Unit Report
Workforce Development/WIA and Community Services
Northwest Mississippi Community College
January 2006
**Workforce Development/WIA and Community Services Review**

I. Unit Mission*

The mission of the Workforce Development Center/WIA and Community Services is:
- to market and facilitate cost-effective training programs for employers and employees that increase competitiveness in the global marketplace, reduce welfare dependency, and increase retention and earnings;
- to co-locate service providers;
- to offer continuing education and service programs for the community;
- to provide assessment, counseling, planning and assistance to adults in career transition, the economically disadvantaged, high school drop-outs and older youth.

II. Unit Goals

The goals of Workforce Development/WIA and Community Services are to:

1. Provide cost effective training and easy access to services for all customers, including the disabled;

2. Regularly determine the training needs of business, industry, individuals, and the community through annual strategic planning and other needs assessments with the Planning and Development District Boards and the District Workforce Development Council;

3. Design new and improve existing training services that are flexible and accessible in meeting employer-identified needs;

4. Identify and train a cadre of qualified trainers in priority topics;

5. Develop and implement throughout the district a marketing strategy for the division in order to communicate the availability of quality services;

6. Partner with business, industry, planning and development districts, state and community agencies in meeting training and economic development resource needs;

7. Provide attractive and efficient physical facilities and equipment for division personnel and services.

*Revised to include Workforce Development Center/WIA and Community Services, January 2006.
RELATIONSHIP TO NWCC PURPOSE AND COLLEGE WIDE STRATEGIC GOALS:

The Workforce Development/WIA and Community Services unit mission statement supports Northwest’s primary mission through:

- providing for the diverse needs of the employers and employees in the eleven-county service district;
- annual strategic planning with representatives from each county in the NWCC district;
- training designed to meet current and future workforce needs in business and industry;
- continuing education and service programs delivered in the community to meet cultural and enrichment needs;
- guidance, counseling, career information and placement made available through WIN Centers throughout the district.

III. Evaluations of the Unit and Use of Results Forms

Evaluation of the Workforce Development Center services by the District Workforce Development Council, ex-officio members and Workforce Development Center staff is conducted annually.

- **06/10/02** District Workforce Development Council Meeting, Springs Industries, Inc., Sardis. Strategic Planning- Exercise on file
  Feedback on positions to hire by area employers, the skills an individual needs to fill the positions, what a potential employee needs from an employer (including special needs applicants), and the vision for the work of the Workforce Development Center through the eyes of the Workforce Development Council was incorporated into column 2, ‘Strategy/Procedure to Achieve Outcome, Activity’ on the Strategic Plan. See Annual Plan to Improve 2003, Section IV below.

- **06/03/03** District Workforce Development Council Meeting, Allied Industries, Oxford. What’s in it for ME (WIIFM, complete documentation on file) exercise and feedback from Council members and staff on strengths, weaknesses, challenges, and gaps, included suggested actions to steer programs and services to be more effective in fulfilling the mission for workforce development. The suggestions were incorporated, where feasible, into column 2, ‘Strategy/Procedure to Achieve Outcome, Activity’ on the Strategic Plan. See Annual Plan to Improve 2004, Section IV below.
WIIFM
(What’s in it for ME)

Think of one action that will benefit your workers and help integrate and/or better access the resources of WIA. Tie that action to a strategy listed below. (Full documentation on file).

1. **Actively provide for a pool of trained workers for local industry and for the training and upgrading of individuals already employed.**
   o Work more closely with the system to upgrade workers’ education.

2. **Provide for seamless delivery of programs ranging from literacy to assistance in developing the capacity for Total Quality Management.**
   o Combine all training programs under one umbrella.
   o Tie WIN job centers to community colleges.

3. **Provide programs in the Center consistent guidelines and benchmarks to support workforce education.**
   o Get business and industry leaders active in Workforce Development Councils.

4. **Refer individuals to training or jobs.**
   o Get people in the right job.

5. **Provide opportunities for individuals to successfully complete a GED.**
   o Provide day and night classes with qualified instructors in all counties.

6. **Provide opportunities for continuing education for the community.**
   o Offer CEUs for teachers and professionals to meet their continuing education needs.
   o Help keep workers at a pace with changing technologies.

7. **Evaluate programs and plan for continuous improvement.**
   o Continually evaluate skills improvement, job retention, job promotion, and job salary increases.

**THANKS!!!**

Be sure to let people in your community know that you participated in strategic planning with the NWCC District Workforce Development Council. 06-03-03
1. What are the strengths and weaknesses of the Workforce Development Center programs?

**STRENGTHS:**
- Very friendly WDC staff and instructors who are obviously interested in providing help to industry;
- Open channels of communication between WDC and industry;
- WDC has legislative connections that help in the continuation of State sponsored assistance in industrial employee training and development;
- Strong, consistent Computer Training Programs
- Strong training programs to assist in retraining displaced workers for new careers.

**WEAKNESSES:**
- Understanding all of the State sponsored various programs available to assist with industrial employee training and development is still very confusing. I feel at times that the WDC unintentionally contributes to this confusion
- I would like to see the WDC take the leadership in summarizing these programs into a single comprehensive directory that would be easy to follow and use.

2. What are the **challenges** the college faces in meeting its workforce development mission?

(Mission or purpose: Provide assessment, counseling, planning and assistance to adults in career transition and promote and facilitate effective training programs that will bridge the gap between the skills of the available labor pool and the performance needs of area employees.)

**Is the mission statement a reflection of our purpose according to the Workforce Education Act of 1994?**
- X YES
- NO

- Funding
- Funding
- Funding

3. Identify the **gaps** in services.

See response in ‘Weaknesses section.’

4. Suggest how Workforce Development Center programs and services could be more effective.

- No suggestion at this time.
- From my perspective, the WDC has been very effective considering the limited staff and funding they have to work with.

**USE OF RESULTS:** Identified weaknesses were incorporated into ‘Actions’ (Column 2) in the Unit Plan to Improve for 2003-2004.
1. If you could have training for your company on only one topic in the coming year, what would it be?

- Soft skills: conflict resolution; relationships; leadership; change management; employability skills; appropriate dress; communication; team building*
- Work ethic*: basic attitude
- Quality assurance*; lean manufacturing; logistics or distribution;
- Computer
- Customer service
- Safety

For your county?

- Hand-held computer training*
- OSHA Health and Safety*
- Work ethic
- Safety
- Industrial processes
- Stress management
- Leadership
• Communication
• Computer systems
• Awareness of existing training assistance

2. What are the expectations of senior management for employee skills?
• To have basic employability skills: communication skills, basic math, ability to comprehend, general knowledge of how business works, social and interpersonal skills, responsiveness to supervision, higher order thinking skills, decision making ability*
• That employees will arrive with basic skills, excellent work ethic, will be flexible to accommodate new training; training will be cost effective*
• To be promotable and have capacity for upward transition and for training for market trends*
• To bring basic workplace skills into the workplace: be on time; be self-motivated, and have foundation skills to change and develop additional skills, and to continue learning
• To be trainable- to have basic skills in reading, writing, thinking, decision making, and a sense of urgency
• To have experience and knowledge of the job; trainable for future advancement
• To be educated, efficient, able to think and make quality products; skill to make bottom line performance profitable
• To be independent and able to use a computer and solve problems

3. What are the critical trends/issues in training in your county?
   a. Providing training for employee growth-(problem: to coordinate work and training): GED, supervisory skills, dislocated worker retraining*
   b. Low education level of current workforce with no desire to gain new knowledge*
   c. Available jobs are moving from manufacturing to distribution and service.*
   d. Existing worker apathy toward education and skills for long term improvement and more technical job opportunities*
   e. Graduates do not have necessary basic education.
   f. Transportation
   g. Population outgrowing resources
   h. Lack of education of dislocated workers; lack of work ethic; lack of loyalty from employee to employer and the reverse
   i. Manufacturing outflowing to foreign markets with US becoming more distribution/logistics, warehousing and service
   j. Employers compete for educated employees
   k. Weak business conditions

4. Name the top 3 changes that, if they could take place, would develop your county’s growth and economy quickly.

• New business or industry; current business expansion, tax incentives, higher skilled jobs*
• Completed infrastructure and transportation options with airline hubs, railways, highway corridors, and new roads*
• Increase the quality of the school system for a better qualified workforce- bigger, with more teachers on high school level, include non-academic subjects and training, teach technical skills, offer more University of Mississippi 4-year programs at DeSoto Center, teach a 'service' attitude, teach community pride
• Coordinate state funds and programs; provide more funding for industrial employee training.
• Build affordable housing.
• Consolidate county seats.
• Project confidence of law, order and security.
• Market skills of available employees, equipment, training and support.
• Attract a large “Nisson” like corporation (new automotive plant) or NASCAR race track.
• Use Batesville Job Corps Center for customized training; coordinate efforts between municipalities for enticing business into the area.
• Tort reform; competitive wages; growth oriented government; tax incentives

5. **What are additional ways the Workforce Development Center can help the business and industry in your county to succeed?**
• Coordinate and communicate available resources and the training that is available to promote basic skills already located within the state.*
• Increase marketing efforts; market through Board of Supervisors and local industry.*
• Be flexible in providing needed training with few restrictions that are based on industry needs.*
• Develop an active coordinated visitation program.*
• Develop more combined training sessions that would serve clusters of like training needs and more people at one time.*
• Offer more open enrollment classes.
• Look at area trends for additional training topics.
• Provide an avenue for economic development planning with county leaders.
• Enhance basic skills; focus on math skills.
• Train for service related facilities.
• Stress work ethics.
• Market through presentations, advertising in papers, e-mail, etc., and coordinate throughout the state.
• Continue to train the available workforce so a county is inviting to new industry.
• Continue to add qualified personnel.

**Use of Results:** The top five suggestions in answer to each question were included in the Annual Plan to Improve, Actions, Column 2, 2004-2005.
Evaluation of each class is conducted for continuous improvement. An Exit Form is completed by participants at the end of each class. Any suggestions for improvement are implemented where feasible. Copy below. Documented copies are on file with each class file.

Workforce Development
Northwest Mississippi Community College

Exit Form

Company Name

Course Title

Instructor

Date

1. Did the information presented in class help you know more about your job?
   Yes_____   Somewhat_____   No_____

2. Are you able to use the knowledge you gained from this program away from your job?
   Yes_____   Somewhat_____   No_____

3. Was this program what you expected it to be?
   Yes_____   Somewhat_____   No_____

4. Was the material covered in the program too difficult?
   Yes_____   Somewhat_____   No_____

5. Was the instructor well-prepared?
   Yes_____   Somewhat_____   No_____

6. Was the length of each program session (in hours):
   Too long_____   Too short_____   About right_____

7. Was the length of the program (in weeks):
   Too long_____   Too short_____   About right_____

8. Would you like to participate in other programs like this?
   Yes_____   Maybe_____   No_____

9. How are you using the information that you got in this program?
   On the job: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   Off the job: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

10. What would you do to improve this program? ________________________________
    ____________________________________________
    ____________________________________________

JUNE 2003 TRAINING REPORT
NWCC Workforce Development Center

Training partnerships in 101 projects, including 1,595 classes for 25,375 trainees

Top five training requests: safety, industrial production, supervisory/leadership, computer use & applications, quality control management.

ABE/GED classes in 10 counties/450 tested for GED, 272 passed/1558 enrolled in classes

Spatial Information Technology integration into 12 disciplines; on-line non-credit courses developed (check it out at http://blackboard.northwestms.edu)
State funding contributions of $573,926.30, federal funding contributions of $618,030.48, for a total of $1,191,956.70.

**TRAINING TOPICS**

<table>
<thead>
<tr>
<th>Technical/Technology</th>
<th>Performance Management</th>
</tr>
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<tbody>
<tr>
<td>Software/Word-processing/Spreadsheet</td>
<td>Lean Manufacturing</td>
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<tr>
<td>Industrial Maintenance</td>
<td>Leadership Training/Team Management</td>
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<td>Blueprint Reading</td>
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<td>GD&amp;T SPC</td>
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<td>Hazardous Response</td>
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<tr>
<th>Leadership/Supervisory/Managerial</th>
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<td>Safety</td>
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<td>Training/testing for Teacher Assistants</td>
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<td>Grant Writing/Train the Trainer</td>
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JUNE 2004 TRAINING REPORT*
NWCC Workforce Development Center

Training partnerships in 77 projects, including 1,438 classes for 21,470 trainees (7925 non-duplicated)

Top five training requests: safety, industrial production, computer use & applications, supervisory/leadership, quality control

ABE/GED classes in 10 counties/ 456 tested for GED, 313 passed/2027 enrolled in classes.
   Pass rate of  68.6%.  For NWCC class enrollees, 330 tested, 271 passed, for an 82% pass rate.
   (State pass rate in 2003 was 57%)

Spatial Information Technology Grant from WIA- $43,500

State funding contributions of $456,463.76, federal funding contributions of $618,606.69, for a total of $1,075,070.45.  Additional $103,126 awarded for equipment.

