

POSTSECONDARY CAREER AND TECHNICAL EDUCATION



NEW PS CTE ADMINISTRATOR'S GUIDE

March 2012

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GUIDING PRINCIPLES

As postsecondary Career Technical Education (PS CTE) curricula are developed, the following list outlines the guiding principles that the Research and Curriculum Unit and the writing teams will use in leading and facilitating the curriculum writing process.

- All curriculum frameworks will include a Career Certificate option, Technical Certificate option, and AAS Degree option when appropriate. If not appropriate, language explaining the rationale will be added in the framework under a section titled: **Program Exceptions**.
- All program options will be written to nationally recognized, industry-based certifications when appropriate. If not appropriate, language explaining the rationale will be included in the framework under a section titled: **Program Exceptions**.
- All program options will include a suggested modular/stackable delivery option when appropriate. If not appropriate, language explaining the rationale will be included in the framework under a section titled: **Program Exceptions**.
- The goal is for students to earn a “credential of value” during their time at a community college. That “credential of value” should be an Associate of Applied Science degree, a Technical Certificate, a Career Certificate, and/or license/certification recognized by business and industry. The credential should be a step along a career pathway offering students ongoing opportunities to increase their earning potential in the job market.

CURRICULUM AND ASSESSMENT DEVELOPMENT PROCESS (OVERVIEW AND GUIDING PROCESSES) NEW AND REVISED/UPDATED PROGRAMS

- I. Curriculum Development
 - a. Writing team work will take place in an online environment which will be open to all instructors or other CC personnel interested in participating.
 - b. Workforce instructors should be included on the writing teams to support development of modular delivery. This may not be necessary when it has been deemed there is no appropriate modular workforce delivery option.
 - c. Participation from industry partners is essential and every effort will be made to encourage participation.
 - d. When at all possible, the “Core” will be aligned to industry certification(s).
 - e. All curriculum frameworks will include a Career Certificate and a Technical Certificate option when appropriate. Industry certification assessments are the preferred method of credentialing. However, a Y1 MS-CPAS2 assessment will be developed for Career Certificate and a Y2 MS-CPAS2 for the Technical Certificate/AAS degree options unless noted by a program exception. All alternative assessment options that are aligned with the framework will be noted in the **Assessment** section of the framework.

- f. When appropriate, the suggested module delivery will be outlined based on the preferred credentialing method for modular courses where each module aligns with an industry-based certification assessment for credentialing.
- II. Assessment Development
- a. MS-CPAS2 Development for new or revised test banks must have a minimum of five participants of which at least two should be instructors (a combination of instructors, administrators, related CTE content area experts from other CC/JC, and industry members, advisory member(s), or local high school instructors).
 - b. Between annual assessment cycles, the RCU will conduct regular statistical review and item analysis. It may be necessary to bring instructors to the RCU between cycles to “clean-up” some of the item banks. For this process, there is no minimum or maximum number of participants specified.
 - c. Assessment development meetings will be open to all interested instructors. Participation from as many instructors as possible will be encouraged.
 - d. Any alternative assessment other than those originally approved by the writing team and listed in the curriculum framework will need approval by MCCB. Colleges may request approval for alternative assessments by submitting the request in the format outlined in the Alternative Assessment Request procedures. The request must include a crosswalk demonstrating that the core course competencies are aligned for the alternative assessment request to be processed by MCCB.
 - e. The RCU will attempt to schedule postsecondary MS-CPAS2 testing dates at some time other than the secondary testing dates.
 - f. As curriculum frameworks are revised, the Y1 MS-CPAS2 assessment for newly approved program options will go “live” for first administration of Career Certificate options in November following required adoption date of the program. Y2 MS-CPAS assessments for a new program logically will go live the following year.

DEFINITIONS AND TERMS

- a. **Module:** A **module** is a subset of competencies offered independently of coursework within any given program. A defined sequence of modules will result in a credential. Some credentials will include all of the technical skills required to take a nationally recognized exam leading to the awarding of a “nationally recognized credential.” However, in some cases, more than one “credential” may be required to qualify the individual to take a “nationally recognized credential.” The “Credential” becomes a stackable credential when the individual enrolls in the aligned Career Certificate or Technical Certificate/Associate of Applied Science program and the student is awarded credit by examination for the “Credential”.
 - i. A “credential” marks the completion of a module identified within the curriculum frameworks as being less than a Career or Technical Certificate option.
 - ii. Enrollments in module options do not count toward FTE funding. Only students enrolled in Career Certificate or Technical Certificate/AAS degree course options counts toward FTE funding. Based on best recognized best practice, each module will lead to a student taking a nationally recognized assessment that results in a “credential,” preferably a “nationally recognized credential”. In some cases, accumulated multiple modules are required to prep a student for a nationally recognized credential. The purpose for developing modules is to provide opportunities for students to have multiple options (stackable credentials with the modules built into the curriculum framework)

whereby a college may award credit (by examination or other means described in their local policy) toward a career and or technical certificate and/or degree.

- b. **Stackable Career Certificate, Technical Certificate and Associate of Applied Science Degree Options:**
- i. The Career Certificate is a stackable certificate option that is less academically rigorous than the technical certificate/ AAS degree options in an approved CTE program for FTE funding purposes.
 - ii. Career Certificate options require 30 semester credits, and these courses stack into the Technical Certificate option. The Technical Certificate courses stack into the AAS degree which requires the addition of the college's General Education Core requirements to the Career and Technical Certificate courses.
 - iii. The Technical Certificate is a stackable certificate option based on the attainment of technical skills which emphasize understanding and practical application of science and mathematics. Technical Certificate options require completion of the Career Certificate's 30 semester credits of specified courses, and an additional specified 15 semester credit s of specified courses. The Technical Certificate does not require completion of the college's General Education Core.
 - iv. Associate Degree options are based upon SACS accreditation requirements. AAS degree options require completion of the 45 specified semester credits included in the Career and Technical Certificate option and the completion of the college's General Education Core.
 - v. Each college establishes its own entry requirements for PS CTE Programs. MCCB Policy 9.2.6 outlines the minimum criteria for admissions into career certificate programs for FTE funding purposes to read: "Students admitted to Career Certificate programs must at a minimum meet one of the following requirements:
 - a) The completion of at least one unit less than the minimum acceptable high school units as prescribed by law, *i.e.*, if the state requires 21 high school units to graduate, a student can be admitted into a community/junior college with 20 high school units; or,
 - b) A General Educational Development (GED) certificate; or,
 - c) A high school diploma or enrolled in the college dual enrollment program; or,
 - d) Mississippi Occupational Diploma; or,
 - e) An official transcript from an accredited college or university; or,
 - f) The completion of a federally approved ability-to-benefit test.

