the calculation of travel is the company location. Maximum duration for cost associated with meals and lodging will be limited to four (4) consecutive weeks per person, per production training area. If the person makes a trip home on weekends, then it is considered a 2nd trip. All state travel rules and regulations must be followed. Receipts for meals must be kept on file by each college. The regulations can be accessed online at http://www.dfa.state.ms.us.

Colleges shall be reimbursed for travel cost and 100% of the costs not to exceed $15,000 per college for train-the-trainer events attended by college instructors that are utilized as workforce trainers. These costs will not exceed State rates. For college train-the-trainer, make sure that you use the State rate must be requested at hotels, meals are to be reimbursed at the state rate for the area, fares for taxis or airport transportation services in excess of $10.00 require a receipt which must be attached to the Travel Voucher to receive reimbursement for that item (the state does not reimburse taxi fares for optional travel to and from restaurants.) www.dfa.state.ms.us/purchasing/travel/TravelManual.doc.

All travel must be recommended and justified by the Workforce Development Center Director and approved by the MCCB prior to travel. The college will require the industry to maintain documentation for travel expenses for 5 years for audit purposes. Car rental fees, gas, and telephone calls are not considered allowable cost for reimbursement. The maximum reimbursement per company in this category will be $10,000 per fiscal year. This includes the cost of the training.

International train-the-trainer travel cost is allowable for a 7-day advance purchase, coach fare airline ticket. No more than two (2) individuals will be reimbursed to attend the same training in a non-production area for international train-the-trainer travel. Reimbursement per trainee will be limited to no more than three (3) round trips per individual, per fiscal year, up to a maximum of $15,000 per company. No other cost will be reimbursed for international travel. International train-the-trainer costs shall be reimbursed at a maximum of $500 per person for training registration.

**Travel**

With proper documentation, the MCCB will pay travel for workforce training instructors employed by the college. Travel cost for instructors will be reimbursed for an instructor who must travel a minimum of twenty-five (25) miles or more one-way. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. In-state travel must have the points of travel and the number of miles documented in the
project file for monitoring purposes. The details for in-state travel must be listed in the MOA or modification of project. The starting and ending point for the calculation of travel is the company location. Travel will not be allowed for a trainee to attend in State training programs.

**Vendor Training**

Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party, not affiliated with the company or the local community/junior college, that: (1) has supplied equipment, software, or other materials to the company and (2) is providing training on utilization of the supplied item(s). Vendor training must be on the specific piece of equipment or software. Vendors may not be a private trainer providing training to the college or the company for purposes other than a deliverable item as indicated above.

Reimbursement for vendor training will be limited to a maximum of $20,000 per company per year, to include the cost of travel. Receipts for meals must be kept on file by each college.

The full cost of training should be listed in the project. On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed $1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Off-site vendor train-the-trainer costs shall be reimbursed at a maximum of $500 per person for training registration. Training shall be obtained at the closest location to the industry. Off-site vendor training is limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category. The type of training must be identified in the salaries line item with a zero cost at close out (see Project Completion, below.)

Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year. Receipts for meals must be kept on file by each college.

**Proprietary Programs**

The following programs are considered proprietary training packages because of state contracts: DDI, VitalEdu, AchieveGlobal, Lean Training, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey. A company or business may receive a maximum of $8,000 subsidy toward the instructor’s payment based on actual instructional time. Instructor salaries for these programs are reimbursed at a rate not to exceed $50 per hour. These programs must be entered as an Advanced Project.

**National Career Readiness Certificate (NCRC)**

The MCCB will fund the NCRC projects with WET Funds contingent upon availability. NCRC projects should be written using the CRC menu. The budget is for the WorkKeys assessments (tests) and for salary reimbursement for proctor cost. (All projects must have
a salary line item. If you do not plan to reimburse for proctor cost, enter a zero dollar salary line.)

Career 101 is an ACT product utilized by the NCRC program. This product provides remediation for NCRC, preparatory instruction and pretest for the NCRC. Pretests are indicators that allow the NCRC assessment to start at the appropriate level. The pretest also indicates individuals that should receive preparatory instruction. Pretests and preparatory instruction are recommended but not required.

Test proctors will be reimbursed at a rate not to exceed $25 per hour. Any reimbursement for test proctoring must be for testing of more than or at least 5 participants unless prior approval has been granted from MCCB or if a schedule of hours for walk-ins has been established and approved by the MCCB. The salary line item for these projects should be employability/remediation. Colleges must maintain timesheets to document the proctor’s time.