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<td>Textiles/Sewing</td>
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<td>Telecommunication</td>
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<td>Welding/Soldering</td>
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03-03-05
The Mission Statement for the Northwest Mississippi Community College Workforce Development Center was revised by Workforce Development Council members through an online questionnaire. Copy on file.
BRAINSTORMING EXERCISE TO REVISE STRATEGIC PLAN
District Workforce Development Council
March 1, 2005

I. What is your biggest training challenge (in other words, your biggest headache?)

<table>
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<tr>
<th>Priority</th>
<th>Marked 1st</th>
<th>Marked 2nd</th>
<th>Marked 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of basic skill*</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Understanding chain of command and working with it</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. Getting people to work</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Unable to see big picture**</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Lack of staff</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Lack of Teamwork</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>7. Chemical abuses-legal and illegal</td>
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<td>0</td>
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* Reading skill, Basic math, Comprehension skills, Communication skills
**Don’t see upstream or downstream

II. What are survival skills new employees must possess to succeed?*

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<th>Marked 1st</th>
<th>Marked 2nd</th>
<th>Marked 3rd</th>
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<tbody>
<tr>
<td>1. Work Ethic</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. Honesty/Integrity/Trustworthiness</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>3. Attendance</td>
<td>3</td>
<td>1</td>
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<tr>
<td>4. Interpersonal Skills (with co-workers; accept supervision)</td>
<td>0</td>
<td>3</td>
<td>1</td>
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<tr>
<td>5. Service Oriented (Customer service skills)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Desire to Learn</td>
<td>0</td>
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<tr>
<td>7. Know Own Limitations/Strengths</td>
<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>8. Basic Computers</td>
<td>0</td>
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</table>

*Hygiene rated a ‘4’
Additional listings; reading, writing, math, drug-free, positive attitude

III. What do you need right now?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Marked 1st</th>
<th>Marked 2nd</th>
<th>Marked 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attracting qualified apprentices</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2. Marketing company (sell yourself)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. Better recruitment/selection</td>
<td>2</td>
<td>2</td>
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<tr>
<td>4. Team Building/OSHA &amp;EPA Training/Training</td>
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<td>2</td>
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<tr>
<td>5. Education on drugs and career stoppers</td>
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Strategic Planning

Inquiry: What trends do you see in the hiring of people with special needs?

- Many applicants ages 17-25 years are on medications that prohibit their being accepted into the military, based on a standard list of drugs.
- Employers look at ADA regulations and health concerns of potential hires.
- Offering health benefits or primary care options, sometimes even at the work site, helps recruitment.
- There is a reason to hope for older workers trying to stay in the workforce: Many employers are willing to hire older people with solid work record, strong ethics, and proven dependability, even if there is an increased potential for higher health care costs. Experience with many young workers is that they consume training dollars and fail to pay back with work or loyalty.
- Trends in high-technology applications make it possible for more employees with special needs to enter the workforce.
- Many young people cannot pass a drug test; for them drugs are a lifestyle that precludes job performance.
- A recent military recruiting class had a 25% drop-out rate – 12% higher than usual. Contributing factors were physical weakness and lack of commitment.
Workforce Development Center
Prioritized Training Requests
2004-2005
Numbers Trained

Other: GIS/GPS, Basic Skills, Blueprint Reading, Electricity, Electronics, Employability Skills, Food Production, Industrial Maintenance, Instrumentation, Law Enforcement, Measurements/Industrial Math, Medical/Healthcare, Oral Communications, Personal Development Skills, Quality Control Management, Sewing/Textiles, Team Management, Train-the-Trainer, Welding/Soldering.  **Total trained--34,223**

*Numbers include ABE/GED*
JUNE 2005 TRAINING REPORT*
NWCC Workforce Development Center

Training partnerships in 95 projects, including 2,605 classes for 34,223 trainees (9172 non-duplicated) [In 2004, 77 projects, 1,438 classes, 21,470 trained, 7925 non-duplicated]


ABE/GED classes in 10 counties/ 500 tested for GED, 376 passed/2052 enrolled in classes.
Pass rate of 75.2%. [In 2004, 456 tested, 313 passed, 2027 enrolled in classes, pass rate of 68.6%]
(State pass rate in 2004 was 59%, 11,100 tested, 6543 passed.)

Spatial Information Technology Grant from WIA, $43,500, ended 6-30-05

State funding contributions of $673,213.30, federal funding contributions of $587,900.56, for a total of $1,261,113.80. (Training dollars expended only) [In 2004, State-$456,463.76, Fed-$618,606.69, Total-$1,075,070]

TRAINING TOPICS

<table>
<thead>
<tr>
<th>Technical/Technology</th>
<th>Performance Management</th>
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<tbody>
<tr>
<td>Software/Word-processing/Spreadsheet</td>
<td>Lean Manufacturing</td>
</tr>
<tr>
<td>Industrial Maintenance/Industrial Production</td>
<td>Leadership Training/Team Management</td>
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<tr>
<td>Blueprint Reading</td>
<td>Achieve Global</td>
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<tr>
<td>Law Enforcement</td>
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<tr>
<td>GD&amp;T SPC</td>
<td></td>
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<tr>
<td>Spatial Tech./Use of Hand-held GPS/GIS</td>
<td>Basic Education</td>
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<tr>
<td>Process Instrumentation</td>
<td>Employability/Remediation/Pre-emp.</td>
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<tr>
<td>PLC/CNC</td>
<td>8 Industry Classes/26 Community Classes</td>
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<tr>
<td>Hydraulics/Pneumatics</td>
<td>Training/Testing for Teacher Assistants</td>
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<tr>
<td>Extruder</td>
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<tr>
<td>Electrical Safety/Fire Safety</td>
<td></td>
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<tr>
<td>Forklift/Bloodborne Pathogens</td>
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<td>CPR/First Aid/Fire Fighting</td>
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<tr>
<td>Hazardous Response</td>
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<tr>
<td>Quality Control</td>
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<tr>
<td>Welding</td>
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<tr>
<td>Telecommunication</td>
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<tr>
<td>Textiles/Sewing</td>
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<tr>
<td>Food Production</td>
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<tr>
<td>Textiles/Sewing</td>
<td></td>
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<tr>
<td>Food Production</td>
<td></td>
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<tr>
<td>Leadership/Supervisory/Managerial</td>
<td>People/Interpersonal</td>
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<td>------------------------------------------</td>
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<tr>
<td>Safety</td>
<td>Oral Communication/Personal Dev.</td>
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<tr>
<td>Leadership and Supervisory Skills</td>
<td>Customer Service</td>
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<td>Lean Manufacturing</td>
<td>Mentoring</td>
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<tr>
<td>Value Stream Mapping</td>
<td>Diversity</td>
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<tr>
<td>Six-Sigma</td>
<td>Command Spanish</td>
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<tr>
<td>PATS</td>
<td>Dislocated Worker Program</td>
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<tr>
<td>TRAINING TOPIC 2003-04</td>
<td># Classes</td>
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<td>--------------------------------</td>
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<tr>
<td>Safety</td>
<td>727</td>
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<tr>
<td>Industrial Production</td>
<td>722</td>
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<td>ABE/GED</td>
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<tr>
<td>Supervisory/Leadership</td>
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<tr>
<td>Computer</td>
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<td>Quality Control</td>
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<td>Employability/Remediation</td>
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<td>Basic Skills</td>
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<tr>
<td>Food Production</td>
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<td>Personal Development</td>
<td>4</td>
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<td>Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>Blueprint Reading</td>
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<tr>
<td>Electricity</td>
<td>14</td>
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<tr>
<td>GPS</td>
<td>6</td>
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<tr>
<td>Medical/Healthcare</td>
<td>14</td>
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<tr>
<td>Measurement/Industrial Math</td>
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<tr>
<td>Sewing/Textiles</td>
<td>9</td>
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<tr>
<td>Train-the-Trainer</td>
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<tr>
<td>Industrial Maintenance</td>
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<tr>
<td>Electronics</td>
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<tr>
<td>Welding/Soldering</td>
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<tr>
<td>Hydraulics/Pneumatics</td>
<td>2</td>
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<tr>
<td>A/C, Refrigeration</td>
<td>2</td>
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<tr>
<td>Instrumentation</td>
<td>22</td>
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<tr>
<td>Banking</td>
<td>3</td>
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<tr>
<td>Team Management</td>
<td>1</td>
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<tr>
<td>Dwayne’s District</td>
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<td>Steve’s District</td>
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<td>Eddie’s District</td>
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<tr>
<td>Richard’s District</td>
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<tr>
<td>ABE/GED</td>
<td></td>
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<tr>
<td>Basic Skills</td>
<td></td>
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<tr>
<td>TOTAL *Rounded numbers</td>
<td>*2,603</td>
</tr>
</tbody>
</table>
In 2004, one coordinator was critically ill and the Workforce Center Director was on active military duty.

The Mission Statement for Workforce Development/WIA and Community Services was developed by unit staff December, 2005. Copy on file.
**Mission: (revised 3-1-05 by Council members)**

To market and facilitate cost-effective training programs for employers and employees that increase competitiveness in the global marketplace; to offer continuing education and service programs for the community; and to provide assessment, counseling, planning and assistance to adults in career transition.

Please place an X in the box of your choice.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The quality of the NWCC Workforce Development Center services, programs, and/or activities is adequate to meet the training needs of business/industry.</td>
<td>1 7.6%</td>
<td>9 69%</td>
<td>3 23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The location of services/programs delivered by the NWCC Workforce Development Center is convenient.</td>
<td></td>
<td>6 46%</td>
<td>7 53.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The staff is responsive to requests for services.</td>
<td></td>
<td>6 46%</td>
<td>7 53.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The staff is knowledgeable about all state and local services/programs available to business/industry and the community.</td>
<td>1 7.6%</td>
<td>3 23%</td>
<td>9 69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The staff of the Workforce Development Center is helpful.</td>
<td></td>
<td>3 23%</td>
<td>10 76.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Services/programs are delivered to business/industry in a coordinated manner.</td>
<td></td>
<td>9 69%</td>
<td>4 30.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The array of services/programs available through the Workforce Development Center is adequate.</td>
<td>1 7.6%</td>
<td>1 7.6%</td>
<td>8 61.5%</td>
<td>2 15.3%</td>
<td></td>
</tr>
<tr>
<td>8. Services delivered to business/industry and the community are routinely and systematically evaluated.</td>
<td></td>
<td>1 7.6%</td>
<td>9 69%</td>
<td>3 23%</td>
<td></td>
</tr>
<tr>
<td>9. After evaluation, changes to services and/or programs are implemented where possible.</td>
<td>1 7.6%</td>
<td>6 46%</td>
<td>3 23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Business/industry and the community are well served by the NWCC Workforce Development Center.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 40% 6 60%</td>
</tr>
</tbody>
</table>
Comments: Program good for business; Laymen & business sometimes unclear as to services. Rumors sometimes spread disinformation.

Use of Results:

- Departmental meetings on a quarterly basis with reports from each division on activity.
- Develop an aggressive marketing plan through the college PR that includes a description of all available services/programs.

WORKFORCE DEVELOPMENT CENTER/WIA and COMMUNITY SERVICES
Northwest Mississippi Community College
Departmental Survey
Strengths/Weaknesses of Department

Circle SD (Strongly disagree), D (Disagree), N (Neutral), A (Agree), or SA (Strongly Agree) for each statement below.

1. Team meetings are time-efficient and productive……………………SD D N A SA

2. The departmental team is enthusiastic and committed to our Mission and goals of the department and the college…………………SD D N A SA

3. Each team member consistently pulls his/her own weight…… …..SD D N A SA

4. All team members understand the role they play on the team……SD D N A SA

5. Members of the team work cooperatively and collaboratively with one another…………………………………………………………..SD D N A SA

6. Team members embrace changes that are critical to our department’s on-going success………………………………………..SD D N A SA

7. The work atmosphere in our department is conducive to a comfortable and productive work environment………………. SD D N A SA

8. Team members feel recognized and appreciated for their work……SD D N A SA

9. I understand the role I play in resolving conflicts within my division.SD D N A SA

10. I recognize my personal strengths and weaknesses and understand where my energies must be focused for maximum effectiveness…..SD D N A SA

All team members replied in the Agree or Strongly Agree category except:
*One vote of Disagree for ‘Team members embrace changes that are critical to our department’s on-going success.’

*One vote of Neutral for ‘Team members feel recognized and appreciated for their work.’

FOR CONTINUOUS IMPROVEMENT:
Two hours of staff development training will be conducted on each of the following:
Dealing with Change
Team Appreciation
Soft Skills

Annual Legislative Accountability Report (LAR) from each client company is completed and returned electronically to State Board for Community and Junior Colleges. (Sample on file.) Any suggested improvements found by SBCJC are communicated to the Workforce Development Center and are addressed by the staff.

