



Mississippi Community College Board

**Workforce Policy and
Procedures Manual
2018-2019**

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In the marketplace today, change is inevitable. Initiating change or the ability to adapt to change is critical to success. Cultivating a culture which embraces change can be challenging. To address such challenges, it is important to look within our respective organizations to examine current, policies, procedures, and process to identify opportunities to improve, align, and lead. The Mississippi Community College Board is in the process of examining its policies, procedures and culture of doing things to identify opportunities to become more efficient and effective through change. Oftentimes we fail to recognize the barriers within our own organizations which impact the responsiveness and effectiveness of our partners. Through feedback and input, MCCB is identifying barriers, instituting solutions and formulating a more responsive process to ensure our partners have the best opportunities for fulfilling their mission at the local and state level. I have been asked many times how I can embrace change the way that I do. I can tell you, it is not easy but I apply the litmus test when deliberating on actions by asking myself the following questions:

“Does the change help the student by providing opportunity?”
“Does the action help business and industry partners with the resources to be productive?”
“Does the action help advance the State of Mississippi?”

Doing the right thing for the right reasons is the key to success. Many times, doing the right thing is to look at yourself first and find opportunities to make changes which positively impact others. *Andrea Scott Mayfield, Ph.D.*

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Note: These guidelines are subject to change over the program year based on additional information that could positively affect internal procedures. Updates will be emailed and posted at www.mccb.edu

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OVERVIEW and PURPOSE

The intent of this manual is to provide governance and guidance in the delivery of workforce services by clearly defining expectations, funding and operating guidelines. The policies represent statements that embrace alignment of the Workforceforce Innovation and Opportunity Act (WIOA), the MS Combined State Plan and the State Workforce Enhancement Training Funds (WET) and define what is acceptable for accessing WET funds.

This manual contains the policies and procedures developed by the Mississippi Community College Board Division of Workforce, Career and Technical Education. The FY 2019 policies put forth in this document include and add operational detail to the most recent plans and recommendations for workforce development, along with policies put in place for funding projects.

Mississippi Community College Board's Workforce Vision Statement

The Mississippi Community College Board is dedicated to supporting both industries and community colleges by providing the training and resources necessary to close the middle-skill job gap and increase workforce participation rates with a well prepared workforce that supports the current and future employment needs of business and industry, and enhances the economic prosperity of Mississippians.

Mississippi Community College Board's Workforce Mission Statement

The purpose of the Mississippi Community College Board's Workforce Division is to advance the economic well-being of the state by providing resources to the colleges so they can better serve industries, bridging human and economic development.

Objectives

- Examine policies, procedures and industry culture to identify opportunities to become more efficient and effective through change
- Institute solutions and formulate a more responsive process to ensure our industries/partners have the best opportunities for fulfilling their mission at the local and state level
- Align the workforce development system with the Mississippi's Combined State Plan

The Mississippi Community College Board's Role

The Mississippi Code of 1972 Annotated §37-153-13 states the MCCB is designated as the primary support agency to the workforce development centers. The MCCB may exercise the following powers:

- A. To provide the workforce development centers the assistance necessary to accomplish the purposes of this chapter;
- B. To provide the workforce development centers consistent standards and benchmarks to guide development of the local workforce development system and to provide a means by which the outcomes of local services can be measured;
- C. To develop the staff capacity to provide, broker or contract for the provision of technical assistance to the workforce development centers, including but not limited to:
 - 1) Training local staff in methods of recruiting, assessment and career counseling;
 - 2) Establishing rigorous and comprehensive local preemployment training programs,
 - 3) Developing local institutional capacity to deliver total quality management training
 - 4) Developing local institutional capacity to transfer new technologists into the marketplace

- 5) Expanding the Skills Enhancement Program and improving the quality of adult literacy programs; and
- 6) Developing data for strategic planning;
- D. To collaborate with the Mississippi Development Authority and other economic development organizations to increase the community college systems' economic development potential;
- E. To create and maintain an evaluation team that examines which kinds of curricula and programs and what forms of quality control of training are most productive so that the knowledge developed at one (1) institution of education can be transferred to others;
- F. To develop internal capacity to provide services and to contract for services from universities and other providers directly to local institutions;
- G. To develop and administer an incentive certification program;
- H. To develop and hire staff and purchase equipment necessary to accomplish the goals set forth in this section; and
- I. To collaborate, partner and contract for services with community-based organizations and disadvantaged businesses in the delivery of workforce training and career information, especially to youth, as defined by the federal Workforce Investment Act (now WIOA), and to those adults who are in low income jobs or whose individual skill levels are so low as to be unable initially to be aided by a workforce development center. Community-based organizations and disadvantaged businesses must meet performance-based certification requirements set by the MCCB.

The Local Workforce Development Centers' Role

The Mississippi Code of 1972 Annotated §37-153-11 states the local workforce development centers' role is:

- (1) Created workforce development centers are to provide assessment, training and placement services to individuals needing retraining, training and upgrading for small business and local industry. Each workforce development center shall be affiliated with a separate public community or junior college district.
- (2) Each workforce development center shall be staffed and organized locally by the affiliated community college. The workforce development center shall serve as staff to the affiliated district council.
- (3) Each workforce development center, working in concert with its affiliated district council, shall offer and arrange services to accomplish the purposes of this chapter.
- (4) Each workforce development center shall compile and make accessible to the Mississippi Workforce Investment Board necessary information for use in evaluating outcomes of its efforts and in improving the quality of programs at each community college, and shall include information on literacy initiatives. Each workforce development center shall, through an interagency management information system, maintain records on new small businesses, placement, length of time on the job after placement and wage rates of those placed in a form containing such information as established by the state council.
- (5) The Mississippi Community College Board is authorized to designate one or more workforce development centers at the request of affiliated community or junior colleges to provide skills training to individuals to enhance their ability to be employed in the motion picture industry in this state.

Overview of the Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA is landmark legislation designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. WIOA represents a renewed commitment to workforce development by focusing on prosperity of workers and businesses, and the economic growth of our communities and state.

In November of 2015, the governor submitted the WIOA State Plan for Mississippi to the Department of Labor (DOL). The DOL approved the plan on January 29, 2016.

Objectives of the Mississippi WIOA plan include:

- Strategic vision among all workforce stakeholders
- Close the middle-skill job gap
- Increase workforce participation rates
- To be a vehicle for economic development by connecting job seekers in real-time with economic opportunities
- To meet the recruitment needs of current and prospective businesses

The combined plan strategic vision is to create a workforce system that acts and functions as an ecosystem where all parts are connected and line up to achieve common goals and wherein every Mississippian has the opportunity to be work- or career-ready and to secure his or her dream job right here at home. From the moment one enters the education and workforce system, he or she will be presented with the necessary tools to choose and pursue a career pathway that is relevant to current and future labor markets. Similarly, from the moment current and prospective businesses enter into a partnership with Mississippi's education and workforce system, resources will be immediately aligned to cultivate the sustainable, high performance workforce critical for maintaining and expanding businesses' long-term economic viability, in turn creating better and more sustainable employment opportunities for Mississippians.

FINANCIAL

§ 71-5-353. Rate of contributions; reduction in contribution rate for certain employers; distribution of contributions; suspension of Workforce Enhancement Training contributions under certain circumstances states:

(i) Except as otherwise provided for in this subparagraph (i), all monies deposited into the Mississippi Workforce Enhancement Training Fund treasury account shall be utilized exclusively by the Mississippi Community College Board in accordance with the Workforce Training Act of 1994 (Section 37-153-1 et seq.), policies approved by the Mississippi Community College Board and the annual plan developed by the State Workforce Investment Board for the following purposes: to provide training at no charge to employers and employees in order to enhance employee productivity. Such training may be subject to a minimal administrative fee to be paid from the Mississippi Workforce Enhancement Training Fund as established by the State Workforce Investment Board subject to the advice of the Mississippi Community College Board.

The initial priority of these funds shall be for the benefit of existing businesses located within the state. Employers may request training for existing employees and/or newly hired employees from the local community colleges who will then submit projects to the Mississippi Community College Board. The Mississippi Community College Board will be responsible for approving the training. A portion of the funds collected for the Mississippi Workforce Enhancement Training Fund shall be used for the development of performance measures to measure the effectiveness of the use of the Mississippi Workforce Enhancement Training Fund dollars. These performance measures shall be uniform for all community colleges and shall be reported to the Governor, Lieutenant Governor and members of the Legislature.. The Mississippi Community College Board, individual community or junior colleges and the State Workforce Investment Board shall cooperate with each other and with other state agencies to promote effective workforce training in Mississippi. Any subsequent changes to these performance measures shall also be reported to the Governor, Lieutenant Governor and members of the Legislature. A performance report for each community college, based upon these measures, shall be submitted annually to the Governor, Lieutenant Governor and members of the Legislature.

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

1. Traditional Funding (62.5% of WET Fund)
 - 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.)
 - Projects targeted toward training for those businesses and industries previously identified as training priorities.
 - Other specialized projects as required.
2. New and Expanding Business Funding (10% of WET Fund)

- Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.
 - 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.
3. CTE Challenge Grant Initiative (20% of WET Fund)
- Competitive projects 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. These grants are defined as workforce projects which will become industry specific CTE programs that align to a particular sector or business and industry within a college district. Appendix B presents a description of the challenge grant program and the application and award process.
4. Collaborative Consortia Grant (7.5% of the WET Fund)
- During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided an \$8,000,000 onetime transfer into the WET Fund. In an attempt to establish statewide consortia, \$1,500,000 of the onetime transfer was designated at collaborative consortia grant funding; with \$500,000 available for each consortium. The three designated consortiums will receive \$500,000 for each consortium to continue in FY 2019.

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.

- (A) Regional/Industry Specific Centers of Excellence – Certain components of workforce development 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 support of Challenge Grant funding. (Colleges and MCCB will work on criteria.)
- (B) Professional Development Programs – The MCCB recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels.
- i. In FY 2019, 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.
 - a. In FY 2019, 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.