To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4th assessment is requested for any company or for anyone who is testing for teacher’s assistant certification, the cost is allowable for reimbursement. Retest in subject areas above the Silver will not be reimbursed unless required by an employer.

To provide the necessary reporting to MCCB, the NCRC certificate template must be completed in its entirety for anyone who tests, whether they pass or not. Colleges have the option to charge individuals and industries. However, for monitoring purposes, if the colleges charge the participant, please have proper documentation to show that workforce funds were not reimbursed. MCCB uses WET funds to pay for the NCRC, no high school students can be reimbursed. Participants must be separated from high school (example: enrolled in an Adult Education, dropout, or a high school graduate).

First time, NCRC, test fees are paid by the Workforce project. Remediation is required for all retests in all individual subject areas. Retests will not be reimbursed for individuals refusing remediation. Only one retest will be reimbursed per subject area: reading for information, locating information and applied mathematics. Contact the local the Adult Education Division for remediation.

**Trainee Credentialing**

Nationally recognized credentials provide third-party verification that individuals have demonstrated competence in relevant skill areas. Upon successful issuing of credentials, MCCB will reimburse 50% of credential cost. State the total cost of the credential in the project. Reimbursement per person for credentials shall not exceed $200 per person per year. The maximum reimbursement per college in this category will be $10,000 per fiscal year.

MCCB will NOT pay licensure fees for individuals completing training to include but not limited to commercial driver license (CDL) testing fee and/or licensure fee, NCLEX registry
exam fee and/or nursing license, Certified Nursing Assistant (CNA) exam fees, cosmetology exam or licensure fees, barbering exam or licensure fees, etc.

**Short Term Adult Classes**

Short term adult classes are those that are offered for the general public for the purpose of providing employability skills and upgrade skills. Instructional salaries are the only allowable cost for short-term adult classes. No prep time, assessment time, educational materials and supplies or equipment are eligible for reimbursement. These projects will be reimbursed at a rate not to exceed $25 per hour. Short term adult class or basic skills project must have a minimum enrollment of 10 participants. Projects should not be submitted until after the class has started and can guarantee 10 participants. Projects with less than 10 participants and costs associated with credit courses will not be reimbursed.

**Inmate Training Classes**

Instructional salaries, inclusive of prep time, assessment time and benefits, are the only allowable cost for career training for inmates. No educational materials and supplies or equipment are eligible for reimbursement. These projects shall be reimbursed at a rate not to exceed $20 per hour. Each class must have a minimum enrollment of 10 participants. Parole dates shall be checked in order to give priority to offenders with twenty-four (24) months or less to serve before parole eligibility or release date. Interested applicants shall be given the Test of Adult Basic Education (TABE) and/or NCRC. Test results are evaluated for eligibility. Officials from the host organization must provide 6-month follow up information on the placement of completers of this program.

**Other Training Needs**

Consideration for training needs other than those outlined within these policies and as determined by the Workforce Development Center Director as essential to the success of the project, will be considered by the MCCB on an individual project basis.

**Project Completion**

Upon project completion, a final modification must be prepared. Salaries will be modified to include the type of training, number of classes, and hours of training. All budget categories must be equal to actual cost. Once the final modification is approved, a project close-out will be completed.
Appendix D

MEMORANDUM OF AGREEMENT BETWEEN COLLEGES FORM
MEMORANDUM OF AGREEMENT FORM

______________ College and _____________ College

Project Description:

______________ (Name of Company) has requested that _____________, (College) teach some _____________________ topics for the employees of their _________________ facility. _____________. The contact person is _________________. Per _________________ some of the classes will be taught at ____________ campus. We are requesting approval of this project and that _______________ be contacted so that all involved are fully informed and verifies to ____________ College that ____________ has permission to use ____________ training facilities for these classes. ____________ College will provide the training funds through the ____________ training contract or project.