CURRICULUM AND MSCPAS DEVELOPMENT PROCEDURES: NEW AND REVISED/UPDATED PROGRAMS

STATEWIDE CURRICULUM DEVELOPMENT

Each postsecondary Career and Technical Education Curriculum consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the MS-CPAS2 Blueprints online at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>

Each Career–Technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Career–Technical core – A required career–technical course for all students
 - Area of Concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Career–Technical Elective – An elective career–technical course
 - Related Academic Course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic Core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines are used in developing the curriculum and are considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.

STATEWIDE CURRICULUM REVISION (SPECIAL REQUESTS)

PS CTE Curriculum Frameworks are revised according to a four year cycle. However, there are instances where a framework may need revising off schedule. Some reasons for such a request include but are not limited to the following:

- Curriculum is not relevant to current workplace requirements.
- Curriculum no longer meets program accreditation standards.
- Curriculum does not reflect pending or recent change in state licensure requirements.
- Curriculum does not reflect pending or recent change in national licensure requirements.
- Other Reason (explanation below)

For a curriculum to be considered for off-schedule revision, colleges may submit the request to MCCB using the “Curriculum Revision Request Form” available on the MCCB website at:

<http://www.sbcjc.cc.ms.us/pdfs/currrevisionreqform.doc>

CURRICULUM DEVELOPMENT PROCEDURES

1. Writing team work will take place in an online environment which will be open to all instructors or other CC personnel interested in participating.
2. Workforce instructors and Career and Technical Deans and Directors should be included on the writing teams to support development of modular delivery.
3. Participation from industry partners is essential and every effort will be made to encourage participation.
4. When at all possible, the “Core” will be aligned to industry certification(s).
5. All curriculum frameworks will include a Career Certificate option that stacks into a Technical Certificate and an Associate of Applied Science Degree when appropriate. Industry certification assessments are the preferred method of credentialing. However, a Y1 MS-CPAS2 assessment will be developed for Career Certificate options and a Y2 MS-CPAS2-assessment will be developed for Technical Certificate/Diploma and/or AAS Degree options unless noted by a program exception. All alternative assessment options that are aligned with the framework will be noted in the **Assessment** section of the framework.
6. When appropriate, the suggested module delivery will be outlined based on the preferred credentialing method for modular courses where each module aligns with an industry-based certification assessment for credentialing.

MS CPAS2 DEVELOPMENT PROCEDURES

1. MS-CPAS2 Development for new or revised test banks must have a minimum of five participants of which at least two should be instructors (a combination of instructors, administrators, related CTE content area experts from other CC/JC, and industry members, advisory member(s), or local high school instructors).
2. Between annual assessment cycles, the RCU will conduct regular statistical review and item analysis. It may be necessary to bring instructors to the RCU between cycles to “clean-up” some of the item banks. For this process, there is no minimum or maximum number of participants specified.
3. Assessment development meetings will be open to all interested instructors. Participation from as many instructors as possible will be encouraged.
4. Any alternative assessment other than those originally approved by the writing team and listed in the curriculum framework will need approval by MCCB. Colleges may request approval for alternative assessments by submitting the request in the format outlined in the “Alternative Assessment Request” form. The request must include a crosswalk demonstrating that the core course competencies are aligned for the alternative assessment request to be processed by MCCB.
5. The RCU will attempt to schedule postsecondary MS-CPAS2 testing dates at some time other than the secondary testing dates.
6. As curriculum frameworks are revised, the Y1 MS-CPAS2 assessment for newly approved Career Certificate program options will go “live” for first administration in November following required adoption date of the program. Technical Certificate/AAS Degree Option Y2 MSCPAS2 assessments for a new program logically will go live the following year.

NEW PROGRAM CURRICULUM AND MSCPAS DEVELOPMENT TIMELINE

A school applies to MCCB for a new program. MCCB assigns the curriculum to the RCU.

Timeline	Task
1 st semester Year 1	Identify steering committee of business/industry, education, and government personnel.
1 st semester Year 1	Do research to learn about other programs, certifications, standards, etc.
1 st semester Year 1	Identify the writing team (teachers from schools applying for the program and those with related programs).
1 st semester Year 1	Hold a writing team meeting with writing team, administrators, and the steering committee to draft a curriculum for the Career Certificate option.
2 nd semester Year 1	Hold a writing team meeting to review Career Certificate option and draft a curriculum for the Technical Certificate option. Write the Y1 MSCPAS items for the program.
1 st semester Year 2	Hold a writing team meeting to review Career Certificate and Technical Certificate/AAS Curriculum. Write Y2 MSCPAS items for Technical Certificate/AAS degree option.
2 nd semester Year 2	<p>Hold a writing team meeting to review entire curriculum and write additional Y1 and Y2 MSCPAS items as required.</p> <p>Prepare final draft of curriculum for MCCB to begin the approval process.</p> <p>Validate the Curriculum. Tabulate comments, revise as required.</p> <p>Submit to MCCB board for approval to post to APA.</p> <p>Post to APA, tabulate comments, revise and repost if required. Submit to MCCB board for final approval.</p>
Summer prior to 1 st semester Year 3	<p>Distribute adopted Curriculum Framework to pilot colleges for full implementation 1st semester of Year 3. Hold follow-up meetings and Professional Development with teams (instructors of pilot sites, writing team members, steering committee) as required.</p> <p>Place the final adopted Curriculum Framework on the RCU website.</p>
1 st semester Year 3	The curriculum is to be implemented by the time freshmen enter the beginning of the 1 st semester of Year 3.
1 st semester Year 3	<p>The program is taught following the adopted curriculum. This is also the live pilot of the actual Y1 and Y2 MSCPAS.</p> <p>Inform college that there will be a pilot test administered to the students entering in Year 2. (For Career Certificate options pilot test will be administered at the end of Year 3, for Technical Certificate and AAS degree options pilot test will be at the end of Year 4). The items and the MSCPAS will be validated. The Career Certificate Y1 MSCPAS will go live in year 4. The Technical Certificate/Associate Degree Y2 MSCPAS will go live in year 5.</p>

Timeline	Task
2 nd semester Year 4	Y1 MSCPAS for Career Certificate options is live (Technical Skills Attainment Perkins indicator requirement kicks in for students completing the Career Certificate option)
2 nd semester Year 5	MSCPAS for Technical Certificate/AAS option goes live (Technical Skills Attainment Perkins indicator requirement kicks in for students completing the 2-year Certificate option or the AAS option.)