IV. Annual Plan to Improve

The annual assessment reports for the Unit’s Plan to Improve for the last three years are included at the end of this report. Use of results for improvement is incorporated into activity on the annual strategic plan, column 4.

V. Analysis of Unit Strengths, Weaknesses, Opportunities, Threats

NWCC Services On-line Survey Results, January 2006
Workforce Development Center/WIA and Community Services

Strengths of Training Programs:

- WIA is able to provide funding to individuals for training that otherwise would not be possible for them to complete their education.
- WIA provides funds for people to go through training for a job or an education that they normally could not receive.
- Well qualified instructors that are committed to the quality of their instruction. The ability to offer a wide range of training topics.
- Camaraderie among colleagues and knowledgeable instructors
- We offer a On-the-Job training program to offset the cost of training and/or upgrading new employees.
- Personal communications
- Provide world class instructors for classes.
- Minimum of 20 hours of in-service training for ABE instructors and staff
- Communication with other Centers throughout the state to benchmark best practices throughout the community college system. We have individuals trained to deliver some specialty topics, i.e., leadership, safety, maintenance.

Weaknesses of Training Programs

- Not enough training offered through WIN Centers
- The lack of a reliable funding source to meet the needs of the community. The lack of adequate facilities to provide all types of training.
• Need of computer lab/classroom and swimming pool for Continuing Education
• Having employers to follow through when we present the program to them.
• Not enough short-term training through WIN Centers
• Lack of state funds for training materials for companies.
• Lack of available classroom space
• Lack of funding for outreach programs and lack of funding for additional personnel.

Opportunities for Training Programs

• Through the State's eligible provider's list participants are able to select from a number of training opportunities from certificate programs to four year degree programs
• Can receive training and education to get a job.
• To have more training space (rooms) on the main campus.
• Increased community contact distribution of brochures, civic and community clubs and other contacts with the Northwest community
• A new comprehensive center in DeSoto county and a new building in Oxford will offer expansion of services as well as physical facilities
• New and existing industry provides ample opportunity to spend money set aside for the OJT program.
• On the training provider list
• To build a stand alone workforce center.
• Getting the communities involved with local programs
• Need staff customer svc training
• Grants

Threats to Training Programs

• Funding cuts
• Budget cuts
• Lack of stable funding.
• Lack of computer lab and pool
• Not aware of any.
• Fewer companies taking advantage
• Lack of training dollars
• Uncertain funding and inability to assure business/industry customers that funds for training will be available when needed. WIA funds are difficult to use for the training the Workforce Development Center has historically offered.

Strengths of Delivery/Services

• WIA assists individuals in their job seeking endeavors.
• WIA provides resources for people to do a resume, books and papers also computers and internet web sites to search for jobs.
• Ability to meet most needs of the industry and individuals in the service area.
• Knowledgeable instructors and positive teacher evaluations from students.
• Easy access for customers; wide variety of services; quick turnaround times.
• I'm assuming this means delivering the OJT program. It does require staff time to operate the program.
• Resource room, computers, resume, GED.
• Timely and professional.
• ABE/GED classes in 10 of 11 counties.
• When funding is available, our program delivery is fast and efficient. It is available at a location of choice to the customer, at the workplace or an off-site location or at NWCC.

Weaknesses of Delivery/Services

• Not enough communication outside of the center about our office and what we can do to help people find a job or get training for an education.
• Lack of stable funding. We need to do a better job of marketing workforce services.
• Need of facilities for computer training and swimming.
• Some confusion for customers on how various partners interact--WIA, MDES, Voc Rehab, Veterans, etc.
• Need additional staff to devote more time to selling the program.
• In house soft skills.
• Money to fund needed classes.
• Again, funding is uncertain and we are not able to guarantee services.

Opportunities for Delivery/Services

• One on one resumes, faxing, mailing and also a phone that the people can use to see about jobs, plus an opportunity to go to school to get an education.
• Better marketing and stable funding.
• Increase class offerings.
• A new comprehensive WIN Center in DeSoto county and a new building in Oxford will offer expansion of services as well as physical facilities.
• Hopefully more staff will come as a result of the NEG monies in the state.
• New facility should allow for increased services.
• Combining classes with low attendance.
• With legislation, we can be assured of a stable funding source and a specific amount of funding for training.

Threats to Delivery/Services

• Funding cuts
• Budget cuts
• Lack of stable funding
• Lack of computer lab and pool
• Changes in Congress, elected officials, DOL policies
• Not aware of any
• Funding cuts at the federal level government
• Too many agencies offer workforce training. The business and industrial community is confused about what is available and where to go to get training.
Strengths of Evaluation/Assessment

- The yearly monitoring visits provide the staff with additional guidance and input to better serve customers of the WIN Job Center and to insure policies/procedures are being followed appropriately.
- Being able to help the people that have lost their jobs to try and help them find one, and also the education that we can provide for them to advance in education.
- Student evaluations are monitored and used to improve services.
- Student evaluations of teachers are done for each class
- Availability of different types of assessments, one-on-one interaction with clients to cover results
- Use of Rapid Response
- Use of prior work experience to assist companies in determining their training needs.
- There is a strong evaluation system in place for both instructors and students
- Each training class is monitored and feedback from participants is reviewed. Any suggestions for improvement are implemented if possible

Weaknesses of Evaluation/Assessment

- WIA gets information out about our center, but I feel that the people receiving this information are not getting in the right hands to let others know about us.
- Getting information about our center out to the public.
- The quantity of student evaluations can be difficult to manage.
- Not all are available in all areas, but this is often unavoidable because of the different functions of WIA and MDES, etc.
- None
- Getting qualified and dedicated instructors.
- We need personnel who can follow up after training is completed to evaluate impact.

Opportunities for Evaluation/Assessment

- Continued student evaluation
- Possible additions of new or updated assessments/evaluations as they become available
- The dislocated worker is not a traditional student but many are willing to attempt training if it is short-term.
- Hiring instructors that are dedicated to advancing the educational level of our adult workforce
- If/When funding is available, evaluations could be more meaningful. With WIN Center funds, it is possible that one person in each area could have the responsibility of follow-up at business/industry to determine impact of training.

Threats to Evaluation/Assessments

- Budget cuts
- Lack of funds, should that occur, to purchase new/updated materials
• None
• Loss of federal dollars
• Lack of personnel and time to conduct meaningful follow-up studies as to impact of training.

Strengths of Placement

• Not my job area
• If this means "job placement" strengths include area companies such as Winchester, Caterpillar
• Working with local organizations to place our GED graduates
• Knowledge of college offerings allows for connecting instructors of certain programs with those employers recruiting students for jobs.

Weaknesses of Placement

• Lack of communication between partners.
• Not my job area
• More staff could be used in this area.
• New more small businesses to list jobs
• Staff too small to do everything that should be done
• There is no direct line of communication with all sources for job search and placement help.

Opportunities for Placement

• Not my job area
• Same as with OJT, maybe the NEG monies will provide adequate staff who we’ll be able to keep once their time on the grant money is completed.
• Growing area should increase jobs available
• Continue to educate the instructors and staff to do more with less
• Fully coordinating resources with Workforce Development Center and WIN Centers as well as college Career-Technology programs and academic programs.

Threats to Placement

• Not my job area
• Not having enough staff to adequately provide this service
• None
• Funding cuts at the federal level
• There is not one central place for job seekers to receive help and guidance.

Have you marketed all state and local services/programs available to business/industry to the community?

0% None 27% Some Degree 73% Actively
List the services/programs requested in your area that we are not currently offering.

- The only services I am aware of that have not been offered are for which funding unavailable.
- Swimming
- Currently not aware of any
- There are none that I am aware of.
- We have three outstanding WIN Center locations and offer a wide variety of services/programs at NWCC.
- Again, only additional short-term training with open entry/open exit is the main need I see among dislocated workers.
- No response
- N/A
- Short term clerical/computer training
- There is a constant need for clear marketing of training available and placement services.

Plans to address the weaknesses and threats that have been identified:

1. Keep abreast of policy changes, act on client concerns/problems, work toward continuous improvement.
2. Work with WIN Centers to offer classes in Certified Nurse Assistant, welding, plumbing, basic carpentry, electrical wiring, hospitality, GPS, and pre-employment training.
3. Continue to publicize the use of our area WIN Centers and Workforce Development Center programs by both business and employees.
4. Lobby the state for permanent funding. Contact legislators through Council members and Board members.
5. Continue to actively work with the SBCJC to stabilize funding.
6. Develop a more aggressive marketing of programs in collaboration with our college PR. Summarize programs into a single comprehensive directory that would be easy to follow and use by business, industry and job seekers.
7. Work toward fully combining all workforce services offered through the college.
8. List a dedicated computer lab/classroom space as a priority need on the annual needs report to the college.
9. Conduct staff development in areas identified through surveys.
10. Hold quarterly meetings/staff development sessions that include all Workforce Development Center staff, WIN Center staff and Continuing Education personnel.

Comments:
This fiscal year the lack of workforce funding has hindered our ability to meet the needs of the workforce in the service area.
A dedicated computer lab could be used for continuing education classes and workforce classes and would be an asset to both programs. Both programs could share the lab for their classes.
I have used local media and have distributed flyers on various WIN Center projects.
Our Council members tell us that laymen and businesses are sometimes unclear as to services. We need a well-carried out marketing plan that will keep our services in front of our customers.
VI. SACS Principles Compliance Survey

Institutional Effectiveness:

1. Are research-based evaluation processes used for assessing the service unit?

   YES ☑️  NO ☐

   If yes, list all survey instruments and other processes used by the unit for evaluating effectiveness.
   1. Online NWCC Services SWOT survey (see attached in Appendix)
   2. Annual Strategic Planning with District Workforce Development Council, staff and guests (listing of members attached)
   3. Departmental Survey of Internal Strengths and Weaknesses
   4. Council member evaluation of programs and services (Annual strategic Planning)
   5. Customer Satisfaction Survey (LAR)
   6. Class Participant Feedback (Exit Form)
   7. Performance Review of Staff (form on file)
   8. Teacher evaluation/Instructor observation (form on file in each project folder)

2. Do the use of evaluation processes result in continuing improvement in the unit?

   YES ☑️  NO ☐

   If yes, describe some of the recent improvements that have come about in response to needs identified through evaluation processes.

   - Certified ‘soft skills’ trainer on staff
   - Certified OSHA trainer on staff
   - Testing for Internet Computing Core Certification and Microsoft Office Specialist provided
   - Work ethic and employability skills incorporated into all ABE classes
   - Teacher assistant certification training provided
   - Workforce/WIA and Community Services reorganized to form one department
   - Changes in time, place, and/or length of classes
   - Staff development on identified weaknesses

3. Does the unit identify expected outcomes for its services; assess whether it achieves these outcomes; and provide evidence of improvement based on analysis of those results?

   YES ☑️  NO ☐

   See attached copies of the Unit’s Plan to Improve for the last three cycles.
   See Planning Cycle for unit (on file).

4. If an outcome is not achieved, are documented modifications or improvements made in the unit?

   YES ☑️  NO ☐

   Any unachieved outcomes are targeted for activity the following year in the annual strategic planning.
   See column 4 in annual strategic plans attached.

Financial Support:
5. Is adequate financial support available to support the scope of services offered through the unit?
   YES ___ NO_X___

6. Does the institution operate and maintain physical facilities that are adequate to serve the needs of this unit?
   YES ___ NO_X___

7. Are the physical facilities for this unit accessible to disabled students?
   YES ☒ NO___ NA___

8. Is the budget information accessible on-line to the unit supervisor?
   YES ☒ NO___

Mission:
9. Does the unit have a defined mission statement?
   YES ☒ NO___

   If yes, provide mission statement below.

UNIT MISSION STATEMENT: (adopted January 4, 2006 with unification of Workforce Development and WIA)
The mission of the Workforce Development Center/WIA and Community Services is: to market and facilitate cost-effective training programs for employers and employees that increase competitiveness in the global marketplace, reduce welfare dependency, and increase retention and earnings; to co-locate service providers; to offer continuing education and service programs for the community; and to provide assessment, counseling, planning and assistance to adults in career transition, the economically disadvantaged, high school drop-outs and older youth.

10. Is the unit's mission related to the College's Statement of Mission?
    YES ☒ NO___

    What part of the institution's mission does the unit effectively fulfill? (Refer to applicable phrases in the College's mission statement)

RELATIONSHIP TO NWCC PURPOSE AND COLLEGE WIDE STRATEGIC GOALS:

The Workforce Development/WIA and Community Services unit mission statement supports Northwest's primary mission through: providing for the diverse needs of the employers and employees in the eleven-county service district; annual strategic planning with representatives from each county in the NWCC district; training designed to meet current and future workforce needs in business and industry; continuing education and service programs delivered in the community to meet cultural and enrichment needs; and guidance, counseling, career information and placement available through WIN Centers throughout the district.
The unit directly addresses the educational and employment needs of the district and region through the offering of:
3. Workforce Development Training designed to meet current and future workforce needs in business and industry;
5. Continuing education and service programs for the community;
6. Student support through guidance, counseling, career information and placement;
7. Services including cultural and enrichment opportunities, information technology services, and extracurricular activities for students and the community.