Resource Requirements:

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Timeline:

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Financial Issues:

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Signatures:

_____________________________  ___________________________
College Workforce Director     College Workforce Director

_____________________________  ___________________________
President                     President
Appendix E

MISSISSIPPI WORKFORCE ADVANTAGE
Introduction

The primary purpose of Career and Technical Education (CTE) and Workforce Education (WE) is to prepare present and future workers for high-wage, high-skill, and high-demand occupations in current or emerging professions. Additionally, CTE and WE programs aim to offer Mississippians opportunities that correspond to labor-market demands with multiple entrance and exit requirements that result in portable and stackable credentials for industry, certification-based training and coursework. A stackable credential is a career or college certificate program that builds, or “stacks,” with other certificate programs with the purpose of reengaging adults in school in order to prepare them for college and “next step”-level employment.

Through this collaborative initiative, CTE and WE curricula are developed in credit-bearing course hours and in WE modules to provide statewide standards for awarding college credit for technical, industry-recognized certificates. The designated WE curriculum module’s content articulates a specific number of college credits and aligns to all credit-bearing course competencies.

A secondary goal of MS Workforce Advantage is to increase student and participant enrollment, participation, and completion of credit-bearing programs. Strategies to promote transition to and success within the credit-bearing program are essential to the goal of helping students earn credentials, certificates, and degrees. Ongoing professional development for all stakeholders will be offered to ensure success.

Definition of Credit By Examination

Credit by Examination (CBE) incorporates multiple national certification exams and state-level exams. CBE is designed to help students demonstrate competence attained through workforce training and/or on the job experience. MS Community College students may attempt to earn CTE credit-by-examination in certain courses. A student may complete a nationally recognized industry certification or a state-level CBE exam as a substitute for completing the usual requirements of a course.

CBE programs provide multiple entrance and exit points for WE participants. CBE programs provide participants with a no duplicative sequence of technical-skill-proficiency training opportunities that are aligned to a nationally recognized, credit-bearing credential. CBE programs also provide participants a career path into a credit-bearing, postsecondary CTE program and an industry-recognized credential, certificate, diploma, or degree.

CBE supports CTE and WE collaboration by including the following:

- Competency-based, nationally portable and customized education and training for Mississippi’s workforce
- Technology-infused, more industry-recognized education
- Increased access to postsecondary certificates, diplomas, and degrees, and industry-recognized credentials
• Clear career pathways aligned to competency-based education and certification programs

In a statewide-approved CBE program, faculty members from CTE and WE programs must develop integrated program outcomes, jointly plan the curricula, and agree on the national certification that will assess student learning and skill development. Additionally, the CBE program must be supported by industry demand in the local area.

**Business and Industry-Recognized Certifications**

A skilled, educated workforce is perceived as the single most critical element of success and the hardest to acquire. The difficulty of finding high-quality talent is a major barrier due to the lack of skilled workers at both the professional and basic skill levels. Business and industry-recognized certifications:

• Are portable credentials that benchmark multiple skill levels for specific industries through standardized assessments of critical workplace traits and occupational skills needed to operate in a workforce driven by productivity and flexibility
• Assess knowledge and skill level using traditional and performance-based assessment methodologies
• Are meaningful to all sectors of Mississippi’s business and industry and usually correlate to increased employee wages.

Some national assessments may require a fee for the exam. Managing the cost of the assessment will be a local-college decision.

**State Level CBE Assessments**

To meet the need for business and industry-recognized, stackable, portable credentials, the Mississippi Community College Board (MCCB) and local colleges will use current resources to implement state-level CBE assessments. These state-level CBE assessments will:

• Provide local control of on-demand assessments using the Mississippi Virtual Community College (MSVCC) Blackboard and/or Desire2Learn Course Management System
• Allow for grant transferability of CBE credit with all 15 community and junior colleges throughout the state
• Increase the acquisition of recognized credentials

**Guidelines for Credit by Examination Credit**

**Mississippi Workforce Advantage: All Training Counts Core Values**

1. **Jump-starting the skilled workforce pipeline**
   MS Workforce Advantage will produce faster results for employees because participants will have the opportunity to complete flexible WE training.

2. **Collaborative effort among employers and community colleges**
The MS Workforce Advantage curricula will be developed and delivered by CTE and WE departments and between community college districts to address specific skilled-workforce needs identified by local industry professionals.

3. **All training counts**
   MS Workforce Advantage provides the opportunity to earn college credit for CTE coursework delivered across all institutions and systems. A series of technical certificates will “stack” on top of one another, building to a 2-year degree.

4. **Build career pathways**
   MS Workforce Advantage will provide adults with an education road map to higher paid and higher skilled occupations.