- b. In FY 2019, the MCCB will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Summer CTE/Workforce Development Conference and/or another workforce training/conference (in-state such as the Mississippi Association of College Employers, or Creating Futures Through Technology, **or other conferences**) that will provide information on best practices or evidence-based research on workforce.
- c. In FY 2019, the MCCB will sponsor out of state training for workforce faculty/staff for professional development for purposes of support. Colleges shall be reimbursed for travel cost and 100% of the costs not to exceed \$15,000 per college for training events attended by college instructors utilized as workforce trainers. These costs will not exceed State rates. For college train-the-trainer requests, make sure the State rate is requested at hotels, meals are to be reimbursed at the state rate for the area, fares for taxis or airport transportation services in excess of \$10.00 require a receipt which must be attached to the Travel Voucher to receive reimbursement for that item (the state does not reimburse taxi fares for optional travel to and from restaurants.)
www.dfa.state.ms.us/purchasing/travel/TravelManual.doc
- ii. MCCB will continue to provide individual technical assistance to all colleges on an as needed basis. In FY 2019 regional workshops will be held to provide additional technical assistance and training.
- (c) Instructional Quality – Based on recommendations by the workforce center directors’ instructional quality committee, FY 2019, workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Appendix C provides examples.
- (d) Marketing/Engagement - Colleges may write projects for marketing the workforce education centers. The MCCB Workforce logo must be included on all printed materials.

CREREDENTIALS

Trainee Credentialing

One of the components of both WIOA and the MS Combined State Plan is to provide individuals the necessary training for obtaining an industry recognized credential which will allow skills attainment and skills portability. A credential is issued by a third party with authoritative power, and is proof of an individual's qualification or competence in a given subject. Possessing a credential not only helps one to prove competency and capability in a given field, but also demonstrates to one's community and employers the individual is competent, properly trained and equipped to carry out his or her duties. To sit for a credential exam, an individual must possess certain requirements — a set level of education, experience or a combination of both. Credentials serve as verification that a professional has achieved a baseline level of competency in his or her subject matter. With credentialed staff members, employers are assured of having a workforce of employees capable of handling whatever challenges their job responsibilities present.

The MCCB recognizes the importance of trainee credentialing.

- i. A nationally recognized test that will verify and certify career readiness should be pursued.
- ii. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.
- iii. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business. Each college will be allocated up to \$10,000 to pursue national credentials.
- iv. A State of Mississippi industry-recognized credential. This credential must be transferable or mobile within the State. In collaboration with the colleges and constituents the MCCB will develop a list of approved credentials. A process will also be developed to approve credentials to add to the list.

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

MCCB will NOT pay licensure fees for individuals completing training to include but not limited to commercial driver license (CDL) testing fee and/or licensure fee, NCLEX registry exam fee and/or nursing license, Certified Nursing Assistant (CNA) exam fees, cosmetology exam or licensure fees, barbering exam or licensure fees, etc. Two primary concerns of all entities involved in workforce education in Mississippi are skill attainment and skills portability for trainees.

ACCOUNTABILITY/PERFORMANCE MEASURES

§ 71-5-353. Rate of contributions; reduction in contribution rate for certain employers; distribution of contributions; suspension of Workforce Enhancement Training contributions under certain circumstances states:

A portion of the funds collected for the Mississippi Workforce Enhancement Training Fund shall be used for the development of performance measures to gauge the effectiveness of the use of the Mississippi Workforce Enhancement Training Fund dollars. These performance measures shall be uniform for all community colleges and shall be reported to the Governor, Lieutenant Governor and members of the Legislature.. The Mississippi Community College Board, individual community or junior colleges and the State Workforce Investment Board shall cooperate with each other and with other state agencies to promote effective workforce training in Mississippi. Any subsequent changes to these performance measures shall also be reported to the Governor, Lieutenant Governor and members of the Legislature. A performance report for each community college, based upon these measures, shall be submitted annually to the Governor, Lieutenant Governor and members of the Legislature.

The Mississippi Community College Board shall use an accountability system that shall report and describe all classes taught in the area of workforce education, the number of persons taught in these classes, and the location and cost of each class taught. To assess the impact of these programs, the Mississippi Community College Board also shall report:

- (a) Whether the needs of industry have been met through training program offerings (a survey will be submitted electronically to the industry);
- (b) Labor market impact and educational attainment.

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. 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 discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the monitoring instrument for FY 2019 projects is provided in Appendix D.

Programmatic Performance – In FY 2019, 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 WESS performance system will be used to collect the following (this list will be updated):

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
5. Appendix E contains the three file structures as the required common dataset that must be maintained for each training activity.

Compliance – Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

Performance Measures

In order to better measure the effectiveness of the use of the Mississippi Workforce Enhancement Training Funds, an electronic/paper industry survey shall be used in collecting data to measure the effectiveness in serving industries training needs. Community colleges will submit the survey (paper or electronic link to SurveyMonkey) to the industries upon completion of the project/reimbursement. A copy of this survey is located in Appendix F. Industry members may go to <https://www.surveymonkey.com/r/WFProjects> to complete the survey.

Reportable Measures

WORKFORCE ACCOUNTABILITY AND PERFORMANCE MEASURES					
ACCOUNTABILITY MEASURES					
Category	Measures	Definition	Calculation	Data Source	Notes
LABOR MARKET IMPACT	Employment Rate				
	<i>Entered Employment (WET)</i>	Percentage of participants trained using WET funds that are employed in the second quarter after exit from training.	Number of participants employed in the second quarter after exit from WET-funded training/Number of participants that exit WET-funded training.	MCCB Workforce Data MDES Data	WMOA Measure
	<i>Employment Retention Rate (WET)</i>	Percentage of participants trained using WET funds that are employed with the same employer in the second quarter and fourth quarter after exiting from training.	Number of participants employed with the same employer in the second and fourth quarters after exit from WET-funded training/Number of participants that exit WET-funded training.	MCCB Workforce Data MDES Data	WMOA Measure
	Earnings				
	<i>Median Earnings</i>	Median annualized earnings of participants trained using WET funds that are employed in the second quarter after exit from training.	Median earnings of participants trained using WET funds that are employed in the second quarter after exit from training/Number of participants employed in the second quarter after exit from WET-funded training X 4 (annualized)	MCCB Workforce Data MDES Data	WMOA Measure
	<i>Business Penetration</i>	Number of businesses served using WET funds in each of the 42 training categories	Number of businesses served using WET funds in each of the 42 training categories	MCCB Workforce Data	
	<i>Business Recurrence Activity</i>	The percentage of employers receiving WET funded training services in a given fiscal year that return for additional training services in the subsequent fiscal year.	Number of employers receiving WET funded training services in Year 1 and Year 2/Number of employers receiving WET funded training services in Year 1.	MCCB Workforce Data	This measure does not distinguish by the training category. If a business returns in a subsequent fiscal year in any category, they will be considered in this measure.
EDUCATIONAL ATTAINMENT	Credential Rate	The percentage of participants trained using WET funds who obtain a recognized postsecondary credential, or within 1 year after exit from WET funded training.	The number of participants trained using WET funds who obtain a recognized postsecondary credential during training or within 1 year after exit from WET funded training/Number of participants that exit WET-funded training.	MCCB Workforce Data	A list of agreed upon credentials will need to be determined. MCCB and colleges will develop a list of workforce credentials

TRAINING

Training Priorities

§71-5-353 state the WET Fund is for the following purposes: to provide training at no charge to employers and employees in order to enhance employee productivity. (Such training may be subject to a minimal administrative fee to be paid from the WET Fund as established by the SWIB subject to the advice of the MCCB.) The initial priority of these funds shall be for the benefit of existing employees and/or newly hired employees within the state. The MCCB will be responsible for approving the training.

The Workforce Enhancement Training (WET) fund, established by the Mississippi Legislature in 2004, provides financial support for community colleges to work collaboratively with state businesses to design and implement specialized short-term training programs to teach the skills that employees need to be productive and up-to-date in their jobs. These job-training programs include the following:¹

- Pre-employment training: allows local community colleges to deliver basic instruction to applicants. During the course of instruction, businesses evaluate the applicants to identify and hire trainees that best meet their needs.
- Train the trainer: reimburses (limited) travel costs to businesses that send employees for specialty training not currently offered by the state's community college system. Once trained, the employees train other business employees on the learned specialty skills.
- Vendor 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).
- Applicant assessment allows community colleges to assist local businesses in evaluating the basic skills of applicants.
- Customized training: offers the development and delivery of training that meets a specific business need via a community college trainer.
- Customized industry-based training: allows the community college to assist businesses in identifying and securing a training provider when the training is not provided by a local college.
- National career readiness certification confirms to employers that an individual has workplace skills and abilities required for today's economy.

¹ Mississippi WIOA Combined Plan. (January 17, 2018). Retrieved from http://www.mississippiworks.org/downloads/WIOA_10_14_2016.pdf

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.

Meeting industry needs in providing a skilled workforce will require close coordination with employers in local markets specifically, the use of current job postings for a real-time view of local demand, which can be found in MS Works. In-depth discussions with industry executives who are attempting to meet their industry needs 3 to 5 years out might take place. Community colleges are encouraged to integrate their workforce activities to focus on local labor markets, and they will also have the ability to collaborate with other community colleges to address the needs of large corporations or regional industrial clusters located beyond their service areas. Colleges partnering together to meet the workforce needs of specific industrial sectors within the local workforce region can serve as the basis for many new collaborations. **The Mississippi Community College Board intends to explore any and all possibilities that may facilitate access to workforce training in Mississippi.**

Colleges are encouraged to submit training projects associated with the targeted industries, specific sector training, or training which will yield employment at a family sustaining wage. In consideration of the local labor market trends and needs, the MCCB will prioritize funding workforce grants which promote the following training priorities.