Staff:
11. Does the unit have qualified staff with the experience, competence, and capacity to fulfill the mission of the unit?  
YES ☒ NO____ N/A____

Provide a roster of administrative officers and staff with their qualifications.

Director, Workforce Development/WIA and Community Services, David Bledsoe (information sheet attached)
Director, Workforce Planning and Development, Joyce Brasell (information sheet attached)
Office Manager, Bookkeeper, Jennifer Casey (information sheet attached)
Coordinator, Continuing Education, Patricia Lowder (information sheet attached)
Director, Adult Basic Education, Guy Purdy (information sheet attached)

12. Does the unit have a staff member charged with the responsibility for supervision and coordination of the unit?  
YES ☒ NO____

Name of the supervisor: David Bledsoe

13. Is the number of administrator/staff members employed for the unit adequate to support the unit effectively?  
YES ☒ NO____
See statement below.
Qualify each department

Security:
14. Are administrators and staff members in this unit careful in protecting the security, confidentiality, and integrity of student/staff records?  
YES ☒ NO____ N/A____

If yes, provide a brief description of measures taken by the unit to insure the protection of privacy of its customers and the unit’s adherence to FERPA guidelines.

All offices and buildings are locked when personnel are not on premises. Confidential papers are kept in secure facilities in locked cabinets.
Staff and college-owned computers are networked to the college’s 5250 system, are not accessible to students, and are protected by password entry.

15. Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this service unit?
YES ☒ NO____
As funding for physical space allows.
ANY ITEMS ANSWERED WITH A NEGATIVE RESPONSE INDICATE THAT THE INSTITUTION IS OUT OF COMPLIANCE AND MUST BE ACCOMPANIED WITH A WRITTEN PLAN FOR COMPLIANCE ON THE ISSUE.

Provide discussion below for any question that was assigned a “no” answer on the Principles Compliance Survey, and then provide a plan of improvement for each of those questions in the space below. Indicate the question number, your discussion, and the plan of action.

#5- Is adequate financial support available to support the scope of services offered through the unit?

**Adequate Financial Support**
The Mississippi Legislature provided for permanent funding for the community college Workforce Development Centers by allowing a percentage of Unemployment Insurance collected from Mississippi businesses to be targeted for workforce training. Because of Katrina devastation, monies to support training projects were frozen in January, 2006, until the new fiscal year begins July 1, 2006. Unused funds in previously approved/funded projects will be diverted to training requests. Any unfunded projects will be on hold until July 1, 2006. The SBCJC will continue to negotiate funding issues with the State WIA Board.

Northwest financially supplements some members of the Workforce Development/WIA and Community Services department and provides office space and other amenities.

#6- Does the institution operate and maintain physical facilities that are adequate to serve the needs of this unit?

**Adequate Physical Space**
YES ___ NO__X___

The community would be better served if all workforce related programs were in one physical location on each campus with one phone number as a contact. The request for a space that will house all team members of the unit has been requested in college planning sessions and is documented on the long-term goals for the college.

Plan of Action-a request will be made in the spring status report.

VII. Unit Improvements Resulting from the Planning Process

- Short-term non-credit training in priority topics as identified by service district representatives from business/industry, economic development, and education.
- Reorganization of workforce training into one ‘umbrella’ program.
- Revamping of marketing strategies.
- Staff development on identified weaknesses.
- Continued lobbying for permanent funding.

VIII. Personal Information Sheets for Key Staff Members
PERSONAL INFORMATION SHEET

Name: David Bledsoe

Unit: Workforce Development/WIA and Community Service Date: January 18, 2006

Position held: Director

Job Duties: The Director has the responsibility for management and supervision of the Workforce Development program to include the Workforce Development Center, the Workforce Investment Act WIN Job Center, Adult Basic/General Education Degree program, and the Senatobia campus Continuing Education program.

1. I have worked at Northwest Mississippi Community College for 11 years.
2. I have worked in my current position at Northwest for .5 years.
3. I have a total of 39 years of work experience.
4. List prior positions held with job duties and number of years experience in each.
   Director, Workforce Development responsible for the operation of the Workforce Development Center for 4 years.
   Industrial Training Coordinator responsible for business/industry training delivery in our 11 county district for 6.5 years.
   Vice President of Manufacturing/Plant Manager responsible for the daily operations of a furniture component parts manufacturing facility for 14 years.

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree __________
B. High School Diploma __________
C. Special certificate or license in ______________________ (field).
D. Bachelor’s degree in Business Admin. field).
E. Master’s degree in ____________________ (field).
F. Doctorate in _________________(field).

Accomplishments: Officer and Pilot in the U.S. Army and Mississippi National Guard serving in Vietnam and Iraq. Certification of Training and Development Professionals.

Civic Interests/Professional Affiliations
National Guard Assn, Workforce Development Directors Assn, Mississippi Manufacturers Assn, Southeastern Employment and Training Assn

NWCC Committee Assignments:
College-wide Planning Council

On File_____________________________________ 01-17-06_________________
Signature of Employee Date

34
PERSONAL INFORMATION SHEET

Name: Joyce Brasell

Unit: Workforce Development Center Date: January 13, 2006

Position held: Director, Workforce Planning and Development

Job Duties: Conduct Strategic Planning for the Center, organize and promote GIS training, organize Workforce Development Council, participate in grant writing for various projects, liaison between industrial customers and the College, market training programs and special projects, coordinate special projects (GIS).

5. I have worked at Northwest Mississippi Community College for 20 years. (5 part time)
6. I have worked in my current position at Northwest for 7 years.
7. I have a total of 31 years of work experience.
8. List prior positions held with job duties and number of years experience in each.
   - Director, Workforce Planning and Development, 7 years, job duties above
   - Director, Skill/Tech One-stop Career Center, 5 years, supervise work of 8-member team responsible for industrial training programs in an 11-county area. Manage department budget and monitor expenditures.
   - Workforce Specialist, 4 years, perform on-site task analyses, conduct employee assessments, develop curricula to bridge gap between skill levels and job demands, train facilitators in adult training techniques, oversee and evaluate programs. Train Workforce Specialists for the State of Mississippi as program expanded to other community colleges.
   - ABE Instructor/Workplace Literacy Program Developer, 3 years, pilot one of the two workplace literacy programs in the State, write and deliver workplace programs in two industries in North Mississippi, instruct adult basic education six hours per week.
   - BY Corporation, Vice-President in charge of Payroll and Accounts Receivable, 6 years
   - Elementary School Teacher, 6 years

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree _______
B. High School Diploma _______
C. Special certificate or license in __________________________ (field).
D. Bachelor’s degree in Education (field).
E. Master’s degree in ____________________ (field).
F. Doctorate in ____________________ (field).

Accomplishments:
- Representative for Community Colleges on IHL GIS Education Council
- Recognized as a leader in promoting GIS training in North Mississippi
- Organized North Mississippi Regional Association of Spatial Technology (MAST)
- 1997 Board of Examiners for Mississippi Quality Award
- Curriculum development in areas of Pre-skills for SPC, Basic Skills for Statistical Process Control, Statistical Process Control, Advanced SPC, Chart Analysis in SPC, Quality Procedures, Interpersonal Skills, Job-specific Basic Math, Math for Machining, Basic
Electricity, Communication in the Workplace, Leadership Skills, Working on the Team, Capability Studies
-Trained Workforce Specialists for the State of Mississippi

Civic Interests/Professional Affiliations
-Deacon, Batesville Presbyterian Church
-DeSoto Economic Council, Education Committee
-Lafayette Chamber of Commerce, Education Committee
-Memphis Area Geospatial Information Council (MAGIC), Board Member
-Organized Northern Region of Mississippi Association for Spatial Technology (MAST)
-IHL GIS Education Council, Representative for the Community College System

NWCC Committee Assignments:
College-wide Planning Council
Career-Technology Craft Committee

On File_____________________________________  __1-13-06_______________
Signature of Employee      Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: ___Jennifer Casey__________________________________________________

Unit:_WIA/WIN Job Center___________________________ Date:___1/17/06_________

Position held: _Office Manager/Bookkeeper______________________________________

Job Duties: _Manage day-to-day office operations and staff, prepare, and submit monthly reports for the WIA department, process invoices for payment.______________________________________________________________________

9. I have worked at Northwest Mississippi Community College for ____8.5__ years.
10. I have worked in my current position at Northwest for __3__ years.
11. I have a total of __14_____ years of work experience.
12. List prior positions held with job duties and number of years experience in each. _NWCC-JTPA Office Clerk- 3 years; Tech Prep/School-to-Careers 1year; Tech Prep/WIA 1.5 years; WIA Bookkeeper 2.5 years; WIA Office Manager/Bookkeeper .5; Senatobia Bank-Customer Service Rep. 2 years; Doves Nest- Sales Person .5; Factory Connection-Sales/Country Corner Restaurant-Waitress 2 years; Fred’s-Cashier 1 year.

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree __________
B. High School Diploma __________
C. Special certificate or license in____________________ (field).
D. Bachelor’s degree in _Organizational Management_______(field).
E. Master’s degree in ____________________ (field).
F. Doctorate in __________________________ (field).

Accomplishments: ___I finished my Bachelor’s Degree while working and raising a family.____________________________________________________________________________

Civic Interests/Professional Affiliations
__________________________________________________________
__________________________________________________________
__________________________________________________________

NWCC Committee Assignments: _ Credit Union Supervisory Committee.
________________________________________________________________________

_Jennifer K. Casey___(on file)_____________   ___1/17/06_____________
Signature of Employee      Date
PERSONAL INFORMATION SHEET

Name: Patricia W. Lowder

Unit: Workforce Development – Office of Continuing Education Date: 1-13-06

Position held: Coordinator of Continuing Education

Job Duties: to coordinate non-credit classes for personal enrichment, CEU courses/seminars for professional development, Lifelong Learning classes and trips for senior citizens, and Kids' Kollege camps for children.

13. I have worked at Northwest Mississippi Community College for 22.5 years.
14. I have worked in my current position at Northwest for 5 years. (Previously worked Con. Ed. 11 yrs.)
15. I have a total of 31 years of work experience.
16. List prior positions held with job duties and number of years experience in each.
   3 years – substitute teaching, Bruce Elementary School, Bruce, MS.
   5 years – owner and manager of Gifts Galore, Bruce, MS

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree
B. High School Diploma
C. Special certificate or license in _____________________ (field).
D. Bachelor’s degree in B.S. in Organizational Management (field).
E. Master’s degree in ___________________ (field).
F. Doctorate in ____________________ (field).

Accomplishments:

Most Outstanding Woman of the Year, Bruce, MS - 1982

Civic Interests/Professional Affiliations

Member of Senatobia First Baptist Church
Active in breast cancer awareness

NWCC Committee Assignments:
Activities Committee
Northwest Heathplex Committee

Patricia W. Lowder 1-13-06
Signature of Employee Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: William Guy Purdy

Unit: Workforce Development/WIA and Community Service Date: January 17, 2006

Position held: Director of Adult Basic Education

Job Duties: The Director of Adult Basic Education is responsible for, but not limited to, assisting the Director of Workforce Development and Community Services in planning, organizing, promoting, and monitoring the ABE/GED/ESL program for the Northwest Mississippi Community College district.

17. I have worked at Northwest Mississippi Community College for 11 years.
18. I have worked in my current position at Northwest for .5 years.
19. I have a total of 41 years of work experience.
20. List prior positions held with job duties and number of years experience in each.

WORK EXPERIENCE 2000-Present Northwest Mississippi Community College

Director of Adult Basic Education

• Responsible for selecting, interviewing, hiring, training, development, and evaluating of ABE/GED/ESL lead instructor, instructors, and instructor’s aides in the Northwest Mississippi Community College district.
• Responsible for researching, developing, organizing, implementing, promoting, and monitoring ABE/GED/ESL classes and programs in the Northwest Mississippi Community College district.
• Responsible for developing bid specifications for instructional equipment, materials, and supplies for then ABE/GED/ESL program and maintaining necessary inventory.
• Responsible for developing ABE/GED/ESL proposals and budgets for the department.
• Maintain liaison with community organizations including the local Departments of Human Services, churches, correctional institutions, businesses, civic organizations, and county leaders.

1995-2000 Northwest Mississippi Community College

Workforce Development Coordinator

• Responsible for planning, supervising and implementing workforce training programs for local business and industry.
• Responsible for annual budget; authorizing payroll and accounts payable;
maintaining budget controls; and reviewing and analyzing financial records of projects.