5. **Contextualized, integrated academics**
   MS Workforce Advantage will integrate basic academic-skills instruction into the curricula to academically prepare adults to succeed in higher education while learning workplace skills.

6. **Competency-based education**
   MS Workforce Advantage will require a mastery of technical competencies, and clock-hour requirements will be eliminated upon the completion of CBE-approved industry certifications.

7. **Industry recognized**
   MS Workforce Advantage provides opportunities for adults to obtain core competencies needed by employers for in-demand, skilled jobs by aligning curricula to portable, national credentials.

**Target Audience**

- Participants who have attended the noncredit training and want to matriculate into a credit-bearing program without being required to repeat training
- Participants who have gained valuable work experience and want to obtain college credit for the skills they have mastered
- Participants who are underemployed and desire complete modules to gain college credit for a pay increase
- Participants who currently have a national certification and want to gain credit for mastering technical skills in credit-bearing programs
- Participants who are current CTE students

**Curriculum**

Postsecondary CTE and WE development guidelines were approved by the Chief Career–Technical Officers and Deans Association (CCTODA). All CTE courses aligned to industry certification standards will be developed in modules and be aligned to national certification. Local colleges are encouraged to articulate up to 15 scheduled semester hours; however, this is a local-college decision.
Participant Eligibility

In order for CBE participants to gain college credit, they must meet college-admission standards for the career or technical program in which they are entering.

Procedures for Gaining CBE Credit

Participants who complete the national credential must:
1. Provide documented proof that they possess the valid and current aligned national certification or credential
2. Meet all of the college and program entrance requirements
3. Enroll in the articulated program at the college and request the articulated credit

Participants who complete the MS CBE must:
1. Complete the related MS CBE Workforce Education module and CBE exam or complete the CBE exam. Participants will be able to take the exam without completing the module only one time. If unsuccessful, they will have to complete the module and then retake the CBE exam. Participants must demonstrate at least 80% competency to pass each module.
2. Upon the successful completion of the articulated course’s related modules, participants may receive CBE credit upon enrolling in a college and meeting all of the college and program entrance requirements.

Transcripting CBE Credit

Each participant will enroll in the modules using the designated online-event-management system provided by the MCCB. CBE credit will be transcripted immediately to the online event-management system upon the successful completion of all modules aligned to course requirements.

The participant will present the online-event-management-system transcript to the college so that the credit can be transcripted when he or she enrolls in the college-credit program. Each student is responsible for presenting his or her verification of national certification or licensure or the MS CBE assessment.

Time Limit for CBE Credit

If a student is articulating credit by examination via the national certification or license, the student must possess a current, valid national license at the point of articulation. If a student chooses to articulate credit via the MS CBE assessment, the student’s scores will be accepted to demonstrate competencies for up to 18 months on the statewide CBE assessment.
Cost

- Amount of credit awarded is a local college decision based upon program requirements.
- If any fees related to CBE incur, the cost of college credit is a local-college decision.
- Participants who choose to complete the industry certification will incur the cost of the certification. Participants who choose to complete the state-level CBE exam will not incur cost for the exam.

Impact on Local CBE Agreements

Statewide CBE credits are supplemental to any local CBE agreements established between a college’s CTE and WE entities. Statewide CBE agreements provide additional avenues for students to obtain articulated credit. Existing local CBE agreements may be utilized in lieu of any state CBE agreement.

Sample Statewide CBE Articulation Table

CBE agreements are subject to change as postsecondary curricula revisions occur. All articulations listed in this document are effective as of October 1, 2011, unless otherwise noted.

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<td></td>
<td>AWS</td>
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<tr>
<td>Web site:</td>
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<td>CTE Course</td>
<td>NCCER Standards</td>
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<td>MS CBE</td>
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<tr>
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Appendix F

MONITORING INSTRUMENT
WORKFORCE PROJECT MONITORING

The Mississippi Community College Board’s monitoring team has organized a schedule for monitoring Workforce Development Projects for each fiscal year. The team will randomly select projects to review.

The monitoring team has the discretion and authority to review all reimbursements associated with any project when financial discrepancies are uncovered in an individual reimbursement. If the monitor observes a pattern of financial discrepancies by a project manager in more than one reimbursement, the monitor at his/her discretion has the option to review all reimbursements in all projects written by the project manager in question.

