

Mississippi

Analyzing the pathways matter framework in Mississippi.



Mississippi's 2020 legislation, restructuring the State Workforce Investment Board (SWIB) suggests that the state is beginning to refocus its efforts on education to workforce pathways. Mississippi already has many building blocks in place, including college acceleration options, a process for awarding credit for military learning, reverse transfer and registered apprenticeships. Mississippi is well-positioned to build on this foundation and address critical gaps in policy and program. These include the need to develop a cross-agency shared definition of high-wage, high-skill, high-demand occupations and credentials with business and industry at the table and to provide funding for K-12 and postsecondary to strengthen and align their programs.

STRENGTHS

- Mississippi's legislative requirement to conduct a return on investment analysis for K-12 and postsecondary CTE programs and to strengthen alignment
- Mississippi's remediation courses in high school that help prepare learners for postsecondary credit bearing courses.
- Mississippi's Innovative Apprenticeship Program that allows apprenticeships to receive both college credit hours and wages for their training.
- Mississippi's appropriation of state funds to support career coaching program.

OPPORTUNITIES

- Leverage the SWIB to launch a cross-agency council charged with developing shared education to workforce goals, priorities and metrics to drive decision making
- Implement a last dollar or last mile program for students attending public postsecondary institutions
- Enact policies to reduce legal barriers for employers engaging in K-12 and postsecondary work-based learning



LEARNER PATHWAYS

Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
HIGH-QUALITY CTE PROGRAMS				
TARGETED CTE PROGRAM FUNDING				
RETURN ON INVESTMENT ANALYSIS				
STATE CROSS-AGENCY SHARED PRIORITIES				



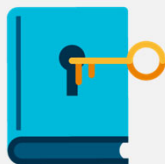
HIGH-QUALITY CTE PROGRAMS

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state's economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.



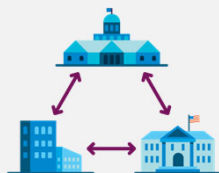
TARGETED CTE PROGRAM FUNDING

Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.



RETURN ON INVESTMENT ANALYSIS

Conduct a biennial return on investment (ROI) analysis of CTE programs to assess whether all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.



STATE CROSS-AGENCY SHARED PRIORITIES

Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.





KEY POLICY

High-Quality CTE Programs



STATE POLICY ANALYSIS

Mississippi K–12 does not align with the 16 nationally recognized career clusters, but rather uses 13 career clusters to categorize 43 programs of study. Mississippi postsecondary offers 13 career pathways and 149 programs of study. CTE programs follow standardized statewide curriculum for secondary and postsecondary levels.

In 2022 Mississippi passed landmark legislation, Mississippi Comprehensive Career and Technical Education Reform Act to strengthen high-quality pathways across the state. This comprehensive legislation includes:

- Strengthening alignment across K-12 and postsecondary CTE programs and business/industry
- Conducting a return on investment analysis for K-12 and postsecondary CTE programs and implementing recommendations based on the needs identified
- Establishing a statewide career coaching initiative
 - While career coaches were funded with \$8 million in ARPA funds during the 2022-2023 school year, the Mississippi Legislature appropriated \$12 million in general funds to expand the coaching program in the 2023-2024 school year.
- Developing a list of qualifying industry credentials and an incentive grant for students who earn the credentials
- Strengthening cross-sector partnerships across the state

OPPORTUNITY TO STRENGTHEN

The Comprehensive Career and Technical Education Reform Act has the potential to be transformational for the state. As part of the process Mississippi can continue to focus on the north star priorities for the state to drive the coordination and focus of the work.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Career and Technical Education Programs](#)
- Tennessee – [Career and Technical Education Programs](#)
- Texas – [Program of Study Initiative](#)

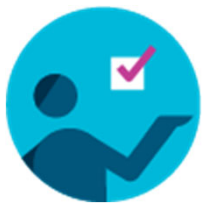
RESOURCES

- [Mississippi Board of Education Strategic Plan](#)
- [Mississippi Perkins V State Plan](#)
- [Mississippi CTE](#)

POLICIES

[HB 1388](#) – Mississippi Comprehensive Career and Technical Education Reform Act [SB3021](#) 2023-2024 funding for coaches





KEY POLICY

Targeted CTE Program Funding



STATE POLICY ANALYSIS

Mississippi provides weighted funding for CTE teachers at one half teacher unit added for each CTE program approved by the Mississippi Department of Education. Mississippi's CTE funding is currently provided equally to all programs and does not distinguish the fields or programs that are in demand, high skill and high wage.

