

**DRAFT**

**2014**

Mississippi Community College Board

**Workforce**

**Education**

**Policies**



# Mississippi Community College Board

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**DIVISION OF WORKFORCE, CAREER AND  
TECHNICAL EDUCATION**

## OVERVIEW

The Mississippi Comprehensive Workforce Training and Education Act of 2004 provides that the Mississippi State Workforce Investment Board (SWIB) shall “develop and submit to the Governor a strategic plan for an integrated state workforce development system to more effectively and efficiently meet the demands of Mississippi’s employers and job seekers”. Subsequently, the SWIB continuously works through a series of committees to create strategies and plans for Mississippi’s workforce development system in the form of Workforce Investment Plans in compliance with Title I of the Workforce Investment Act of 1998, The Wagner-Peyser Act and various committee recommendations and actions. In concert with these efforts, the Mississippi Community College Board (MCCB) annually creates policies and procedures for the deployment of workforce training at each of Mississippi’s 15 public two-year institutions. The FY2014 policies put forth in this document include and add operational detail to the most recent SWIB plans and recommendations for workforce development.

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

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

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

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## I. Training Priorities

(a) Targeted Industries – During the 2006 calendar year, it became apparent that the differing entities associated with workforce development each maintained separate and often differing lists of targeted industries. In an attempt to consolidate and better define a set of targeted industries, the SWIB created a Business Outreach and Targeting Industry Committee. At its June 2006 meeting, the SWIB endorsed the proposed list of targeted businesses and industries recommended by committee. The community college system recognizes the endorsed list and will utilize such as the targeted industries list for workforce training. The target list is as follows:

- Aerospace
- Automotive Assembly
- Automotive Suppliers
- Contact Centers
- Defense/Homeland Security
- Fabricated Housing & Housing Components
- Food Processing
- Metal Fabrication & Steel
- Plastics/Polymers/Chemicals
- Shared Service Centers
- Shipbuilding
- Timber/Wood Products
- Warehouse & Distribution

Further, colleges are encouraged to submit training projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than \$15).

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

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

i. Traditional Funding (~~70%~~ 90% of ~~WETF~~ WET Fund)

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

2. Projects targeted toward training for those businesses and industries previously identified in items (a) and (b) above.
  3. Other specialized projects as required.
- ii. New and Expanding Business Funding (10% of ~~WETF~~ WET Fund)
1. Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.
  2. Existing businesses within the state that are expanding product lines, expanding facilities, re-starting facilities, and/or adding new employees equivalent to 10% or more of the businesses current employee base as identified by the local college.
- iii. Challenge Grant Funding (~~20%~~ 0% of ~~WETF~~ WET Fund)
- Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system and fall outside traditional project guidelines. Projects are funded up to 20% of WETF if funds are available. Appendix A presents a description of the challenge grant program and the application and award process. Based on limited funding and projected calculations of the tax formula, there will be no NEW Challenge Grants accepted at this time. This suspension is in place until further notice.
- iv. Collaborative Consortia Grant (20% of the WET Fund)
- During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided a \$8,000,000 onetime transfer into the WET Fund. In an attempt to establish statewide consortia, \$1,500,000 of the onetime transfer will be designated at collaborative consortia grant funding; with \$500,000 available for each consortium. Appendix H presents a description of the Collaborative Consortia Grant process.

## **II. Trainee Credentialing**

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

- i. A nationally recognized test that will verify and certify career readiness should be pursued.
- ii. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.
- iii. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business. Each college will be allocated up to \$10,000 to pursue national credentials.

In FY2014 the community and junior college system will continue to pursue these recommendations. Further, a CRC oversight committee has been created and preparations are being made to staff and pursue this credentialing effort.

### **III. Enhancement of College Workforce Development Centers**

The community college system recognizes the need to continually enhance and improve the availability and quality of training at the Workforce Development Centers. In FY2014 a series of enhancement actions as described below will be undertaken.

- (a) Regional/Industry Specific Centers of Excellence – While it is not plausible to convert all activities within an existing center to specific tasks and still serve all of a region’s needs, it is plausible that certain components of the centers can be developed as industry and/or regionally specific Centers of Excellence. College workforce centers are encouraged to pursue the centers of excellence concept for business and industry under the auspices of Challenge Grant Funding.
- (b) Professional Development Programs – The MCCB recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels.
  - i. In FY2014, the MCCB will fund a state-wide professional development program for the college workforce divisions, as developed and requested by the Workforce Center Directors Association. The association is encouraged to utilize community and junior college facilities and instructors and Mississippi universities for such activities.
  - ii. In FY2014, the MCCB will sponsor quarterly Workforce Center Director meetings. These meetings will rotate across the state at the Workforce Development Centers and will facilitate the SWIB Leveraging Community and Junior Colleges committee’s recommendation of sharing best practices.
  - iii. In FY2014, the MCCB will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Governor’s Workforce Development Conference and the Creating Futures Through Technology Conference (March 5-7, 2014).
  - iv. MCCB will continue to provide individual technical assistance to all colleges on an as needed basis. In FY2014 regional workshops will be held to provide additional technical assistance and training.
- (c) Instructional Quality – Based on recommendations by the workforce center directors’ instructional quality committee, FY2014 workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Examples documents are provided in Appendix B.

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

#### **IV. Accountability/Performance**

- (a) Fiscal Accountability – The MCCB maintains fiscal accountability in two ways: (1) by setting project writing and expenditure policies for colleges to follow and (2) by conducting an annual monitoring visit to each college. FY2014 project writing and expenditure policies are included here as Appendix C. Fiscal monitoring visits consist of a review of a random sample of approximately 10% of a college's projects for the previous year. A variety of checks and balances is referenced, including but not limited to comparing the training plan to the class roll sheets, comparing reimbursement requests to invoices and instructor time sheets, reviewing instructional quality checklists and reviewing the notes on instruction as monitored by the center staff. The MCCB reserves the right to conduct 100% monitoring visits and the right to monitor any ongoing activities at any time. In the event that discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the monitoring instrument for FY2014 projects is provided as Appendix D.
- (b) Programmatic Performance – In FY2014, the MCCB will continue to have available performance information such as number of employees and employers being served, type and quantity of training course, and other information that can be determined from the project database. The robust performance system will continue to be used. See below:
1. the development of a common dataset,
  2. electronic collection and storage of data, preferably in the local colleges existing student information system,
  3. electronic systems be able to export information through data files to other entities,
  4. data files are to be used for the purposes of transcribing non-credit activities, MCCB non-credit enrollment management, and for use in determining performance on SWIB/MCCB jointly approved performance measures, and

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

<b>Data File – Student</b>	
<b>Data Element</b>	<b>Description</b>
Last Name	Student’s Last Name
First Name	Student’s First Name
SSN	Student’s 9 digit Social Security Number
DOB	Student’s Date of Birth
Race/Ethnicity	Student’s Race and/or Ethnicity
Gender	Student’s Gender
Level of Education	Highest Level of Education Completed
Employment Status	Employed or Unemployed
Employment Type	Part Time, Full time, Temporary, Seasonal
Occupation	Job Title
Address	Street Address
City	City
State	State
Zip	Zip Code
County	County of Residence
Term	College Term/Semester
Course Number	Unique course Identification Number

<b>Data File -- Course</b>	
<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number (state tax id)
Campus	Location where course is offered
Instructor Name	Name of Course Instructor
Costs	Amounts of Funding in Dollars

<b>Data File -- Industry Based Training</b>	
<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Project Number	Unique Project Identification Number
Project Amounts (costs)	Amount, in dollars, obligated for project
Funding Source	Source of Funding for Course

Reimbursed Amount	Actual Dollar Amount Reimbursed
De-obligated Amount	Amount in dollars, de-obligated for project
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number

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

1. Entered Employment – This measure will determine if people who receive services gain employment. This measure is only applied to those participants who are not employed at the date of participation. It is calculated by dividing the number of participants who are employed in the first quarter after the exit quarter by the number of participants who exit during the quarter.
2. Employment Retention – This measure will determine if people retain their jobs. This measure will only be applied to those who are employed in the first quarter after the exit quarter. It is calculated by dividing the number of participants who are employed in both the second and third quarters after the exit quarter by the number of participants who exit during the quarter.
3. Average Earnings - This measure will determine if the population served is inclusive. This measure would only be applied to those participants who are employed in the first, second, and third quarters after exit. It is calculated by adding total earnings in the second quarter with total earnings in the third quarter after the exit quarter and dividing by the number of participants who exit during the quarter.
4. Earnings Gains - This measure will determine if people are getting better jobs or higher pay. This measure would be applied to two separate groups. The first group is those who are unemployed at the time of training who then become employed at exit and remain employed in the second and third quarters after exit. For this group, earnings gains are calculated as the average earnings in the third

quarter after exit. The second group is those who are employed at the time of participation and who are subsequently employed in the first, second and third quarters after exit. For this group, earnings gains are calculated by comparing the wage at time of participation with the wage at the third quarter after exit.

5. Business Penetration - This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size.
  6. Hiring Activities - This measure will determine employee turnover, business expansion, and lay-offs. Employee turnover will determine at what rate people who receive training change jobs. This measure applies to those who received any form of workforce training. It is calculated as the average number of people who change employers anytime during the first three quarters after exit. The business expansions measure is being proposed to capture whether or not any form of training activities contribute to the expansion of business through the creation of new jobs. This measure is calculated as the difference between the number of people on the payroll in the quarter prior to receiving service and the number of people on the payroll during the first three quarters after a business uses workforce services. The lay-off measure is being proposed to determine if workforce services facilitate businesses to retain their employees by making the business more competitive. This measure is calculated as the average number of people laid-off in the first three quarters after the business receives training services.
- (c) Compliance –Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

## **Appendix A**

# **CHALLENGE GRANT DOCUMENTATION**

**(Based on limited funding and projected calculations of the tax formula, there will be no NEW Challenge Grants accepted at this time. This suspension is in place until further notice.)**

## 2013 Challenge Grant Announcement Information

In accordance with the FY2013 Workforce Education Policies, the Mississippi Community College Board (MCCB) will designate up to 20% of the funds collected by the Mississippi Workforce Enhancement Training Fund in FY2012 for the purpose of awarding FY2013 Challenge Grants. Challenge Grants are defined as those workforce projects that do not qualify for traditional workforce training dollars and that meet the intent of the priorities, criteria and considerations herein. Challenge Grants will be awarded to community and junior colleges according to the procedures and for the purposes set forth in this document.