The monitor at his/her discretion reserve the right to conduct a 100% monitoring review of all projects by all fifteen community/junior colleges at least once every five years. The monitoring process includes reviewing the following:

1. Commodities invoice matching reimbursement requests.
2. Documentation of how non-expendable commodities are tracked.
3. Equipment invoices matching reimbursement requests payment verification.
4. Documentation of travel expenditures.
5. Contractual service agreements with instructors along with salary verification.
6. Evaluations of training by students/trainees should have class name and instructor listed and dated.
7. Original class sign-in sheets (dated and signed by instructor).
8. Demographic information on trainees.
9. Class attendance sheets (Course name, start and end time of class and dated and signed by instructor).
10. Written documentation monitoring the project (including the instructor’s evaluation by local workforce staff and supporting quality assurance documentation). This documentation must be on all instructors that are employed by the college and at least one class of the every project. This documentation must be signed and dated by staff.
11. Request for reimbursement matching the instructor’s training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours). Calculations will be based on sign in sheets and/or attendance ONLY.
12. Copy of the project plus modifications and reimbursement documents.
13. A copy of the Memorandum of Agreement between the business/industry and the community college.
14. Site visit of a local industry in the community college district for customer satisfaction feedback (optional to monitor).

Basic Skills projects are subject to ALL federal ABE guidelines and policies. Basic Skills projects will be monitored by the Adult Basic Education Division.
WORKFORCE PROJECT MONITORING WORKSHEET

School: ______________________________ Date: ________________

Industry Name: ____________________________ Project # ___________

1. Copy of the project, plus modifications and reimbursements
   Yes / No / Not
   - Copy of original project
   - Copy of ALL modifications
   - Show reimbursement requests

2. Copy of Memorandum of Agreement available for review, signed
   Yes / No / Not
   - Project Manager / Workforce Director
   - Company Representative (if it is an external project)

3. Commodities (invoices) matching reimbursement requests
   Yes / No / Not
   - INVOICE totals should match request
   - Copy of check from business office

4. Documentation of how expendable commodities are tracked
   Yes / No / Not
   - Show some sort of tracking of location, date “in” and date “out”
     and name of person who has it

5. Equipment (invoices) match reimbursement request and itemization in project
   Yes / No / Not
   - INVOICE totals should match request
   - Copy of check from business office

6. Contractual Services and agreement with instructors (available)
   Yes / No / Not
   - Contracts for instructors should be available in file
     along with salary verification.

7. Evaluation of training by students / trainees – class name and Instructor name
   Yes / No / Not
   - Evaluation sheets should have class name and instructor(s) listed
8. Sign in Sheets
   - ORIGINALS not copied sign in sheets
   - Should be signed by instructor
   - Dated
   - Course name listed
   - Course start and end time

9. Class attendance sheets (signed and dated)
   - ORIGINALS not copied sign in sheets
   - Should be signed by instructor
   - Dated
   - Course name listed
   - Course start and end time

10. Demographic information on trainees
    - Can be listed on evaluation sheets or as a different form but should be available at the time of audit

11. Written documentation monitoring the project and the instructor
    - 10% of ALL projects should have written monitoring of the project and instructor

12. Request for reimbursement matching the instructor’s training hours, rate of pay per hour & fringe benefits and assessment hours
    - We will reimbursed off of sign in sheets ONLY
    - Pay sheet should have hourly rate, # of hours, and signature of instructor

13. Documentation of travel expenses
    ________________________________
    ________________________________

14. Site visit of local industry in the community college district for customer satisfaction feedback (optional)
    ________________________________
    ________________________________
    ________________________________
    ________________________________
WORKFORCE MONITORING CHECKLIST

☐ Copy of original project

☐ Copy of all modifications

☐ Copy of all reimbursements
  *ALL documentation (invoices, sign in sheets, travel documentation, etc) to equal the amount of EACH reimbursement

☐ Copy of MOA
  *Signed, dated

☐ Student/Trainee Evaluation
  *Should include: course name, instructor name and date

☐ Sign In Sheets/Class Attendance
  *Should include: course name, instructor name, date, start and end time

☐ Trainee Demographics

☐ Written documentation of project and/or instructor monitoring
Appendix G

ADJUNCT/PART-TIME/OVERLOAD AGREEMENT
# Adjunct/Part-Time/Overload Contract Addendum