- A. Targeted Industries - Mississippi has a proven track record in recruiting companies to the state and offering an environment which yields continued success.
- B. Sector Strategy Specifically Targeted Courses or Economic Development Projects – In accordance with recommendations made by the SWIB board, local colleges are urged to review local needs for local high growth/high demand courses and projects 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. Mississippi has four designated local workforce development areas aligned with the planning and development district structure in the state in accordance with the Mississippi Comprehensive Workforce Training and Education Consolidation Act of 2004.

	Industry	Adv. Man.	Agri-Business	Aerospace	Auto	Energy	Healthcare	Ship Building	Tourism And Film
South central MS	New and Emerging	Automotive							Casinos Gaming
	Established	Healthcare	Forestry Logging			Oil & Gas	Services & Edu.		Hospitality
MS Partner Ship	New and Emerging	Aerospace Automotive Furniture		Civilian & Military	Automobile & Tire Mfg.		Telehealth		Leisure & Accommodation
	Established								
Delta Region	New and Emerging	Automotive			Crankshafts Pipes/Seat Frames		Pharmaceutical Production		Casinos Gaming
	Established		Crop Production						
Twin Districts	New and Emerging	Transportation Wood Products		Aviation Composites & Unmanned aerial Vehicles					
	Established					Clean coal, oil, & gas	Services	Civilian and Military	Leisure & Accommodation

Training Categories or Type of Projects

The MCCB recognizes the importance of accountability with flexibility in providing training for industries' needs. The following training categories are those entered into the WESS system:

- Adult Education
- Advanced Technology
- Proprietary
- Basic Skills
- Career and Technical Education (CTE)
Challenge Grant – which may include
Training Academies
- Collaborative Consortia Funding
- NCRC
- General
- Marketing
- Short-Term Adult
- Vendor
- Workforce – Regular
- Online
- Internship
- Train The Trainer

PROJECT FISCAL POLICIES

Workforce Enhancement Training (WET) funds are provided to the Mississippi Community College Board to provide a resource to businesses and industries for a custom job-training program to meet its specific personnel needs for a skilled productive workforce. WET funds are NOT allocated evenly among the colleges

State legislation requires that WET funds be used exclusively for the Mississippi Community College Board (MCCB) in accordance with policies approved by MCCB. The MCCB is required to report to the Governor, Lieutenant Governor, and members of the legislature *on the effectiveness* of the WET funds.

Workforce Training Request Process

Standard operating procedures for providing workforce services and training to customers, businesses and individuals.

Step 1: Initial Contact

Contact is initiated between the business, industry, or individual and the college. This may occur in one of several ways:

- a) The business, industry, or individual contacts the Community College directly to request training and services.
- b) The Community College, through its outreach efforts, initiates contact with the business, industry, or individual to offer training and services.
- c) The Business, Industry or individual contacts the MS Community College Board to inquire about training and services. The MCCB provides information on available training and services, and facilitates the business's, industry's or individual's introduction to the appropriate Community College personnel.
- d) Another state agency (MDA, MDES, etc.) refers a business, industry or individual to the Community College.
- e) MDA includes the Community College in the initial business and industry recruitment process.

Step 2: Project Development

The business, industry, or individual works with a Workforce Project Coordinator/Manager assigned by the college to develop a Workforce Project that meets Workforce Project Guidelines. A projected budget for the training is included in the project.

Step 3: Project Submission/Status

The College submits the completed project electronically to the MCCB for review and approval. This step is critical to ensuring the project meets guidelines and revenue is available prior to implementation. Projects can be submitted throughout the year and MCCB will provide the approval or feedback so college can resubmit. 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.

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.

Step 4: Obligation of Project Funds

WET Funds are transferred on a monthly basis from the MS Department of Employment Security (MDES) to the MS Community College Board (MCCB). These funds are obligated to the individual colleges on a project by project basis, based on adherence to Project Guidelines and availability of funds. 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.*

Step 5: Project Completion and Reimbursement

Upon project completion, a final modification must be prepared. Projects 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.

Step 6: Accountability

The Mississippi Community College system measures its workforce training in terms of (a) fiscal accountability and (b) programmatic performance. If there are discrepancies between the amount reimbursed and the amount policies allow and backup documentation, etc., the college is requested to refund the amount in question.

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

Administrative Costs and Charge to Employers

Based on the previous year funding, a project can be written to cover the cost associated with accountability. This project is calculated at a rate of 3% of prior fiscal year expenditures of the funding sources listed below. The 6% workforce administrative fee earned will be in effect for current year expenditures above the \$300,000 floor. 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. At the end of each month the fees earned will be calculated by the MCCB finance office

based on current fiscal year reimbursements of the funding sources listed below. The 6% fee earned will then be transferred to the community colleges business office.

- 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.

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 Projects

General Fund Projects

If a college desires to develop a training program beyond the scope of existing guidelines, the college may submit a proposal to the MCCB. 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. Retail training can be reimbursed but must be submitted as a consortia/regional project or as an academy. The training must provide training for multiple positions and create a pipeline for retail employees.

Advanced Technology - Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above \$50 per hour must be approved by the Executive Director or the designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.

Basic Skills – Basic Skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) *and* employability preparation through the Smart Start course. There must be a minimum of **10** participants. A copy of the basic skills policies can be found in Appendix J.

Marketing Projects

The MCCB will establish a statewide marketing program to brand and promote the diversity and volume of training provided throughout the state. To assist in this effort 20 percent of current marketing funds shall be used to implement this initiative. Each college has \$8,000 to promote training programs at their college. Any equipment purchased must be directly used for the marketing of a program.

Collaborative Consortia Project

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

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

Open to the Public Projects

The MCCB will fund projects to support industry requested workforce training *for all adults* in open to the public classes that can lead to fulfilling industry's request and employment with the industry. MIBEST students can attend workforce training classes. Open to the public classes must have a minimum enrollment of **5** participants. These projects must properly identify the goals of the training program *OR* lead to a state or industry recognized credential *OR* employment/retention. The Memorandum of Understanding (MOU) should include the following information under justification:

- At what level and rate of pay does a trainee of this program enter the job market?
- To what level can a completer of this program expect to attain in this field, and to what estimated rate of pay.
- The name(s) and annual employment opportunities.

Short Term Adult Classes

Short term adult classes are offered for the general public for the purpose of providing employability skills and upgrade skills leading to certifications/credentials. 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 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 \$22 per hour. Each class must have a minimum enrollment of **10** participants. Parole dates shall be checked in order to give priority to offenders with twenty-four (24) months or less to serve before parole eligibility or release date. Interested applicants shall be given the Test of Adult Basic Education (TABE) and/or NCRC. Test results are evaluated for eligibility. Officials from the host organization must provide 6-month follow up information on the placement of completers of this program.

Online Workforce Training

Online workforce training will be reimbursed based on the rate agreed upon between MCCB and the college upon receipt of documentation indicating successful completion of the course(s). MCCB will reimburse costs up to 50% for online training not to exceed \$20,000 per year for an industry. Online course(s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost. The name of the online training course(s) must be specified in the project. Reimbursement for online course(s) shall be reimbursed bi-annually or annually.

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

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

Training Academies

In support of specialized training, WET funds may be used for specialized training academies (including retail, law enforcement, basic manufacturing, etc.). Training academies were added to the policy manual, again, to provide additional opportunities in meeting industries' needs. An academy provides both classroom instruction (curriculum) and also workforce training in the specific positions. For example - multiple grocery store owners who are members of the Mississippi Retail Association are looking to fill numerous grocery store positions: cashier, stock, inventory, deli, bakery, flowers, butcher and more. They can work with a community college in a partnership where students are receiving instruction and training within the grocery stores in all departments for these positions.

Academies can be offered in a couple ways:

- Multiple training locations for in-house training. This training occurs 2 days a week at 1 store and 2 at another store and also provides instruction. This model provides flexibility of location. This model means the stores **in partnership with the community college is the academy**.
- Another model might be to have one facility where training occurs (like at the college or one industry location), yet multiple industries are still involved in providing the training or tools needed.
- If a consortia hosts a training academy for industries, trainers could be sent from different colleges to a few designated locations in the college service districts. With locations in each college district targeted as a site, we remove travel/logistical barriers to expand access to training.

Challenge grant applications may be submitted to support the first year of these specialized training academies, with the expectation these academies will become “for credit” in at least a 15 hour college program of study. Training academies must have a minimum of **10** enrolled participants.

Proprietary Program Training

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

Workforce – Regular - Community colleges will partner with business and industry to offer customized training programs to achieve desired workforce training goals. Training plans are designed to be flexible and practical while producing highly skilled workers. A minimum of **5** participants is necessary.

Train The Trainer - 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 the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers. The Workforce Project Manager must include justification on the project application. The following information must be provided to justify the cost: Name of the provider, course(s) title, course instructor(s), and the name of the trainee.

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

The full cost of the registration should be listed in the project. Train-the-trainer **costs shall be reimbursed at fifty percent (50%)**, not to exceed \$500 per person for training registration. Reimbursement will be

based upon documented completion of at least one (1) college-monitored training project directly related to the training received.

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

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

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

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

Vendor Training

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

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

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

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

National Career Readiness Certificate (NCRC) Training

A postsecondary degree or relevant job certification is the “new minimum” needed to meet the demands of an increasingly knowledge-based workforce with the means to excel in rewarding careers and grow family incomes. The MCCB will fund the National Career Readiness Certificate® (NCRC®) projects with WET Funds contingent upon availability. CareerReady 101 is an ACT® product utilized by the NCRC program. ACT WorkKeys® Curriculum helps individuals build the essential career-relevant skills needed for learning, personal development and effective job performance. It’s built from the ground up to align with the WorkKeys NCRC® assessments. Students will learn about their interests, talents, and skills in how they will determine their occupations. They will develop the foundational skills needed for their careers, learn and practice good work habits and effective communication necessary in successful employment. Students will complete WorkKeys® assessments in Applied Mathematics, Graphic Literacy and Workplace documents, which allows employers to quantify the foundational skills needed to perform job tasks successfully and enables workers to demonstrate they have these skills. WorkKeys® assessments are developed to solve actual workplace problems. Unlike other assessments, they don’t simply give an indication of reading and writing competency. Instead, they measure a range of hard and soft skills relevant to any occupation, at any level, and across industries. Students will earn a National Career Readiness Certificate, a credential issued by ACT that documents work readiness. Each assessment offers varying levels of difficulty. The levels build on each other, incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The complexity increases as the quantity and/or density of the information increases. Pretests better determine which level an individual needs to start and identifies areas of remediation based on individual responses. Pretests and preparatory instruction are recommended but not required.