### Priority of Award

The fundamental priorities for the award of challenge grant funds are:

1. those proposed activities that train for the workforce of the future within the state of Mississippi,
2. those proposed activities that generate an increased and sustainable capacity to train individuals or to train for companies during subsequent training years, and
3. those proposed activities that serve more than one community college district, promote partnerships among colleges, among colleges and other entities, or consortia efforts.

### Eligible Grant Recipients

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

### Criteria Required for Award: (Priority Rating 14 points)

The following questions represent the criteria which must be addressed by submitted proposals. Proposals do not have to address all of the criteria; however, **proposals will receive one (1) priority point for each of these factors the proposal clearly addresses.**

1. How will the proposed activity increase Mississippi's per capita income growth?
2. How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?
3. What training will be done that is not already being done?
4. What technological components does the proposed activity contain that are not common to current training?
5. How will the proposed activity drive more training to the community and junior college system?
6. What new skills will the proposed activity provide trainees?
7. Is the pay for the skills attained above average for the area for the proposed activity?
8. Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?
9. Will the proposed activity aid in increasing the state's high-tech employment share?
10. Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills sets?
11. Will the proposed activity provide access to additional training and/or access to a career path?

12. Will the proposed activity provide training that leads to industry recognized credentials or certifications to enable portability of skills?
13. Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds?
14. Will the proposed activity have a regional impact?

**Other Considerations for Awarding Grants: (Priority Rating: 6 points)**

The following represents secondary items that will be considered when awarding grants. **A proposal will receive one (1) priority point for each of these factors the proposal clearly demonstrates it addresses.**

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

**Required Proposal Criteria and Instructions**

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

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

**I. Project Description (25 points):**

- Describe in detail the Challenge Grant criteria and other relevant items that will be implemented or enhanced with these funds.
- Provide tentative dates and timelines
- Provide a detailed proposed budget

**II. Target Business and Industry and/or Participants (15 pts):**

- Describe in detail how the Challenge Grant business and industry and/or participants will be identified and informed of the project or activity and how their needs and interests will be determined and met.

**III. Projected Impact (15 pts):**

- Describe how the proposed Challenge Grant will contribute to increased trainees, per capita income, collaborative partnerships, business and industry growth, employability skills, curriculum alignment, and overall workforce development.
- Include discussion of any resulting partnerships (such as with business and industry, WIN Job Centers, Industry Associations, etc.) and how those

relationships might strengthen your ability to achieve Challenge Grant objective.

**IV. Outcomes and Results (25 pts):**

- Describe how outcomes and results from the Challenge Grant will be assessed and documented
- Describe how the Challenge Grant may be sustained at the completion of grant award.

**Period of Performance**

Challenge Grants may be awarded for up to three years if funds are available. All proposed FY2013 grant activities must be completed by the end of the fiscal year, June 30, 2012. Request for reimbursement of all FY2013 expenses must be received by the MCCB by no later July 15, 2012. Arrangements can be made for expenditures to “split” fiscal years.

**Evaluation of Submitted Proposals/Notification of Award**

Proposals will be accepted on or before July 15, 2012 for FY2014 award in October. Proposals will be evaluated and ranked by a four (4) member team consisting of MCCB staff and an industry representative. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions here in, and only if funds are available to cover the proposed costs.

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

Award of a submitted proposal will be considered only after evaluation of the proposal has resulted in the proposal receiving a composite score within the top 10% of all scored proposals. Proposals selected for award and rejection will be notified by the MCCB Associate Director for Workforce, Career and Technical Education and/or the Director of Workforce Education.

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

1. Select “Challenge Grant” as the funding source, and
2. The Challenge Grant priorities, criteria and other relevant items must be addressed within the memorandum of agreement area

**Limitations**

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

## **Reimbursements**

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

## **Reporting**

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

If there are any questions, please do not hesitate to contact Dr. Shawn Mackey or Dexter Holloway at 601-432-6351 or 601-432-6222. Mail proposal to: Dr. Shawn Mackey, 3825 Ridgewood Road, Jackson, MS 39211.

## **Appendix B**

# **EXAMPLES OF INSTRUCTIONAL QUALITY DOCUMENTATION**

## Checklist for Coordination of Classes

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

- Instructor \_\_\_\_\_
- Books / Materials \_\_\_\_\_
- Start and end date \_\_\_\_\_
- Meeting Time \_\_\_\_\_
- Total # of Hours \_\_\_\_\_
- Room / Location \_\_\_\_\_
- Room Reserved \_\_\_\_\_
- Equipment requirements \_\_\_\_\_
  - TV / VCR / DVD \_\_\_\_\_
  - Sound system \_\_\_\_\_
  - Overhead projector \_\_\_\_\_
  - Laptop / Computer Lab \_\_\_\_\_
  - LCD Projector \_\_\_\_\_
  - Other \_\_\_\_\_
  - Other \_\_\_\_\_
  - Other \_\_\_\_\_
- Refreshments \_\_\_\_\_
- Support Personnel \_\_\_\_\_
- Course Preparation Checklist completed \_\_\_\_\_
- Information given to guests / attendees / students \_\_\_\_\_

- Video / DVD \_\_\_\_\_
- Copies of handouts \_\_\_\_\_
- Copies of Exams / evaluation sheets \_\_\_\_\_
- Enrollment forms \_\_\_\_\_
- 
- Instructor Evaluation sheets (Circle when complete)  
       \_\_\_\_\_ Blank Forms                      \_\_\_\_\_ Completed
- Sign in sheets (Circle when complete)  
       \_\_\_\_\_ Blank Forms                      \_\_\_\_\_ Completed
- Copies of all evaluations / exams and handouts in course folder  
       \_\_\_\_\_

# Reference Material for the Completion of the Quality Course Checklist Worksheet

## Teaching Method Recommendations

1. Skills Training
  - a. Lecture
  - b. Hands on demonstration
  - c. Hands on directed practice
  - d. Self Practice
  - e. Observation of results and review of learning
  - f. Test through practical exercise
2. Knowledge Based Learning
  - a. Reading
  - b. Note Taking / Writing / fill in blank handouts
  - c. Observing Picture / power point / video
  - d. Reference material
  - e. Lecture
  - f. Discussion
  - g. Repetition of information
  - h. Test through written or oral examination
3. Conceptual learning
  - a. Combination of techniques listed above with the check on learning being a situational exercise where the individuals or groups must select the applicable skills or knowledge and apply / adjust it for the situation given

## Measures / checks on learning

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

## Quality Course Preparation Checklist

Outline / syllabus for the course

Terminal Learning objectives and plan for how to measure success

Objective	Measure	Teaching Method
<input type="checkbox"/>	_____	_____

Enabling learning objectives and how to measure learning

Objective	Measure	Teaching Method
<input type="checkbox"/>	_____	_____

## **Appendix C**

# **PROJECT FISCAL POLICIES**

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## **Submission of Projects**

The MCCB utilizes an online, database driven project writing system to approve, track, and maintain records on workforce education. All projects submitted to the MCCB for approval must be submitted via the online workforce education program. The system can be accessed at <http://sbcjcgcr.sbcjc.cc.ms.us/sbcjc>. System users are added by the college workforce center director (college system administrator). The names of approved users must be submitted to the Director of Workforce Education at MCCB by your college President each year.

**The timeline for submitting projects shall be not later than 21 business days after the start of a class or training activity unless limited by funding availability.** Submitted projects should have at least five (5) students per class or training activity. However, the minimum number of participants for train the trainer projects, on the job training projects, short term adult classes, and basic skills projects are indicated in subsequent sections. The exception to the number of trainees must be approved by the Executive Director of the MCCB or his designee.

All project budgets, subsequent budget modifications (except final modification as discussed in the final project completion section) are to be submitted as budget estimates and do not have to be exact. Budgets must include salaries, benefits, travel, contractual services and commodities, as applicable. Detailed information must be submitted for equipment purchases. With this in mind, Workforce Center Directors need to be aware that when a project is submitted this proposed amount of money is obligated. If the estimates are consistently too high, a large amount of money will be encumbered that cannot be used for workforce education. Projects shall be written for a period of six months or less. Due to limited funds, workforce centers must use a procedural approach to prioritizing projects for funding. At the end of the first six months, all projects will be modified down to \$0 by January 17, 2014. This will allow all funds not spent to be re-obligated for the remainder of the fiscal year.

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

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

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

## **Project Status**

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

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

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

## **Training Categories or Type of Projects**

- Accountability System
- Administrative
- Advanced Technology
- Basic Skills
- Challenge
- Collaborative Consortia Funding
- CRC
- General
- Marketing
- MDE - Workforce
- Short-Term Adult
- TANF
- Workforce – Regular

## **General Fund Projects**

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

## **Marketing Projects**

The MCCB will establish a statewide marketing program to brand and promote the diversity and volume of training provided throughout the state. To assist in this effort a 20 percentage of current marketing funds shall be used to implement this initiative.