ALTERNATIVE ASSESSMENTS

REQUESTING ALTERNATIVE ASSESSMENTS THAT ARE ON THE “APPROVED ALTERNATIVE ASSESSMENTS” LISTING

Approved alternative assessments appear on the “Approved Alternative Assessments” listing on the MCCB Website at: [PS CTE Approved Alternative Assessments](#).

If an alternative assessment already appears on the list of Approved Alternate Assessments, colleges may adopt the assessment simply by submitting a letter of notification to:

Dr. LaNell Kellum
 Director, Career and Technical Education
 Mississippi Community College Board
 3825 Ridgewood Road
 Jackson, MS 39211

NOTE: Colleges who adopt an alternate assessment are required to test all students in that program with that alternate assessment. CPAS will no longer be an option for students at that institution in that program.

REQUESTING ALTERNATIVE ASSESSMENT THAT ARE NOT CURRENTLY ON THE “APPROVED ALTERNATIVE ASSESSMENTS” LISTING

To request an alternative assessment that is not currently approved (does not currently appear on the “Approved Alternative Assessments” listing, colleges may request to adopt the assessment by submitting a letter of request, specifying the following information:

Program Name
 CIP Code
 Skills Proficiency Instrument (Name of the test)
 Sponsoring Organization for the Test (Who developed it)

Crosswalk of the Core Course Competencies for the Program Option and the Competencies Assessed in the Alternative Assessment Instrument

When the test will be given

How the test will be administered (where, how, by whom)

When the test scores will be received back by the institution

Website where more information can be obtained.

Letters of request should be mailed to:

Dr. LaNell Kellum
Director, Career and Technical Education
State Board for Community and Junior Colleges
3825 Ridgewood Road
Jackson, MS 39211

Dr. Kellum will review the submitted materials and make a formal recommendation to Dr. Shawn Mackey, Associate Executive Director for Workforce, Career, and Technical Education, and Mrs. Jean Massey, Associate Superintendent for Vocational Education. Colleges will be notified in writing of the final decision.

PROCESS FOR REQUESTING NEW PS CTE PROGRAMS

There are two categories of New CTE Program Applications.

1. **Proposal to add a Unique CTE Program:** A proposal to implement a program that is not currently being offered under an existing approved or statewide curriculum.
2. **Proposal to add an Existing CTE Program (not currently approved for the college).** A proposal to implement a program that is not currently approved for the requesting institution that has an existing approved or statewide curriculum.

Colleges may request to add a New CTE Program by submitting a letter of request accompanied by a completed "New Program Application." (<http://www.MCCB.cc.ms.us/pdfs/ct/application.pdf>)

PROCESS FOR ADDING A UNIQUE NEW CTE PROGRAM:

1. Collect, compile, and document Employment Needs Data, including state and district employment and wage projections (average annual salary projections and 10 year employment projections).
2. Collect, compile, and document Student Interest Data.
3. Obtain Advisory/Craft Committee Recommendations.
4. Obtain Professional Association Endorsement (if needed).
5. Develop the curriculum following the 30/45/60 Course Sequencing format. The curriculum should list each course planned in the 30/45/60 Course Sequencing format including the course number, title, and credit hour as an attachment. List the course description of each core course (not including general education course) in the curriculum. Show as "Attachment I".
6. Obtain local approvals.

7. Submit the completed [New Program Application](#) (available on the MCCB website) along with all the requested supporting documentation to the Director of Postsecondary Career & Technical Education by the monthly proposals deadline published in the Chief Career Technical Officers and Deans Association (CCTODA) "[2011-2012 CTE Events Schedule](#)" (available on the MCCB website).
8. Proposal is processed to determine recommendation to Board.
9. Proposal presented to Mississippi Community College Board for action.
10. Mississippi Community College Board notifies college of results of Board action.
11. If approved:
 - a. MCCB notifies the RCU and MDE.
 - b. College implements program locally.
 - c. College works with the RCU to develop a statewide curriculum framework and technical skills assessment, if required.

**PROCESS FOR ADDING A NEW PROGRAM WITH AN EXISTING CURRICULUM FRAMEWORK
(THE PROGRAMS IS ALREADY APPROVED FOR ANOTHER COLLEGE)**

1. Collect, compile, and document Employment Needs Data, including state and district employment and wage projections (average annual salary projections and 10 year employment projections).
2. Collect, compile, and document Student Interest Data.
3. Obtain Advisory/Craft Committee Recommendations.
4. Obtain Professional Association Endorsement (if needed).
5. Submit as the Curriculum as "Attachment I". If a statewide curriculum exists that has been resequenced in the 30/45/60 SCH Stackable Credentials format, provide a copy of the 3/45/60 Course Sequence from the curriculum. If a curriculum does not exist that has not been resequenced in the 30/45/60 SCH Stackable Credentials format, list each course planned in the 30/45/60 Course Sequencing format including the course number, title, and credit hour as an attachment. List the course description of each core course (not including general education course) in the curriculum. Show as "Attachment I".
6. Obtain local approvals.
7. Submit the completed [New Program Application](#) (available on the MCCB website) along with all the requested supporting documentation to the Director of Postsecondary Career & Technical Education by the monthly proposals deadline published in the Chief Career Technical Officers and Deans Association (CCTODA) "[2011-2012 CTE Events Schedule](#)" (available on the MCCB website).
8. Proposal is processed to determine recommendation to Board.
9. Proposal presented to Mississippi Community College Board for action.
10. Mississippi Community College Board notifies college of results of Board action.
11. If approved, College implements program locally according to the existing Curriculum Framework.

PROCESS FOR REQUESTING NEW PROGRAM OPTION/CONCENTRATION OR LOCATION

New options or concentrations are defined as any option (degree or certificate) listed within a statewide curriculum framework of any program currently listed in the Statewide CIP table for the requesting institution.