- Responsible for conducting critical job task analysis and administering confidential skills assessment of workforce.

1968-1995  Memphis Light, Gas and Water Division

Customer Service Technician

- Served as liaison between company and customers
- Conducted inspection of building electric systems in accordance with the National Electric Code
- Conducted natural gas installation and safety inspections in accordance with the Southern Building Code
- Served as Quality Circle Team Leader

Crew Leader, Power Transformers

- Supervised the work and safety adherence of a multi-person crew
- Inspected and maintained high voltage electrical equipment

1964-1968  United States Air Force

Aircraft Electrical Technician

- Troubleshoot, repair, and maintain electrical system on C-130E aircraft

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree __________
B. High School Diploma __________
C. Special certificate or license in _____________________ (field).
D. Bachelor’s degree in Engineering Technology (field).
E. Master’s degree in _____________________ (field).
F. Doctorate in _____________________ (field).

Accomplishments: Who’s Who Among America’s Teachers 2003-04

Civic Interests/Professional Affiliations

DeSoto County Literacy Council Board of Directors
Tate County Literacy Council Board of Directors
AbilityWorks, Inc. of Olive Branch Advisory Council
Mississippi Association of Adult and Community Educators Board of Directors

NWCC Committee Assignments:
College-wide Planning Council

On File ________________________ 01/17/06 ________________
Signature of Employee  Date
# IX. Budget Summaries

**Workforce Development Center***

<table>
<thead>
<tr>
<th>Category in 2005-06 budget</th>
<th>Amount budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage</td>
<td>1200.00</td>
</tr>
<tr>
<td>Printing and Reproduction</td>
<td>900.00</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>0</td>
</tr>
<tr>
<td>Other Contractual Services</td>
<td>5500.00</td>
</tr>
<tr>
<td>Advertising and Publicity</td>
<td>0</td>
</tr>
<tr>
<td>Computer Software</td>
<td>0</td>
</tr>
<tr>
<td>Office Materials</td>
<td>1200.00</td>
</tr>
<tr>
<td>Office Furniture and Equipment</td>
<td>2000.00</td>
</tr>
<tr>
<td>Travel In-State</td>
<td>14775.00</td>
</tr>
<tr>
<td>Electricity</td>
<td>4500.00</td>
</tr>
<tr>
<td>Educational Materials</td>
<td>100.00</td>
</tr>
<tr>
<td>Other Materials &amp; Supplies</td>
<td>5300.00</td>
</tr>
<tr>
<td>Meals on Campus</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35975.00</strong></td>
</tr>
</tbody>
</table>

## Continuing Education

<table>
<thead>
<tr>
<th>Category in 2005-06 budget</th>
<th>Amount budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage</td>
<td>1050.00</td>
</tr>
<tr>
<td>Printing and Reproduction</td>
<td>400.00</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>0</td>
</tr>
<tr>
<td>Other Contractual Services</td>
<td>12500.00</td>
</tr>
<tr>
<td>Advertising and Publicity</td>
<td>1000.00</td>
</tr>
<tr>
<td>Computer Software</td>
<td>0</td>
</tr>
<tr>
<td>Educational Materials</td>
<td>1300.00</td>
</tr>
<tr>
<td>Office Furniture and Equipment</td>
<td>0</td>
</tr>
<tr>
<td>Travel In-State</td>
<td>500.00</td>
</tr>
<tr>
<td>Meals on Campus</td>
<td>2500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19250.00</strong></td>
</tr>
</tbody>
</table>

## WIA

**The Mississippi Partnership, WIA Adults/Dislocated Workers Subgrant Budget Synopsis’**

<table>
<thead>
<tr>
<th>Category in 2005-06 budget</th>
<th>Amount budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Postage</td>
<td>See below</td>
</tr>
<tr>
<td>*Printing and Reproduction</td>
<td>See below</td>
</tr>
<tr>
<td>**Repairs and Maintenance</td>
<td>5,291</td>
</tr>
<tr>
<td>Other Contractual Services</td>
<td>411,532 (ITA’s, NEG Training funds, and MDES Third Party Agreement)</td>
</tr>
<tr>
<td>**Advertising and Publicity</td>
<td>See below</td>
</tr>
<tr>
<td>*Computer Software</td>
<td>See below</td>
</tr>
<tr>
<td>*Office Materials</td>
<td>10,648</td>
</tr>
<tr>
<td>Office Furniture and Equipment</td>
<td>0</td>
</tr>
<tr>
<td>Travel In-State/Out of State</td>
<td>17,610</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>445,081.00</strong></td>
</tr>
</tbody>
</table>

* Some line items will be revised for March 2006
Northwest Mississippi Community College

(a) Evaluation Follow-up Form

The following form is to be completed and signed by the appropriate service unit supervisor after reviewing the results of the unit’s evaluation and after a discussion with co-workers on needed changes identified in the evaluation process. The completion of this form is meant to stimulate reflection about the purpose of the unit and to encourage the best use of results of these evaluations. A copy of this form will be sent to the appropriate Vice-President and filed with the unit’s Service Review forms.

Service Unit: Workforce Development/WIA and Community Services

Date of Review of Evaluations Spring, 2006

The unit’s strong points as identified by the evaluation are:

- NWCC Workforce programs offer financial aid and/or specific short-term training for individuals and companies, dislocated worker training, opportunities for ABE/GED completion, job counseling and placement, OJT, youth programs, and continuing education events for the community.
- Training provides world class instructors in classes which are either free or at low cost to participants.
- WIA provides guidance for dislocated workers and for other job seekers.
- Five strategically placed WIN Centers provide easy access and many services in one location.
- Strategic planning with area employers, educators, economic development professionals, representatives from each agency in the WIN Centers, and NWCC staff assure delivery of priority training programs in the service area and continuous revising of services to meet district needs.
- On-going assessment and evaluation of programs and instructors provides continuous improvement to training classes, community services, and WIN Center programs.
- Partnering with all workforce programs at NWCC, both career-technical and non-credit, WIN Centers, economic development groups, professional associations, and civic organizations provides a network of contacts for continuous improvement strategies for employer and worker training needs and for referrals of individuals to training and/or jobs.

Opportunities for improvement identified by the evaluation are:

- ALL workforce training and services under one NWCC department and in one location on each campus.
- ONE SOURCE for information about the state’s workforce training programs, job placement, and support for dislocated workers.
- Marketing of a true ONE STOP CENTER for employers, employees, dislocated workers, and out-of-school youth with one source for information about state programs.
- Working with legislators to secure a permanent, specified allocation of funds for workforce training.
- Staff dedicated to follow-up documentation on long-term impact of services to individuals’ quality of life.
- Working with college administrators to provide a dedicated computer lab and swimming complex for all citizens of the community.
- Staff development on available state and federal programs to offer business/industry and individuals.
- Staff development on accepting change, conflict resolution, team building, and communication skills.

Goals for growth or specific activities to be undertaken and/or completed before the next evaluation are:

- Focus on ‘cluster’ training, i.e., hospitality, customer service, and service industry oriented training for the growing market in the NWCC district.
- Continue to stress technology training to entice high paying, high skilled, knowledge-based jobs to the area.
- Work with district K-12 schools and NWCC instructors to embed employability and soft skills into the curriculum.
- Work closely with economic development professionals to train an employee pool to meet job demands.
• Work in harmony and plan in concert with all programs that offer training for the current and future workforce.
• Lobby through legislators, Council members, NWCC administrators, and other supporters, for sufficient funds to develop a collaborative workforce training system.

Having met together and discussed this Evaluation Follow-up, we feel that the identified goals and specific activities adequately address opportunities for improvement and constitute evidence of attempted growth.

Signatures: On File

Supervisor: David Bledsoe  Co-workers in Unit: Joyce Brasell, Jennifer Casey, Patricia Lowder, Guy Purdy
Appendix 4: Annual Plan to Improve for Last 3 periods

WORKFORCE DEVELOPMENT CENTER
STATEMENT OF PURPOSE AND GOALS

The purpose of the Workforce Development Center is the assessment, counseling, planning, and assistance to adults in career transition and promotes and facilitates effective training programs that will bridge the gap between the skills of the available labor pool and the performance needs of area employers. Market all available training assistance throughout the service district.

The goals of the division are to:

8. Ensure the quality of services through use of a state-wide standardized program evaluation process.

9. Regularly determine the training needs of business, industry, individuals, and the community through annual strategic planning with the District Workforce Development Council and other needs assessment.

10. Design new and improve existing training services that are flexible and accessible in meeting identified needs.

11. Identify and train a cadre of qualified trainers.

12. Develop and implement a marketing strategy for the division in order to communicate the availability of quality services throughout the district.

13. Partnership with business, industry, and community agencies in meeting training and economic development resource needs.

14. Provide attractive and efficient physical facilities and equipment for division personnel and services.
### Unit/Program Intended Outcome

**Objective**

1. Actively provide for a pool of trained workers for local industry and for the training and upgrading of individual already employed.

<table>
<thead>
<tr>
<th>Strategy/Procedure To Achieve Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Offer 2 evening training programs for Homeland Security agency workers and/or First Responders. <em>4,5</em></td>
<td></td>
</tr>
<tr>
<td>1.2 Serve each request of the employer community. <em>3,4,5,6,7,8</em></td>
<td></td>
</tr>
<tr>
<td>1.3 Partner with local K-12 through Tech Prep and WIA in 2 community projects. <em>3,4,5,6</em></td>
<td></td>
</tr>
<tr>
<td>1.4 Encourage one manufacturing employer who is on a school board to become a Council member. <em>1,2,4</em></td>
<td></td>
</tr>
<tr>
<td>1.5 Offer training in all topics suggested in WFD Council’s strategic planning. <em>1,2,7</em></td>
<td></td>
</tr>
<tr>
<td>1.6 Continue to encourage Council members to ask legislators for permanent funding. <em>1,2,7</em></td>
<td></td>
</tr>
<tr>
<td>1.7 Educate public and Council members concerning resources available through Workforce Development Center by media releases and up-to-date brochures. <em>2,7</em></td>
<td></td>
</tr>
<tr>
<td>1.8 Offer one program for faculty development describing GIS/GPS efforts at NWCC. <em>4,8</em></td>
<td></td>
</tr>
<tr>
<td>1.9 Treat all classes as if they are a job, incorporating work regulations and skills. <em>7</em></td>
<td></td>
</tr>
<tr>
<td>1.10 Include information about Small Business Development in all speaking engagements. <em>7</em></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment/Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction to GIS Fundamentals’ 3-hr. credit course held first semester on Senatobia campus T-TH 4:00-5:45. (7 enrolled). Two additional evening credit courses offered 2nd semester.</td>
<td></td>
</tr>
<tr>
<td>1.2 100% of training requests were served.</td>
<td></td>
</tr>
<tr>
<td>1.3 With Tech Prep and WIA grant funds, sponsored GIS training for Career-Tech teachers in 4 local high schools. Wrote projects with Senatobia City School District and East Tallahatchie County School District to assist school systems with teacher recertification.</td>
<td></td>
</tr>
<tr>
<td>1.4 John Ard is on South Panola School Board and is an Army recruiter.</td>
<td></td>
</tr>
<tr>
<td>1.5 100% of suggested training topics were offered.</td>
<td></td>
</tr>
<tr>
<td>1.6 During Dec. meeting, Council chair informed members of potential funding cuts and asked each to speak to local legislators.</td>
<td></td>
</tr>
<tr>
<td>1.7 Community training opportunities were marketed through media and personal contact. Updated brochures available Feb., 2005.</td>
<td></td>
</tr>
<tr>
<td>1.8 Not scheduled for 2004-05.</td>
<td></td>
</tr>
<tr>
<td>1.9 All classes require promptness, participation, good attitude.</td>
<td></td>
</tr>
<tr>
<td>1.10 Office closed.</td>
<td></td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 No Action Necessary.</td>
</tr>
<tr>
<td>1.2 No Action Necessary.</td>
</tr>
<tr>
<td>1.3 Expand GIS teacher training to 2 additional counties.</td>
</tr>
<tr>
<td>1.4 Invite a school board president to each Council meeting.</td>
</tr>
<tr>
<td>1.5 Publicize all available community training opportunities on a monthly basis.</td>
</tr>
<tr>
<td>1.6 Lobby for permanent funding for workforce training.</td>
</tr>
<tr>
<td>1.7 Encourage Council members to market Workforce Development Center capabilities in their communities.</td>
</tr>
<tr>
<td>1.8 Schedule presentation about Workforce Development Center activities at staff development through Dr. Bateman.</td>
</tr>
<tr>
<td>1.9 No Action Necessary.</td>
</tr>
<tr>
<td>1.10 Help locate office space 2 days per week to Small Business Development in DeSoto County</td>
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<tr>
<td>Unit/Program Intended Outcome Objective</td>
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<td>2. Provide for seamless delivery of programs ranging from literacy to assistance in developing the capacity for globally recognized quality programs.</td>
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<td>6. Provide opportunities for continuing education for the community.</td>
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The purpose of the Workforce Investment Act (WIA) is to provide workforce investment activities that increase participants’ employment, retention, earnings, and skill attainment as a result, to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. Teamwork between business, industry, and educational institutions is a viable component of this legislation. Co-location of service providers and the integration of services to the fullest extent possible are the priorities of this system. Northwest Mississippi Community College serves as the One-Stop Career Center and offers such services as assessment, skills needs, job search, labor market information, individual employment planning, counseling, occupational skills training, skill upgrading, job readiness, adult education and literacy, and GED programs for out-of-school youth free of charge.