OPPORTUNITY TO STRENGTHEN

Once the return on investment analysis has been completed, Mississippi can consider targeted K–12 funding to help incentivize local education agencies in their development and implementation of high-quality, aligned programs of study. This could include funds to support the startup and sustainment of high-quality, aligned programs and incentive funds for students who complete a high-quality, aligned program of study or obtain aligned industry credentials.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Funding Methodology](#)
- Ohio – [Innovative Workforce Incentive Program](#)
- Texas – [House Bill 3](#)

RESOURCES

- [Mississippi CTE](#)

POLICIES

- [MS Code Ann. § 37-19-43](#); [MS Code Ann. § 37-31-1 to 37-31-15](#). Vocational, Annual Operating Budget
- [MS Code Ann. § 37-151-25](#). Tech Prep
- [HB1613](#) 2023-2024 funding for CTE





KEY POLICY

Return on Investment Analysis



STATE POLICY ANALYSIS

As part of the 2022 Mississippi Comprehensive Career and Technical Education Reform Act, the Office of Workforce Development, AccelerateMS has been tasked with conducting a return on investment analysis for both K-12 and postsecondary CTE programs. The goals of the ROI analysis are to (1) ensure that existing CTE programs of study are aligned with workforce needs, informed by labor market demand, linked to occupations that are middle to high wage and vertically aligned to postsecondary programs; (2) know where H3 CTE programs are offered across all recognized local education agencies; and (3) understand student access, participation and completion data by student groups to determine potential inequities.

OPPORTUNITY TO STRENGTHEN

Mississippi's return on investment analysis legislation is one of the most comprehensive in the nation. AccelerateMS can continue to communicate findings and consider stakeholder engagement throughout the process to help ensure the robustness of the recommendations and ability to implement change as future iterations of the ROI analysis are completed.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Return on Investment Reports](#)
- Florida – [Executive Order 19-31](#) and [House Bill 7071](#)
(NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

RESOURCES

- [Mississippi Baseline ROI Analysis](#)
- [Mississippi K-12 Baseline Data Set](#)
- [Mississippi Community College Baseline Data Set](#)

POLICIES

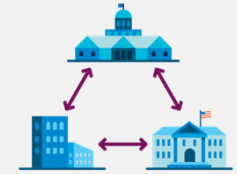
- [HB 1388](#) – Mississippi Comprehensive Career and Technical Education Reform Act





KEY POLICY

State Cross-Agency Shared Priorities



STATE POLICY ANALYSIS

Historically, Mississippi’s cross-sector collaboration has occurred on an ad hoc basis as individual agencies convene the appropriate stakeholders. For example, the Perkins V state plan was developed in partnership with the community colleges, the state workforce development board and local regional workforce boards. In the Perkins V plan the Mississippi Department of Education has agreed, in collaboration with the Mississippi Community College Board and community colleges, to develop a statewide marketing and communications plan for CTE including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities.

In 2020 the Mississippi State Workforce Investment Board (SWIB) was charged with developing the state’s integrated workforce development system, led by the Office of Workforce Development, known as AccelerateMS. While this effort is not currently formally aligned with K-12 or postsecondary, AccelerateMS does have oversight of some workforce funds and programs being used for targeted efforts, and the office is working across sectors and trying to leverage other available funding to strengthen alignment.

Mississippi Comprehensive Career and Technical Education Reform Act of 2022 requires collaboration between the Mississippi Community College Board, the Mississippi Department of Education and the Mississippi State University Research and Curriculum Unit to develop goals, programs and ensure alignment of CTE programs across the state.

OPPORTUNITY TO STRENGTHEN

AccelerateMS can consider taking charge in launching a cross-agency council charged with facilitating shared education to workforce priorities that include shared agency goals and metrics, as well as potentially bundled agency funding to drive state advances. ExcelinEd’s [Building Cross-Sector Partnerships to Support Career and Technical Education Pathways](#) resource provides a step-by-step process for building cross-agency shared priorities.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Advisory Council on Career and Technical Education \(DACCTE\)](#)
- Indiana – [Governor’s Workforce Cabinet](#)
- Washington – [Workforce Training and Education Coordinating Board](#)

RESOURCES

- [MS Perkins V State Plan](#)
- [SWIB](#)
- [AccelerateMS](#)