<table>
<thead>
<tr>
<th>NAME OF CLASS</th>
<th>INSTRUCTOR</th>
<th>BEGIN DATE</th>
<th>END DATE</th>
<th># HRS</th>
<th>HOURLY RATE</th>
<th>TOTAL PAY</th>
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**Project Number:** Location
**Company** or Public

**Days of the Week:**

**Class Hours:**

This Adjunct/Part-Time/Overload Agreement has been developed to document services that are to be provided to the college in accordance with the terms and conditions of [Name of College] Board of Trustees Policy. Such adjunct/part-time/overload services shall be provided as prescribed by the college and delivered in accordance with the standards of good practice in education. This agreement will be in effect until rendered void by operation of law or termination of the agreement by mutual consent of the employer and employee. Payment for this agreement will be made upon completion of the services described above.

I agree to accept the terms and conditions of the agreements as herein set forth:

__________________________  ___________________________  ___________________________  
Employee                                      Project Writer Initials                                      Date

__________________________  ___________________________  ___________________________  
Workforce Director                                  Team Date

__________________________  ___________________________  ___________________________  
President                                      Date
Appendix H

COMMUNITY COLLEGE TRAINING
THAT COUNTS
Community College Training That Counts
Let us improve your organization

Customized Workforce Training
Community colleges will partner with business and industry to offer customized training programs to achieve desired workforce training goals. Training plans are designed to be flexible and practical while producing highly skilled workers.

Online Workforce Training
Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion of the course(s). Online course (s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost.

Train-The-Trainer Cost
Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the local community or junior college. A local college must demonstrate that the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers.

Vendor Training
Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party, not affiliated with the company or the local community/junior college, that: (1) has supplied equipment, software, or other materials to the company and (2) is providing training on utilization of the supplied item(s). Vendor training must be on the specific piece of equipment or software. Vendors may not be a private trainer providing training to the college or the company for purposes other than a deliverable item as indicated above.

On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed $1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Training shall be obtained at the closest location to the industry. Off-site vendor training is limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category.

Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year. Receipts for meals must be kept on file by each college.
Proprietary Programs
The following programs are considered proprietary training packages because of state contacts: DDI, VitalEdu, AchieveGlobal, Lean Training, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey.

National Career Readiness Certificate (NCRC)
The MCCB will fund the NCRC projects with WET Funds contingent upon availability. The budget is for the WorkKeys assessments (tests) and for salary reimbursement for proctor cost. To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4th assessment is requested for any company or for anyone who is testing for teacher’s assistant certification, the cost is allowable for reimbursement.

Trainee Credentialing
Nationally recognized credentials provide third-party verification that individuals have demonstrated competence in relevant skill areas. Upon successful issuing of credentials, MCCB will reimburse 50% of credential cost. Reimbursement per person for credentials shall not exceed $200 per person per year.

ELIGIBLE TRAINING COST

Instructor Salaries
Instructor Salaries shall be based on the type of training with the rate of pay being determined by the Workforce Project Manager. Reimbursement by the MCCB shall not exceed the rate of $35 per hour. The exception to the $35 per hour must be approved by the Executive Director of the MCCB or his designee.

Educational Materials and Supplies
Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all expendable educational materials and supplies.

Instructional Training Aids/Curriculum Development
Training manuals and videos, and other training materials through a public entity may be purchased. Justification must be a part of the project, submitted under the educational materials and supplies section.
Appendix I

BUSINESS AND INDUSTRY FLOW CHART
MISSISSIPPI’S WORKFORCE TRAINING

MISSISSIPPI COMMUNITY COLLEGE BOARD (MCCB)