## **MDE – Workforce Projects**

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

## **Administrative Costs and Charge to Employers**

Based on the previous year funding, two projects can be written to cover the cost of Administrative cost at a rate of 5% and an Accountability project at a rate of 3% can be applied for in FY2014. The 5% workforce administrative fee earned and the 3% accountability fee will be in effect for expenditures above the \$300,000 floor for FY2013. Along with the \$300,000 floor there will be a ceiling of \$4,000,000. This ceiling less the \$300,000 floor will allow \$3,700,000 worth of expenditures to be applied to the above fees. The fees earned will be based on FY2013 reimbursements. The following funding source is used to calculate this cost:

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

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

## **Boilerplate Language**

The definition of a boiler plate is text that is or can be reused in new contexts or applications without being changed much from the original. A legal boilerplate is a standard provision in a

contract. Projects with grammatical errors and insufficient explanations will be rejected prior to re-submission. This language will be required to be included in all FY2014 projects.

### Memorandum of Agreement

- Company Description and Commitment (will... Request reimbursement at least every 60 days to college; Company will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.)
- Project Justification
- Training Objectives
- College Commitment (College will... Requisitions will be done at least every 60 days to MCCB; College will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act. College will work with industry to ensure compliance with the Mississippi Employment Protection Act for industries participating in basic skills, consortia, and open to the public projects.)
- MCCB Commitment (MCCB will... pay within 45 days, provide funding as approved in the budget and monitor the project through documentation maintained by the college.)

### College Hiring Practices

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

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

1. Community Colleges must comply with Section 25-4-105 (3) (a) of the Mississippi Code with regard to hiring practices. This requires the college to develop an addendum to the employee's contract that describes the work to be performed beyond the employee's original contract.
2. Workforce training projects that utilize current employees as instructors/trainers must show a zero dollar amount in the salary line of the workforce project; unless the college can clearly document that the employees are not being paid twice for the same hours worked. Sufficient documentation includes: reimbursement records, matching instructors' time sheets on training hours, rate of pay per hour, and fringe benefits, and employee contracts when required.

Appendix G is an example of a contract to be used for hiring college personnel as workforce instructors/trainers.

## **Instructor Salaries and Benefits**

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

- **Advanced Skills Training** can be reimbursed at a usual and customary rate for training that is advanced in nature. Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above \$50 per hour must be approved by the Executive Director or his designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.
- **Industry Based Training** shall be reimbursed at a rate not to exceed \$35 per hour. Industry based training is training done by the business or industry for the business or industry and the college only provides financial resources and coordination/planning services to the business or industry. \$35 per hour expenditures requires wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or his designee.
- **Basic Skills** project instructors shall be reimbursed at a rate not to exceed \$20 per hour. Basic skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation.

Benefits shall depend on the type of contract the college uses with their workforce instructors and shall be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be reimbursed based on actual cost. No health or life insurance benefits will be reimbursed. The rate must not exceed 23%, unless approved in advance.

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

## **Preparation Time**

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

## **Educational Materials and Supplies**

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Reimbursement for such materials shall not exceed \$35 per student, but all amounts expended must be for the direct support of the class. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all expendable educational materials and supplies.

## **Leased Equipment**

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

## **Capitalized Equipment Purchases**

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

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

## **Non-Capitalized Equipment**

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

## **Contractual Services**

The following training items are allowable costs:

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

## **Online Workforce Training**

Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion of the course(s). Reimbursement for on-line workforce training shall not exceed a rate of ~~\$135~~ \$250 per person per year. The maximum reimbursement per company in this category will be \$20,000 per fiscal year. Online course (s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost.

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

## **Instructional Training Aids/Curriculum Development**

During FY 2013, the Workforce Development Center Director may seek to provide the training manuals and videos, and other training materials through ~~another~~ public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

## **Train-The-Trainer Cost**

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

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

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

Travel cost for train-the-trainer training shall be included in the travel section of the project application and must include the points of travel. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. \$75 a night will be reimbursed for hotel cost in the continental USA. A maximum of \$31 a day will be reimbursed for meals. Maximum duration for cost associated with meals and lodging

will be limited to four (4) consecutive weeks per person, per production training area. If the person makes a trip home on weekends, then it is considered a 2<sup>nd</sup> trip. All state travel rules and regulations must be followed. Receipts for meals must be kept on file by each college. The regulations can be accessed online at <http://www.dfa.state.ms.us>.

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

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

## **Travel**

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

## **Vendor Training**

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

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

On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed \$1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Off-site vendor train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration. Training shall be obtained at the closest location to the industry. Off-site vendor training is

limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category. The type of training must be identified in the salaries line item with a zero cost at close out (see Project Completion, below.)

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

### **Proprietary Programs**

Proprietary training packages such as, DDI, VitalEdu, AchieveGlobal, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Zigar, Phi Theta Kappa Leadership and Stephen Covey require certified trainers. A company or business may receive a maximum of \$8,000 subsidy toward the instructor's payment based on actual instructional time. Instructor salaries for these programs are reimbursed at a rate not to exceed \$50 per hour.

### **Career Readiness Certificate (CRC)**

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

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

To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4<sup>th</sup> assessment is requested for any company or for anyone who is testing for teacher's assistant certification, the cost is allowable for reimbursement.

To provide the necessary reporting to MCCB, the CRC certificate template must be completed in its entirety for anyone who tests, whether they pass or not. Colleges have the option to charge individuals and industries. However, for monitoring purposes, if the colleges charge the participant, please have proper documentation to show that workforce funds were not reimbursed.

### **Trainee Credentialing**

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

## **Short Term Adult Classes**

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

## **Inmate Training Classes**

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

## **Other Training Needs**

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

## **Project Completion**

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

## **Appendix D**

# **MEMORANDUM OF AGREEMENT BETWEEN COLLEGES FORM**

# Sample

## MEMORANDUM OF AGREEMENT FORM

\_\_\_\_\_ College and \_\_\_\_\_ College

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### *Project Description:*

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

---

### *Resource Requirements:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### *Timeline:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### *Financial Issues:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### *Signatures:*

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
President

\_\_\_\_\_  
President

## **Appendix E**

# **MISSISSIPPI WORKFORCE ADVANTAGE**

## **Introduction**

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

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

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

## **Definition of Credit By Examination**

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

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

CBE supports CTE and WE collaboration by including the following:

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

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

## **Business and Industry-Recognized Certifications**

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

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

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

## **State Level CBE Assessments**

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

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

## **Guidelines for Credit by Examination Credit**

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

#### **1. Jump-starting the skilled workforce pipeline**

Mississippi Workforce Advantage will produce faster results for employees because participants will have the opportunity to complete flexible WE training.

#### **2. Collaborative effort among employers and community colleges**

The Mississippi Workforce Advantage curricula will be developed and delivered by CTE and WE departments and between community college districts to address specific skilled-workforce needs identified by local industry professionals.

### **3. All training counts**

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

### **4. Build career pathways**

Mississippi Workforce Advantage will provide adults with an education road map to higher paid and higher skilled occupations.

### **5. Contextualized, integrated academics**

Mississippi Workforce Advantage will integrate basic academic-skills instruction into the curricula to academically prepare adults to succeed in higher education while learning workplace skills.

### **6. Competency-based education**

Mississippi Workforce Advantage will require a mastery of technical competencies, and clock-hour requirements will be eliminated upon the completion of CBE-approved industry certifications.

### **7. Industry recognized**

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

## **Target Audience**

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

## **Curriculum**

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

## **Participant Eligibility**

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

## **Procedures for Gaining CBE Credit**

Participants who complete the national credential must:

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

Participants who complete the MS CBE must:

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

## **Transcripting CBE Credit**

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

The participant will present the online-event-management-system transcript to the college so that the credit can be transcripted when he or she enrolls in the college-credit program.

Each student is responsible for presenting his or her verification of national certification or licensure or the MS CBE assessment.

## **Time Limit for CBE Credit**

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

## **Cost**

- Amount of credit awarded is a local college decision based upon program requirements.
- If any fees related to CBE incur, the cost of college credit is a **local-college decision**.

- Participants who choose to complete the industry certification will incur the cost of the certification. Participants who choose to complete the state-level CBE exam will not incur cost for the exam.

### **Impact on Local CBE Agreements**

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

### **Sample Statewide CBE Articulation Table**

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

Program Name:	Welding		
Program CIP Code:	12.123456		
Industry Partner(s):	NCCER Web site: AWS Web site:		
CTE Course	NCCER Standards	American Welding Society Standards	MS CBE
WLV 1116 (This is just an example, the actual cost of certifications depends upon the module)	Module 1: name (\$20.00)	AWS Module 1: name (\$20.00)	CBE Module 1: name
	Module 2: name (\$20.00)	AWS Module 2: name (\$20.00)	CBE Module 2: name
	Module 3: name (\$20.00)		CBE Module 3: name

## **Appendix F**

# **MONITORING INSTRUMENT**

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## WORKFORCE PROJECT MONITORING

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

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

The monitor at his/her discretion reserve the right to conduct a 100% monitoring review of all projects by all fifteen community/junior colleges at least once every five years. This means three colleges will be monitored 100% in a rotating five year cycle annually. The monitoring process includes reviewing the following:

1. Commodities invoice matching reimbursement requests.
2. Documentation of how expendable commodities are tracked.
3. Equipment invoices matching reimbursement requests.
4. Contractual service agreements with instructors.
5. Evaluations of training by students/trainees.
6. Class sign-in sheets.
7. Demographic information on trainees.
8. Class attendance sheets (dated and signed by instructor).
9. Written documentation monitoring the project (including the instructor's evaluation by local workforce staff and supporting quality assurance documentation). This documentation must be on all instructors that are employed by the college and 10% of the instructors hired by the industry. This documentation must be signed and dated by staff.
10. Request for reimbursement matching the instructor's training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours).
11. Copy of the project plus modifications and reimbursement documents.
12. A copy of the Memorandum of Agreement between the business/industry and the community college.
13. Site visit of a local industry in the community college district for customer satisfaction feedback (optional to monitor).
14. Documentation of travel expenditures.
15. Documentation of instructional quality.