POLICIES

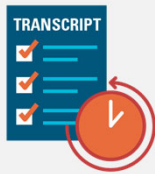
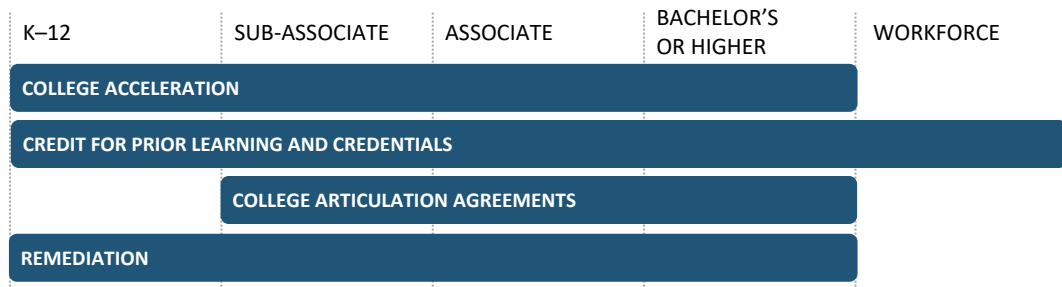
- [SB 2564 § 37-153-7](#) – SWIB
- [HB 1338](#) – Mississippi Comprehensive Career and Technical Education Reform Act





POSTSECONDARY ACCELERATION

Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.



COLLEGE ACCELERATION

Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.



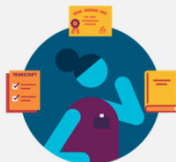
CREDIT FOR PRIOR LEARNING AND CREDENTIALS

Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.



COLLEGE ARTICULATION AGREEMENTS

Establish statewide articulation agreements to ensure college credits earned in K-12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.



REMEDICATION

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.





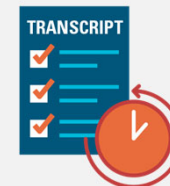
POSTSECONDARY ACCELERATION

Mississippi



KEY POLICY

College Acceleration



STATE POLICY ANALYSIS

Mississippi established dual enrollment and dual credit programs through legislation in 1972. The purpose of the dual enrollment and credit programs is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses that provide pathways leading to academic or career technical postsecondary credit. Students are eligible to earn a semester's worth of dual enrollment and an unlimited number of dual credit credits. In 2016 the Mississippi Dual Enrollment and Advanced Placement Task Force created a college and career access pathways partnership between K–12 districts and postsecondary and the policy to standardize the awarding of credit for an Advanced Placement (AP) score of 3 or higher.

Mississippi currently has five early college high schools and 10 middle college high school programs. Students have the opportunity to earn both a high school diploma and an associate degree or up to two years of credit toward a bachelor's degree.

Mississippi also has the Mississippi Works Dual Enrollment-Dual Credit Option whereby a local school board and the local community college board can establish a program in which potential or recent student dropouts may dually enroll in their home school and a local community college to complete both their high school diploma and a community college credential, certificate or degree program.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider continuing the expansion of college acceleration opportunities for students by promoting a diverse portfolio of options for all learners. This approach could reflect the expansion of awarded credit for advanced coursework completion, AP exams and earned advanced-level industry certifications. Additionally, the state can consider requiring all high schools to offer a minimum number of advanced-level college acceleration courses and providing supplemental funding so all advanced-level offerings can be accessed and completed at no cost to the student. To support equitable access for all students, Mississippi could also consider implementing an automatic advanced-level course enrollment policy for students who score certain levels on their end-of-course assessments or ACTs that also includes additional measures of determining eligibility.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [High School Acceleration Programs](#) and [Statewide Agreements on Credit](#)
- Idaho – [Advanced Opportunities Funding](#)
- Louisiana – [TOPS-Tech Early Start Program](#)
- North Carolina – [Automatic Enrollment](#)

RESOURCES

- [Dual Enrollment-Dual Credit](#)
- [Procedures Manual for Dual Enrollment and Accelerated Programs](#)
- [Golden Triangle Early College High School](#)

POLICIES

- [MS Code Ann. § 37-15-38](#). Dual Enrollment Programs for Dual High School and Postsecondary Credit





KEY POLICY

Credit for Prior Learning and Credentials



STATE POLICY ANALYSIS

In 2019 SB 2053 was implemented to require all state institutions of higher learning and community colleges to award educational credits for courses that are part of a student’s military training or service. In response to the legislation the Military Credit Policy Task Force was created to research best practices, create policy and work with Mississippi community colleges to establish articulation and transfer agreements for military credit.