1. Colleges may request to add new options, concentrations, or locations under existing programs by submitting a letter of request accompanied by a completed "[New Option Application](#)" (available on the MCCB website). Requests must be received by the Director for Postsecondary Career and Technical Education the monthly proposals deadline published in the Chief Career Technical Officers and Deans Association (CCTODA) "[2011-2012 CTE Events Schedule](#)" (available on the MCCB website).
2. The request must justify the need for the new option, concentration, or location and must address the items outlined in the "[New Option Application](#)" including but not limited to the following:
 - Program, option, or concentration name and CIP
 - Location(s) where the program, new option or concentration will be offered
 - State and district employment and wage projections (average annual salary projections and 10 year employment projections)
 - Projected enrollment for the new option or concentration or at the new program location
 - Identified Technical Skills Assessment
 - Attach copy of curriculum. If the current curriculum is resequenced in the 30/45/60 SCH Stackable Credentials format, provide a copy of the Course Sequence from the curriculum. If the curriculum has not yet been resequenced in the 30/45/60 SCH Stackable Credentials format, identify courses. (Use the 30/45/60 Course Sequencing format and show as an attachment)
 - Projected additional costs for facilities, equipment, and faculty
 - Semester of proposed implementation
3. Proposal is processed to determine recommendation to Board.
4. Proposal presented to Mississippi Community College Board for action.
5. Mississippi Community College Board notifies college of results of Board action.
6. If approved, College implements program locally.

PROCESS FOR TERMINATING PROGRAMS, OPTIONS, LOCATIONS, OR CONCENTRATIONS

Colleges may terminate programs, options, or concentrations at any location through a letter of notification to the MCCB Director for Postsecondary Career and Technical Education.

The letter of request should be received by the Director of Postsecondary Career & Technical Education by the monthly proposals deadline published in the Chief Career Technical Officers and Deans Association (CCTODA) "[2011-2012 CTE Events Schedule](#)" (available on the MCCB website) and should include the following:

- Program, Option, or Concentration name and CIP
- Location(s) of the terminated program, option, or concentration
- Reason for the termination

- Effective date of termination

MCCB will email confirmation of MCCB's acknowledgement of closed programs to the college president, the RCU, and MDE.

ENSURING A UNIFORM COURSE NUMBERING SYSTEM FOR POSTSECONDARY CAREER AND TECHNICAL EDUCATION

The system of identifying courses in all Postsecondary Career and Technical and College Parallel Curricula was adopted in 2005 to become implemented in the fifteen public junior college districts during the 2006-2007 school years. The leadership and efforts provided by the Mississippi Community and Junior College Chief Career-Technical Officers and Deans make the Postsecondary Career and Technical Education Uniform Course Numbering System possible.

New course requests are reviewed by the Uniform Course Numbering Screening Committee of the Chief Career-Technical Officers & Deans Association. When a new course is approved, the name of the course, a complete course description and the course number is added to the Uniform Course Numbering Book.

Each course in the numbering system has a three letter prefix which identifies the subject field to which the course belongs. Examples: BOT identifies a Business Office Technology course; DDT identifies a Drafting and Design Technology course, etc.

- First number designates year (Example: 1000 level courses indicate first year's work 2000 level courses indicate second year's work)
- Second number designates grouping (NOTE: Grouping are consistent for each year but not from year one to year two)
- Third number designates sequence in a group
- Fourth number designates course credit hours

Colleges have the flexibility to adjust the semester credit hours of a course up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change). Thus, Credit may vary from course credit shown by up or down 1 credit hour. (Example: 1213 and 1214 with the same letter prefix indicate the same basic course, but with different credit due to more lecture or laboratory time.)

The content of the courses in statewide curriculum frameworks reflect approximately 75 percent of the time allocated to each course. The remaining 25 percent of each course should be developed at the local district level and may reflect:

- Additional competencies and objectives within the course related to topics not found in the State curriculum framework, including activities related to specific needs of industries in the community college district.
- Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
- Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
- Activities which implement components such as: integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary career and technical programs.

- Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area

Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

Statewide Curricula may be accessed at: <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>

NEW COURSE REQUEST, APPROVAL, AND ADDITION TO STATEWIDE CIP TABLE/LISTING

MCCB revises the Statewide CIP table as required each month to reflect program closure notifications and new program, new option, and/or new location requests approved by the Board. The revised PS CTE Statewide CIP listing is posted to the MCCB CTE Website under "[Program List \(Statewide CIP Table\)](#)" available on the MCCB Website).

MCCB notifies CCTODA of any required changes to the CIP codes that need to be made prior to audit. The CCTODA and registrars will communicate to ensure that all CIP codes are revised as needed prior to audit.

1. The requesting college completes a "[New Course Request](#)" form, available from the Mississippi Community College Board (MCCB) Career & Technical Education webpage.
2. The requesting college submits the completed course request form to the Director of Postsecondary Career & Technical Education at the SBCJC.
3. The Director will log the request and forward the form to the Chair of the Chief Career-Technical Officers and Deans' uniform course numbering committee for committee consideration.
4. The committee chair shall notify (1) the requesting institution, and (2) the Director for Postsecondary Career & Technical Education of the committee's action on the request.
5. If approved, the Director will forward the course information to the MCCB Accountability Office for pay purposes.
6. Approved courses will be entered into the Career & Technical Education Uniform Course Numbering Book. The revised document will be reposted to the MCCB website.
 - MCCB will copy the RCU on approval letters for newly approved courses that are submitted by local request and approved by the Uniform Course Numbering Committee.
 - The RCU IDS will add the new course as an elective to the current framework (suggested timeframe within one month of IDS receiving the assignment, no APA required for adding the course as an elective).

COURSE REVISIONS TO UNIFORM COURSE NUMBERING BOOK BASED UPON REVISED CURRICULUM FRAMEWORKS

- RCU Instructional Design Specialists prepare final curriculum documents to go to the MCCB board for approval, check the revised courses in the new curriculum against those currently listed in the [Uniform Course Numbering Book](#) (the MCCB website contains links to all of the Uniform Course Number Book annual revisions).
- RCU submits to MCCB along with the Curriculum Approval documents:
 1. A list of all the new courses that were added during the curriculum revision process, including the information needed to add the courses to the Uniform Course numbering book.

2. A list of courses that changed during the curriculum revision process. The list needs to include the information required to update in the Uniform Course Numbering book.
- MCCB will update the Uniform Course Numbering book with the new courses and revisions that result from the Curriculum revision process and post the book to the MCCB web site (within two weeks of time all the required information is received.)
 - Since colleges have a full year to implement a revised curriculum, MCCB will also maintain on the website, the document (past years Uniform Course Numbering Book) for colleges that do not implement new curriculum immediately.)