# WORKFORCE PROJECT MONITORING INSTRUMENT

Community or Junior College \_\_\_\_\_

Workforce Center Director \_\_\_\_\_ Date \_\_\_\_\_

Number & Types of Projects Reviewed: Workforce \_\_\_\_\_ Basic Skills \_\_\_\_\_

Advanced \_\_\_\_\_ SNAP/TANF \_\_\_\_\_ Short-Term Adult \_\_\_\_\_

CRC \_\_\_\_\_ Challenge \_\_\_\_\_ Accountability \_\_\_\_\_

General \_\_\_\_\_ MDE Workforce \_\_\_\_\_ Collaborative \_\_\_\_\_

## Planning Section

1. Have the workforce development center and local district council developed a strategic plan and is it on file with the MCCB? Yes \_\_\_\_\_ No \_\_\_\_\_

A. Is the workforce center using the strategic plan to offer training? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Does the plan address short and long term goals and objectives in line with the stated mission and vision statements? Yes \_\_\_\_\_ No \_\_\_\_\_

C. Are copies of the plan available for review? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Was the original copy of projects, modifications, and reimbursements on file?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## Project Review Section

### Organization

### Project Number

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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1. Was a copy of the Memorandum of Agreement (MOA) between the business/industry and the community college kept on file and available for review? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are attendance sheets available for review on all projects? Yes \_\_\_\_\_ No \_\_\_\_\_

A. Does project data provide demographic information? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Did the staff document monitoring of the instructor? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, how often? \_\_\_\_\_

3. Who employed the instructor? College \_\_\_\_\_ Industry \_\_\_\_\_

A. Did the requests for reimbursement match the instructor training hours and pay receipts?  
Yes \_\_\_\_\_ No \_\_\_\_\_

B. Were fringe benefits properly applied? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Did the project require purchase or lease of equipment or commodities? Yes \_\_\_\_\_ No \_\_\_\_\_

A. How are expendable commodities tracked? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Were invoices available for review on equipment purchases? Yes \_\_\_\_\_ No \_\_\_\_\_

C. Did the invoice match the requests for reimbursement? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Does the college have a project tracking system that meets the demands of both the workforce center and the business office? Yes \_\_\_\_\_ No \_\_\_\_\_ (If no, this requires explanation.)

\_\_\_\_\_  
\_\_\_\_\_

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6. Did MCCB monitors visit local industry to determine training result? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which company and what were the findings? \_\_\_\_\_

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**Needs**

A. Do you have any special workforce needs that require assistance from the MCCB?

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B. What tools/training resources can the MCCB provide to help you better serve the various businesses, industries, and individuals in your district?

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**Outcomes**

A. Identify and share one success of a best practice you have experienced that made an impact with your customers.

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B. How often are you following up with customers to determine their level of satisfaction?

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C. What are some of the barriers that inhibit the delivery of services to customers?

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# WORKFORCE PROJECT MONITORING WORKSHEET

School: \_\_\_\_\_

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

Industry Name: \_\_\_\_\_

Project #: \_\_\_\_\_

- |   |                     |
|---|---------------------|
| 1. Copy of the project, plus modifications and reimbursements | <i>(Choose One)</i> |
| _____   | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| 2. Commodities (invoices) matching reimbursement requests     | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 3. Documentation of how expendable commodities are tracked    | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 4. Equipment (invoices) matching reimbursement requests       | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 5. Contractual Services and agreement with instructors        | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 6. Evaluation of training by students/trainees                | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 7. Sign-in sheets   | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 8. Demographic information on trainees                        | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 9. Class attendance sheets (dated and signed by instructor)   | YES / NO / NOT      |
| REQUESTED   |                     |
| _____   |                     |
| _____   |                     |
| 10. Written documentation monitoring the project              | YES / NO / NOT      |
| REQUESTED   |                     |
| (including the instructor's evaluation)                       |                     |

<hr/> <hr/> 11. Request for reimbursement matching the instructor’s training hours, rate or <b>REQUESTED</b> pay per hour & fringe benefits (including preparation time & assessment hours) <hr/> <hr/>	YES / NO / NOT
12. Copy of Memorandum of Agreement available for review <b>REQUESTED</b> <hr/> <hr/>	YES / NO / NOT
13. Site visit of a local industry in the community college district for customer <b>REQUESTED</b> satisfaction feedback (optional) <hr/> <hr/>	YES / NO / NOT
14. Documentation of travel expenditures <b>REQUESTED</b> <hr/> <hr/>	YES / NO / NOT

## **Appendix G**

# **ADJUNCT/PART-TIME/OVERLOAD AGREEMENT**

**Sample**

**Name of College**

\_\_\_\_\_  
Workforce Development and Training

Adjunct/Part-Time/Overload  
Contract Addendum

NAME OF CLASS	INSTRUCTOR	BEGIN DATE	END DATE	# HRS	HOURLY RATE	TOTAL PAY
Project Number:	Location	Company	or	Public		
Days of the Week:						
Class Hours:						

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

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

_____ Employee	_____ Project Writer Initials
_____ Workforce Director	_____ Team Date
_____ President	_____ Date

## **Appendix H**

# **COLLABORATIVE CONSORTIA GRANT FUNDING BUILDING STATEWIDE CONSORTIA DOCUMENTATION**

## **2014 Collaborative Consortia Grant Funding Building Statewide Consortia**

During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided an \$8,000,000 onetime transfer into the WET Fund. Strategy number two of Governor Bryant's State Workforce Plan calls for fostering cooperation and best practices in service delivery among workforce development partners, with some emphasis on region- or sector-based consortia. In support of that strategy, MCCB will designate \$1,500,000 of the onetime transfer for collaborative projects submitted by the three consortia identified by the Community and Junior College Workforce Directors in their 2012-2017 Workforce Training Strategic Plan.

The following regional (north, central, south) consortia were recommended and approved by the workforce directors as models for the state:

### **Mississippi Corridor Consortium (expanded)**

Coahoma, East Mississippi, Itawamba, Northeast, and Northwest Community Colleges;

### **Central Mississippi Consortium (new)**

East Central, Hinds, Holmes, Meridian, and Mississippi Delta Community Colleges;

### **Southern Mississippi Consortium (new)**

Copiah-Lincoln, Jones County Junior College, Mississippi Gulf Coast, Pearl River, and Southwest Community Colleges.

Note: the establishment of regional consortia for the purpose of accessing these funds does NOT in any way prohibit a college or colleges from establishing or participating in other consortia, as warranted by other funding sources or local needs.

### **Priority of Award**

Collaborative Consortia Grants of \$500,000 will be available to each of the three regional consortia for one or more of the following purposes:

1. Implementation of one or more of the seven strategies identified in the 2012-2017 Workforce Training Strategic Plan;
2. Implementation of Mississippi Workforce Advantage; and or
3. Creative and innovative business and industry partnerships.

Collaborative Consortia Grant Funding will ONLY be awarded to community and junior colleges consortia according to the procedures and for the purposes set forth in this document.

### **Criteria Required for Award:**

The following are strategies that support collaborative consortia grants. The strategies below and additional innovative strategies serve to strengthen workforce education throughout the state:

1. Sharing funding, faculty, facilities, curricula, equipment, knowledge, expertise, and other resources.
2. Leveraging the consortium's power to acquire funding to support new business/economic development, and expansion of existing businesses.
3. Marketing.
4. Emphasizing quality enhancement to capitalize on the strengths of each community or junior college.
5. Establishing a uniform image or perception among customers, stakeholders, and others.
6. Encouraging collaboration among workforce training partners, both internal and external.
7. Supporting needed changes in statewide curriculum development.
8. Implementing the workforce strategic planning strategies.
9. Implementing MS Workforce Advantage.

### **Period of Performance**

Collaborative Consortia Funding Grants **will be awarded for one year with the possibility of renewal based on available funds.** All proposed FY2014 grant activities must be completed by the end of the fiscal year, June 30, 2014. Request for reimbursement of all FY2014 expenses must be received by the MCCB by no later July 15, 2014. Arrangements can be made for expenditures to "split" fiscal years.

### **Evaluation of Submitted Proposals/Notification of Award**

Proposals will be accepted on or before July 31, 2013 for FY2014 award in August 2014. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions herein, and only if funds are available to cover the proposed costs.

Proposals selected for award and rejection will be notified by the MCCB Associate Executive Director for Workforce, Career and Technical Education and/or the Director of Workforce Education.

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

1. Select "Collaborative Consortia Grant Funding" as the funding source, and
2. The Collaborative Consortia Grant Funding priorities, criteria and other relevant items must be addressed within the memorandum of agreement area

### **Limitations**

The MCCB reserves the right to limit the amount of funds awarded on a consortium proposal if the submitted proposal does not adequately support the requested expenditures.

### **Reimbursements**

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

**Reporting**

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

If there are any questions, please do not hesitate to contact Dr. Shawn Mackey or Dexter Holloway at 601-432-6351 or 601-432-6222. Mail proposal to Dr. Shawn Mackey, MCCB, 3825 Ridgewood Road, Jackson, MS 39211.

**DRAFT**

**2014**

Mississippi Community College Board

**Workforce**

**Education**

**Policies**



# Mississippi Community College Board

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Jackson, Mississippi 39211

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**DIVISION OF WORKFORCE, CAREER AND**  
**TECHNICAL EDUCATION**

**[www.mccb.edu](http://www.mccb.edu)**

## OVERVIEW

The Mississippi Comprehensive Workforce Training and Education Act of 2004 provides that the Mississippi State Workforce Investment Board (SWIB) shall “develop and submit to the Governor a strategic plan for an integrated state workforce development system to more effectively and efficiently meet the demands of Mississippi’s employers and job seekers”. Subsequently, the SWIB continuously works through a series of committees to create strategies and plans for Mississippi’s workforce development system in the form of Workforce Investment Plans in compliance with Title I of the Workforce Investment Act of 1998, The Wagner-Peyser Act and various committee recommendations and actions. In concert with these efforts, the Mississippi Community College Board (MCCB) annually creates policies and procedures for the deployment of workforce training at each of Mississippi’s 15 public two-year institutions. The FY2014 policies put forth in this document include and add operational detail to the most recent SWIB plans and recommendations for workforce development.