Individual institutions may have policies around prior learning assessments such as awarding credits for industry certifications, work experience or apprenticeship programs, but the policies are not systematized statewide.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider establishing policies for its public postsecondary systems that standardize the awarding of college credit for prior learning and earned credentials. These policies would help to accelerate student attainment of a postsecondary credential.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Prior Learning Assessment Credit Policy](#)
- Kentucky – [Prior Learning Initiative](#)
- Ohio – [Military Strategic Implementation Team](#)

RESOURCES

N/A

POLICIES

- [SB 2053](#) - Award of Educational Credits for Courses That Are Part of a Student’s Military Training or Service





KEY POLICY

College Articulation Agreements



STATE POLICY ANALYSIS

Mississippi Community College Board policy 520 states that State Institutes of Higher Learning universities will accept all transferrable courses with a grade of C or higher completed as part of an associate degree. Once transferred, students can begin taking courses within a declared major or to fulfill prerequisites for a major. The Mississippi MATT transfer tool helps students to navigate the transfer process. There is no comprehensive cross-institutions system.

OPPORTUNITY TO STRENGTHEN

Given that variations can still exist across public postsecondary institutions, Mississippi can consider revisiting its existing credit articulation policy to cover credit transfer across public institutions and degree programs to minimize student course credit loss and accelerate student completion.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Statewide Transfer Articulation Agreements](#)
- Indiana – [Core Transfer Library](#)
- Kentucky – [Transfer Articulation Agreements](#)

RESOURCES

- [My Way Mississippi MATT Articulation and Transfer Tool](#)

POLICIES

- [Board Policy Section 520](#)





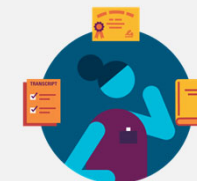
POSTSECONDARY ACCELERATION

Mississippi



KEY POLICY

Remediation



STATE POLICY ANALYSIS

In 2018–19 Mississippi State Board policy required that all high schools offer the Essentials for College Literacy and Essentials for College Math for seniors with an ACT subscore between 15 and 18 in English/reading and mathematics. Students who complete one or both of these courses with an 80 or above are not required to take the corresponding remedial courses for College Algebra or English Composition I.

OPPORTUNITY TO STRENGTHEN

Mississippi’s Essentials for College Literacy and Essentials for College Math are a notable first step to help reduce student remediation at the postsecondary level. However, the state can also consider implementing co-requisite remediation that allows students to concurrently enroll in remedial and credit bearing coursework. Mississippi can also consider developing a more robust remediation assessment approach that incorporates more than just ACT scores as measures of readiness.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support \(SAILS\)](#)

RESOURCES

- [Approved Courses for Secondary Schools of Mississippi](#)

POLICIES

- [State Board Policy Chapter 28, Rule 28.6](#)
- [State Institutions of Higher Learning Policy 608](#)



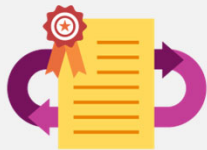


POSTSECONDARY CREDENTIAL ATTAINMENT

Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.

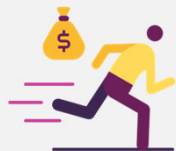
K-12

SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
REVERSE TRANSFER CREDENTIALS			
LAST DOLLAR/LAST MILE FINANCIAL AID			
OUTCOMES-BASED FUNDING			
STACKABLE DEGREES AND CREDENTIALS			



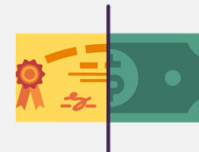
REVERSE TRANSFER CREDENTIALS

Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor's degree. Ensure two-year and four-year college credits can be combined toward the credential.



LAST DOLLAR/LAST MILE FINANCIAL AID

Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).



OUTCOMES-BASED FUNDING

Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.



STACKABLE DEGREES AND CREDENTIALS

Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.



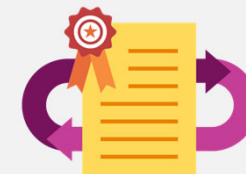
POSTSECONDARY CREDENTIAL ATTAINMENT

Mississippi



KEY POLICY

Reverse Transfer Credentials



STATE POLICY ANALYSIS

Note: Although reverse transfer exists, there does not appear to be a state policy behind its implementation.

Reverse transfer allows students who have transferred from a community college to a public university with at least 16 transferrable credits to transfer credits earned at the four-year institution back to the community college. These reverse transfer credits count toward earning an associate degree, which gives students an additional credential and improves employability. Students must earn at least 16 credits from a single Mississippi Community College Board (MCCB) college, earn at least 62 credits combined from MCCB and a State Institutions of Higher Learning (IHL) university, be in good financial standing at the IHL university, and agree to allow the IHL university to automatically provide their transcript to an MCCB college.