The goals of this division are:

1. Provide easy access to quality services for all customers including adult, dislocated workers, economically disadvantaged, high school drop outs, and older youth.

2. Expand the services and offerings of WIA to include new partners.

3. Increase public awareness of the educational opportunities available at Northwest Mississippi community College through the Workforce Investment Act resulting in increase of enrollment and an improved public image.

4. Up-grade equipment and secure up-to-date equipment to insure that clients will be more marketable.

5. Insure accessibility for persons with disabilities.

6. Provide services that may be required to promote employability, career potential, or to fulfill employer-hiring needs.
### NORTHWEST COMMUNITY COLLEGE
#### 2003 UNIT ANNUAL OUTCOME OBJECTIVES
##### COMMUNITY AND ECONOMIC DEVELOPMENT

**Planning Unit:** Workforce Development Center

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<tr>
<td>1. Actively provide for a pool of trained workers for local industry and for the training and upgrading of individuals already employed.</td>
<td>1.1 Offer evening programs for Homeland Security agency workers. (4,5*)</td>
<td>1.1 GIS training by D. Campbell offered to first responders on 2/24 &amp; 2/26 from 4:00-7:00 p.m. GPS for BFD conducted 3/24 from 6:00-9:00 p.m. A $43,500 grant has been obtained from WIA to market and train in GIS.</td>
<td>1.1 Request additional funds, up to $40,000, through WIA or other sources to add 2 counties to DeSoto, Panola, Tate, and Tunicah presently composing the GIS training network.</td>
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<td></td>
<td>1.2 Serve the employer community as requested. (7*)</td>
<td>1.2 Results available July 15 from year-end project reports.</td>
<td>1.2 Increase number of class participants by 2% in FY’05.</td>
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<td></td>
<td>1.3 Partner with local K-12 through Tech Prep and WIA. (7*)</td>
<td>1.3 ServSafe, computer and Spanish classes for DeSoto and Senatobia schools included K-12 teachers &amp; staff. D. Campbell conducted GIS training for K-12 teachers on 1/23, 2/24 &amp; 2/26 in partnership with WFD and Tech Prep. WIA partners with ABE/GED.</td>
<td>1.3 Coordinate a GIS project for the 04-05 school years between local K-12 Tech Prep, NWCC Workforce Dev. Center and first responders. Partner with WIN Centers in 3 areas to offer training to clients.</td>
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<td></td>
<td>1.4 Encourage one manufacturing employer or recruiter who is on a school board to become a Council member. (4*)</td>
<td>1.4 President of South Panola School Board has been invited to Council meetings beginning 6-04.</td>
<td>1.4 Invite all K-12 school board presidents in NWCC service district to attend one District Workforce Council meeting annually.</td>
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<td></td>
<td>1.5 Offer training in all topics suggested by Council in strategic planning. (3,4,5,6*)</td>
<td>1.5 On-going</td>
<td>1.5 Respond to all training requests from the NWCC service district.</td>
</tr>
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<td></td>
<td>1.6 Continue to encourage Council members to ask legislators for permanent funding. (1,2,7*)</td>
<td>1.6 Chairman and DWFDC members were encouraged by e-mail, personal contact and by Council chair to visit and/or write letters to their local legislators concerning funding.</td>
<td>1.6 Announce need for permanent funds at Council meetings and request members to contact their local legislators.</td>
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### NORTHWEST COMMUNITY COLLEGE
2003 UNIT ANNUAL OUTCOME OBJECTIVES
Section 1.03 COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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<tr>
<td>2. Coordinate programs for seamless delivery of services through Workforce Development Center.</td>
<td>1.17 Educate public and Council members about resources available through Workforce Development Center. (1,2,7*)</td>
<td>1.7 Brochures from RCU were distributed at Council meeting 12-09-03.</td>
<td>1.7 Contact each new business/industry referred by local or state economic dev. groups who are locating in NWCC district.</td>
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<td></td>
<td>1.18 Offer one program as faculty development describing GIS/GPS efforts at NWCC. (4*)</td>
<td>1.8 B. Donahou presented GIS info at a Lunch and Learn Oct. 16, 2002.</td>
<td>1.8 Instructors involved in GIS integration present their activity at a 1-hr. staff development by March 05.</td>
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<tr>
<td></td>
<td>1.19 Treat all ABE/GED classes as if they are a job, with work regulations and skills. (5,6*)</td>
<td>1.9 ABE classes and GED testing have strict entry/exit time schedules and behavior standards.</td>
<td>1.9 Distribute listing of “What Employers Want in New Hires” to Tech Prep teachers through Tech Prep coordinator. Offer 3 classes of soft skills training for WIA clients by March 31, ’05.</td>
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<td></td>
<td>2.5 Refer job openings to the Work-based Learning program. (7*)</td>
<td>2.1 33 students were placed in 30 places of business. 100% remain working in the industry or the same field.</td>
<td>2.1 Continue to refer all job openings to Work-based Learning coordinator and to WIN Centers.</td>
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<td></td>
<td>2.6 Collaborate with WIN to offer evening training in Homeland Security measures for first responders. (3,4,5*)</td>
<td>2.2 Grant for funding for GIS marketing &amp; training obtained from WIA to begin 4/1/04.</td>
<td>2.2 Partner with Tech Prep, WIA, Career-Tech and area K-12 to offer high tech training, i.e. GIS, electronics, lean manufacturing.</td>
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<td>2.7 Funding permitting, hire an additional coordinator. (3*)</td>
<td>2.3 One individual was transferred to WFDC as 4th coordinator.</td>
<td>2.3 Collaborate and partner a total of 5 training classes with Tech Prep and WIA.</td>
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<td>2.8 Offer training in each geographic area according to local needs. (5*)</td>
<td>2.4 100% of training requests were addressed resulting in 71 projects as of 3-31-04.</td>
<td>2.4 Increase training classes offered in each coordinator district by 2% by 3-05.</td>
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### NORTHWEST COMMUNITY COLLEGE
#### 2003 UNIT ANNUAL OUTCOME OBJECTIVES
##### COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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<tr>
<td>3. Provide programs in the Center consistent guidelines and benchmarks to support workforce education</td>
<td>3.4 Align with industry associations where possible. (7*)</td>
<td>3.1 Staff aligned with Lafayette Chamber of Commerce &amp; Ec. Dev., DeSoto County C of C &amp; Ec. Dev., Panola Partnership, Metro Ind. Park Assoc., Holly Springs Ec. Dev., and HRM in DeSoto Co.; MDA and MES representatives serve on Council.</td>
<td>3.1 Each coordinator aligns with economic development organizations in assigned service area.</td>
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<td>3.5 Work toward holding evening training at the high school industrial training facility in Batesville. (4*)</td>
<td>3.2 On-going. Electronics classes were conducted in Olive Branch because of location of equipment.</td>
<td>3.2 Work toward NWCC presence in Incubator Building in Panola County by FY’05.</td>
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<td>3.6 Work toward a 3-hour credit course as an introduction to GIS and form an articulation agreement with a 4-year college. (3,4*)</td>
<td>3.3 Partnered with MSU for GIS curriculum integrated into drafting course. New course offering, ‘Intro to GIS’, planned for ’05.</td>
<td>3.3 Offer 3-hour credit course, “Introduction to GIS”, in career technology division by Jan., 2005.</td>
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<td>4.1 Collaborate with all programs offering training for displaced workers. (7*)</td>
<td>4.1 A coordinator for NWCC, Coahoma, and MDCC has been employed to manage the dislocated worker program.</td>
<td>4.1 Collaborate with WIN to offer 4 computer training classes and 2 ‘soft skills’ classes in FY’05.</td>
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<td>4.2 Work toward collaboration with WIN in offering evening classes in Homeland Security measures. (3,4*)</td>
<td>4.2 Grant funds of $43,500 have been secured through WIA beginning 4-1-04.</td>
<td>4.2 Offer a 3-hour credit course in ‘Fundamentals of GIS’ in the Career-technology department in FY’05.</td>
</tr>
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### NORTHWEST COMMUNITY COLLEGE
#### 2003 UNIT ANNUAL OUTCOME OBJECTIVES
#### COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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<tr>
<td>5. Provide opportunities for individuals to successfully complete a GED.</td>
<td>5.7 Work toward 50% completion rate for 2004. (6*)</td>
<td>5.1 Year end results available 6-30-04.</td>
<td>5.1 Increase GED completion rate by 2% from FY’04.</td>
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<td>5.8 Set goal of 2250 students for 2004. (6*)</td>
<td>5.2 Year end results available 6-30-04.</td>
<td>5.2 Increase student participants by 2% from FY’04 enrollees.</td>
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<td>5.9 Refer to IEP and test each student every 50 classroom hours. (6*)</td>
<td>5.3 Each student is tested after 100 hours in the classroom. (50 hours of instruction proved too soon to test progress).</td>
<td>5.3 Test all ABE/GED students after 100 classroom hours.</td>
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<td>5.10 Encourage students to score 500 or higher on practice test prior to taking GED exam. (6*)</td>
<td>5.4 Students are encouraged to continue studies until score on practice test is 500.</td>
<td>5.4 Before attempting practice GED test, a student is encouraged to complete 100 classroom hours of study.</td>
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<td>5.11 Continue to offer 20-30 hours of teacher in-service training for professional development. (6*)</td>
<td>5.5 Each instructor is required to obtain 20 in-service hours annually.</td>
<td>5.5 Provide up to 30 hours of staff development opportunities for teachers. Require 20 hours of staff development annually.</td>
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<td>5.12 Continue marketing of program through NWCC PR dept, local media and ABE/GED flyers. (7*)</td>
<td>5.6 The NWCC PR dept. sends out press releases to all local papers. ABE/GED is marketed through all area literacy councils.</td>
<td>6.1 Continue monthly Lunch and Learn series. Offer one lunch highlighting GIS technology.</td>
</tr>
<tr>
<td>6. Provide opportunities for continuing education for the community.</td>
<td>6.1 Schedule one new topic for Lunch and Learn each month from September, 2003 to May, 2004. (8*)</td>
<td>6.1 Year end results available 6-30-04. Final Lunch and Learn scheduled 4-04.</td>
<td>6.2 Make CEU credit available to all industry classes at industry request. Schedule 2 tour trips for seniors through Lifelong Learning. Schedule a summer Kids Kollege on Senatobia campus for 5-15 year old youth.</td>
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<td>6.2 Offer classes for CEU credit in three geographical areas by June, 2004. (5,8*)</td>
<td>6.2 CEU credit classes were offered in Vardaman, Coffeeville, and Senatobia.</td>
<td>6.2 CEU credit would be available on all industry classes at industry request. Schedule 2 tour trips for seniors through Lifelong Learning. Schedule a summer Kids Kollege on Senatobia campus for 5-15 year old youth.</td>
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### NORTWEST COMMUNITY COLLEGE
### 2003 UNIT ANNUAL OUTCOME OBJECTIVES
### COMMUNITY AND ECONOMIC DEVELOPMENT

**Planning Unit: Workforce Development Center**

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<td>7. Evaluate programs and plan for continuous improvement</td>
<td>7.1 Continue to write data entry cost into all projects. (5*)</td>
<td>7.1 Not allowed by SBCJC. Companies supply accountability reports processed annually.</td>
<td>7.4 No longer permitted because of funding restrictions.</td>
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<td>7.2 After a class is completed, check back with a company representative within 3 months to determine impact of training. (5*)</td>
<td>7.2 All companies who receive training from WDC supply accountability documentation annually to SBCJC.</td>
<td>7.5 Address all suggestions for improvement that are documented on end-of-class evaluation forms.</td>
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<td>7.3 Continue to collaborate with WIN centers, Tech Prep, Work-based Learning and the Career-Tech and academic divisions of the campus. (7*)</td>
<td>7.3 GIS grant funds of $43,500 were obtained 4-1-04 through WIA. Tech-Prep sponsored two 6-hr. GIS trainings for K-12 teachers and first responders, Work-based Learning coordinator reports activity to WFDC, one staff member serves on SCANS.</td>
<td>7.3 Participate in plastics ‘Cluster’ planning meetings. Collaborate with WIN centers in efforts to provide training for clients. Provide classes in computer and soft skills in 3 geographic areas in FY’05</td>
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*Responsible Party:
1. District Workforce Development Council
2. Council Chair
3. Center Director
4. Planning Director
5. Workforce Development Coordinators
6. ABE Director
7. Workforce Development Center Staff
8. Continuing Education Coordinator