CREDIT HOUR ADJUSTMENTS

A college may increase or decrease credit hours for a course by +1 or (-)1 without prior approval from MCCB. All credit hour adjustment that exceed +1 or (-)1 credit hours, must be approved by MCCB. Please submit all Credit Hour Adjustment requests and notification to MCCB using the [“Request to Change Semester Credit Hours \(MS WORD\)”](#) that may be downloaded from the MCCB website at <http://www.mccb.edu/pdfs/ct/RequestChgSCH.doc>

QUALIFICATIONS FOR POST SECONDARY PERSONNEL

The Mississippi Community College Board recognizes that Career and Technical personnel must possess a background of occupational work experience, training, and formal education to successfully prepare students for challenging careers in a global marketplace.

Qualifications for PS CTE Faculty and Administrators set forth in the [Qualifications Manual for Postsecondary Career and Technical Personnel](#) are minimum requirements. Postsecondary institutions may require additional qualifications in order to meet state and national accreditation standards related to specific programs, as well as to meet local needs. These minimum qualifications are designed to ensure that individuals employed to teach and support postsecondary career and technical education in Mississippi meet relevant general education competencies, occupational competencies, and instructional competencies. The qualifications contained in this manual shall apply to all postsecondary Career and Technical personnel, with the exception of the CTE Support Services Coordinators (formerly Special Populations Coordinators). Because this position is funded by the Mississippi Department of Education (MDE) through monies received as part of the federal Perkins Act, individuals employed in this position shall continue to meet the licensure requirements (initial and renewal) as set by the Mississippi Department of Education, Office of Career and Technical Education.

Instructional Competency must be demonstrated through a degree in Education or through completion of the Best Practices education program. The Best Practices program consists of forty (40) contact hours of intensive course work, and is designed for individuals who do not have a bachelor’s degree or higher in education. The content areas for Best Practices include the teaching and learning process, communication skills, planning and developing instructional materials, managing learning activities, student assessment, and statewide initiatives in career and technical education. For more information regarding “Best Practices” please refer to the Research and Curriculum Unit for Career and Technical Education and Workforce Development webpage.

Career and Technical faculty who have a Bachelor’s Degree (or higher) in Education are exempt from the Best Practices education program. Postsecondary Career and Technical Education Deans or Directors in certain

circumstances may request a Waiver of Best Practices by submitting a letter to the MCCB PS CTE Director explaining the special qualifications of the instructor. MCCB will process the request for waiver and notify the dean/director in writing whether or not the request is approved or denied.

GUIDELINES ON STATEWIDE ARTICULATED CREDIT

ELIGIBILITY

- **To be eligible for articulated credit, a student must:**
 - Complete the articulated Secondary Vocational Program
 - Score an 80 percent or higher on the Mississippi Career Planning and Assessment System (MS-CPAS) in their secondary program of study
- **To be awarded articulated credit, a student must:**
 - Enroll in the community or junior college within 18 months of graduation
 - Articulated courses are transcribed immediately upon enrollment at a community college

HOW MS-CPAS WILL BE DOCUMENTED

- The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS scores, CIP Codes, district codes and college numbers (identified by each student as colleges of interest) to Mississippi Department of Education to place on student transcripts
- The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS scores, CIP Codes, district codes and college number to the MCCB.
- The MCCB will forward the list of students eligible for articulated credit to the colleges.

TRANSCRIPTING OF ARTICULATED CREDIT

- Articulated credit will be transcribed immediately upon college enrollment
- No grade will be given on the transcript for articulated courses, only hours granted will be transcribed (thus resulting in no change in quality points)

TIME LIMIT

- MS-CPAS scores will be accepted to demonstrate competencies for up to 18 months after high school graduation

COST

- No costs will be assessed on hours earned through articulated credit

IMPACT ON LOCAL ARTICULATIONS

- Statewide articulations are supplemental to any articulation agreements established between a college and a local school or district. Statewide articulations provide additional avenues for students to obtain articulated credit. They do not nullify any existing local agreements.

ALLOWABLE USES OF PERKINS IV FUNDS

Perkins IV funds may be utilized in only four areas:

- Special Population Salaries
- Adult Education
- Other cost items for career-technical programs and special populations.
- Equipment for career-technical programs and special populations (see Uses and Restrictions, above)

STUDENT SUPPORT SERVICES COORDINATOR SALARIES

Postsecondary approved Student Support Services Coordinator positions will be reimbursed at 100% of the federally reimbursed salary schedule for up to 240 days, based on contract length and total contracted salary.

ADULT EDUCATION PROGRAMS

Adult Education programs should be limited to career and technical programs that are directly related to industry needs, programs that are strongly tied to economic development, and programs for which job openings are projected or available.

OTHER COST

The three general classifications of other cost items that have been identified as appropriate in terms of the federal legislation and the state plan are special populations Testing Materials, Instructional aids, and In-service training. Testing materials and instructional aides are comprised of items such as: software, reference materials, video cassettes/tapes/discs, charts, etc. for the direct support of special populations' students. In-service training includes staff development to: integrate vocational and academic education (should include vocational and academic instructors working with special populations enrolled in vocational/technical programs), enhance the delivery of the statewide curriculum frameworks, and enhance the ability of instructors to assist special populations. In-service training (staff development) costs may include instructional materials, consultant fees and contracted services.

In compliance with stipulations and requirements set forth in the Statements of Assurance and EDGAR Certification required by Perkins IV 85% funds requested by LEA(S) must have been expended within accordance with state and federal regulations and documentation must be on file in the local district for audit purposes.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION FUNDING FORMULA

A Career Technical Formula Study Committee was appointed by Dr. Wayne Stonecypher, Executive Director of the SBCJC, in January of 2005 to satisfy conditions set forth in the Memorandum of Agreement between the Mississippi Board of Education (MBE), the Mississippi Department of Education (MDE) and the State Board for Community and Junior Colleges (SBCJC). More importantly, the charge to the Committee was to provide recommendations for funding Career & Technical education at the community & junior college level in a way that is most equitable to the fifteen colleges and which encourages colleges to provide programs and services to constituents at the greatest level of quality and efficiency. Finally, although it was not a part of the original charge, the Committee accepted the challenge to develop a formula which would raise the standards and expectations of Career Technical programs to a higher level of respect in the eyes of the public.

