



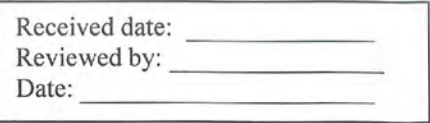
Carl D. Perkins IV

## State Monitoring Selection Criteria

The Mississippi Community College Board, Office of Career and Technical Education will monitor postsecondary career and technical education programs located on the campus of each of the fifteen Mississippi community colleges. Colleges are slated for review on a 5-year cycle (3 schools per year). The state monitoring of postsecondary programs is based on the following criteria:

1. Achieving the target percentage listed in the Final Agreed Upon Performance Level (FAUPL).
  - a. Technical Skill Attainment 1P1
  - b. Credential, Certificate, or Diploma 2P1
  - c. Student Retention or Transfer 3P1
  - d. Student Placement 4P1
  - e. Nontraditional participation 5P1
  - f. Nontraditional completion 5P2
2. Time since last review
3. The result and extent of any Federal monitoring.
4. Whether the subrecipient has new personnel or new or substantially changed systems (for example, a new accounting system);

Each criterion will receive one (1) point for each item met for a maximum total of nine (9) possible points. The top three schools with the lowest scores will be selected for review in the first year of the five year cycle. The selection criteria is consistent for each cycle. In the event of a tie, highest enrollment will be used to select the school to review.



Self-Assessment	
College Name & Address:	
President:	
Director, Career and Technical Education or Instructional Administrator:	
Address:	
Phone Number:	
Email Address:	
Self-Assessment completed by:	

[illegible]

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### **Purpose of Carl D. Perkins Act**

The purpose of the Carl D. Perkins Act is to develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs by:

1. Building on the efforts of states and localities to develop challenging academic and technical standards;
2. Promote the development of services and activities that integrate rigorous and challenging academic and career technical education instructions;
3. Increase state and local flexibility in providing services and activities designed to develop, implement and improve career and technical education, including
4. Conduct and disseminate national research and disseminate information on best practices that improve career and technical education programs, services and activities;
5. Provide technical assistance that promotes leadership, initial preparation and professional development at the state and local level; and improve the quality of career and technical education teachers, faculty, administrators and counselors;
6. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institution, area career and technical education schools, local workforce investments boards, business and industry and intermediaries;
7. Provide individuals with opportunities throughout their lifetime to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.



## **Perkins Monitoring Process Guidelines**

The Perkins monitoring process is a three-step process consisting of a self-assessment, desk audit, and an on-site review. The intent of the monitoring guide is to directly review compliance of the Carl D. Perkins Career and Technical Education Act of 2006 required program activities and services. **Essential evidence** is defined as the fundamental expectations stated in Section 135 of the federal act and Mississippi's State Perkins Plan.

**Note: Failure to comply with the audit and implementing corrective actions will result in a loss of Perkins CTE funding. The funds will be withheld from the college's allotted Perkins funding. The accumulation of those funds will then be redistributed to the other compliant community colleges.**

The following scale will be used in rating each category in the monitoring guide:

**C     Compliant - Substantive evidence provided to prove college is in compliance with state and federal guidelines.**

**NC   Non-Compliant - Substantive evidence not provided to prove college complies with state and federal guidelines.**

## **Compliance Rankings**

1. Full Compliance-All categories are met; however, areas of improvement may be delineated.
2. Provisional Compliance-Failure to achieve compliance in category 8 (financial management) and one other category.
3. Probationary Compliance- Failure to achieve compliance in category 8 (financial management) and three or more categories.
4. Withdrawal of Funds: Failure to comply with all requirements within 12 months of the initial review, will result in the loss of Perkins funds.

A non-compliant rating requires a corrective action plan to comply with Mississippi's State Plan and Section 135 of Carl D. Perkins Act. The area(s) of non-compliance must be addressed within one (1) year of the receipt of the approval of the Corrective Action Plan. At the end of the 12 month period, correspondence will be sent to the school regarding a subsequent follow-up review of the non-compliant category(ies).