NCRC® projects should be written using the Career Readiness Certificate 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: Workplace Documents, Applied Mathematics and Graphic Literacy. If a 4th assessment is requested for any company or for anyone who is testing for teacher's assistant certification, the cost is allowable for reimbursement.

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

Work force participants may choose to take all 3 exams on the same day or choose to take the assessments individually. If the student chooses to take the tests individually and does not take all three on the same invoice, the college will be able to reimburse for what participants have taken on that particular WorkKeys invoice. Community colleges can, however, request participants complete all exams during the same billing cycle. (Ex. If a participant takes the Applied Mathematics exam on the 9th of the month, then participant has until the end of that current month to complete the other two assessments.)

First time, NCRC, **test fees** are paid by the WET funds through submitting a Workforce project. Should a WF participant require remediation, work force may contact the local Adult Education Division at the community college for remediation. Beginning July 1, 2018, WET funds may not be used for retesting students. Workforce participants will be allowed to use the current remediation contract through adult education. Workforce will need to contact the local adult education office for further information.

Workforce training can be eligible for PLA credit at the discretion of the college. Appendix A can provide additional information.

Boilerplate Language

A legal boilerplate is a standard provision in a contract. This language will be required to be included in all FY2019 projects. Boilerplate language is description of uniform language used normally in legal documents that has a definite, unvarying meaning in the same context that denotes words which have not been individually fashioned to address the legal issue presented.² Projects with grammatical errors and insufficient explanations will be rejected prior to re-submission.

Memorandum of Agreement

²<https://legal-dictionary.thefreedictionary.com/boilerplate>

All projects must include a memorandum of agreement (MOA) (Appendix H). The following information is included:

- 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.)

The Mississippi Community College Board supports the Americans with Disabilities Act of 1990. https://www.ada.gov/2010_regs.htm

Instructor Hiring Practices, Salaries, and Benefits

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.

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

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

- **Advanced Skills Training** is defined as can be reimbursed at a usual and customary rate for training advanced in nature. Advanced skills projects are defined as training to the businesses and industry within a community/junior college districts that provides skills that are in the professional opinion of the local college, in the upper 50% of the skill range of those employed in their district. This training should support high demand careers which meet the region's needs and industry sectors. Any rate above \$50 per hour must be approved by the Executive Director or the designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.
- **Industry Based Training** shall be reimbursed at a rate not to exceed \$35 per hour. Industry based training is training conducted by the business or industry and the college only provides financial resources and coordination/planning services. All industry reimbursement for salaries require wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. Industry based training should result in participant receiving wage gains and/or credentials and/or employee retention to promote skills portability. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or designee.
- **Basic Skills Training** project instructors shall be reimbursed at a rate not to exceed \$22 per hour. Basic Skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and high school equivalency (HSE) preparation. Basic Skills projects are subject to **ALL** federal AE guidelines and policies. Basic skills policies can be found in Appendix J.

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

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

Instructional Support

Preparation Time

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

Educational Materials and Supplies

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

Instructional Training Aids/Curriculum Development

During FY 2019, the Workforce Development Center Director may seek to provide the training manuals and videos, and other training materials through a public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

Equipment

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 owned or operated by the college.

Capitalized Equipment Purchases

Equipment can be purchased but must be located at a college campus, in a college mobile unit, or a training facility leased by the college, and approval must be given by MCCB. 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.

The following items shall be reported and maintained on inventory as equipment regardless of purchase value: weapons, cameras and camera equipment (greater than \$250), two-way radio equipment, televisions (greater than \$250), lawn maintenance equipment, cellular telephones, computer and computer equipment (greater than \$250), chain saws, air compressors, welding machines, generators, and motorized vehicles.

Non-Capitalized Equipment –

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

Contractual Services

The following training items are allowable costs:

- 1) acquisition of educational software (no company produced software; software must be used on equipment owned by the college)

- 2) repairs and maintenance of training equipment
- 3) installation of equipment (unless included as part of equipment cost)
- 4) vendor training (see vendor training section)
- 5) maintenance or licensing fees for educational software used on equipment owned by the college

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 (including outside college districts). In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. In-state travel must have the points of travel and the number of miles documented in the project file for monitoring purposes. The details for in-state travel must be listed in the MOA or modification of project. The starting and ending point for the calculation of travel is the company location. Travel will not be allowed for a trainee to attend in State training programs.

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.

Limitations

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 MONITORING & REVIEW

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.

Notification of On-Site Visit

Colleges are notified by email to the Workforce Director. Initial email is sent to secure an on-site visit date. Once the date has been confirmed, one day prior to the on-site visit, another email is sent to the Workforce Director notifying them of the randomly selected projects that will be monitored during the next day's visit. Monitoring form, project folder checklist and instructions are currently located in the Workforce Policy Manual.

During the Monitoring Visit

During the on-site monitoring visit, MCCB staff member(s) will conduct the on-site visit to review compliance in areas included on the onsite monitoring document for programmatic and/or fiscal monitoring. Work space and internet access may be needed during the visit.

Exit Interview

After the completion of the on-site review, but before the final audit report is issued, an exit interview with the recipient and/or designee will be provided. The local program director is responsible for inviting the appropriate institutional staff members. During the interview, the monitoring team and the recipient staff member(s) will address any preliminary monitoring findings and any areas of concern.

Reports and Corrective Action Plans

After the programmatic monitoring visit and exit interview have been completed, the MCCB staff will complete a monitoring report outlining the purposes of the visit and any findings of noncompliance or recommendations. The report will state the scope of the review and the basis of each finding or recommendation. The report will be sent to the recipient's Executive Officer/President, the local Program Director and MCCB Finance Department if financial findings are reported. The recipient has 10 business days, from the date of the report, to provide a written response and **Action Plan** that addresses each finding. Once the recipient's response is received and reviewed, a follow-up visit may be scheduled. If no findings were indicated, a final report is issued.

Follow-Up on Findings and Action Plan

The MCCB staff may conduct a follow-up visit with any recipient that received a finding. The extent of the follow-up is determined by the severity and number of findings and will be used to determine if the **Action Plan** implemented by the recipient has been effective. If it is determined that the action plan was successful, no further follow-up will be required. If the follow-up reveals continued noncompliance, MCCB may select to do a 100% audit of all projects.

MCCB will provide ongoing technical assistance, professional development, and other support until the required steps of the plan are completed. The type of technical assistance, professional development, and other support will be based upon the specific area(s) of deficiency or need at an individual program.

MCCB reserves the right, at all reasonable times, to conduct site visits during and after the funding period to review and evaluate college records, organizational procedures, financial control systems, and performance of the program.

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. A monitoring checklist is provided in Appendix D.

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

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

Basic Skills projects are subject to **ALL** federal Adult Education guidelines and policies. Basic Skills projects will be monitored by the Office of Adult Education.

APPENDICES

Appendix A MS Workforce Advantage

Introduction

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

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

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

Definition of Credit By Examination

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

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

CBE supports CTE and WE collaboration by including the following:

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

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

Business and Industry-Recognized Certifications

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

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

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

State Level CBE Assessments

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

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

Guidelines for Credit by Examination Credit

Mississippi Workforce Advantage: All Training Counts Core Values

1. Jump-starting the skilled workforce pipeline

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

2. Collaborative effort among employers and community colleges

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

3. All training counts

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

4. Build career pathways

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

5. Contextualized, integrated academics

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

6. Competency-based education

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

7. Industry recognized

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

Target Audience

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

Curriculum

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

Participant Eligibility

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

Procedures for Gaining CBE Credit

Participants who complete the national credential must:

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

Participants who complete the MS CBE must:

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

Transcripting CBE Credit

Each participant will enroll in the modules using the designated online-event-management system provided by the MCCB. CBE credit will be transcribed 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 transcribed 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 B

2019 Career and Technical Education (CTE) Challenge Grant

In accordance with the FY 2019 Workforce Education Polices, the Mississippi Community College Board (MCCB) will designate funds collected by the Mississippi Workforce Enhancement Training Fund for the purpose of awarding Career and Technical Education (CTE) Challenge Grants based on the availability of funds. CTE Challenge Grants are defined as workforce projects designed to fund the establishment of a new industry specific CTE program that aligns to a particular sector or business and industry within a college district, that does not qualify for traditional workforce training dollars that meets the intent of the grant. CTE Challenge Grants will be awarded to community and junior colleges that can justify a critical program need in meeting a specific workforce demand and in turn, reduce the sector's middle skills gap.

According to the procedures, it is required that employer engagement must be outlined in the educational partnership including an *apprentice-style* model that consists of practical work experience and classroom attendance (ex: at least two days of work experience per week along with 2 to 3 days of class attendance). All proposed programs must submit the New Program Application to the Office of Career and Technical Education.

Priority of Award

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

1. Those proposed activities that trains for the workforce of the future within a college district or the state of Mississippi (including training academies with a minimum of 10 enrolled participants),
2. Those proposed activities that generate an increased and sustainable capacity to train individuals,
3. The proposed activities must include a partnership with a business and industry and be sector driven, and
4. The proposed activities must include a workplace experience (apprenticeship/internship model), soft skills development, and skill development.
5. Those proposed activities identified by the Sector Strategy Plan of the Planning and Development Districts.