The Career Technical Formula Study Committee was composed of a cross section of individuals representing Presidents, Chief Academic Officers, Career Technical Deans, Business Managers and SBCJC Staff members. The Committee was challenged by Dr. Stonecypher and by the Chairman to make decisions on the basis of what was in the

best interest of the community college system. It was very evident that committee members met this challenge throughout the process. The Committee met six times and spent many hours examining the impact of various formulas upon the system. In addition, many emails were exchanged whereby various information and opinions were shared. They took their task seriously and made decisions with the welfare of the community college system in mind.

The Committee presented their recommendations to the MACJC and to the SBCJC as a representation of its work. Realizing that the final formula may be changed by either of those two groups, the report represented a sound product that is equitable for all fifteen institutions and which encourages colleges to provide programs and services at the highest level of quality and efficiency.

The Committee developed a survey to gather information from members of the five constituent groups. This survey asked respondents to rank factors in priority in accordance with the weight that should be given in determining funding for Career Technical Education. It also provided an opportunity for respondents to list elements which should be included in any funding formula.

There were fifty-three surveys completed and returned. Respondents rated "equity" as a very high priority, but many of the respondents indicated they felt equity was a "given" and did not rank it. The results indicated that the highest single priority by respondents was that the formula should be based on FTE, the second highest priority was "high cost" programs, with ninety- six percent (96%) indicating that a special weight should be assigned for high cost programs. "High Demand" programs were ranked as important as well, and "Performance Based" factors were also listed as important to the respondents.

A sub-committee was selected by the Chair and the Director of the Career Technical Division at the SBCJC to advise the Committee on what programs should be listed as "High Cost" and at which level. Members of that sub-committee developed a survey to gather information from Career Technical Deans, which would substantiate a listing of program costs. The Committee had asked for the top eight "high cost" programs, but the subcommittee expanded that list to nineteen, with a rank order, and recommended that all nineteen programs be considered high cost.

As indicated on survey returns, it was agreed that high cost programs should be funded at a higher level than those programs which were not high cost. Several formulas were analyzed to determine a means to increase funding in an equitable manner for those programs which cost more to operate.

Formulas were developed, using the following weights:

	Level 1	Level 2	Level 3
Formula #1 (add weight)	.2	.3	.4
Formula #2 (add weight)	1.2	1.3	1.4
Formula #3 (add weight)	.5	1.0	1.5
Formula #4 (add weight)*	.25	.50	.75
Formula #5 (add weight)	.25	.75	1.25

In analyzing the impact of these weights for high cost programs, it was determined that formula #1 added much too little to make a difference in funding and that Formula #2 added much too much to each level. It was also

determined that the weight added to the three levels in Formulas #1 and #2 was much too small to make a difference between the three levels.

Formulas #3 and #5 were much better than the first two formulas, but still provided too much additional funding, particularly at level 3. **Level #4 seemed to provide the needed additional funds, but did not over compensate for the programs costs.**

Based upon the results of the surveys, the programs were listed in rank order by the sub-committee, with the program that had the highest cost ranked number one and the program with the lowest as number nineteen. The sub-committee then divided the programs into three levels for funding.

FULL-TIME EQUIVALENTS (FTE) BASED FUNDING

Full Time Equivalents (FTE) is the first and most prominent component for funding Career Technical programs. One FTE is awarded for each 24 semester credit hours (SCH) earned over a 12 month period of time (summer, fall and spring). No Academic or ADN credit hours are to be included in this formula.

BASE / SITE

A base (site) amount of the Career Technical appropriation is to be set aside to be divided equally among the 15 college districts. It was recommended that 7.5% of the prior year Career Technical appropriation be used as the base (site) amount each year.

PHASE-IN

FTE based funding was phased-in over a period of 3 years, beginning with FY 2007 as the FIRST YEAR and continuing through FY '08 and FY '09, when the new funding mechanism was fully implemented. NOTE: the "**Hold Harmless**" provision was the only component of this formula that was phased in over the three year period. The intent of hold harmless was that no institution would suffer extraordinary loss of funding because of the formula changes.

HIGH COST PROGRAMS

High cost programs receive a higher level of funding to help cover the additional cost to those institutions offering such programs. There are three levels of additional funding for semester credit hours taken by those students enrolled in High Cost programs: for Level One programs the institution should receive an additional weight of .25 per FTE; for Level Two programs the institution should receive an additional weight of .50 per FTE and for Level Three programs the institution should receive an additional weight of .75 per FTE.

Level 1 (additional 0.25 FTE)	Level 2 (additional 0.5 FTE)	Level 3 (additional 0.75 FTE)
Construction Equipment Operation (49.0202)	Aviation (47.0607) and Avionics (47.0609)	Dental Assisting (51.0601)
EMT-Paramedic (51.0904)	Cardiovascular Technology (51.0901)	Dental Hygiene (51.0602)
Health Information Technology (51.0707)	Hospitality Admin/Mgmt (52.0901)	Diagnostic Medical Sonography (51.0910)
Horticulture (01.0601)	Industrial Maintenance Technology (47.0303)	Physical Therapy Technology (51.0806)
Medical Laboratory Technology (51.1004)	Occupational Therapy Assistant (51.0803)	
Practical Nursing (51.3901)	Respiratory Care (51.0908)	
Radiological Technology (51.0911) and Radiation Therapy (51.0907)	Surgical Technology (51.0909)	
Truck Driving (49.0205)		

TYPES OF EQUIPMENT FUNDS, USES AND RESTRICTIONS

UPGRADE (STATE) EQUIPMENT FUNDS USES/RESTRICTIONS

- Eighty (80) percent of the total allocation must be expended on capitalized equipment. Equipment costing one thousand (\$1000.00) dollars or above, or items listed on the auditors exception list.
- Twenty (20) percent of the total allocation may be spent on non-capitalized items that cost from one hundred (\$100.00) dollars to nine hundred and ninety nine (\$999.00) dollars.
- Twenty (20) percent of the total allocation may be spent on equipment for administration.

Any employee initiating the purchase of services, commodities and equipment without proper authorization and approval through the purchase requisition and purchase order process may be held personally liable, and/or terminated.