OPPORTUNITY TO STRENGTHEN

While the vehicle for reverse transfer of degrees is present across various public postsecondary institutions in Mississippi, the state can consider the development and promotion of systemwide policies that affirm the actual conferral of awards consistently across all institutions.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Reverse Transfer Process](#)
- Florida – [Reverse Transfer Statewide Articulation Agreements](#)
- Texas – [Reverse Transfer Process](#)

RESOURCES

- [Education Commission of the States Mississippi Reverse Transfer Profile](#)
- [Mississippi Public Universities Reverse Transfer](#)

POLICIES

N/A





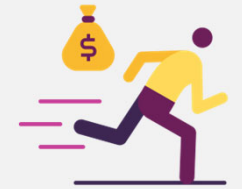
POSTSECONDARY CREDENTIAL ATTAINMENT

Mississippi



KEY POLICY

Last Dollar/Last Mile Financial Aid



STATE POLICY ANALYSIS

No comprehensive last dollar or last mile scholarships exist. Across the state various last dollar programs exist funded by foundations or county programs.

OPPORTUNITY TO STRENGTHEN

To reduce financial barriers and increase postsecondary completion for its citizens, Mississippi can consider implementing a last dollar or last mile program for students attending public postsecondary institutions.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Last Mile College Completion Program](#)
- Rhode Island – [Rhode Island Promise](#)
- Tennessee – [Tennessee Promise](#) and [Tennessee Reconnect](#)

RESOURCES

- [Mississippi Works Career Tech Scholars Program](#)

POLICIES

N/A





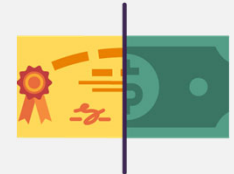
POSTSECONDARY CREDENTIAL ATTAINMENT

Mississippi



KEY POLICY

Outcomes-Based Funding



STATE POLICY ANALYSIS

In 1994 Mississippi passed the Performance Budget and Strategic Planning Act. However, the cumbersome process for agencies was difficult to utilize to inform budget decisions. Over the past few years, the Legislature has taken steps to strengthen performance-based budgeting. The state developed a statewide strategic plan and directed agencies to align goals and performance measures with overall state goals. This process, along with improved technology, will allow lawmakers to better evaluate agency performance and direct funding to programs that reflect the state's priorities.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider continuing to streamline and strengthen its performance-based budgeting system, including data captured and reported on, and to develop clearer guidelines on ramifications if systems/institutions do not meet their agreed-to targets. By creating a more robust outcomes-based budgeting process, the state will help incentivize its postsecondary systems and institutions to make the necessary changes to increase their student completion outcomes and strengthen their program alignment with state workforce priorities and needs.

PROMISING EXAMPLES FROM OTHER STATES

- Missouri – [Performance Funding](#)
- Tennessee – [Outcomes-Based Funding Formula](#)
- Texas – [State Technical College Funding Model](#)

RESOURCES

- [Performance-Based Budgeting in the States](#)
- [A Legislator's Guide to Revitalizing Performance Budgeting in Mississippi](#)

POLICIES

- [MS Code Ann. § 27-103-153](#). Performance Targets and Performance Measurement Data
- [Mississippi Performance Budget and Strategic Planning Act](#)





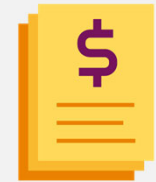
POSTSECONDARY CREDENTIAL ATTAINMENT

Mississippi



KEY POLICY

Stackable Degrees and Credentials



STATE POLICY ANALYSIS

Mississippi community college credentials are designed as stackable to a 15 semester-hour college credit, 30 semester-hour career certificate, 45 semester-hour technical certificate and 60 semester-hour associate of applied science degree.

OPPORTUNITY TO STRENGTHEN

To clarify and reinforce the value placed on already earned credentials as students pursue additional credentials, Mississippi can consider establishing a cross-agency committee that affirms what constitutes stackable credentials from K–12 through postsecondary, including skills retraining certificates. The committee can help ensure that all stackable credentials hold market value in the workforce.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Stackable Credential Legislation](#)
- Idaho – [SkillStack](#)
- Indiana – [Next Level Jobs Workforce Ready Grant](#)

RESOURCES

- [Mississippi Community College Board](#)

POLICIES

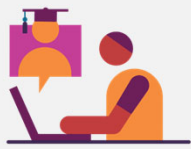
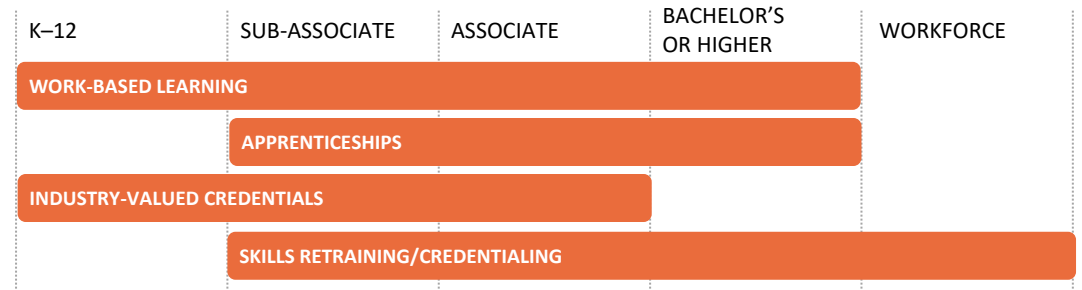
- [Mississippi Community College Board](#). Postsecondary and Career Technical Guidelines





WORKFORCE READINESS

Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.