## **Self-Assessment**

1. The college self-assessment is the first step of the monitoring process.
2. Local leadership teams should identify, review and organize all available documentation addressing essential evidence.
3. If the essential evidence supports a compliant rating, mark the appropriate box and list the evidence available in the space provided. This must be completed for each topic. Although the college is being monitored in the current fiscal year (FY18), the documentation should reflect the previous fiscal year (FY17).
4. If there is no substantive evidence to support a compliant rating, it must be indicated in

the appropriate box by selecting non-compliant. This designation requires a corrective action plan.

5. To prepare for the on-site review, the team must organize a paper and/or electronic file of available evidence. The file should follow each requirement with the documentation of essential evidence to support it (ex. Req. 3 (a); 3 (b); etc.).
6. **The completed self-assessment document must be signed by the college contact and President. All documents must be submitted electronically to the Director of Career and Technical Education by the date specified in the Monitoring Review Packet. The submission process will be provided in the packet. (Faxed copies are unacceptable.)**
7. Self-assessments received after the deadline will automatically be scheduled for an on-site visit.
8. Supporting documentation should be included with the submission of the self-assessment.
9. Questions should be directed to the Director of Career and Technical Education.

#### **Desk Audit:**

The desk audit is the second step of the monitoring process.

1. After the completed self-assessment and support documentation is received in the Mississippi Community College Board Office, the documents will receive a desk audit/review by the Director of Career and Technical Education or designee.
2. If the desk audit is determined to include all supporting documentation and compliance can be determined, the audit can be designated as complete. Notification will be provided to the college. If adequate documentation is not provided and compliance cannot be determined an onsite review will be required.  
**\*\*\* Note: All 15 colleges will be audited during the first 5 year cycle. This provision is allowed for future reviews.**

#### **On-site Review**

The on-site review is the third or final step of the monitoring process.

After completion of the monitoring process, a Monitoring Summary Report will be submitted to the college contact and President 45 days after the review. The report will identify any non-compliant area(s) from the review process.

The college will be required to prepare a Corrective Action Plan (CAP) that addresses each category identified as non-compliant. The CAP must be submitted within 60 days of the date of the MCCB's recommendations.

## **Appeals Process**

- A. An institution wishing to appeal factual errors in the Monitoring Summary Report must submit a written statement and supporting documentation to MCCB's Director for Career and Technical Education within 14 (fourteen) business days of the date of the Monitoring team's exit interview.
- B. An institution wishing to appeal the final decision of the MCCB regarding monitoring status, shall do so in writing within 30 (thirty) days of the date of the Board's decision.
- C. When the MCCB's Director for Career and Technical Education receives a request for an appeal:
  - 1. An Appeals Panel shall be convened within six (6) weeks of the request for an appeal.
  - 2. The Appeals Panel will consist of three (3) people who have knowledge of Career and Technical Education and Perkins regulations.
  - 3. A chair of the Appeals Panel will be designated by the MCCB's Director for Career and Technical Education.
  - 4. The college filing the appeal may request in writing that any member of the Appeals Panel be removed, provided the program can show good cause as to why the member should be removed.
- D. Only evidence previously submitted to the MCCB may be included in a submission to the Appeals Panel. Following oral presentation (if any) and the Panel's consideration of the appeal, the Appeals Panel will determine the outcome of each appeal by a majority vote.
- E. The Appeals Panel can either uphold the decision of the MCCB or remand to the MCCB for reconsideration.
  - 1. If the Appeals Panel upholds the decision of the MCCB, the action of the Appeals Panel is final. The institution is notified of the decision.

### **Instructions for filling out the self-assessment form:**

This form has been created to be easy and efficient. Please complete the form, print it, and obtain signatures. Instructions will be provided on electronic submission procedures.