PERKINS IV (FEDERAL) EQUIPMENT FUNDS USES/RESTRICTIONS

- All equipment purchased with Perkins IV, 85% funds must be capitalized. For Perkins purposes only, the definition of capitalized equipment will be equipment costing five hundred (\$500.00) dollars or above, or items listed on the auditors exception list.
- Perkins IV, 85% funds cannot be used to purchase equipment, software, or other cost items for administrative purposes.
- Equipment should be targeted (a.) to areas/programs with highest concentration of special populations (b.) to programs that are not equipped for the delivery system, and (c.) for technology enhancement. Equipment should be state-of-the-art and incorporate current and emerging technology to improve instruction that is technologically enhanced and appropriate in terms of emerging high tech workplace environment. Equipment is not to be purchased to maintain status quo.

APPROVAL PROCESSES FOR EQUIPMENT PURCHASES

APPROVAL PROCESS FOR EXPENDING STATE UPGRADE FUNDS

Each LEA will receive an allocation from the MCCB (provided funds are available) to purchase equipment for Career-Technical programs. The LEA does not need prior approval from the MCCB, nor the State Department of Education, Office of Vocational and Technical Education before purchasing equipment. Each LEA has the authority to determine equipment needs; however, note the uses/restrictions for upgrade funds. Reimbursement from the MCCB will be limited to the allocated amount.

APPROVAL PROCESS FOR EXPENDING PERKINS IV 85% FUNDS

Each Community/Junior College will receive a separate allocation of Perkins funds which may be used in the four approved areas. Each community/junior college will establish a budget via the Vistrionix system with the Mississippi Department of Education indicating the amount that the LEA will allocate to the four approved areas: Salaries for Special Population Instructors, Adult Education, Software and Equipment. The LEA does not need prior approval from the MCCB, nor the State Department of Education, Office of Vocational and Technical Education to purchase equipment or software. However, please note the uses/restrictions for Perkins IV 85% funds.

REIMBURSEMENT PROCESSES FOR EQUIPMENT PURCHASES

Each community/junior college will request reimbursement from the MCCB via the GCR subgrant on-line system. Non-Capitalized items will be paid from commodities. Reimbursement will be limited to the allocated amount.

REIMBURSEMENT PROCESS FOR PERKINS IV 85% EQUIPMENT

Each community/junior college will use Lotus notes to notify MDE of equipment purchased providing program name, type of equipment, cost, brand name, serial number etc. This will be documentation for reimbursement from SDE. The process is identical to previous years with the exception of requiring approval from the Mississippi Department of Education, Office of Vocational and Technical Education, prior to the purchase of equipment. Reimbursement will be limited to the allocated amount.

EQUIPMENT TRANSFER AND DISPOSAL PROCESSES

TRANSFER OF CAREER/TECHNICAL EQUIPMENT

Equipment purchased for a program but no longer needed by the program, may be transferred by progressing through the following order:

- To a Career-Technical program within the community/junior college.
- To a Mississippi Public community/junior college.
- To a Secondary Public Career-Technical Center within the community/junior college district.
- To a Public Secondary Career-Technical Center in the state.
- To State Surplus property.

Each LEA must develop an inventory tracking system and a method to show items transferred to other agencies (such as a hand receipt).

DISPOSAL OF CAREER/TECHNICAL EQUIPMENT

- Each institution should have an approved policy to properly dispose of out dated Career-Technical equipment.
- Monies collected for sale of out dated equipment should be returned to Career-Technical programs.
- Each LEA should develop a policy for lost/stolen inventory.
- Trade-ins are left to the discretion of each LEA.

LINKS TO FORMS/DOCUMENTS/INFORMATION ON THE MCCB CTE WEBSITE

PS CTE CURRICULUM AND ASSESSMENT DEVELOPMENT GUIDELINES 6/30/2011
[HTTP://WWW.MCCB.EDU/PDFS/CT/PSCTECURRASMTGUIDELINES.PDF](http://www.mccb.edu/pdfs/ct/psctecurrasmtdguidelines.pdf)

PS CTE NEW PROGRAM APPLICATION CHECKLIST [HTTP://WWW.MCCB.EDU/PDFS/CT/APPLICATION.DOC](http://www.mccb.edu/pdfs/ct/application.doc)

PS CTE NEW OPTION OR NEW LOCATION APPLICATION [HTTP://WWW.MCCB.EDU/PDFS/CT/NEWOPTIONAPP.DOC](http://www.mccb.edu/pdfs/ct/newoptionapp.doc)

2011-2012 CCTODA DIRECTORY [HTTP://WWW.MCCB.EDU/PDFS/CT/CCTODADIRECTORY.PDF](http://www.mccb.edu/pdfs/ct/cctodadirectory.pdf)

CURRICULUM REVISION REQUEST FORM [HTTP://WWW.MCCB.EDU/PDFS/CT/CURREQUESTFORM.DOC](http://www.mccb.edu/pdfs/ct/currequestform.doc)

REQUEST TO CHANGE SEMESTER CREDIT HOURS (MS WORD) [HTTP://WWW.MCCB.EDU/PDFS/CT/REQUESTCHGSCH.DOC](http://www.mccb.edu/pdfs/ct/requestchgsch.doc)

STATEWIDE CIP TABLE [HTTP://WWW.MCCB.EDU/PDFS/CT/STATEWIDECIPTABLE.XLSX](http://www.mccb.edu/pdfs/ct/statewideciitable.xlsx)

STATEWIDE CURRICULUM FRAMEWORKS (LINK TO RCU WEBSITE)
[HTTP://WWW.RCU.MSSTATE.EDU/CURRICULUM/CURRICULUMDOWNLOAD.ASPX#LIVETABSCONTENT6382](http://www.rcu.msstate.edu/curriculum/curriculumdownload.aspx#livetabscotent6382)

PS CTE APPROVED ALTERNATIVE ASSESSMENTS
[HTTP://WWW.MCCB.EDU/PDFS/CT/APPROVEDALTASSESSMENTS.XLS](http://www.mccb.edu/pdfs/ct/approvedaltassessments.xls)

2011-12 PS CTE UNIFORM COURSE NUMBERING BOOK
[HTTP://WWW.MCCB.EDU/PDFS/CT/CTEUNIFORMCOURSENUMBERING2012.PDF](http://www.mccb.edu/pdfs/ct/cteuniformcoursenumbering2012.pdf)

2010-11 PS CTE UNIFORM COURSE NUMBERING BOOK
[HTTP://WWW.MCCB.EDU/PDFS/CT/CTEUNIFORMCOURSENUMBERING2011.PDF](http://www.mccb.edu/pdfs/ct/cteuniformcoursenumbering2011.pdf)