WORK-BASED LEARNING

Establish a statewide K-12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.



APPRENTICESHIPS

Establish clearly defined program guidance for state-promoted apprenticeships outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.



INDUSTRY-VALUED CREDENTIALS

Ensure all industry credentials earned in K-12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.



SKILLS RETRAINING/CREDENTIALING

Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.





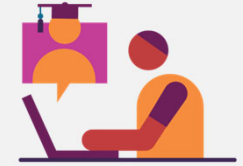
WORKFORCE READINESS

Mississippi



KEY POLICY

Work-Based Learning



STATE POLICY ANALYSIS

Note: No work-based learning policy is listed in statute.

Mississippi currently offers a credit bearing course, Work-Based Learning, for students in K–12. Mississippi’s Perkins V State Plan revision includes work-based learning as a measure of program quality.

Mississippi community colleges also offer work-based learning with combined credits and work experiences.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider developing a statewide work-based learning strategic plan with leadership and support across state agencies and private industries. Once developed and implemented, the plan will ensure work-based learning opportunities are high quality and reflect strong alignment with the academic, technical and employability learning and skills students mastered. A strong first step could be to develop a credit bearing work-based learning practicum course aligned with CTE programs of study. ExcelinEd’s [Developing High-Quality State Work-Based Learning Programs](#) playbook provides guidance on developing a comprehensive work-based learning program.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Work-Based Learning Practicum](#)
- Georgia – [Work-Based Learning Framework](#)
- Rhode Island – [PrepareRI Work-Based Learning Navigator](#)

RESOURCES

- [CTE Work-Based Learning Manual](#)
- [Mississippi Perkins V State Plan](#)
- [Mississippi Delta Community College Work-Based Learning](#)
- [Mississippi Community College Board Office of WBL/Apprenticeship](#)

POLICIES

N/A





WORKFORCE READINESS

Mississippi



KEY POLICY

Registered Apprenticeship



STATE POLICY ANALYSIS

In addition to traditional registered apprenticeship programs, Mississippi's Workforce Innovation and Opportunity Act plan outlines an innovative apprenticeship program under the Mississippi Apprenticeship Council. This program connects apprenticeships to CTE training programs within the state's community college system. Apprentices can receive both college credit hours and wages for their training.

K-12 school boards are given the authority to establish vocational apprenticeship programs in state policy 37-31-69. Some districts are now working with the U.S. Department of Labor to formalize these programs as registered apprenticeships.

OPPORTUNITY TO STRENGTHEN

To build on its steady progress, Mississippi can consider an incentive program for students who are in registered apprenticeship programs to be eligible for reimbursement of tuition, books, required tools and other approved expenses required for participation in the program.

PROMISING EXAMPLES FROM OTHER STATES

- Iowa – [Earn and Learn](#)
- Kentucky – [Tech Ready Apprentices for Careers in Kentucky](#) and [Kentucky Educational Excellence Scholarship](#)
- New Jersey – [Apprenticeship Network](#)
- South Carolina – [Apprenticeship Carolina](#)

RESOURCES

- [Mississippi Works](#)
- [Mississippi Community College Board Office of WBL/Apprenticeship](#)
- [My Way Mississippi](#)
- [Mississippi WIOA State Plan](#)

POLICIES

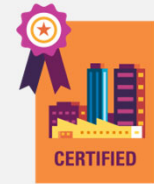
- [MS Code Ann. § 37-31-69](#). Vocational Apprenticeships





KEY POLICY

Industry-Valued Credentials



STATE POLICY ANALYSIS

Mississippi's Perkins V plan includes the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential as one of its metrics, and the goal is for 20 percent of secondary CTE students to earn an industry-recognized credential.