Eligible Grant Recipients

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

Criteria Required for Award: (Priority Rating 44 points)

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

1. Has a business or industry requested the training? Please identify the business or businesses, and provide partnership letter(s) highlighting Award Priorities?
2. At what level and rate of pay does a graduate of this program enter the job market, and specifically what rate will be offered by the partner company?
3. To what level can a graduate of this program expect to attain in this field, and to what estimated rate of pay?
4. Identify the plan and process to achieve the workplace experience, soft skills development, and skills development.
5. Collect, compile, and document employment need data, including state and district employment.
6. How will student interest and recruitment be driven?
7. How will the proposed activity increase Mississippi's per capita income growth?

8. How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?
9. What training will be done that is not already being done?
10. What technological components does the proposed activity contain that are not common to current training?
11. How will the proposed activity drive more training to the community and junior college system?
12. What new skills will the proposed activity provide trainees?
13. Is the pay for the skills attained above average for the area for the proposed activity?
14. Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?
15. Will the proposed activity aid in increasing the state's high-tech employment share?
16. Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills set?
17. Will the proposed activity provide access to additional training and/or access to a career path?
18. Will the proposed activity provide training that leads to a national industry recognized credentials or certifications to enable portability of skills?
19. Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds? What are those resources?
20. Will the proposed activity have a regional impact?
21. Will the CTE program provide stackable career pathways using the 15 OR 15-30-45-60 course sequencing format (identify curriculum) (some programs of study might only be offered as a 15 hour college credit certificate)? (CTE program (once converted to for-credit program.))
22. Does proposal include local approvals (College President, Board Member and Business and Industry representative(s))?

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

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

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

Required Proposal Criteria and Instructions

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

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

I. Project Budget Description (9 points):

- Provide tentative dates and timelines. (Program start date)
- Provide a detailed proposed budget with narrative.

II. Projected Impact (10 pts):

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

III. Outcomes and Results (25 pts):

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

Period of Performance

CTE Challenge Grants may be awarded for one year. All proposed FY 2019 grant activities must be completed by the end of the fiscal year, June 30, 2019 . Request for reimbursement of all FY 2019 expenses must be received by the MCCB by no later July 15, 2019. A no cost extension for the next year can be requested for special circumstances. Arrangements can be made for expenditures to “split” fiscal years.

Evaluation of Submitted Proposals/Notification of Award

Proposals will be accepted on July 15, 2018. The last date to submit proposals will be August 1, 2018. Awards for FY 2019 award will be made in September. 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 four funding priorities and has been identified as being unique with respect to traditional workforce projects.

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

Successful Challenge Grant recipients, once notified, must submit a new program application to the office of Career and Technical Education and must enter their grant into the WESS system as a traditional project to be funded, as follows:

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

Limitations

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

Reimbursements

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

Reporting

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

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

Appendix C

Examples of Instructional Quality Documentation

It is the intent of the MCCB to provide appropriate examples and a variety of methods of quality instruction to meet diverse student learning needs.

1. The program has a participatory process to develop a curriculum and instructional plan in accordance with approved curriculum. Examples of appropriate measures are as follows:
 - Instructors collaborate in setting appropriate instructional goals and objectives.
 - Instructors collaborate in selecting curriculum components and instructional materials based on industry's needs.
 - Staff collaborate in developing and updating the curriculum and instructional plan.
2. The program implements the curriculum and instruction contained in the curriculum and instruction plan. Examples of appropriate measures are as follows:
 - Traditional and alternative assessments (e.g., diagnostic, curriculum-based, skills-based, and proficiency-based assessments) are conducted periodically and are used to guide the instructional process.
 - Program has a core curriculum that is broad in scope and sequence and provides flexibility to meet needs and skill levels.
 - Curriculum and instructional materials used in the program meet the needs of industry.
 - Program curriculum is reviewed on a regular basis by all constituents and is revised, as appropriate, to meet changing needs.
 - Instructional materials are current, adult-oriented, and culturally sensitive.
 - Program uses a wide variety of delivery modes and innovative instructional approaches.
 - Instruction is offered at various times, settings, and locations, to meet student needs.
3. Curriculum, instruction, and facilities are evaluated by students.
 - Dated, completed student evaluations are provided concerning how curriculum, instruction, and facilities met the students' needs.
4. The workforce facilities meet the intent of the American with Disabilities Act (ADA).
5. The facilities provide a safe and optimum learning environment.
 - Facilities include appropriate:
 - Classroom/study space for students
 - Private space for student consultations
 - Storage space for materials and equipment
 - Equipment and furnishings to meet all program objectives and minimum standards
 - Restroom(s) for both men and women
 - Safe parking area
 - Equipment is functional
 - Indoor and outdoor lighting
16. The program uses instructional software, audio/visual materials, and technology as part of classroom instruction.
 - The program has an adequate number and quality of computers, software, and other equipment to facilitate learning.

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 _____
 - All Technology _____
 - Other _____
 - Other _____
 - Other _____
- 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 _____

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"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Enabling learning objectives and how to measure learning

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

Appendix D

Workforce Project Monitoring

Over the course of the next year, the MCCB will explore opportunities in streamlining the efficiency with project documentation.

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

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

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

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

Basic Skills projects are subject to **ALL** federal AE guidelines and policies. Basic Skills projects will be monitored by the Adult Education Division.

Appendix D Workforce Project Monitoring Worksheet

School: _____ Date: _____

Industry Name: _____ Project # _____

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

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

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

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

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

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

7. Evaluation of training by students / trainees – class name and Instructor name Yes /No/ Not
 - Evaluation sheets should have class name and instructor(s) listed

8. Sign in Sheets Yes / No / Not
- ORIGINALS not copied sign in sheets
 - Should be signed by instructor
 - Dated
 - Course name listed
 - Course start and end time
9. Class attendance sheets (signed and dated) Yes / No / Not
- ORIGINALS not copied sign in sheets
 - Should be signed by instructor
 - Dated
 - Course name listed
 - Course start and end time
10. Demographic information on trainees Yes / No / Not
- Can be listed on evaluation sheets or as a different form but should be available at the time of audit
11. Written documentation monitoring the project and the instructor Yes / No / Not
- 10% of **ALL** projects should have written monitoring of the project and instructor
12. Request for reimbursement matching the instructor's training hours, rate of pay per hour & fringe benefits and assessment hours Yes / No / Not
- We will reimbursed off of sign in sheets **ONLY**
 - Pay sheet should have hourly rate, # of hours, and signature of instructor
13. Documentation of travel expenses Yes / No / Not
- _____
- _____
14. Site visit of local industry in the community college district for customer satisfaction feedback (optional)
- _____
- _____
- _____
- _____

WORKFORCE MONITORING CHECKLIST

- Copy of original project

- Copy of all modifications

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

- Copy of MOA
*Signed, dated

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

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

- Trainee Demographics

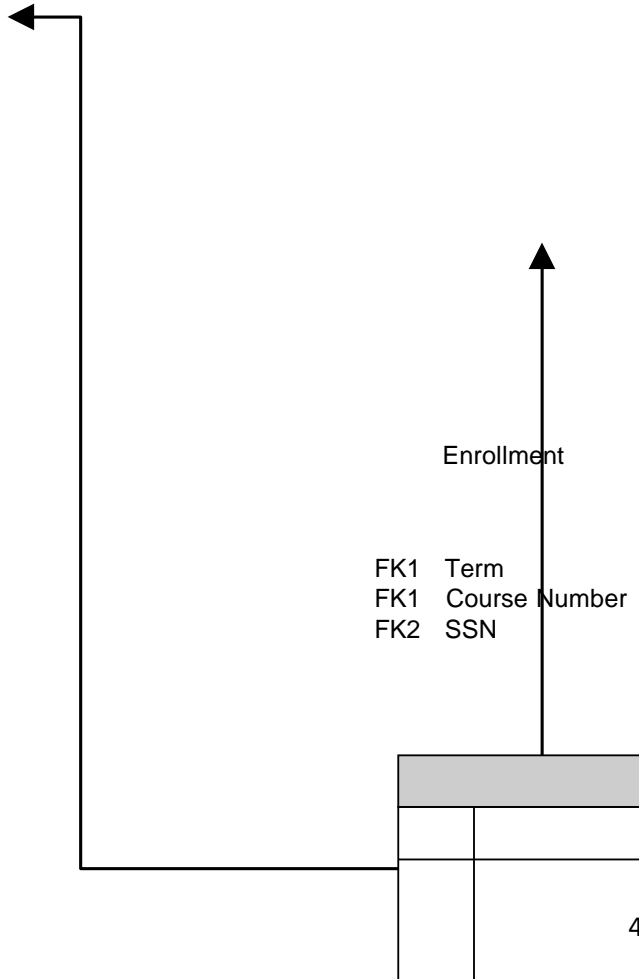
- Written documentation of project and/or instructor monitoring

Appendix E Data Structure

Course	
PK	<u>Term</u>
PK	<u>Course Number</u>
FK1	Project Number Course Title Code Course Type Start Date End Date Hours Sunday Monday Tuesday Wednesday Thursday Friday Saturday Consortium Certification Certification Title Certification Level Certification Agency Company Name Company Federal Identification Number Company MDES Account Number Location Instructor Total Costs WET WIOA CTE Challenge Grant Other

Student	
PK	<u>SSN</u>
	Last Name Middle Initial First Name Date of Birth Asian Black or African American American Indian or Alaska Native Hawaiian Native or Other Pacific Islander White Ethnicity Hispanic / Latino Gender Level of Education Employment Status Employment Type Temporary Employment Address of Residence City State Zip County

Project	
PK	<u>Project Number</u>
	Project Amounts Reimbursed Amounts De-obligated Amounts