*Revised by DWFDC, ex-officio members, NWCC staff and guests on June 3, 2003
Allied Industries, Oxford
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<td>1. Establish a permanent home for the WIA office/affiliate site.</td>
<td>1a. Secure remodeling funds from Three Rivers. 1b. Secure permission to renovate the old boiler building to include funds from Northwest. 2a. Secure a list of needed equipment. 2b. Secure price quotes. 2c. Include equipment costs in proposal.</td>
<td>1a. Renovation funds were secured from Three Rivers to remodel. 1b. Northwest Board approves matching funds. 2a. Equipment needs have been secured 2b. Price quotes have been obtained. 2c. Equipment costs were included in proposal.</td>
<td>1a. The boiler building has been renovated and ready for occupancy. 1b. Northwest has secured a newly renovated building that improves the appearance of the circle drive. 2a. New equipment was installed. 2b. Price quotes were used to secure lowest cost. 2c. Equipment was purchased following procurement guidelines.</td>
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<tr>
<td>3. Community awareness of WIA will be improved by providing information to area newspapers and businesses.</td>
<td>3a. Press releases written and approved for publication.</td>
<td>3a. Press releases and an open house will be held.</td>
<td>3a. More awareness of WIA for the area.</td>
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<td>3c. Flyers and brochures distributed</td>
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<td>3c. More businesses are familiar with WIA.</td>
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<td>3d. Provide ITA’s to pay tuition for qualified applicants to Northwest.</td>
<td>3d. ITA’s are being provided.</td>
<td>3d. Customers facing layoffs are receiving assistance.</td>
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<td>4. Secure a larger comprehensive site in Oxford.</td>
<td>4a. Client participation caused crowding in the halls and Resource Room.</td>
<td>4a. Partners will have more space.</td>
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<td>4a. Secure permission and funds from Three Rivers.</td>
<td>4b. Most days it is standing room only.</td>
<td>4b. Clients will not be crowded and will have a space to sit.</td>
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<td>4b. Locate new site.</td>
<td>4c. Clients need more privacy to discuss their problems.</td>
<td>4c. New partners can now be included.</td>
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<td>4c. Complete renovation plans.</td>
<td>4d. Clients need more space to access equipment.</td>
<td>4d. Clients have more privacy and access to equipment.</td>
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## NORTHWEST COMMUNITY COLLEGE
### 2002 UNIT ANNUAL OUTCOME OBJECTIVES
#### COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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| 2. Provide for seamless delivery of programs ranging from literacy to assistance in developing the capacity for Total Quality Management | **1h. Market our ability to deliver workshops in performance management and leadership skills by e-mail, WDC meetings and press releases.** *1,2,3,4,5,7*  
**1l. When appropriate, steer individuals to one-stop centers staffed through WIA.** *3,4,7*  
**1j. Market community classes through NWCC web site and through speaking engagements throughout the district.** *7*  
**1k. Accept all speaking requests. Encourage employers to use training that is available to them.** *7*  
**1l. Offer classes through instructor and/or virtual learning formats in communication skills, advanced computer and remedial skills in reading and basic math in each geographical area in the fall of 2001 and spring of 2002.** *5*  
**1m. Communicate level of funding needed for workforce education and training by engaging Council members in continuous dialogue with local legislators.** *1,7*  
**1n. Market Workforce Development Center capability through speaking engagements, through SCANS and over the NWCC web site.** *7*  
**2a. Update the NWCC Workforce Development Center training schedule web site on a monthly basis.** *3*  
**2b. Establish communication link with Council members, staff, administrators and ex-officio members by e-mail and personal contact.** *7*  
**2c. Apply for 2 grants that will allow for expansion of Center staff by two individuals.** *4*  
**2d. Market all on line courses offered through Mississippi and NWCC virtual college.** *7*  
**2e. Collaborate with WIA staff and programs.** *7*  
**2f. Benchmark programs at other colleges where appropriate.** *7*  
**1h. Ability to provide Achieve Global training and new consultant resources are included in announcements at each Council meeting and in newsletters.** 350 classes on Quality involving 2218 individuals have been provided from 7-1-01 to 6-30-02.  
**1j. Individuals seeking training and/or jobs are referred to the WIA office.**  
**1k. 100% of speaking requests were accepted.** Talks were given at DeSoto and Tunica Counties HR Group, Sards Chamber of Commerce, Tate County Rotary.  
**1l. ABE classes incorporating communication skills, remedial reading and basic math are offered in 45 sites in NWCC district. 20 classes in advanced computer training were offered. 600+ MindLeader courses are available on-line to all business and industry.**  
**1m. Funding needs were relayed to Council during the December and March meetings. News releases quoting users of workforce training were printed in local papers.**  
**1n. ABE classes and computer training schedules are posted to NWCC web site.**  
**2a. ABE and computer class schedules are placed on NWCC web site monthly.**  
**2b. Quarterly meeting minutes and training schedules are provided to Council, ex-officio members, staff and administrators. Activity reports are given at monthly SCANS meetings.**  
**2c. The STC grant allowed for one full-time individual. The MSCI grant employed 10 individuals on a part time basis.**  
**1m. Request all Council members to speak with legislators in January regarding impact of workforce training and the need for adequate funding.**  
**1n. Speak about program offerings available through WFD Center in each geographical area by June, 2003.** Post training offerings on NWCC web site.  
**2a. Place schedules of all available workforce training classes on NWCC web site.**  
**2b. Provide monthly news updates through e-mail to Council members and other interested parties concerning activities of the WFD Center.**  
**2c. Apply for 2 or more grants by June, 2003 to sustain spatial information technology.** |
## NORTHWEST COMMUNITY COLLEGE
### 2002 UNIT ANNUAL OUTCOME OBJECTIVES
#### COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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<td>3. Provide programs in the Center consistent guidelines and benchmarks to support workforce education.</td>
<td>2g. Set up 4 professional development training classes by June 30, 2002 and offer CEU credit for the training hours. *3</td>
<td>2d. 600 MindLeaders on-line courses are offered to business/industry. Spatial on-line curriculum is promoted through workshops and NWCC classroom teaching.</td>
<td>2d. Market the non-credit spatial courses to all community colleges in Mississippi. By announcements at State Workforce Development Council and personal contact.</td>
<td>2f. Establish ‘Intro to Spatial Information’ credit course by June, 2005.</td>
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<tr>
<td></td>
<td>2h. Coordinate industry contacts and program offerings with all divisions of the college who call on employers by placing agencies under one department head. *3</td>
<td>2e. District Career-Technical Dean, director of WIN and director of Workforce Development are scheduled to meet monthly to discuss integration of services. WIA customized training coordinator reports industry contacts to Workforce Center Dir.</td>
<td>2g. One Realtor, 9 ServSafe, 12 workforce projects, one Career-Tech faculty spatial staff development, and participants in Connecting Conference were offered CEUs.</td>
<td>2g. Support a full time continuing ed coordinator. Offer programs to teachers for CEU credit.</td>
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<td></td>
<td>2l. Provide training and certification in soft skills facilitation for three workforce coordinators or staff trainers during the 2001-02 fiscal year. *3,4</td>
<td>2f. Spatial programs at MGCCC, PRCC, CCC, MS Delta and out of state colleges have been researched.</td>
<td>2f. Establish ‘Intro to Spatial Information’ credit course by June, 2005.</td>
<td>2h. Position all NWCC programs in workforce training to report to the district Career Technology dean.</td>
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<td>3a. Train by industry clusters. Offer two training classes for the community in each of the four geographical areas in communication skills and advanced computer software by June 30, 2002. Integrate basic character building and common courtesy into all remedial classes. Make CEU credit available where appropriate. *7</td>
<td>3a. 9 community-wide ServSafe certification classes for the recreation and tourism industries were held. CEU credit was given in 12 workforce classes.</td>
<td>3a. Research the industry cluster of best fit for the NWCC district and make plans to offer applicable and convenient training classes by June, 2003.</td>
<td>3a. By June, 2003, hold one electronic planning session for industry using GroupSystems.</td>
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<td>3c. Continue to work toward development of tri-state regional training area. Apply for 2 grants to sustain the work of the center by July 1, 2002. *3,4</td>
<td>3c. Continue to work toward development of tri-state regional training area. Apply for 2 grants to sustain the work of the center by July 1, 2002. *3,4</td>
<td>3c. By June 2003, hold one electronic planning session for industry using GroupSystems.</td>
<td>3c. Apply for 2 grants before July, 2003, to sustain spatial information technology.</td>
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</table>
| 4. Refer individuals to training or jobs. | 4a. Collaborate with WIA program and Career-tech Center. *7  
4b. Refer job seekers to WIA staff. *7  
4c. Respond to plant closings and address training and employment needs. *3,5,7  
4d. Expand STC information into 11 counties. *8  
4e. Encourage cooperation and collaboration with SBA, Incubator efforts and vo-tech in high schools. *3,4,5,7,8  
4f. Expand spatial information technology concepts into 4 disciplines by June 30, 2002. *4 | 3d. DeSoto and Panola county industries are working with schools. STC works in 11 counties to encourage work skills integration into K-12 classrooms.  
3e. One WFD Council member and one staff member serve on school boards.  
4a. See 2h.  
4b. Walk-ins are referred to WIA.  
4c. R. Dandridge responded to 4 Rapid Response announcements and referred dislocated employees to NWCC programs.  
4d. Reps from each county attended Connecting Conference and were encouraged to share info in their counties.  
4e. Incubator rep was invited to WFDC. STC connected with vo-tech high school programs in 11 counties.  
4f. Spatial info curriculum available at blackboard.northwestms.edu in 13 disciplines. | 3d. Encourage each coordinator to serve on a local committee in the 02-03 school year to establish links between industries and local school systems.  
3e. Encourage K-12 systems to give parents a grade for involvement in schools.  
4a. Attend state and local area WIA/Coordinating meetings.  
4b. Refer individuals seeking jobs to WIA.  
4c. Offer 2 training programs tied to manufacturing similarities (clusters) and available jobs in the district during the 03 yr.  
4d. By Sept. 30, 02, obtain a report from each Connecting Conference attendee specifying how he/she is integrating work skills into the classroom and encouraging others.  
4e. Invite SBA coordinator to Council meetings.  
4f. Write two grants by June, 2003, to sustain spatial information program expansion.  
5a. Collaborate with WIA to support ABE/GED classes in the NWCC district.  
5b. Encourage students to take advantage of resources available in ABE/GED classes.  
5c. Instructors will direct preparation for the GED in all areas on the test, focusing on individual student needs in the weeks before testing. | 3a. Attend state and local area WIA/Coordinating meetings.  
3b. Refer individuals seeking jobs to WIA.  
3c. Offer 2 training programs tied to manufacturing similarities (clusters) and available jobs in the district during the 03 yr.  
3d. Involve industries in the Connecting Conference by increasing their representation and attendance.  
3e. Involve K-12 schools and system in the Connecting Conference by increasing their representation and attendance.  
4a. Attend state and local area WIA/Coordinating meetings.  
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3e. Encourage K-12 systems to give parents a grade for involvement in schools.  
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NORTHWEST COMMUNITY COLLEGE
2002 UNIT ANNUAL OUTCOME OBJECTIVES
COMMUNITY AND ECONOMIC DEVELOPMENT