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

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

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

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## I. Training Priorities

(e) Targeted Industries – During the 2006 calendar year, it became apparent that the differing entities associated with workforce development each maintained separate and often differing lists of targeted industries. In an attempt to consolidate and better define a set of targeted industries, the SWIB created a Business Outreach and Targeting Industry Committee. At its June 2006 meeting, the SWIB endorsed the proposed list of targeted businesses and industries recommended by committee. The community college system recognizes the endorsed list and will utilize such as the targeted industries list for workforce training. The target list is as follows:

- Aerospace
- Automotive Assembly
- Automotive Suppliers
- Contact Centers
- Defense/Homeland Security
- Fabricated Housing & Housing Components
- Food Processing
- Metal Fabrication & Steel
- Plastics/Polymers/Chemicals
- Shared Service Centers
- Shipbuilding
- Timber/Wood Products
- Warehouse & Distribution

Further, colleges are encouraged to submit training projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than \$15).

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

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

i. Traditional Funding (~~70%~~ **90%** of ~~WETF~~ **WET Fund**)

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

2. Projects targeted toward training for those businesses and industries previously identified in items (a) and (b) above.
  3. Other specialized projects as required.
- ii. New and Expanding Business Funding (10% of ~~WETF~~ WET Fund)
1. Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.
  2. Existing businesses within the state that are expanding product lines, expanding facilities, re-starting facilities, and/or adding new employees equivalent to 10% or more of the businesses current employee base as identified by the local college.
- iii. Challenge Grant Funding (20% ~~0%~~ of ~~WETF~~ WET Fund)
- Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system and fall outside traditional project guidelines. Projects are funded up to 20% of WETF if funds are available. Appendix A presents a description of the challenge grant program and the application and award process. Based on limited funding and projected calculations of the tax formula, there will be no NEW Challenge Grants accepted at this time. This suspension is in place until further notice.
- iv. Collaborative Consortia Grant (20% of the WET Fund)
- During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided a \$8,000,000 onetime transfer into the WET Fund. In an attempt to establish statewide consortia, \$1,500,000 of the onetime transfer will be designated at collaborative consortia grant funding; with \$500,000 available for each consortium. Appendix H presents a description of the Collaborative Consortia Grant process.

## **II. Trainee Credentialing**

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

- iv. A nationally recognized test that will verify and certify career readiness should be pursued.
- v. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.
- vi. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business. Each college will be allocated up to \$10,000 to pursue national credentials.

In FY2014 the community and junior college system will continue to pursue these recommendations. Further, a CRC oversight committee has been created and preparations are being made to staff and pursue this credentialing effort.

### **III. Enhancement of College Workforce Development Centers**

The community college system recognizes the need to continually enhance and improve the availability and quality of training at the Workforce Development Centers. In FY2014 a series of enhancement actions as described below will be undertaken.

- (a) Regional/Industry Specific Centers of Excellence – While it is not plausible to convert all activities within an existing center to specific tasks and still serve all of a region’s needs, it is plausible that certain components of the centers can be developed as industry and/or regionally specific Centers of Excellence. College workforce centers are encouraged to pursue the centers of excellence concept for business and industry under the auspices of Challenge Grant Funding.
- (b) Professional Development Programs – The MCCB recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels.
  - v. In FY2014, the MCCB will fund a state-wide professional development program for the college workforce divisions, as developed and requested by the Workforce Center Directors Association. The association is encouraged to utilize community and junior college facilities and instructors and Mississippi universities for such activities.
  - vi. In FY2014, the MCCB will sponsor quarterly Workforce Center Director meetings. These meetings will rotate across the state at the Workforce Development Centers and will facilitate the SWIB Leveraging Community and Junior Colleges committee’s recommendation of sharing best practices.
  - vii. In FY2014, the MCCB will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Governor’s Workforce Development Conference and the Creating Futures Through Technology Conference ([March 5-7, 2014](#)).
  - viii. MCCB will continue to provide individual technical assistance to all colleges on an as needed basis. In FY2014 regional workshops will be held to provide additional technical assistance and training.
- (d) Instructional Quality – Based on recommendations by the workforce center directors’ instructional quality committee, FY2014 workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Examples documents are provided in Appendix B.

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

#### **IV. Accountability/Performance**

- (d) Fiscal Accountability – The MCCB maintains fiscal accountability in two ways: (1) by setting project writing and expenditure policies for colleges to follow and (2) by conducting an annual monitoring visit to each college. FY2014 project writing and expenditure policies are included here as Appendix C. Fiscal monitoring visits consist of a review of a random sample of approximately 10% of a college's projects for the previous year. A variety of checks and balances is referenced, including but not limited to comparing the training plan to the class roll sheets, comparing reimbursement requests to invoices and instructor time sheets, reviewing instructional quality checklists and reviewing the notes on instruction as monitored by the center staff. The MCCB reserves the right to conduct 100% monitoring visits and the right to monitor any ongoing activities at any time. In the event that discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the monitoring instrument for FY2014 projects is provided as Appendix D.
- (e) Programmatic Performance – In FY2014, the MCCB will continue to have available performance information such as number of employees and employers being served, type and quantity of training course, and other information that can be determined from the project database. The robust performance system will continue to be used. See below:
5. the development of a common dataset,
  6. electronic collection and storage of data, preferably in the local colleges existing student information system,
  7. electronic systems be able to export information through data files to other entities,
  8. data files are to be used for the purposes of transcribing non-credit activities, MCCB non-credit enrollment management, and for use in determining performance on SWIB/MCCB jointly approved performance measures, and

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

<b>Data File – Student</b>	
<b>Data Element</b>	<b>Description</b>
Last Name	Student’s Last Name
First Name	Student’s First Name
SSN	Student’s 9 digit Social Security Number
DOB	Student’s Date of Birth
Race/Ethnicity	Student’s Race and/or Ethnicity
Gender	Student’s Gender
Level of Education	Highest Level of Education Completed
Employment Status	Employed or Unemployed
Employment Type	Part Time, Full time, Temporary, Seasonal
Occupation	Job Title
Address	Street Address
City	City
State	State
Zip	Zip Code
County	County of Residence
Term	College Term/Semester
Course Number	Unique course Identification Number

<b>Data File -- Course</b>	
<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number (state tax id)
Campus	Location where course is offered
Instructor Name	Name of Course Instructor
Costs	Amounts of Funding in Dollars

<b>Data File -- Industry Based Training</b>	
<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Project Number	Unique Project Identification Number
Project Amounts (costs)	Amount, in dollars, obligated for project
Funding Source	Source of Funding for Course

Reimbursed Amount	Actual Dollar Amount Reimbursed
De-obligated Amount	Amount in dollars, de-obligated for project
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number

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

7. Entered Employment – This measure will determine if people who receive services gain employment. This measure is only applied to those participants who are not employed at the date of participation. It is calculated by dividing the number of participants who are employed in the first quarter after the exit quarter by the number of participants who exit during the quarter.
8. Employment Retention – This measure will determine if people retain their jobs. This measure will only be applied to those who are employed in the first quarter after the exit quarter. It is calculated by dividing the number of participants who are employed in both the second and third quarters after the exit quarter by the number of participants who exit during the quarter.
9. Average Earnings - This measure will determine if the population served is inclusive. This measure would only be applied to those participants who are employed in the first, second, and third quarters after exit. It is calculated by adding total earnings in the second quarter with total earnings in the third quarter after the exit quarter and dividing by the number of participants who exit during the quarter.
10. Earnings Gains - This measure will determine if people are getting better jobs or higher pay. This measure would be applied to two separate groups. The first group is those who are unemployed at the time of training who then become employed at exit and remain employed in the second and third quarters after exit. For this group, earnings gains are calculated as the average earnings in the third

quarter after exit. The second group is those who are employed at the time of participation and who are subsequently employed in the first, second and third quarters after exit. For this group, earnings gains are calculated by comparing the wage at time of participation with the wage at the third quarter after exit.

11. Business Penetration - This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size.
  12. Hiring Activities - This measure will determine employee turnover, business expansion, and lay-offs. Employee turnover will determine at what rate people who receive training change jobs. This measure applies to those who received any form of workforce training. It is calculated as the average number of people who change employers anytime during the first three quarters after exit. The business expansions measure is being proposed to capture whether or not any form of training activities contribute to the expansion of business through the creation of new jobs. This measure is calculated as the difference between the number of people on the payroll in the quarter prior to receiving service and the number of people on the payroll during the first three quarters after a business uses workforce services. The lay-off measure is being proposed to determine if workforce services facilitate businesses to retain their employees by making the business more competitive. This measure is calculated as the average number of people laid-off in the first three quarters after the business receives training services.
- (f) Compliance –Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

## **Appendix A**

# **CHALLENGE GRANT DOCUMENTATION**

**(Based on limited funding and projected calculations of the tax formula, there will be no NEW Challenge Grants accepted at this time. This suspension is in place until further notice.)**

## 2013 Challenge Grant Announcement Information

In accordance with the FY2013 Workforce Education Policies, the Mississippi Community College Board (MCCB) will designate up to 20% of the funds collected by the Mississippi Workforce Enhancement Training Fund in FY2012 for the purpose of awarding FY2013 Challenge Grants. Challenge Grants are defined as those workforce projects that do not qualify for traditional workforce training dollars and that meet the intent of the priorities, criteria and considerations herein. Challenge Grants will be awarded to community and junior colleges according to the procedures and for the purposes set forth in this document.