1. CTE Faculty Professional Development		Location of Items on File	C Yes	NC No
<b>Did the college provide professional development and training activities in FY 2017 for CTE faculty?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> NO		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability <input type="checkbox"/> Services Other	<input type="checkbox"/>	<input type="checkbox"/>
For each statement listed, provide an example where the college's provision of professional development or training on effective:	<b>Explain in detail:</b>  a)  b)  c)  d)			
a) use of scientifically based research and data to improve instruction;  b) teaching skills based on research;  c) interaction with students (e.g., advising);  d) use of technology in the classroom.				
Provide evidence that demonstrate training participation by each CTE faculty member in at least one of the following: National, state, or local conferences and workshops attended by or specifically created for CTE faculty development and improvement (faculty files should be available for review to demonstrate compliance)  <b>Explain in detail and attach a copy of the essential evidence:</b>				
<b>Examples of essential evidence for an on-site visit:</b>  1. Sample of approved professional development purchase orders. 2. List of approved professional development activities conducted outside of the college. 3. Agendas of professional development activities provided on-site. 4. Other supporting evidence. 5. Participant sign-in sheets 6. Follow-up training support and application reviews 7. Evaluation of PD sessions 8. CTE Faculty professional development plans				



2. CTE Staff Professional Development		Location of Items on File	C Yes	NC No
<p><b>Did the college provide professional development and training activities in FY 2017 for CTE staff (e.g., administrators, advisors, career counselors, student support services professionals, etc.?)</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability <input type="checkbox"/> Services Other	<input type="checkbox"/>	<input type="checkbox"/>
<p>Give one example for where the college provided professional development or training to administrators, advisors, career counselors, student support services professionals, etc. on effective:</p> <p>a) interaction with students (e.g., advising, financial aid counseling);</p> <p>b) use of technology to better communicate with and engage students;</p> <p>c) use of scientifically based research and data to improve student engagement;</p>	<p><b>Explain in detail:</b></p> <p>a)</p> <p>b)</p> <p>c)</p>			
<p>Provide evidence that demonstrate training participation by each of the positions listed above in one of the following; National, state, or local conferences and workshops attended by or specifically created for CTE staff development(files should be available for review to demonstrate compliance).</p> <p><b>Explain in detail:</b></p>				
<p><b>Examples of essential evidence for an on-site visit:</b></p> <ol style="list-style-type: none"> <li>1. A sample of approved professional development purchase orders.</li> <li>2. List of approved professional development activities conducted outside of the college.</li> <li>3. Agendas of professional development activities provided on-site.</li> <li>4. Other supporting evidence.</li> <li>5. Participant sign-in sheets</li> <li>6. Follow-up training support and application reviews</li> <li>7. Evaluation of PD sessions</li> <li>8. CTE Staff professional development plans</li> </ol>				

3. Career Development		Location of Items on File	C Yes	NC No
Does the college provide internship/co-op, work-based learning opportunities, practicums, or other career experiences for CTE students?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability <input type="checkbox"/> Services Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> Provide a list of internships/co-ops or other career experiences offered in each Program area.		Explain in detail :		
<u>Essential evidence</u> How does the institution identify students for internship/co-ops or other career experiences?		Explain in detail :		
<u>Essential evidence</u> a) Indicate the number of students, by program, participating in internship/co-ops, apprenticeship programs or other career experiences.  b) Indicate the number of apprenticeship, internship/co-op students, by program, employed after graduation in their field of study.		Explain in detail:  a)  b)		
<b>Examples of essential evidence for an on-site visit:</b>  1. Documentation of student and employer participation in externship, internships. 2. Brochures, site visits, training plans, etc. 3. Curriculum guide planners, college catalog, career services. 4. Internship logs, interviews, program evaluations				