Student File

DATA ELEMENT NAME	DATA TYPE / FIELD LENGTH	DATA ELEMENT DEFINITION	CODE VALUE
Data File -- Student			
Last Name	AN 255	Record last name of student.	X(255)
Middle Initial	AN 1	Record middle initial of applicant.	X
First Name	AN 255	Record first name of student.	X(255)
SSN	IN 9	Record Social Security Number of applicant.	000000000
Date of Birth	DT 8	Record date of birth of applicant.	YYYYMMDD
Asian	IN 1	Record 1 if student self-identify his/her race as Asian. Record 0 or "blank" if the student does not self-identify his/her race as Asian.	1 = Yes
Black or African American	IN 1	Record 1 if student self-identify his/her race as Black or African American. Record 0 or "blank" if the student does not self-identify his/her race as Black or African American.	1 = Yes
American Indian or Alaska Native	IN 1	Record 1 if student self-identify his/her race as American Indian or Alaska Native. Record 0 or "blank" if the student does not self-identify his/her race as American Indian or Alaska Native.	1 = Yes
Hawaiian Native or Other Pacific Islander	IN 1	Record 1 if student self-identify his/her race as Hawaiian Native or Other Pacific Islander. Record 0 or "blank" if the student does not self-identify his/her race as Hawaiian Native or Other Pacific Islander.	1 = Yes
White	IN 1	Record 1 if student self-identify his/her race as White. Record 0 or "blank" if the student does not self-identify his/her race as White.	1 = Yes

Ethnicity Hispanic / Latino	IN 1	Record 1 if student indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, regardless of race. Record 2 if student indicates that he/she does not meet any of the conditions above. Record 0 or “blank” if not reported.	1 = Yes 2 = No
Gender	IN 1	Record 1 if the student indicates that he is male. Record 2 if the student indicates that she is female. Record 0 or “blank” if the student does not self-identify gender.	1 = Male 2 = Female
Level of Education	IN 1	Record the level of education of the applicant. Record 0 or “blank” if not reported.	1 = Less than High School 2 = High School 3 = Some College without a degree 4 = Associate Degree 5 = Bachelor Degree 6 = Graduate or Professional Degree
Employment Status	IN 1	Record the employment status of the applicant. Record 0 or “blank” if not reported or does not apply.	1 = Employed 2 = Unemployed 3 = Retired
Employment Type	IN 1	Record the employment type of the applicant. Record 0 or “blank” if not reported or does not apply.	1 = Full Time 2 = Part Time 3 = Seasonal
Temporary Employment	IN 1	Record the temporary employment status of applicant. Record 0 or “blank” if not reported or does not apply.	1 = Yes 2 = No
Employer	AN 255	Record name of current employer.	X(255)
Address of Residence	AN 255	Record current address of residence of applicant.	X(255)
City	AN 255	Record current city of residence of applicant.	X(255)
State	AN 2	Record two letter state code of residence of applicant.	Xx

Zip	IN 5	Record 5 digit zip code of applicant. 77777 = Mexico 88888 = Canada 99999 = All Other Countries	00000
County	AN 255	Record county of residence of applicant.	X(255)

Course File

DATA ELEMENT NAME	DATA TYPE / FIELD LENGTH	DATA ELEMENT DEFINITION	CODE VALUE
Data File -- Course			
Term	IN 4	Fiscal Year	0000
Course Number	AN 255	Course Number	X(255)
Project Number	IN 10	10 Digit SBCJC account number.	0000000000
Course Title	AN 255	Title of course	x(255)
Code	IN 4	SBCJC Classification Code. See appendix A	0000
Course Type	IN 1	Indicate if course is college delivered or college supported.	1 = College Delivered 2 = College Supported
Start Date	DT 8	Date course begins.	YYYYMMDD
End Date	DT 8	Date course ends.	YYYYMMDD
Total Hours	IN 4	Total length of course / training in hours.	0000
Start Time	IN 4	24 hour format (6:00PM = 18:00)	0000
End Time	IN 4	24 hour format	0000
Sunday	IN 1	Course given on Sunday	1 = Yes
Monday	IN 1	Course given on Monday	1 = Yes
Tuesday	IN 1	Course given on Tuesday	1 = Yes
Wednesday	IN 1	Course given on Wednesday	1 = Yes
Thursday	IN 1	Course given on Thursday	1 = Yes
Friday	IN 1	Course given on Friday	1 = Yes
Saturday	IN 1	Course given on Saturday	1 = Yes
Consortium	IN 1	Consortium Training	1 = Yes
Certification	IN 1	Course fulfills requirements for certification.	1 = Yes
Certification Title	AN 255	Record title of certification.	X(255)
Certification Level	AN 255	Record level of certification.	X(255)
Certification Agency	AN 255	Record name of certification agency.	X(255)
Company Name	AN 255	Record name of company.	X(255)

Company Federal Identification Number	IN 9	9 Digit Federal Identification Number	000000000
Company MDES Account Number	AN 10	10 Digit Mississippi Department of Employment Security account number.	Xxxxxxxxxx
Location	IN 1	Location where course is given.	1 = Campus 2 = Mobile Unit 3 = On Site 4 = Other
Instructor	AN 255	Record name of instructor.	X(255)
Total Costs	IN 9	Total cost for class	000000000
WET	IN 9	Total from Workforce Enhancement Training Fund.	000000000
WIOA	IN 9	Total from Workforce Investment Act.	000000000
Challenge Grant	IN 9	Total from Challenge Grant.	000000000
Other	IN 9	Total from other source of funding.	000000000

Project File

DATA ELEMENT NAME	DATA TYPE / FIELD LENGTH	DATA ELEMENT DEFINITION	CODE VALUE
Data File – Project			
Project Number	IN 10	10 Digit SBCJC account number.	000000000
Project Amounts	IN 9	Total amount of project.	000000000
Reimbursed Amounts	IN 9	Total amount reimbursed.	000000000
De-obligated Amounts	IN 9	Total amount de-obligated.	000000000

Enrollment File

DATA ELEMENT NAME	DATA TYPE / FIELD LENGTH	DATA ELEMENT DEFINITION	CODE VALUE
Data File -- Enrollment			
Term	IN 4	Fiscal Year	0000
Course Number	AN 255	Course Number	X(255)
SSN	IN 9	Social Security Number	000000000

MCCB Classification Codes

001	A/C, Heating, Refrigeration	022	Housekeeping
002	Adv. GPS	023	Hydraulics/Pneumatics
003	Aquaculture	024	Industrial Maintenance
004	Banking Skills	025	Industrial Production
005	Basic Skills	026	Instrumentation
006	Blueprint Reading	027	Law Enforcement
007	Child Care	028	Machine Shop/CNC
008	Computer Use & Applications	029	Measurements/Industrial Math
009	Construction Trades	030	Medical/Healthcare
010	Customer Service	031	Oral Communications
011	Drafting	032	Personal Dev. Skills
012	Electricity	033	Pre-employment Training
013	Electronics	034	Quality Control Management
014	Employability/Remediation	035	Safety
015	Entrepreneurial/Small Business	036	Sewing/Textiles
016	Fire Fighting	037	Supervisory/Leadership
017	Food Production	038	Team Management
018	Forestry/Lumber	039	Telecommunication
019	Furniture Manufacturing	040	Torts
020	GIS/GPS	041	Train-the-Trainer
021	Heavy Machine Operator	042	Welding/Soldering

APPENDIX F

Industry Survey

Directions: Your voluntary participation in this survey is greatly appreciated. The results from this survey will be used to gain valuable feedback from you, the industry, about working with the local community college and requesting WET Funds for your industry's training needs.

Industry _____ Address _____

Community College _____ Contact person _____

Number of trainees _____

Questions to Ask	Suggested Question Type	Additional Suggestions
Please complete the following	List	Name, Industry, Title, Address, City/Town, Zip, Email Address, Phone Number
Which Community college(s) did you work with check all that apply	List	
Overall, how satisfied were you with the service you received from the junior or community college?	Rate one item on a scale	Answer choices will include: <ul style="list-style-type: none"> • Very satisfied • Somewhat satisfied • Neutral • Somewhat dissatisfied • Very dissatisfied
How frequently does your industry request training with the junior/community college(s)?	Single-select multiple choice	Answer choices will include: <ul style="list-style-type: none"> • One or twice a year • Every month • Every 2-3 months
How likely are you to recommend training from a junior or community college to another industry?	Rate one item on a scale	Answer choices will include: <ul style="list-style-type: none"> • Extremely likely • Very likely • Somewhat likely • Not so likely • Not at all likely
How likely are you to work with the community college again?	Rate items on a scale	Answer choices will include: <ul style="list-style-type: none"> • Extremely likely • Very likely • Somewhat likely • Not so likely • Not at all likely
How responsive was the college to your needs?	Rate one item on a scale	Answer choices will include: <ul style="list-style-type: none"> • Extremely responsive • Somewhat responsive • N/A • Not so responsive • Not at all responsive
Please provide comments, questions, or concerns improve the service to business and industry.	Open-ended text	

Appendix G

Project Submission Checklist

Project Submission

1. The college submits the project
 - a. Project coordinator at the college submits the project to WF Director for approval.
 - b. WF Directors submits the project to MCCB.