### Priority of Award

The fundamental priorities for the award of challenge grant funds are:

4. those proposed activities that train for the workforce of the future within the state of Mississippi,
5. those proposed activities that generate an increased and sustainable capacity to train individuals or to train for companies during subsequent training years, and
6. those proposed activities that serve more than one community college district, promote partnerships among colleges, among colleges and other entities, or consortia efforts.

### Eligible Grant Recipients

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

### Criteria Required for Award: (Priority Rating 14 points)

The following questions represent the criteria which must be addressed by submitted proposals. Proposals do not have to address all of the criteria; however, **proposals will receive one (1) priority point for each of these factors the proposal clearly addresses.**

15. How will the proposed activity increase Mississippi's per capita income growth?
16. How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?
17. What training will be done that is not already being done?
18. What technological components does the proposed activity contain that are not common to current training?
19. How will the proposed activity drive more training to the community and junior college system?
20. What new skills will the proposed activity provide trainees?
21. Is the pay for the skills attained above average for the area for the proposed activity?
22. Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?
23. Will the proposed activity aid in increasing the state's high-tech employment share?
24. Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills sets?
25. Will the proposed activity provide access to additional training and/or access to a career path?

26. Will the proposed activity provide training that leads to industry recognized credentials or certifications to enable portability of skills?
27. Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds?
28. Will the proposed activity have a regional impact?

**Other Considerations for Awarding Grants: (Priority Rating: 6 points)**

The following represents secondary items that will be considered when awarding grants. **A proposal will receive one (1) priority point for each of these factors the proposal clearly demonstrates it addresses.**

7. Use of new curriculum.
8. Open entry/open exit (when possible).
9. Partnership with the WIN Job Centers or other placement sources for employment, apprenticeships, internships, and other sustainable career enhancement.
10. Partnerships with ABE/GED, Career-Technical Education, and/or industry associations.
11. Delivery of training in the shortest time frames.
12. Creative use of facilities and flexible training periods (hours, days, nights, weekends, etc.).

**Required Proposal Criteria and Instructions**

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

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

**V. Project Description (25 points):**

- Describe in detail the Challenge Grant criteria and other relevant items that will be implemented or enhanced with these funds.
- Provide tentative dates and timelines
- Provide a detailed proposed budget

**VI. Target Business and Industry and/or Participants (15 pts):**

- Describe in detail how the Challenge Grant business and industry and/or participants will be identified and informed of the project or activity and how their needs and interests will be determined and met.

**VII. Projected Impact (15 pts):**

- Describe how the proposed Challenge Grant will contribute to increased trainees, per capita income, collaborative partnerships, business and industry growth, employability skills, curriculum alignment, and overall workforce development.
- Include discussion of any resulting partnerships (such as with business and industry, WIN Job Centers, Industry Associations, etc.) and how those

relationships might strengthen your ability to achieve Challenge Grant objective.

**VIII. Outcomes and Results (25 pts):**

- Describe how outcomes and results from the Challenge Grant will be assessed and documented
- Describe how the Challenge Grant may be sustained at the completion of grant award.

**Period of Performance**

Challenge Grants may be awarded for up to three years if funds are available. All proposed FY2013 grant activities must be completed by the end of the fiscal year, June 30, 2012. Request for reimbursement of all FY2013 expenses must be received by the MCCB by no later July 15, 2012. Arrangements can be made for expenditures to “split” fiscal years.

**Evaluation of Submitted Proposals/Notification of Award**

Proposals will be accepted on or before July 15, 2012 for FY2014 award in October. Proposals will be evaluated and ranked by a four (4) member team consisting of MCCB staff and an industry representative. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions here in, and only if funds are available to cover the proposed costs.

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

Award of a submitted proposal will be considered only after evaluation of the proposal has resulted in the proposal receiving a composite score within the top 10% of all scored proposals. Proposals selected for award and rejection will be notified by the MCCB Associate Director for Workforce, Career and Technical Education and/or the Director of Workforce Education.

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

3. Select “Challenge Grant” as the funding source, and
4. The Challenge Grant priorities, criteria and other relevant items must be addressed within the memorandum of agreement area

**Limitations**

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

## **Reimbursements**

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

## **Reporting**

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

If there are any questions, please do not hesitate to contact Dr. Shawn Mackey or Dexter Holloway at 601-432-6351 or 601-432-6222. Mail proposal to: Dr. Shawn Mackey, 3825 Ridgewood Road, Jackson, MS 39211.

## **Appendix B**

# **EXAMPLES OF INSTRUCTIONAL QUALITY DOCUMENTATION**

## Checklist for Coordination of Classes

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

- Instructor \_\_\_\_\_
- Books / Materials \_\_\_\_\_
- Start and end date \_\_\_\_\_
- Meeting Time \_\_\_\_\_
- Total # of Hours \_\_\_\_\_
- Room / Location \_\_\_\_\_
- Room Reserved \_\_\_\_\_
- Equipment requirements \_\_\_\_\_
  - TV / VCR / DVD  
\_\_\_\_\_
  - Sound system  
\_\_\_\_\_
  - Overhead projector  
\_\_\_\_\_
  - Laptop / Computer Lab  
\_\_\_\_\_
  - LCD Projector  
\_\_\_\_\_
  - Other  
\_\_\_\_\_
  - Other  
\_\_\_\_\_
  - Other  
\_\_\_\_\_
- Refreshments \_\_\_\_\_
- Support Personnel \_\_\_\_\_
- Course Preparation Checklist completed  
\_\_\_\_\_
- Information given to guests / attendees / students  
\_\_\_\_\_

- Video / DVD \_\_\_\_\_
- Copies of handouts \_\_\_\_\_
- Copies of Exams / evaluation sheets \_\_\_\_\_
- Enrollment forms \_\_\_\_\_
- 
- Instructor Evaluation sheets (Circle when complete)  
\_\_\_\_\_ Blank Forms                  \_\_\_\_\_ Completed
- Sign in sheets (Circle when complete)  
\_\_\_\_\_ Blank Forms                  \_\_\_\_\_ Completed
- Copies of all evaluations / exams and handouts in course folder  
\_\_\_\_\_

# Reference Material for the Completion of the Quality Course Checklist Worksheet

## Teaching Method Recommendations

4. Skills Training
  - a. Lecture
  - b. Hands on demonstration
  - c. Hands on directed practice
  - d. Self Practice
  - e. Observation of results and review of learning
  - f. Test through practical exercise
5. Knowledge Based Learning
  - a. Reading
  - b. Note Taking / Writing / fill in blank handouts
  - c. Observing Picture / power point / video
  - d. Reference material
  - e. Lecture
  - f. Discussion
  - g. Repetition of information
  - h. Test through written or oral examination
6. Conceptual learning
  - a. Combination of techniques listed above with the check on learning being a situational exercise where the individuals or groups must select the applicable skills or knowledge and apply / adjust it for the situation given

## Measures / checks on learning

8. Written / verbal multiple choice exams
9. Written / Verbal fill in the blank exams
10. Written / Verbal essay exams
11. Observation of student performance during class
12. Observation of student performance during hands on application techniques
13. Quantifiable measures of performance based exams
  - a. Weld inspections, (visual, X-ray, Destructive)
  - b. Measuring tolerance specifications
  - c. Performing repetitive work within prescribed time
  - d. Proper selection and wear of Personal Protective Equipment
14. Measures must include the method of documenting the measurement technique.
  - a. Instructor's notes on attendance list
  - b. Copies of exams
  - c. Pictures / photo of performance
  - d. Documentation of tolerance measurements

## Quality Course Preparation Checklist

Outline / syllabus for the course

Terminal Learning objectives and plan for how to measure success

Objective	Measure	Teaching Method
<input type="checkbox"/>	_____	_____

Enabling learning objectives and how to measure learning

Objective	Measure	Teaching Method
<input type="checkbox"/>	_____	_____

## **Appendix C**

# **PROJECT FISCAL POLICIES**

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## **Submission of Projects**

The MCCB utilizes an online, database driven project writing system to approve, track, and maintain records on workforce education. All projects submitted to the MCCB for approval must be submitted via the online workforce education program. The system can be accessed at <http://sbcjgcr.sbcjc.cc.ms.us/sbcjc>. System users are added by the college workforce center director (college system administrator). The names of approved users must be submitted to the Director of Workforce Education at MCCB by your college President each year.

**The timeline for submitting projects shall be not later than 21 business days after the start of a class or training activity unless limited by funding availability.** Submitted projects should have at least five (5) students per class or training activity. However, the minimum number of participants for train the trainer projects, on the job training projects, short term adult classes, and basic skills projects are indicated in subsequent sections. The exception to the number of trainees must be approved by the Executive Director of the MCCB or his designee.

All project budgets, subsequent budget modifications (except final modification as discussed in the final project completion section) are to be submitted as budget estimates and do not have to be exact. Budgets must include salaries, benefits, travel, contractual services and commodities, as applicable. Detailed information must be submitted for equipment purchases. With this in mind, Workforce Center Directors need to be aware that when a project is submitted this proposed amount of money is obligated. If the estimates are consistently too high, a large amount of money will be encumbered that cannot be used for workforce education. Projects shall be written for a period of six months or less. Due to limited funds, workforce centers must use a procedural approach to prioritizing projects for funding. At the end of the first six months, all projects will be modified down to \$0 by **January 17, 2014**. This will allow all funds not spent to be re-obligated for the remainder of the fiscal year.

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

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

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

## **Project Status**

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

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

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

## **Training Categories or Type of Projects**

- Accountability System
- Administrative
- Advanced Technology
- Basic Skills
- Challenge
- Collaborative Consortia Funding
- CRC
- General
- Marketing
- MDE - Workforce
- Short-Term Adult
- TANF
- Workforce – Regular

## **General Fund Projects**

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

## **Marketing Projects**

The MCCB will establish a statewide marketing program to brand and promote the diversity and volume of training provided throughout the state. To assist in this effort a 20 percentage of current marketing funds shall be used to implement this initiative.