BPR DAIA & INDUSTRY

COMMUNITY COLLEGES

MCCB APPROVES PROJECT

INSTRUCTOR SALARY

EDUCATIONAL MATERIALS

TRAVEL

COLLEGES PROVIDE TRAINING OR BUSINESS AND INDUSTRY PROVIDE TRAINING

B & I REQUEST REIMBURSEMENT FOR TRAINING PROJECT FROM COLLEGE

COLLEGES SUBMIT PROJECT FOR REIMBURSEMENT

PROJECT COMPLETED AND DATA IS SUBMITTED TO MCCB

Funding approval 21 days prior to training occurring

ASSIST WITH TRAINING PLAN

MCCB TRANSFERS REQUEST TO COLLEGES

REQUEST REIMBURSEMENT EVERY 60 DAYS
Appendix J

WORKFORCE TRAINING BUSINESS APPLICATION DOCUMENTATION
In accordance with the Workforce Education Act of 1994, the intent of workforce education is for the creation and development of a regionally based system in Mississippi for education and training which responds to the needs of Mississippi's workforce and employers. The Mississippi Community College Board and 15 community colleges are focused on providing business and industry with advanced training for a powerful workforce. Experienced workforce staff can help analyze business needs and develop customize training and/or funding to achieve desired training results at no cost to qualified businesses. We are committed to comprehensive training through each individual college or consortia of colleges to support new, expanding or existing business. Start here to begin the process.

### COMPANY INFORMATION

<table>
<thead>
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<th>Field</th>
<th>Description</th>
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<tbody>
<tr>
<td>NAME</td>
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<td>EMAIL</td>
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</tbody>
</table>

### DESCRIPTION OF COMPANY PRODUCT OR SERVICE


### FEDERAL ID# | MDES#

### NUMBER OF EMPLOYEES

### HAS YOUR COMPANY RECEIVED MS COMMUNITY COLLEGE TRAINING?

Y [ ]  N [ ]

**If YES what type of training:**


### TRAINING PLAN

**Describe Type of Training Required**


IDENTIFY LOCATION TRAINING WILL OCCUR

NUMBER OF EMPLOYEES TO BE TRAINED

DESCRIPTION OF COMPANY TRAINING OBJECTIVES

PROJECTED START DATE    PROJECTED END DATE

THE COMPANY WILL:

1. Identify specific training needs and skill requirements.
2. Coordinate project with Workforce Development Coordinator at the college.
3. Provide oversight and monitoring of training.
4. Schedule classes and/or participants and give release time for training.
5. Make necessary arrangements for approved reimbursable training.
6. Request reimbursement at least every 60 days to college.
8. Provide the Workforce/Continuing Education Registration Form for each training participant.

THE COLLEGE WILL:

1. Approve training projects to be provided by the college or other training provider.
2. Provide oversight and monitoring of project.
3. Evaluate training effectiveness.
4. Provide, at least quarterly, a list of company employees, who have completed the Workforce/Continuing Education Registration Form.
5. Provide technical assistance.
6. Complete reimbursement requisitions at least every 60 days and submit to MCB for payment.

MCB WILL:

1. Approve submitted projects prior to start.
2. Reimburse the company or the college within 45 days of receipt of requisition.
3. Facilitate training by consortia when required.
4. Provide funding as approved in the budget.
5. Monitor the project through documentation maintained by the college.
Appendix K

WORKFORCE EDUCATION INTERNSHIP POLICY
Workforce Internship Program

Scope and Purpose

The purpose of this policy is to detail the requirements and eligibility for the Community College Internship program. In an effort to promote an “Earn While You Learn” initiative, the goal of the internship program is to help eligible adults, dislocated workers, and Career and Technical students to gain practical work experience and sharpen their leadership skills while earning a wage. This initiative positively impacts all parties: business and industry are afforded an opportunity to make a hire that may be a better organizational fit based on the interns work performance, the students has an opportunity to gain valuable training and work experience while enrolled in a training program, and the college improves their partnerships with business and industry while improving their student placement rates.

Participant Eligibility

Internships/Apprenticeships/Paid Work Experiences are allowable intensive service for adults, dislocated workers, and Career and Technical students.

Individuals interested in the internship program must be in one of the following categories:

a. Eligible students must have completed a minimum of 75 percent of a training program in an allowable pathway.

b. Individuals interested in career exploration or individuals who have been out of the workforce for a period of time.

Staff must complete an initial assessment and have documentation in the participant file to establish internship need. Case notes are imperative for the internship program and must be in place for monitoring.

Employer Eligibility

The Mississippi Community College Workforce Education will target the following sectors:

a. Advance Manufacturing
b. Health Care
c. Tourism and Film
d. Other approved Sectors

Participating employers are required to pay 50 percent of the hourly wage match for trainees. The hourly wage maximum is $16 per hour. Employers must agree to the terms and conditions outlined in the Worksite Agreement.
Parameters of Internship Program

a. The maximum duration for each internship/participant is 240 hours.
b. The maximum amount allowed per participant is $1,920.
c. Participant cannot exceed 40 hours per week.