NEW COURSE REQUEST FORM (MS WORD) [HTTP://WWW.MCCB.EDU/PDFS/CT/NEWCOURSEREQUESTFORM.DOC](http://www.mccb.edu/pdfs/ct/newcourserrequestform.doc)

CURRICULUM AND ASSESSMENT DEVELOPMENT GUIDELINES (PDF)
[HTTP://WWW.MCCB.EDU/PDFS/CT/PSCTECURRASMTGUIDELINES.PDF](http://www.mccb.edu/pdfs/ct/psctecurrasmtguidelines.pdf)

MS WORKFORCE ADVANTAGE [HTTP://WWW.MCCB.EDU/PDFS/CT/MSWORKFORCEADV.PDF](http://www.mccb.edu/pdfs/ct/msworkforceadv.pdf)

PS CAREER TECH EQUIPMENT MANUAL [HTTP://WWW.MCCB.EDU/PDFS/CT/EQUIPMENTMANUAL.PDF](http://www.mccb.edu/pdfs/ct/equipmentmanual.pdf)

BEST PRACTICES (LINK TO RCU WEBSITE)
[HTTP://WWW.RCU.MSSTATE.EDU/PROFESSIONALLEARNING/VIPPROGRAM.ASPX](http://www.rcu.msstate.edu/professionallearning/vipprogram.aspx)

QUALIFICATIONS FOR POST SECONDARY CTE PERSONNEL [HTTP://WWW.MCCB.EDU/PDFS/CT/PERSONNEL.PDF](http://www.mccb.edu/pdfs/ct/personnel.pdf)

2012 STATEWIDE **ARTICULATION**

[HTTP://WWW.MCCB.EDU/PDFS/CT/STATEWIDEARTMANUAL201213.PDF](http://www.mccb.edu/pdfs/ct/statewideartmanual201213.pdf)

2010 STATEWIDE ARTICULATION [HTTP://WWW.](http://www.mccb.edu/pdfs/ct/statewideartmanual2010.pdf)

[MCCB.EDU/PDFS/CT/STATEWIDEARTMANUAL2010.PDF](http://www.mccb.edu/pdfs/ct/statewideartmanual2010.pdf)

2009 STATEWIDE ARTICULATION [HTTP://WWW.](http://www.mccb.edu/pdfs/ct/statewideartmanual2009.pdf)

[MCCB.EDU/PDFS/CT/STATEWIDEARTMANUAL2009.PDF](http://www.mccb.edu/pdfs/ct/statewideartmanual2009.pdf)

2008 STATEWIDE ARTICULATION [HTTP://WWW.](http://www.mccb.edu/pdfs/ct/statewideartmanual2008.pdf)

[MCCB.EDU/PDFS/CT/STATEWIDEARTMANUAL2008.PDF](http://www.mccb.edu/pdfs/ct/statewideartmanual2008.pdf)

2007 STATEWIDE ARTICULATION [HTTP://WWW.](http://www.mccb.edu/pdfs/ct/statewideartmanual2007.pdf)

[MCCB.EDU/PDFS/CT/STATEWIDEARTMANUAL2007.PDF](http://www.mccb.edu/pdfs/ct/statewideartmanual2007.pdf)

PRACTICAL NURSING ANNUAL REPORT [HTTPS://SBCJCWEB.SBCJC.CC.MS.US/PN](https://sbcjcweb.sbcjc.cc.ms.us/pn)

PN ACCREDITATION AND SELF STUDY [HTTP://WWW.](http://www.mccb.edu/pdfs/ct/2010pnaccredmanual.pdf)

[MCCB.EDU/PDFS/CT/2010PNACCREDMANUAL.PDF](http://www.mccb.edu/pdfs/ct/2010pnaccredmanual.pdf)

PN ACCREDITATION SCHEDULE [HTTP://WWW. MCCB.EDU/PDFS/CT/ACCREDSCHD.PDF](http://www.mccb.edu/pdfs/ct/accredsched.pdf)

OCR COMPLIANCE HOMEPAGE [HTTP://WWW.MCCB.EDU/CAREERTECHEDU/OCRDEFAULT.ASPX](http://www.mccb.edu/careertechedu/ocrdefault.aspx)

STATE PERKINS PLAN

[HTTP://WWW.MDE.K12.MS.US/VOCATIONAL/OVTE/DOCUMENTS/PERKINSIVSTATEPLAN08-13.PDF](http://www.mde.k12.ms.us/vocational/ovte/documents/perkinsivstateplan08-13.pdf)

2011-12 PERKINS IV REPORTING MANUAL

[HTTP://WWW.MCCB.EDU/PDFS/CT/PERKINSIV20112012REPORTINGMANUAL.DOC](http://www.mccb.edu/pdfs/ct/perkinsiv20112012reportingmanual.doc)

2010-11 PERKINS IV REPORTING MANUAL

[HTTP://WWW.MCCB.EDU/PDFS/CT/PERKINSIV20102011REPORTINGMANUAL.DOC](http://www.mccb.edu/pdfs/ct/perkinsiv20102011reportingmanual.doc)

PERKINS WORKGROUP OVERVIEW

[HTTP://WWW.MCCB.EDU/PDFS/CT/PERKINSWORKGROUPOVERVIEW.PPT](http://www.mccb.edu/pdfs/ct/perkinsworkgrouoverview.ppt)

NONTRADITIONAL CTE PROGRAMS FOR MALES (UPDATED MARCH 2011)

[HTTP://WWW.MCCB.EDU/PDFS/CT/CROSSWALKNONTRADMALE.XLS](http://www.mccb.edu/pdfs/ct/crosswalknontradmale.xls)

NONTRADITIONAL CTE PROGRAMS FEMALES (UPDATED MARCH 2011)

[HTTP://WWW.MCCB.EDU/PDFS/CT/CROSSWALKNONTRADFEMALE.XLS](http://www.mccb.edu/pdfs/ct/crosswalknontradfemale.xls)

PEER COLLABORATIVE RESOURCE NETWORK [HTTP://WWW.EDCOUNTABILITY.NET](http://www.edcountability.net)

PERKINS IV DEFINITIONS AND MEASURES [HTTP://WWW.MCCB.EDU/PDFS/CT/PERKINSIVDEF.PDF](http://www.mccb.edu/pdfs/ct/perkinsivdef.pdf)

PERKINS IV REGULATIONS [HTTP://WWW.MCCB.EDU/PDFS/CT/PERKINSIV.PDF](http://www.mccb.edu/pdfs/ct/perkinsiv.pdf)