## **MDE – Workforce Projects**

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

## **Administrative Costs and Charge to Employers**

Based on the previous year funding, two projects can be written to cover the cost of Administrative cost at a rate of 5% and an Accountability project at a rate of 3% can be applied for in FY2014. The 5% workforce administrative fee earned and the 3% accountability fee will be in effect for expenditures above the \$300,000 floor for FY2013. Along with the \$300,000 floor there will be a ceiling of \$4,000,000. This ceiling less the \$300,000 floor will allow \$3,700,000 worth of expenditures to be applied to the above fees. The fees earned will be based on FY2013 reimbursements. The following funding source is used to calculate this cost:

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

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

## **Boilerplate Language**

The definition of a boiler plate is text that is or can be reused in new contexts or applications without being changed much from the original. A legal boilerplate is a standard provision in a

contract. Projects with grammatical errors and insufficient explanations will be rejected prior to re-submission. This language will be required to be included in all FY2014 projects.

### Memorandum of Agreement

- Company Description and Commitment (will... Request reimbursement at least every 60 days to college; Company will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.)
- Project Justification
- Training Objectives
- College Commitment (College will... Requisitions will be done at least every 60 days to MCCB; College will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act. College will work with industry to ensure compliance with the Mississippi Employment Protection Act for industries participating in basic skills, consortia, and open to the public projects.)
- MCCB Commitment (MCCB will... pay within 45 days, provide funding as approved in the budget and monitor the project through documentation maintained by the college.)

### College Hiring Practices

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

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

3. Community Colleges must comply with Section 25-4-105 (3) (a) of the Mississippi Code with regard to hiring practices. This requires the college to develop an addendum to the employee's contract that describes the work to be performed beyond the employee's original contract.
4. Workforce training projects that utilize current employees as instructors/trainers must show a zero dollar amount in the salary line of the workforce project; unless the college can clearly document that the employees are not being paid twice for the same hours worked. Sufficient documentation includes: reimbursement records, matching instructors' time sheets on training hours, rate of pay per hour, and fringe benefits, and employee contracts when required.

Appendix G is an example of a contract to be used for hiring college personnel as workforce instructors/trainers.

## **Instructor Salaries and Benefits**

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

- **Advanced Skills Training** can be reimbursed at a usual and customary rate for training that is advanced in nature. Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above \$50 per hour must be approved by the Executive Director or his designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.
- **Industry Based Training** shall be reimbursed at a rate not to exceed \$35 per hour. Industry based training is training done by the business or industry for the business or industry and the college only provides financial resources and coordination/planning services to the business or industry. \$35 per hour expenditures requires wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or his designee.
- **Basic Skills** project instructors shall be reimbursed at a rate not to exceed \$20 per hour. Basic skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation.

Benefits shall depend on the type of contract the college uses with their workforce instructors and shall be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be reimbursed based on actual cost. No health or life insurance benefits will be reimbursed. The rate must not exceed 23%, unless approved in advance.

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

## **Preparation Time**

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

## **Educational Materials and Supplies**

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Reimbursement for such materials shall not exceed \$35 per student, but all amounts expended must be for the direct support of the class. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all expendable educational materials and supplies.

## **Leased Equipment**

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

## **Capitalized Equipment Purchases**

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

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

## **Non-Capitalized Equipment**

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

## **Contractual Services**

The following training items are allowable costs:

- 6) acquisition of educational software (no company produced software; software must be used on equipment owned by the college)
- 7) repairs and maintenance of training facility
- 8) installation of equipment (unless included as part of equipment cost)
- 9) vendor training (see vendor training section)
- 10) maintenance or licensing fees for educational software used on equipment owned by the college

## **Online Workforce Training**

Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion of the course(s). Reimbursement for on-line workforce training shall not exceed a rate of ~~\$135~~ **\$250** per person per year. The maximum reimbursement per company in this category will be \$20,000 per fiscal year. Online course (s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost.

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

## **Instructional Training Aids/Curriculum Development**

During FY 2013, the Workforce Development Center Director may seek to provide the training manuals and videos, and other training materials through ~~another~~ public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

## **Train-The-Trainer Cost**

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

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

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

Travel cost for train-the-trainer training shall be included in the travel section of the project application and must include the points of travel. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. \$75 a night will be reimbursed for hotel cost in the continental USA. A maximum of \$31 a day will be reimbursed for meals. Maximum duration for cost associated with meals and lodging

will be limited to four (4) consecutive weeks per person, per production training area. If the person makes a trip home on weekends, then it is considered a 2<sup>nd</sup> trip. All state travel rules and regulations must be followed. Receipts for meals must be kept on file by each college. The regulations can be accessed online at <http://www.dfa.state.ms.us>.

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

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

## **Travel**

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

## **Vendor Training**

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

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

On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed \$1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Off-site vendor train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration. Training shall be obtained at the closest location to the industry. Off-site vendor training is

limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category. The type of training must be identified in the salaries line item with a zero cost at close out (see Project Completion, below.)

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

### **Proprietary Programs**

Proprietary training packages such as, DDI, VitalEdu, AchieveGlobal, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Zigar, Phi Theta Kappa Leadership and Stephen Covey require certified trainers. A company or business may receive a maximum of \$8,000 subsidy toward the instructor's payment based on actual instructional time. Instructor salaries for these programs are reimbursed at a rate not to exceed \$50 per hour.

### **Career Readiness Certificate (CRC)**

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

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

To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4<sup>th</sup> assessment is requested for any company or for anyone who is testing for teacher's assistant certification, the cost is allowable for reimbursement.

To provide the necessary reporting to MCCB, the CRC certificate template must be completed in its entirety for anyone who tests, whether they pass or not. Colleges have the option to charge individuals and industries. However, for monitoring purposes, if the colleges charge the participant, please have proper documentation to show that workforce funds were not reimbursed.

### **Trainee Credentialing**

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

## **Short Term Adult Classes**

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

## **Inmate Training Classes**

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

## **Other Training Needs**

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

## **Project Completion**

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

## **Appendix D**

# **MEMORANDUM OF AGREEMENT BETWEEN COLLEGES FORM**

# Sample

## MEMORANDUM OF AGREEMENT FORM

\_\_\_\_\_ College and \_\_\_\_\_ College

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### *Project Description:*

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

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### *Resource Requirements:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### *Timeline:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### *Financial Issues:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### *Signatures:*

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
President

\_\_\_\_\_  
President

## **Appendix E**

# **MISSISSIPPI WORKFORCE ADVANTAGE**

## **Introduction**

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

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

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

## **Definition of Credit By Examination**

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

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

CBE supports CTE and WE collaboration by including the following:

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

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

## **Business and Industry-Recognized Certifications**

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

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

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

## **State Level CBE Assessments**

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

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

## **Guidelines for Credit by Examination Credit**

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

#### **8. Jump-starting the skilled workforce pipeline**

Mississippi Workforce Advantage will produce faster results for employees because participants will have the opportunity to complete flexible WE training.

#### **9. Collaborative effort among employers and community colleges**

The Mississippi Workforce Advantage curricula will be developed and delivered by CTE and WE departments and between community college districts to address specific skilled-workforce needs identified by local industry professionals.

### **10. All training counts**

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

### **11. Build career pathways**

Mississippi Workforce Advantage will provide adults with an education road map to higher paid and higher skilled occupations.

### **12. Contextualized, integrated academics**

Mississippi Workforce Advantage will integrate basic academic-skills instruction into the curricula to academically prepare adults to succeed in higher education while learning workplace skills.

### **13. Competency-based education**

Mississippi Workforce Advantage will require a mastery of technical competencies, and clock-hour requirements will be eliminated upon the completion of CBE-approved industry certifications.

### **14. Industry recognized**

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

## **Target Audience**

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

## **Curriculum**

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

## **Participant Eligibility**

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

## **Procedures for Gaining CBE Credit**

Participants who complete the national credential must:

4. Provide documented proof that they possess the valid and current aligned national certification or credential
5. Meet all of the college and program entrance requirements
6. Enroll in the articulated program at the college and request the articulated credit

Participants who complete the MS CBE must:

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

## **Transcripting CBE Credit**

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

The participant will present the online-event-management-system transcript to the college so that the credit can be transcripted when he or she enrolls in the college-credit program.

Each student is responsible for presenting his or her verification of national certification or licensure or the MS CBE assessment.

## **Time Limit for CBE Credit**

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

## **Cost**

- Amount of credit awarded is a local college decision based upon program requirements.
- If any fees related to CBE incur, the cost of college credit is a **local-college decision**.

- Participants who choose to complete the industry certification will incur the cost of the certification. Participants who choose to complete the state-level CBE exam will not incur cost for the exam.

### **Impact on Local CBE Agreements**

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

### **Sample Statewide CBE Articulation Table**

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

Program Name:	Welding		
Program CIP Code:	12.123456		
Industry Partner(s):	NCCER Web site: AWS Web site:		
CTE Course	NCCER Standards	American Welding Society Standards	MS CBE
WLV 1116 (This is just an example, the actual cost of certifications depends upon the module)	Module 1: name (\$20.00)	AWS Module 1: name (\$20.00)	CBE Module 1: name
	Module 2: name (\$20.00)	AWS Module 2: name (\$20.00)	CBE Module 2: name
	Module 3: name (\$20.00)		CBE Module 3: name

## **Appendix F**

# **MONITORING INSTRUMENT**

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## WORKFORCE PROJECT MONITORING

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

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

The monitor at his/her discretion reserve the right to conduct a 100% monitoring review of all projects by all fifteen community/junior colleges at least once every five years. This means three colleges will be monitored 100% in a rotating five year cycle annually. The monitoring process includes reviewing the following:

16. Commodities invoice matching reimbursement requests.
17. Documentation of how expendable commodities are tracked.
18. Equipment invoices matching reimbursement requests.
19. Contractual service agreements with instructors.
20. Evaluations of training by students/trainees.
21. Class sign-in sheets.
22. Demographic information on trainees.
23. Class attendance sheets (dated and signed by instructor).
24. Written documentation monitoring the project (including the instructor's evaluation by local workforce staff and supporting quality assurance documentation). This documentation must be on all instructors that are employed by the college and 10% of the instructors hired by the industry. This documentation must be signed and dated by staff.
25. Request for reimbursement matching the instructor's training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours).
26. Copy of the project plus modifications and reimbursement documents.
27. A copy of the Memorandum of Agreement between the business/industry and the community college.
28. Site visit of a local industry in the community college district for customer satisfaction feedback (optional to monitor).
29. Documentation of travel expenditures.
30. Documentation of instructional quality.