4. Articulation & Transfer		Location of Items on File	C Yes	NC No
<b>Does the college develop articulation agreements with secondary career technical schools?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Did the college develop at least one (1) *Program of Study (POS) as defined in the Carl D. Perkins Act and the Mississippi State Plan?</b> <input type="checkbox"/> Yes      Identify program of study <input type="checkbox"/> No <small>*See Attachment 2 for complete definition.</small>		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<u><b>Essential evidence</b></u> In what career field area(s) does the college have a program(s) of study?	<b>Explain in detail:</b>			
List the following program name: a) articulation agreement; b) secondary and/or Adult career center that receives articulated credit; c) and how is the credit awarded (e.g., on college transcript, after test).	<b>Explain in detail:</b>			
<b>Examples of essential evidence for an on-site visit:</b> 1. Examples of articulation agreements ; MOU's, programs of study, signed agreements.  <b>Additional Comments:</b>				



5. Program Development and Improvement		Location of Items on File	C Yes	NC No
Does the college have a process for the development and improvement of CTE programs?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> a) What is the process for new program development? b) What is the process for program improvement?		Explain in detail: a)  b)		
<u>Essential evidence</u> a) How are career and technical education programs developed?  b) Does the college have stackable certificates? (If yes, explain.)		Explain in detail: a)  b)		
<u>Essential evidence</u> What innovative approaches is the college taking with developing new programs and improving existing programs (explain)		Explain in detail:		
<b>Examples of essential evidence for an on-site visit:</b>  1. Description of new and existing programs —Program evaluation plan, audit sheets, course inventories, MCCB program approval and advisory committees.  <b>Additional Comments:</b>				

6. Services for Special Populations		Location of Items on File	C Yes	NC No
Are all special populations being served by the college?		<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability <input type="checkbox"/> Services Other	<input type="checkbox"/>	<input type="checkbox"/>
<u>Essential evidence</u> Explain how the college serves and supports the educational success of each group: <ul style="list-style-type: none"> <li>a) Single Parents;</li> <li>b) Displaced homemakers;</li> <li>c) Limited English proficient;</li> <li>d) Students with economic barriers;</li> <li>e) Students with disabilities;</li> <li>f) Students in non-traditional occupational programs (e.g., women in engineering, men in nursing).</li> </ul>	Explain in detail:  a) b) c) d) e) f)			
<u>Essential evidence</u> How does the college assess the needs of these special populations groups?	Explain in detail:			
<b>Examples of essential evidence for an on-site visit:</b> <ol style="list-style-type: none"> <li>Course catalogue/program brochures.</li> <li>List of activities and services designed to support special populations.</li> <li>Other supporting evidence.</li> </ol>				
<b>Additional Comments:</b>				

7. Advisory Committee/ Council	Location of Items on File	C Yes	NC No
<p>Was an Advisory Committee/Council meeting held during FY2017 (July 1, 2016-June 30, 2017)? If so, the meetings by CTE program and list meeting dates.</p>	<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services <input type="checkbox"/> Other		
<p>Do you have a list of Advisory Committee/Council members, including their names, titles and the constituencies represented for each CTE program offered by the college?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes If yes, please list the committee(s) by CTE program.</p>			
<p>Describe how Advisory Committee/Council members are involved in the development, implementation and evaluation of CTE programs and understanding Programs of Study (POS).</p> <p>Explain in detail:</p>			
<p>Examples of essential evidence for an on-site visit:</p> <ol style="list-style-type: none"> <li>1. List of stakeholder invitees including job titles and what constituencies they represent.</li> <li>2. Advisory Committee/Council meeting attendance sheet.</li> <li>3. Advisory Committee/Council meeting minutes, presentations.</li> <li>4. Other supporting evidence.</li> </ol>			



8. Financial Management	Location of Items on File	C Yes	NC No
Carl D. Perkins funds serve only those students who elect to enroll in career and technical education programs. (Funds cannot support non-CTE educational students)	<input type="checkbox"/> Coordinators Office <input type="checkbox"/> Student Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> Admissions <input type="checkbox"/> Disability Services  <input type="checkbox"/> Other		
<p>The college disburses funds <u>in accordance with</u> the approved application and program purposes and uses the chart of accounts to distinguish career and technical education expenditures and revenues.</p> <p> <input type="checkbox"/> No  <input type="checkbox"/> Yes  <input type="checkbox"/> NA         </p>			
<p><b>Examples of essential evidence for an on-site visit:</b></p> <p>           1. Perkins application <input type="checkbox"/>            2. Expenditure report <input type="checkbox"/>            3. Purchase orders, contracts <u>and/or</u> salaries <input type="checkbox"/> </p>			

## 9. Technical Assistance

Do you have areas of concern related to Perkins that need additional technical assistance?