The Mississippi Comprehensive Career and Technical Education Reform Act of 2022 tasks AccelerateMS with developing a list of nationally recognized industry certifications and establishing, with MDE, an incentive grant program providing \$600 for each student who earns a “qualifying industry certification.” Qualifying industry credentials are defined as as being connected to an industry that addresses a state- or local-economic need, is included on a State Department high-demand occupations list, or is identified as being an emerging occupation, and leads to a career with an estimated salary of at least 70% of the median statewide salary. K-12 schools will be moving toward the single list of nationally recognized credentials being developed by AccelerateMS, working in collaboration with education and business/industry partners.

OPPORTUNITY TO STRENGTHEN

According to ExcelinEd's research with Burning Glass for CredentialsMatter.org, in 2017–18, just 30 percent of industry credentials earned by Mississippi K–12 students were asked for by employers and were associated with occupations that pay at least \$15 per hour. Mississippi can consider establishing clear criteria for what defines a credential of value across K–12 and postsecondary systems and for the collection and analysis of reported data on earned credentials. Additionally, workforce representatives can be brought to the table by postsecondary leaders to annually evaluate and update the list of approved industry-valued certifications. Mississippi can also consider approaches to incentivize increased student attainment of identified certifications.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Promoted Industry Certifications](#)
- Kentucky – [Valid Industry Certifications](#)
- Louisiana – [Industry-Based Certification State Focus List](#)

RESOURCES

- [Mississippi Perkins V State Plan](#)
- [CredentialsMatter.org](#)

POLICIES

[HB 1388](#) – Mississippi Comprehensive Career and Technical Education Reform Act





KEY POLICY

Skills Retraining/Credentialing



STATE POLICY ANALYSIS

The Workforce Investment Network (WIN) in Mississippi operates a system of more than 60 WIN Job Centers throughout the state. Each center is a resource for employment and training services for businesses and job seekers. Businesses can qualify for up to half of a new hires' wages while they are participating in the training.

In 2016, Mississippi established the Mississippi Works Training Fund, allocating \$50 million over 10 years to enhance training opportunities at the state's 15 community colleges. AccelerateMS has the ability to direct funds as part of industry recruitment and expansion efforts with 75 percent of the total funding commitment dedicated toward new job creation and 25 percent to existing industry. Training is conducted primarily through Mississippi's community college system, local workforce development areas and universities.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider focusing its efforts and ensure its skills retraining programs align with high-demand job fields. Mississippi can consider providing a grant that provides employers or individuals reimbursement for skills retraining upon completion of a qualifying degree within an in-demand, high-skill field.

PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Next Level Jobs Workforce Ready Grant](#)
- Ohio – [TechCred](#)
- Washington – [Worker Retraining Program](#)

RESOURCES

- [Mississippi Workforce and Training](#)
- [WIN Job Centers](#)

POLICIES

- [MS Code Ann. § 37-153-11](#). One-Stop Career Centers





EMPLOYER ENGAGEMENT

Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
INDUSTRY ENGAGEMENT INCENTIVES				
LEGAL BARRIERS				



INDUSTRY ENGAGEMENT INCENTIVES

Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.



LEGAL BARRIERS

Remove or lessen legal barriers such as liability insurance, workers' compensation and worksite age restrictions to provide more learners with work-based learning opportunities.





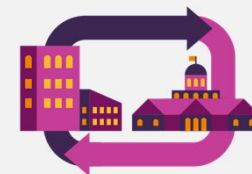
EMPLOYER ENGAGEMENT

Mississippi



KEY POLICY

Industry Engagement Incentives



STATE POLICY ANALYSIS

Employers are eligible for tax credit if they provide their employees basic skills training or retraining that is certified by a junior or community college. The official procedures for the certification program are developed by each community or junior college.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider continuing to strengthen its industry engagement incentives. Mississippi can also consider providing financial incentives or tax credits for employers that hire students participating in a formal work-based learning program or funding reimbursement for employers who train, hire and retain new or incumbent workers to fill in-demand positions within recognized job fields.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Work-Based Learning Premium Credit](#)
- Indiana – [Next Level Jobs Employer Training Grant](#)
- Iowa – [Tax Credit](#)

RESOURCES

- [Basic Skill Training or Retraining Tax Credit](#)

POLICIES

- [MS Code Ann. § 57-73-25](#). Certification of Basic Skills Training and/or Retraining Tax Credit Rule





EMPLOYER ENGAGEMENT

Mississippi



KEY POLICY

Legal Barriers



STATE POLICY ANALYSIS

No policies removing legal barriers could be identified.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider implementing policies to reduce legal barriers for employers engaging in K–12 and postsecondary worksite-based learning. Mississippi can consider a partnership with an external company to employ work-based learning students who are then placed at businesses. This helps to reduce many of the burdens such as workers’ compensation liability and other restrictions. Mississippi could also consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs and provide for some immunity from liability of certain public school students participating in these programs.