# WORKFORCE PROJECT MONITORING INSTRUMENT

Community or Junior College \_\_\_\_\_

Workforce Center Director \_\_\_\_\_ Date \_\_\_\_\_

Number & Types of Projects Reviewed: Workforce \_\_\_\_\_ Basic Skills \_\_\_\_\_

Advanced \_\_\_\_\_ SNAP/TANF \_\_\_\_\_ Short-Term Adult \_\_\_\_\_

CRC \_\_\_\_\_ Challenge \_\_\_\_\_ Accountability \_\_\_\_\_

General \_\_\_\_\_ MDE Workforce \_\_\_\_\_ Collaborative \_\_\_\_\_

## Planning Section

1. Have the workforce development center and local district council developed a strategic plan and is it on file with the MCCB? Yes \_\_\_\_\_ No \_\_\_\_\_

A. Is the workforce center using the strategic plan to offer training? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Does the plan address short and long term goals and objectives in line with the stated mission and vision statements? Yes \_\_\_\_\_ No \_\_\_\_\_

C. Are copies of the plan available for review? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Was the original copy of projects, modifications, and reimbursements on file?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## Project Review Section

### Organization

### Project Number

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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1. Was a copy of the Memorandum of Agreement (MOA) between the business/industry and the community college kept on file and available for review? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are attendance sheets available for review on all projects? Yes \_\_\_\_\_ No \_\_\_\_\_

A. Does project data provide demographic information? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Did the staff document monitoring of the instructor? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, how often? \_\_\_\_\_

3. Who employed the instructor? College \_\_\_\_\_ Industry \_\_\_\_\_

A. Did the requests for reimbursement match the instructor training hours and pay receipts?  
Yes \_\_\_\_\_ No \_\_\_\_\_

B. Were fringe benefits properly applied? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Did the project require purchase or lease of equipment or commodities? Yes \_\_\_\_\_ No \_\_\_\_\_

A. How are expendable commodities tracked? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Were invoices available for review on equipment purchases? Yes \_\_\_\_\_ No \_\_\_\_\_

C. Did the invoice match the requests for reimbursement? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Does the college have a project tracking system that meets the demands of both the workforce center and the business office? Yes \_\_\_\_\_ No \_\_\_\_\_ (If no, this requires explanation.)

\_\_\_\_\_  
\_\_\_\_\_

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6. Did MCCB monitors visit local industry to determine training result? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which company and what were the findings? \_\_\_\_\_

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**Needs**

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A. Do you have any special workforce needs that require assistance from the MCCB?

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B. What tools/training resources can the MCCB provide to help you better serve the various businesses, industries, and individuals in your district?

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**Outcomes**

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A. Identify and share one success of a best practice you have experienced that made an impact with your customers.

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B. How often are you following up with customers to determine their level of satisfaction?

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C. What are some of the barriers that inhibit the delivery of services to customers?

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# WORKFORCE PROJECT MONITORING WORKSHEET

School: \_\_\_\_\_

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

Industry Name: \_\_\_\_\_

Project #: \_\_\_\_\_

1. Copy of the project, plus modifications and reimbursements  
*One* *(Choose*  
\_\_\_\_\_  
REQUESTED YES / NO / NOT  
\_\_\_\_\_
2. Commodities (invoices) matching reimbursement requests YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
3. Documentation of how expendable commodities are tracked YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
4. Equipment (invoices) matching reimbursement requests YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
5. Contractual Services and agreement with instructors YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
6. Evaluation of training by students/trainees YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
7. Sign-in sheets YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
8. Demographic information on trainees YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
9. Class attendance sheets (dated and signed by instructor) YES / NO / NOT  
REQUESTED  
\_\_\_\_\_  
\_\_\_\_\_
10. Written documentation monitoring the project YES / NO / NOT  
REQUESTED  
(including the instructor's evaluation)  
\_\_\_\_\_

---

11. Request for reimbursement matching the instructor's training hours, rate or  
REQUESTED  
pay per hour & fringe benefits (including preparation time & assessment hours)

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---

YES / NO / NOT

12. Copy of Memorandum of Agreement available for review  
REQUESTED

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---

YES / NO / NOT

13. Site visit of a local industry in the community college district for customer  
REQUESTED  
satisfaction feedback (optional)

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---

YES / NO / NOT

14. Documentation of travel expenditures  
REQUESTED

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YES / NO / NOT

**Appendix G**

**ADJUNCT/PART-  
TIME/OVERLOAD AGREEMENT**

**Sample**

**Name of College**

Workforce Development and Training

Adjunct/Part-Time/Overload  
Contract Addendum

NAME OF CLASS	INSTRUCTOR	BEGIN DATE	END DATE	# HRS	HOURLY RATE	TOTAL PAY
<b>Project Number:</b>	<b>Location</b>	<b>Company</b>	<b>or</b>	<b>Public</b>		
<b>Days of the Week:</b>						
<b>Class Hours:</b>						

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

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

Employee

Project Writer  
Initials

Date

Workforce Director

Team Date

President

Date

## Appendix H

# COLLABORATIVE CONSORTIA GRANT FUNDING BUILDING STATEWIDE CONSORTIA DOCUMENTATION

## **2014 Collaborative Consortia Grant Funding Building Statewide Consortia**

During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided an \$8,000,000 onetime transfer into the WET Fund. Strategy number two of Governor Bryant's State Workforce Plan calls for fostering cooperation and best practices in service delivery among workforce development partners, with some emphasis on region- or sector-based consortia. In support of that strategy, MCCB will designate \$1,500,000 of the onetime transfer for collaborative projects submitted by the three consortia identified by the Community and Junior College Workforce Directors in their 2012-2017 Workforce Training Strategic Plan.

The following regional (north, central, south) consortia were recommended and approved by the workforce directors as models for the state:

### **Mississippi Corridor Consortium (expanded)**

Coahoma, East Mississippi, Itawamba, Northeast, and Northwest Community Colleges;

### **Central Mississippi Consortium (new)**

East Central, Hinds, Holmes, Meridian, and Mississippi Delta Community Colleges;

### **Southern Mississippi Consortium (new)**

Copiah-Lincoln, Jones County Junior College, Mississippi Gulf Coast, Pearl River, and Southwest Community Colleges.

Note: the establishment of regional consortia for the purpose of accessing these funds does NOT in any way prohibit a college or colleges from establishing or participating in other consortia, as warranted by other funding sources or local needs.

### **Priority of Award**

Collaborative Consortia Grants of \$500,000 will be available to each of the three regional consortia for one or more of the following purposes:

4. Implementation of one or more of the seven strategies identified in the 2012-2017 Workforce Training Strategic Plan;
5. Implementation of Mississippi Workforce Advantage; and or
6. Creative and innovative business and industry partnerships.

Collaborative Consortia Grant Funding will ONLY be awarded to community and junior colleges consortia according to the procedures and for the purposes set forth in this document.

### **Criteria Required for Award:**

The following are strategies that support collaborative consortia grants. The strategies below and additional innovative strategies serve to strengthen workforce education throughout the state:

10. Sharing funding, faculty, facilities, curricula, equipment, knowledge, expertise, and other resources.
11. Leveraging the consortium's power to acquire funding to support new business/economic development, and expansion of existing businesses.
12. Marketing.
13. Emphasizing quality enhancement to capitalize on the strengths of each community or junior college.
14. Establishing a uniform image or perception among customers, stakeholders, and others.
15. Encouraging collaboration among workforce training partners, both internal and external.
16. Supporting needed changes in statewide curriculum development.
17. Implementing the workforce strategic planning strategies.
18. Implementing MS Workforce Advantage.

### **Period of Performance**

Collaborative Consortia Funding Grants will be awarded for one year with the possibility of renewal based on available funds. All proposed FY2014 grant activities must be completed by the end of the fiscal year, June 30, 2014. Request for reimbursement of all FY2014 expenses must be received by the MCCB by no later July 15, 2014. Arrangements can be made for expenditures to "split" fiscal years.

### **Evaluation of Submitted Proposals/Notification of Award**

Proposals will be accepted on or before July 31, 2013 for FY2014 award in August 2014. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions herein, and only if funds are available to cover the proposed costs.

Proposals selected for award and rejection will be notified by the MCCB Associate Executive Director for Workforce, Career and Technical Education and/or the Director of Workforce Education.

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

5. Select "Collaborative Consortia Grant Funding" as the funding source, and
6. The Collaborative Consortia Grant Funding priorities, criteria and other relevant items must be addressed within the memorandum of agreement area

### **Limitations**

The MCCB reserves the right to limit the amount of funds awarded on a consortium proposal if the submitted proposal does not adequately support the requested expenditures.

### **Reimbursements**

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

### **Reporting**

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

If there are any questions, please do not hesitate to contact Dr. Shawn Mackey or Dexter Holloway at 601-432-6351 or 601-432-6222. Mail proposal to Dr. Shawn Mackey, MCCB, 3825 Ridgewood Road, Jackson, MS 39211.