☐ Yes

☐ No

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Explanation of requested technical assistance.

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Signature

CTE Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

College President: \_\_\_\_\_

Date: \_\_\_\_\_

### Attachment 1

	<b>Use of Funds – Section 135 of the Carl D. Perkins Act</b> Funds shall be used to support career and technical education programs that;
1	Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in— (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects;
2	Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3	Provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;
4	Develop, improve, or expand the use of technology in career and technical education, which may include— (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5	Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including— (A) in-service and pre-service training on— (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and “(iv) effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6	Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7	Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8	Provide services and activities that are of sufficient size, scope, and quality to be effective;
9	Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.



## Attachment 2

	<b>Permissive uses of Perkins Funds</b> Funds made available to an eligible recipient under this rule may be used to;
1	To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2	To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that— “(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and “(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3	For local education and business (including small business) partnerships, including for— “(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty;
4	Provide programs for special populations;
5	To assist career and technical student organizations;
6	For mentoring and support services;
7	For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8	For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9	To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10	To develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including— (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives— (i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
11	To provide activities to support entrepreneurship education and training;
12	For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;



13	To develop and support small, personalized career themed learning communities;
14	To provide support for family and consumer sciences programs;
15	To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
16	To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
17	To support training and activities (such as mentoring and outreach) in non-traditional fields;
18	To provide support for training programs in automotive technologies;
19	To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include— (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for— (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) implementing career and technical programs of study described in section 122(c)(1)(A); or (D) implementing technical assessments;
20	To support other career and technical education activities that is consistent with the purpose of this Act.

**NOTE: Up to 5% of the Perkins, funds may be used for administrative costs associated with the administration of activities assisted under this local plan – continuation. The expense is reported/included as part of the expense for each program assisted.**

**Program of Study:** An articulated sequence of courses from secondary to postsecondary education. Combines: “(i) a minimum of 2 years of secondary education (as determined under State law); with (ii)(I) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or (II) an apprenticeship program of not less than 2 years following secondary education instruction; integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available; provides technical preparation in a career field, including high skill, high wage or high demand occupations; builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses; leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field; and leads to placement in high skill or high wage employment, or to further education; and utilizes career and technical education programs of study, to the extent practicable.” (Mississippi State Plan, page 81)

**Mississippi Community College Board  
Office of Career and Technical Education  
Corrective Action Plan**

Directions: Please type or print **each standard** /findings as listed in the Letter of Findings (LOF) on a separate line. List the Corrective Action implemented/to be implemented, the person responsible and the Anticipated Month and Year of completion (*Do not list completion date as "Ongoing"*). Your President **MUST** sign the plan before submitting it to MCCB. Please print in landscape.

College Name \_\_\_\_\_

\_\_\_\_\_  
President's Printed Name/ Signature

\_\_\_\_\_  
Date signed by President

**MCCB USE ONLY**

Corrective Actions Approved: YES NO

Signature/Date: \_\_\_\_\_

Finding (From the LOF)	Corrective Action Taken/ To be Taken	Person(s) Staff Responsible	Anticipated Date of Completion. Month and Year. ONLY	MCCB USE ONLY Approval Date/Initial



Finding (From the LOF)	Corrective Action Taken/ To be Taken	Person(s) Staff Responsible	Anticipated Date of Completion. Month and Year. ONLY	MCCB USE ONLY Approval Date/Initial

Add additional rows as needed