OR

 - c. Project coordinator submits project directly to MCCB.
2. Project received by Program Specialist who reviews the project for errors and omissions.
 - A. If the project is rejected for errors etc. it is send back with an email describing the problem from the Program Specialist.
 - a. The project is then returned to the Program Specialist for approval (or return).
 - B. If the project is approved it is forwarded to accounting for review of the salary and benefit section.
 - a. If the project is approved it is sent to the WF Director MCCB for final approval.
 - b. If the project is rejected it returns to the Program Specialist queue for approval (again)
3. No supplies with proprietary training
4. No prep for proprietary training unless approved
5. No funding for assessments other than Work Keys.
6. All training listed in the salary itemization box must be listed in the justification.
7. KAIZAN can be listed as industrial production depending on the company
8. A project manager cannot write a project in which they receive payment.
9. Forklift safety training is listed as Safety while Forklift operator training is listed as Heavy Machine operator
10. LEAN training is classified as quality
11. A Taser is a weapon and cannot be purchased for law enforcement training
12. Travel not allowed for WF students to get credentials
13. Travel not allowed for WF Allied Health students to get credentials
14. Fuel is not allowed for CDL programs
15. Only one instructor per class unless required by regulation (regulation must be stated in project) or prior authorization with MCCB.
16. When exemption is claimed for more than one instructor the number of WF students in the class must be listed.
17. Classes such as carpentry, electrician, welder will be entered as one class, example 209 hrs x 1 class

PROJECT APPLICATION

1. Basic information such as Originator, funding source, project manager, company name, address of the business within the college's district, contact information, company size and number to train, project start date, end date and created date.
 - a. Project manager cannot be a (paid) trainer in the project.
 - b. Contact name for a business must not be a college representative
 - c. "The Mississippi Community College Board intends to explore any and all possibilities that may facilitate access to workforce training in Mississippi."
 - d. Number to train must be within the guidelines for that requested training

- e. All dates must be within the appropriate time period (ex. Projects should be submitted within 21 days of class start).

PROJECT JUSTIFICATION and NEED for TRAINING

1. Description of training falls within the guidelines of Workforce and SWIB.
 - a. General information about company
 - b. What is the need
 - c. Are there any exceptions requested
 - d. Specific items are reviewed such as;
 - i. No rambling statements, training must be described by type and kind
 - ii. In-state travel information such as travel points, nights of stay, instructor names, student names and meals and/or other necessary information can be listed here or in the Training Objectives
 - iii. In-state travel is classified as travel in the state or travel to the state. (out of state is travel out of the state only) (this could change with the WESS system)
 - iv. Any exception for more than one instructor can be listed here or in the Training Objectives section. NOTE: only when required by regulation can more than one instructor be paid.
 - v. Names of instructors for the training listed in the salary itemization box are listed by the classes taught. (this could change with the WESS system)
 - vi. Every action of the project must be in the comment section
 - vii. Minimum number of students required for classes must be mentioned (boilerplate)
 - viii. Name of any proprietary training (must be listed in the guidelines)

Company Will

1. States what the company will do and includes the boilerplate for E-verify and 60 day reimbursement.

School Will

1. States what the school will do and includes boilerplate for E-verify and 60 day reimbursement.

MCCB Will

1. Boilerplate with reimbursement statement.

Overall Itemization Budget

1. Check benefit for 25% or less of salary amount
2. No equipment unless special approval
3. All amounts listed in the comments section must match the budget

Salary itemization Box

1. Match all categories to the description in the comments section
2. Check all amounts listed for accuracy.
 - i. \$35 workforce (or less)
 - ii. \$50 for proprietary (must match the description in the comments section)
 - iii. \$22 basic skills
 - iv. \$20 prisoner training
3. Check prep is 10% or less in each class.

Education Supplies

1. Must have statement that all books will be retained by the college
2. Check all education supplies against equipment list.
3. Insure all numbers are correct
4. No diesel fuel

Contractual Services

1. Correct category (allowable cost list)
2. In-state travel registration listed here
 - i. Must show full cost of registration
 - ii. TTT - 50% up to \$500 per person (see guidelines for other requirements)
 - iii. Vendor - Maximum of \$500 per person off site
 - iv. Vendor – Maximum of ½ daily cost not to exceed \$1,000 per day onsite (see guidelines)
3. CRC costs
4. On-line training costs
5. Repairs of vehicles, trailers etc. (what is considered acceptable at this time)
6. NOTE: contractual services for training of college employees is listed in a separate TTT project which allows full cost of training registration (in-state).

Travel

1. Each travel is separate
2. Location of training
3. Full registration must be listed (for 50% determination)
4. Name and type of training
5. Dates, instructors and students must be listed
6. Meals and hotel must be listed
7. Cost of mileage must be compared to state rate for period of travel

Appendix H
Memorandum of Agreement Form

_____ College and _____ College

Project Description:

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

Resource Requirements:

Timeline:

Financial Issues:

ADVANCED TRAINING FOR A
POWERFUL WORKFORCE
mississippi community colleges



College Workforce Director

College Workforce Director

President

President

**Appendix I
Example of Employee Contract**

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	_____	Date
			Initials		
_____	Workforce Director	_____	Team	_____	Date
_____	President	_____		_____	Date

Appendix J

Basic Skills Policy

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) creates policies and procedures for the deployment of Basic Skills Training at each of Mississippi’s 15 public two-year institutions.

The purpose of this law is to provide workforce activities that increase the employment, retention and earnings of participants, and increase the occupational skill attainment by participants and as a result, improve the quality of the workforce, reduce welfare dependency and enhance the productivity and competitiveness of the State of Mississippi.

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

Basic Skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) HSE preparation, Smart Start Pathway, Employability Skills, CRC and computers. Basic Skills projects are subject to ALL federal ABE guidelines and policies.

Basic Skills Projects are intended to be utilized for the following services:

- a. Basic literacy skills training and high school equivalency education;
- b. Smart Start Pathway Instruction
- c. Employability Skills Training, including CRC
- d. Computer Training

Required Basic Skills Component

All Basic Skills projects are subject to ALL Federal ABE guidelines and policies. The Basic Skills component includes courses in College and Career Readiness which lead to a high school diploma or equivalent. Students must be pre-tested using one of the ABE state-approved standardized assessments and must be post- tested in accordance with the state ABE assessment policy. Pre- and post-test results must be recorded in the LACES NexGen adult education database. Students with high school diplomas or the equivalent are eligible for Basic Skills services if they are basic skills deficient (below 8th grade) in at least one academic area.

Employability Skills Component

The focus of the course content may include, but is not limited to, the following topics: career exploration, skill assessment, study skills, job seeking skills, job retention strategies, and computer literacy training.

Student Eligibility

- a. 16 years of age;
- b. Not enrolled or required to be enrolled in secondary school under State law;
- c. Basic skills deficient (less than 8th grade on the TABE)
- d. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- e. English language learner

Submission of Projects

The MCCB utilizes an online, database driven project writing system to approve, track, and maintain records for basic skills education. All projects submitted to the MCCB for approval must be submitted via the online Workforce Subgrant System (WESS). The system can be accessed at www.mccb.edu. 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 ten (10) students per class or training activity.

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, 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 basic skills education. Projects shall be written for a period of six months or less and at the end of the first six months, all projects will be modified down to \$0 by January 15, 2019. This will allow all funds not spent to be re-obligated for the remainder of the fiscal year.

Basic Skills 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 and adult education component.

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 Director in writing to confirm the exception has been approved or denied.

Reimbursement

Basic Skills Training project instructors shall be reimbursed at a rate not to exceed \$22.00 per hour.

Benefits

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

Preparation Time

Up to 10% of the total class instructional time for classes may be allowed for instructor preparation. Time spent in setting up computer labs, or other equipment for the direct use of the class is allowable. Prep time is allowed only for instructors employed by the college and shall be documented similar to instructional hours.

Inmate Training Classes

Instructional salaries, inclusive of prep time, assessment time and benefits, are the only allowable cost for basic skills 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 \$22.00 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. Participants are required to follow the ABE Assessment Policy and will be given the Test of Adult Basic Education (TABE) and/or CRC.

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 non-expendable educational materials and supplies.

Leased Equipment

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

Capitalized Equipment Purchases

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

All colleges are required to maintain a complete and current inventory list of each property item exceeding a cost of \$1,000. 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. maintenance or licensing fees for educational software used on equipment owned by the college

Instructional Training Aids/Curriculum Development

During FY 2016, the Director may seek to provide the training manuals and videos, and other training materials through a public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

Travel

With proper documentation, the MCCB will pay travel for basic skills 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.

Other Training Needs

Consideration for training needs other than those outlined within these policies and as determined by the Adult Education 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.

Allowable Costs

All allowable costs for the federally funded Adult Basic Education Program are defined in the Office of Management and Budget (OMB) Circular A-87. This will be the document of determination for reasonableness, allowability, and allocability of costs. All costs must be supported by source documentation including canceled checks, paid bills, payrolls, time and attendance records, purchase orders and signed copies of sub-grant award documents. Mississippi purchasing and procurement laws must be followed by all state agencies receiving Basic Skills funds in the acquisition of all goods associated with a project.

Program Accountability and Monitoring

The Mississippi Community College Board's monitoring team has organized a schedule for monitoring Basic Skills 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. The following items are required to be in each student folder:
 - a. Personal Data Sheet
 - b. Student Instructional Objectives and Assignments (SIOA)/Individualized Student Plan
 - c. Sample of students work
 - d. TABE Locator results
 - e. TABE Pre and Post test results
 - f. Student update sheets, if applicable
2. Commodities invoice matching reimbursement requests.
3. Equipment invoices matching reimbursement requests.
4. Evaluations of training by students/trainees.
5. Class sign-in sheets (dated and signed by instructor).
6. Class attendance sheets (dated and signed by instructor).
7. Written documentation monitoring the project (including the instructor's evaluation by ABE staff). This documentation must be on all instructors that are employed. This documentation must be signed and dated by staff.
8. Request for reimbursement matching the instructor's training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours).
9. Copy of the project plus modifications and reimbursement documents.
10. Documentation of travel expenditures.

Requirements for Basic Skills Instructors

Instructors must hold a B.S. or a B.A. degree in any field and a proof of this degree is required to be on file at the local ABE Director's office. All instructors must complete a mentorship under a certified Mississippi Program

Mentor/Leader. Instructors are also required to pass the MS Adult Basic Education Competency assessment and review the ABE Instructor Orientation Manual. It is recommended that all new employees attend the New Teacher Academy to learn basic instructional competencies and prepare for the state competency assessment. It is also highly recommended that new ABE Program Directors attend the New Teacher's Academy.