PROMISING EXAMPLES FROM OTHER STATES

- Kentucky – [Apprenticeship Programs & Partnerships](#)
- Rhode Island – [Work Immersion Training Grant](#)
- Texas – [Insurance Coverage](#)

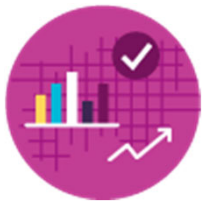
RESOURCES

N/A

POLICIES

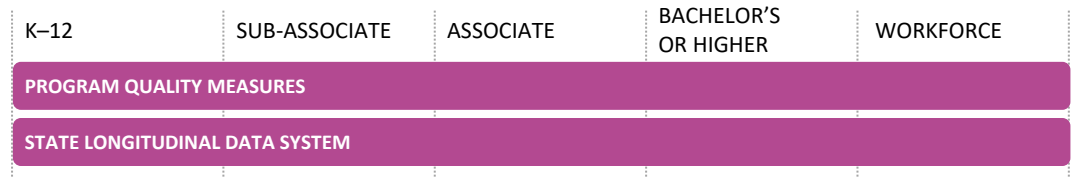
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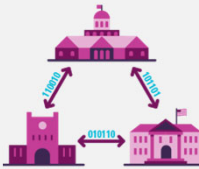
DATA-DRIVEN DECISION MAKING

To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.



PROGRAM QUALITY MEASURES

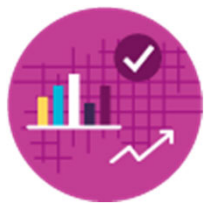
Establish shared statewide definitions and measures for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.



STATE LONGITUDINAL DATA SYSTEM

Ensure the state's cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.





DATA-DRIVEN DECISION MAKING

Mississippi



KEY POLICY

Program Quality Measures



STATE POLICY ANALYSIS

Mississippi has an Education Achievement Council whose purpose is to sustain attention to the state's goal of increasing the educational attainment and skill levels of the state's working-age population benchmark to the national average by 2025. The council members are representatives of state government; public K–12 leaders; public, private and proprietary higher education officials; and business community leaders.

The Education Achievement Council is tasked with monitoring and reporting on the progress toward the achievement goals by preparing an annual report card. The report consists of degrees awarded, college readiness (ACT, intermediate course enrollment, completion of gateway courses), student progress in credit hour completion, graduation rates and research projects.

The Education Achievement Council has established an attainment goal – that at least 55% of Mississippians 25-64 have a College Degree or Post-secondary High Value Credential by 2030.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider setting state-level goals reflective of state economic and workforce priorities that would directly affect the well-being of its citizens. The metrics collected and reported could be strengthened through a cross-agency process that includes breaking out the data by demographic and geographic fields to determine levels of equity across the state. Mississippi can also consider developing cross-agency shared definitions and metrics that are student focused and uniform, with an emphasis on CTE pathways linked to middle- to high-wage occupations.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Indiana – [Governor's Workforce Cabinet](#)
- Rhode Island – [PrepareRI](#)

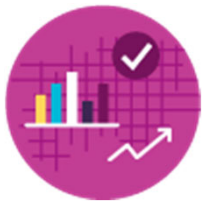
RESOURCES

- [Education Achievement Council](#)
- [Ascent to 55%](#)

POLICIES

- [MS Code Ann. § 37-163-1](#).
Education Achievement Council





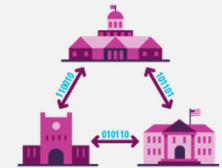
DATA-DRIVEN DECISION MAKING

Mississippi



KEY POLICY

State Longitudinal Data System



STATE POLICY ANALYSIS

Mississippi has a state longitudinal data system (SLDS) known as Mississippi Life Tracks that includes data from:

- (a) Mississippi Department of Education;
- (b) Mississippi Community College Board;
- (c) Board of Trustees of State Institutions of Higher Learning;
- (d) State Workforce Investment Board (SWIB);
- (e) Mississippi Department of Employment Security;
- (f) Mississippi Department of Human Services; and
- (g) State Early Childhood Advisory Council.

Each agency also participates in the SLDS Governing Board. All of the data is publicly available on the website LifeTracks.MS.gov.

OPPORTUNITY TO STRENGTHEN

Mississippi can consider leveraging the SWIB to lead the effort to utilize the SLDS data to inform identification of shared priorities and mapping progress against meeting them.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Florida – [Talent Development Council](#)
- Kentucky – [KYStats](#)

RESOURCES

- [Mississippi Life Tracks](#)

POLICIES

- [MS Code Ann. § 37-154-1](#). SLDS