All instructors are required to complete at least (20) clock hours of professional development annually. At least ten (10) of these hours must training provided and endorsed by the Office of Adult Education. The program director will maintain all professional development activities and all hours will be entered into the LACES Management System for each instructor. Sign in sheets must be utilized to document participant attendance.

Performance Accountability

All Basic Skills Project are subject to the same performance accountability requirements as the Adult Basic Education classes. Under the Workforce Innovation and Opportunity Act, 2013, the following measures will be applicable to all basic skills projects and ABE programs.

- Measurable Skills Gains negotiated with U.S. Department of Education, Office of Adult Education on an annual basis.
 - ABE Beginning Literacy
 - ABE Beginning Basic
 - ABE Intermediate Low
 - ABE Intermediate High
 - ASE Low
 - ESL Beginning Literacy
 - ESL Beginning Low
 - ESL Beginning High
 - ESL Intermediate Low
 - ESL Intermediate High
 - ESL Advanced

- Entered Employment Rate: Of those who are not employed at the date of participation, the number of adult participants who are employed in the first quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

- Employment Retention Rate: Of those who are employed in the first quarter after the exit quarter, the number of adult participants who are employed in both the second and third quarters after the exit quarter divided by the number of adult participants who exit during the quarter.

- Six Months Average Earnings: Of those adult participants who are employed in the first, second, and third quarters after the exit quarter, the total earnings in the second quarter plus the total earnings in the third quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

- Average Earnings Change in Six Months: Of those who are employed in Q1 after exit, the total post-program earnings (earnings in Q2 + Q3 after exit) minus pre-program earnings (earnings in Q2 + Q3 prior to registration) divided by the number of adults who exit during the quarter.

Program Accountability and Data Management

All students must be entered in to the adult education management system, LACES NexGen. This system was developed for the state to be in compliance with the requirements of the National Reporting System (NRS). The LACES NexGen is a student accountability solution that analyzes student performance outcomes and program quality (See Appendix A for a description of LACES NexGen).

Appendix K

Work-based Learning

Scope and Purpose

Work-based learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based learning experiences occur in a work setting, typically at an employer's worksite. The work-based learning activities are coordinated with school-based activities in an attempt to show students the "why" of what they are learning. Work-based learning strategies provide career awareness, career exploration opportunities, career planning activities, and help students reach competencies such as positive work attitudes and employability skills.

In addition to the workforce education and training activities delivered within community college classrooms, transitional programs such as internships and apprenticeships are essential components of the workforce education and training system in the state.³ MCCB offers WBL for their CTE programs, along with offering work-based learning opportunities through apprenticeships and internships.

In an effort to promote the "Earn While You Learn" concept, the goals of these program are two-fold. One, to provide a trained workforce for industries and help eligible adults, dislocated workers, and/or students gain practical work experience through on-the-job training and sharpen their employability and technical skills while earning a wage. Work-Based Learning positively impacts all parties: business and industry is afforded an opportunity to make a hire that may be a better organizational fit based upon a framework comprised of criteria that they are able to set, the student has an opportunity to gain valuable training and work experience while enrolled in a training program, lastly the college improves their partnerships with business and industry in addition to improving their student placement rates. In the past, work-based learning has been based on student and CTE instructor engagement with company.

Work-Based Learning Opportunities

Apprenticeship

Mississippi Apprenticeship Program

The **Mississippi Registered Apprenticeship Program** (MAP) is a rapid workforce development method that serves as both an economic and community development tool. Business and industry have the ability to identify the components they believe are necessary to build vibrant apprenticeship programs that work for their companies. Through utilizing occupational standards as a parameter, companies are able to build the unique, customizable program they want to see. Finally, On the Job Training (OJT) and Related Technical Instruction (RTI) ensure that the apprentice not only learns the technical aspects of an occupation, but that they are also able to put that theoretical knowledge to work via structured experience.

The Mississippi Apprenticeship Program facilitates this process by helping companies, regardless of their size, develop their own registered apprenticeship program from the initial concept to implementation within their company. Further, MAP, at the request of the company, can both register their apprenticeship program in addition to serving as a sponsor – effectively handling the bureaucratic elements of a Registered Apprenticeship program. MAP recognizes that registered apprenticeship is business driven, so we work directly with companies to identify the occupations and skillsets that they need – for either today

³ Mississippi WIOA Combined Plan. (January 22, 2016). Retrieved from http://www.mississippiworks.org/downloads/WIOA_10_14_2016.pdf

or forecasted into the future. MAP also helps companies who seek more diversity within their workforce in addition to connecting apprentices to college credit, should the employer wish to do so.

MAP supports businesses by:

- a. Providing information and education about Registered Apprenticeship.
- b. Helping to streamline the registration process. Serving as a liaison between the companies and the U.S. Department of Labor, Office of Apprenticeship.
- c. Helping to augment existing company HR recruitment strategies to identify a diverse pool of qualified potential apprentices that the company can consider for participation in the Registered Apprenticeship.
- d. Helping to connect companies to the public workforce system to identify resources that might help support the On-the-Job-Training and classroom instruction components of the Registered Apprenticeship.
- e. Offering assistance to support effective implementation of Registered Apprenticeship programs.
- f. Helping to market and promote Registered Apprenticeship programs.

MS Works Apprenticeship Program

The MS Works Apprenticeship Program (MSWA) is intended to expand existing traditional registered apprenticeship programs or develop industry recognized or non-registered apprenticeship programs. Alignment and buy-in from both the demand and supply side are critical to the success of this program. On the demand side, MSWA will integrate the Local Workforce Development Board (LWDB) work-based learning goals identified in approved sector strategy plans and work with sector partners and the business community to determine common skill needs across industries. On the supply side, community colleges and WIN Job Centers will provide training and recruit the pipeline to provide students and workers.

Workforce Enhancement Training (WET), MS Works, and Workforce Innovation and Opportunity Act (WIOA) funds will be braided and used as a 50:50 match with employer funds to pay wages for apprentices participating in the MSWA program.

Funding

Community colleges will prepare and submit a work readiness proposal to the MS Development Authority requesting MS Works funds. The proposal must include resource commitments from:

1. MS Community College Board for Workforce Enhancement Training (WET) funds;
2. Local Workforce Development Board for Workforce Innovation and Opportunity Act (WIOA) funds; and
3. Participating employers for private funds to be used as wages.

Funds will be used to match employer wage commitment. Apprentices will earn up to \$16 per hour not to exceed 1,080 hours for three semesters or 54 weeks. Total wages paid, inclusive of fringe benefits and other cost will not exceed \$23,328. The maximum allowable funds per apprentice from each fund source:

- WET - \$ 1,920

- WIOA - \$ 4,872
 - MS Works- \$ 4,872
 - Employer - \$11,664
- Total \$23,328**

Students enrolled in a career technical program that leads to employment in target sectors may make application for an apprenticeship beginning the 1st semester of their freshman year. Students must also meet WIOA eligibility requirements. Students will be referred to participating employers for acceptance into the apprenticeship program.

Businesses that create job opportunities in target sectors and commit to hire apprentices and pay a wage match of at least 50% are eligible to participate. Participating companies will have the option of expanding an existing apprenticeship program or implementing an industry recognized program. Businesses must commit to:

- Incremental wage increases as skill levels increase, and
- On the job learning conducted on the work site, directly related to the students' course of study, under the direction of one or more of the employer's personnel.

Training

Training must lead to an industry-recognized credential. Companies in coordination with the community college system will be responsible for developing a training outline for the on the job learning component that reinforces skills and competencies learned in the classroom. Companies will also provide supervision and mentorship to reinforce learning while students are in the program.

Each funded project will include an agreement between the employer and the community college that identifies, roles and responsibilities for each partner. **Contact your Local Workforce Development Board for further information and application submittal.**

Internships

Internships have been identified as one of the most important types of non-credit training that Mississippi job seekers can use to attain the skills for gainful employment. Many of the internship opportunities offered by employers in fiscal year 2018 require middle skills. The number of middle-skill internships could increase in the future with growing relationships between community colleges and employers in Mississippi.⁴ Individuals interested in the internship program must be in one of the following categories:

- Eligible students must be in an approved training program in an allowable pathway.
- Individuals interested in career exploration or individuals who have been out of the workforce for a period of time.

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

⁴ Mississippi WIOA Combined Plan. (January 22, 2018). Retrieved from http://www.mississippiworks.org/downloads/WIOA_10_14_2016.pdf

Employer Eligibility

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

- a. Advance Manufacturing
- b. Health Care
- c. Sectors specific to region

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

Parameters of Internship Program

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

COMMUNITY COLLEGE WORKFORCE TRAINING APPLICATION



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

COMPANY INFORMATION

NAME

MAILING ADDRESS

CITY STATE ZIP CODE COUNTY

COMPANY WEB ADDRESS

CONTACT NAME TITLE

PHONE EMAIL

DESCRIPTION OF COMPANY PRODUCT OR SERVICE

FEDERAL ID# MDES#

NUMBER OF EMPLOYEES

HAS YOUR COMPANY RECEIVED MS COMMUNITY COLLEGE TRAINING? Y N

IF YES WHAT TYPE OF TRAINING:

TRAINING PLAN

DESCRIBE TYPE OF TRAINING REQUIRED

IDENTIFY LOCATION TRAINING WILL OCCUR

NUMBER OF EMPLOYEES TO BE TRAINED

DESCRIPTION OF COMPANY TRAINING OBJECTIVES

PROJECTED START DATE

PROJECTED END DATE

THE COMPANY WILL:

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

THE COLLEGE WILL:

1. Approve training projects to be provided by the college or other training provider.
2. Provide oversight and monitoring of project.
3. Evaluate training effectiveness.
4. Provide, at least quarterly, a list of company employees, who have completed the Workforce/Continuing Education Registration Form.
5. Provide technical assistance.
6. Complete reimbursement requisitions at least every 60 days and submit to MCCB for payment.
7. Be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.

MCCB WILL:

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