Planning Unit: Workforce Development Center

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</tr>
<tr>
<td>6. Provide opportunities for continuing education for the community.</td>
<td>6a. Respond to all requests from the community for continuing education topics. *7 6b. Provide for CEU credit where appropriate. *7</td>
<td>6a. Non-credit classes are scheduled at the request of the community. Lunch and Learn and classes for seniors have been scheduled. 6b. Nineteen training sessions have awarded CEU credit, in addition to CLE credit for paralegal training in collaboration with UM.</td>
<td>6a. Schedule 5 additional topics in continuing education for the community by June 30, 2003. 6b. Offer and award CEU staff development credit for teacher training, real estate professionals and attorneys by June 30, 2003.</td>
</tr>
<tr>
<td>7. Evaluate programs and plan for continuous improvement</td>
<td>7a. Discuss accountability form as a part of project development. Obtain 100% of completed accountability forms when project ends. *3,5,6 7b. Respond immediately to any suggestions for improvement and to any comments for improvement on exit forms for the Workforce Development Center. *5,6 7c. Submit project applications electronically. Keep all documentation of classes in proper sequence and format. *3,5 7d. Coordinate work with WIA. *7 7e. By June 30, 2002, visit each Council member to discuss ways to encourage legislators to continue funding for workforce training. *7 7f. Respond to all requests for training. Liaison between business community, secondary schools and the community college to provide educational and training opportunities for students and workers. *7 7g. Market services and training offerings over the web and through e-mail. *3,7</td>
<td>7a. Accountability form is part of initial project planning. 100% response in ’02. 7b. Two quarterly WFC meetings were held in manufacturing facilities in ’02. An industry committee was formed by WFDC. 7c. All data for projects is processed to SBCJC electronically. A standardized order for the project folder is in place. 7d. See 2e and 2h. 7e. Kevin Dodridge presented a program to DWFC on March 12, 2002 explaining how to keep local legislators informed about employee and funding needs. 7f. All requests for training were addressed by the local workforce coordinators. Workforce team members and STC coordinator work with economic development and civic organizations in the 11-county service district. 7g. WDC services and Abe/GED class schedules are listed on the NWCC web site. Monthly computer class schedules are e-mailed. The number of training seminars has drastically increased in the 2002-2003 school year. Four local high schools and two NW Career Tech Programs have received training for leadership.</td>
<td>7a. Make the accountability form part of each project proposal to the customer. 7b. Schedule two WFDC meetings at industries during 2002-2003. 7c. Strive for 0 recommendations during audit of programs by SBCJC in Nov., 2002. 7d. Attend WIA Coordination meetings. 7e. Request that DWFC members speak to legislators throughout the year about funding needs. Send an individual to Jackson in Feb., 2003, to present NWCC workforce needs to legislators. 7f. Offer community classes in 4 geographic areas that will match economic development needs and job opportunities in the area. 7g. Work with WFDC chair to send a monthly newsletter to members of the Council. More high schools in the NWCC district are teaching using the applied methods More of our potential students and current students have made much progress the area of leadership.</td>
</tr>
</tbody>
</table>

*Responsible Party:*
# NORTHWEST COMMUNITY COLLEGE
## 2002 UNIT ANNUAL OUTCOME OBJECTIVES
### EDUCATIONAL PROGRAMS

**Planning Unit:** Workforce Investment Act (WIA)

**UNIT PURPOSE STATEMENT:** The purpose of WIA is Mississippi’s team effort to help secure employment and meet employer’s needs by training adults, dislocated workers, youth, high school drop-outs, and the economically disadvantaged for jobs.

**RELATIONSHIP TO NWCC PURPOSE AND COLLEGE WIDE STRATEGIC GOALS:**
- CP#1: Courses for meeting educational goals and employment needs.

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</table>
| 1. Establish a WIN Job Site in each of the seven Northwest Counties in the Three Rivers District | 1. a. comprehensive full-service site in Oxford.  
1. c. Affiliate sites established in Tate, DeSoto, Marshall, Calhoun, Yalobusha  
1. d. Access site in Benton County.  
2. a. Recruitment/referral from required agencies  
2 b. encourage Human services, WIC to collocate and/or provide services at the centers. | 1. a. a comprehensive full-service site is established in Oxford  
b. MESC, Voc-Rehab, Unemployment are now partners.  
c. affiliate sites have been established in Tate, DeSoto, Marshall, Yalobusha, and Calhoun counties  
d. an access site has been established in Benton county | 1. a. The site is now crowded and the need to expand is near.  
b. additional partners are being sought.  
c. all affiliate sites are busy with more customers. Tate is to receive funds for renovating a building.  
d. more customers are needed to use the facility |
| 2. Expand services to include new partner. | | 2. a. Unemployment has recently become a partner.  
b. DHS and WIC have been approached about co-locating. | 2 a. The comprehensive site now offers all required services  
b. State agency heads will be encouraged to participate at all levels. |
**NORTHWEST COMMUNITY COLLEGE**
**2002 UNIT ANNUAL OUTCOME OBJECTIVES**
**EDUCATIONAL PROGRAMS**

Planning Unit: Workforce Investment Act (WIA)

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| 3. Community awareness of WIA will be improved by providing information to area newspapers and businesses. | 3 a. Press releases written and approved for publication.  
3 b. Publications submitted to area newspapers and media.  
3 c. Flyers and brochures distributed.  
3 d. Accept individuals to discuss WIA  
3 e. Provide ITA’s to pay tuition for qualified applicants to Northwest. | 3 a. Press releases and an open house has been held  
b. Publications and press releases to area papers and media  
c. Flyers and brochures have been distributed  
d. Invitations to speak have been accepted  
e. ITA’s are being provided for qualified applicants. | 3 a. More awareness of WIA for the area  
b. More customers are using WIA services  
c. More customers are visiting the WIA sites  
d. Local businesses are more familiar with WIA. Companies facing layoffs or closures are receiving assistance  
e. over one hundred people are attending training with ITA’s more will be forthcoming | 4 a. New equipment was installed in all WIA sites  
b. Price quotes were used to secure lowest costs  
c. Needed equipment was purchased  
d. Equipment was purchased following procurement guidelines |
| 4. New equipment will be purchased for the WIA Job Sites in the district to ensure successful job placements, marketable skills. | 4 a. Secure list of needed equipment.  
4 b. Secure price quotes.  
4 c. Include equipment costs in the proposal  
4 d. Advertise equipment needs in area newspapers. | 4 a. Equipment needs have been secured  
b. Price quotes have been gotten  
c. Equipment costs were included in proposal  
d. Equipment was advertised | 4 a. New equipment was installed in all WIA sites  
b. Price quotes were used to secure lowest costs  
c. Needed equipment was purchased  
d. Equipment was purchased following procurement guidelines |
### NORTWEST COMMUNITY COLLEGE
### 2002 UNIT ANNUAL OUTCOME OBJECTIVES
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<td>Activity</td>
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<tr>
<td>5.  Ensure all entrances</td>
<td>5 a. Access ramps to be where needed.</td>
<td>5 a. ramps were built</td>
<td>5 a. The handicapped have</td>
</tr>
<tr>
<td>restrooms, parking at sites</td>
<td>5 b. All openings to offices made</td>
<td>b. Openings to door ways</td>
<td>better access to the</td>
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<tr>
<td>meet ADA required standards.</td>
<td>wide enough for wheel chairs.</td>
<td>were widened</td>
<td>building. An initial</td>
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<tr>
<td></td>
<td>5 c. Fire alarms with sound as well as</td>
<td>c. Fire alarms were</td>
<td>review of the sites by</td>
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<tr>
<td></td>
<td>blinking lights for fire alerts.</td>
<td>purchased</td>
<td>Voc-Rehab provided</td>
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<td>5 d. Water fountains at proper</td>
<td>d. Water fountain was</td>
<td>suggestions for</td>
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<td></td>
<td>heights.</td>
<td>installed at the</td>
<td>improvement</td>
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<tr>
<td></td>
<td>5 e. Door entrances have levers for</td>
<td>e. Levers were installed</td>
<td>b. Easier access for</td>
</tr>
<tr>
<td></td>
<td>easy access.</td>
<td>f. installed parking spaces</td>
<td>wheel chairs</td>
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<tr>
<td></td>
<td>5 f. ensure parking spots for</td>
<td>for handicapped.</td>
<td>c. The handicapped have</td>
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<tr>
<td></td>
<td>handicapped.</td>
<td></td>
<td>advanced warnings of</td>
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<td>fire like everyone</td>
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<td></td>
<td>d. The handicapped can get</td>
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<td></td>
<td></td>
<td></td>
<td>to water fountain and</td>
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<tr>
<td>6.  Provide additional</td>
<td>6 a. Computer access for clients to</td>
<td>6 a. Job sites, computer</td>
<td>e. Easier door openings</td>
</tr>
<tr>
<td>services to promote</td>
<td>inquire about job openings, resume</td>
<td>information installed.</td>
<td>f. handicapped parking is</td>
</tr>
<tr>
<td>employability.</td>
<td>preparation.</td>
<td>b. software was purchased</td>
<td>available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. all computers have internet</td>
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<td></td>
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<td>d. Career Exploration</td>
<td></td>
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<td></td>
<td>software</td>
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<td>e. Testing for employers</td>
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<td>f. Basic skills instruction</td>
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<td>for clients if needed.</td>
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</tbody>
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Appendix 6: Job Descriptions

**Director, Workforce Development/WIA and Community Services**
Northwest Mississippi Community College
Job Description

The Director, Workforce Development/WIA and Community Services is responsible for the management and supervision of the Workforce Development Program at Northwest Mississippi Community College. The Director supervises the following areas: the Workforce Development Center, the Workforce Investment Act WIN Job Center, Adult Basic Education /General Education Degree program, and the Senatobia campus Continuing Education program. Specific duties include:

1. Promotes participation in a 15-member District Workforce Development Council by those who serve as voting members from each county in the NWCC service area;
2. Markets the Workforce program to the community through participating in community based organizations, professional groups, and special events;
3. Acts as liaison from industrial customers and the Workforce Council to the College;
4. Manages state and federal program funding;
5. Plans and schedules staff development;
6. Directs operations of remote sites in Olive Branch, Southaven, Batesville, and Oxford;
7. Completes all required local and state reports;
8. Plans and submits program budget requirements, and manages all fiscal and administrative operations of the program;
9. Represents the College at local and state Workforce meetings, conferences, and other events.

**DIRECTOR, WORKFORCE PLANNING AND DEVELOPMENT**
Northwest Mississippi Community College
Job Description

Reports to Director, Workforce Development, WIA and Community Services and maintains a strong articulation with the Executive Assistant to the President and to the President. Builds staff capacity by analyzing training needs of NWCC service district through District Workforce Development Council input and industry contact. Serves as liaison with business/industry and the community by performing the following job duties:

1. Promotes participation in a 15-member District Workforce Development Council by those who serve as voting members from each county in the NWCC service area:
2. Through District Workforce Development Council and PDDs, organizes, develops and monitors strategic planning for the work of the unit;
3. Markets workforce training and GIS technology to the community through participating in community-based organizations, professional groups and special events;
4. Acts as liaison from industrial customers, the WIN Centers and the District Workforce Council to the College;
5. Surveys functions of other agencies in workforce training to work toward building a collaborative that incorporates all similar programs; strives to merge resources and avoid duplication of efforts;
6. Organizes District Workforce Development Council meetings in cooperation with the Council Chairperson;
7. Studies methods of improving services for continuous improvement;
8. Communicates and interacts with industry and other departments at the college in an effort to help identify and understand the full scope of training needs;
9. Adheres to continuous improvement philosophy;
10. Performs other duties as assigned.

WIN CENTER OFFICE MANAGER/BOOKKEEPER
Northwest Mississippi Community College
JOB DESCRIPTION

Title of Position: Office Manager/Bookkeeper

Reports to (Title): Director of WIA/Community Services

Minimum Qualifications*: Bachelor’s Degree preferred; two years bookkeeping experience and experience in Federal programs preferred.

Duties and Responsibilities:
- Prepares and submits accruals and reimbursement reports to the appropriate agency monthly.
- Maintains documentation and files on all costs expended.
- Prepares budgets for contracts.
- Negotiates contracts with funding agency and partners.
- Prepares cost allocations for partners’ shares for contracts.
- Insures that expenditures do not exceed the budgetary amounts.
- Assists in the procurement of purchases (supplies, equipment, etc.)
- Maintains financial books and records.
- Maintains inventory and inventory records.
- Insures all bills received are sent to accounts payable to be paid in a timely fashion.
- Insures requisitions are written properly and purchase orders are issued.
- Approves and signs all paper work generated in the NWCC District WIN Job Centers.
- Oversees day-to-day operations in the WIN Job Centers.

__Jennifer Casey____________ __David Bledsoe____________________
Office Manager/Bookkeeper    Director
Director, Adult Basic Education
Northwest Mississippi Community College
Job Description

The Director of Adult Basic Education is responsible for, but not limited to, assisting the Director of Workforce Development/WIA and Community Services in planning, organizing, promoting, and monitoring the ABE/GED/ESL program for the Northwest Mississippi Community College district.

**Adult Basic Education/General Educational Development /English as a Second Language Director of Adult Basic Education**

**Function:** The Director of Adult Basic Education is responsible for, but not limited to, assisting the Director of Workforce Development and Community Services in planning, organizing, promoting, and monitoring the ABE/GED/ESL program for the Northwest Mississippi Community College district.

**Qualifications:** The Director of Adult Basic Education requires a Bachelors Degree; requires computer skills in Microsoft Word, Microsoft Excel, Power Point, Plato Software and AEMS; five (5) years work experience in an adult education program preferred.

**Duties and Responsibilities:** The Director of Adult Basic Education shall have the following duties and responsibilities:

- Responsible for selecting, interviewing, hiring, training, development, and evaluation of the ABE/GED/ESL lead instructor, instructors, and instructor’s aides in the Northwest Mississippi Community College district.
- Responsible for data collection, implementation, and reporting of information from the Adult Education Management System (AEMS).
- Maintain liaison with community organizations including the local Departments of Human Services, churches, correctional institutions, industries, businesses, civic organizations, and county leaders.
- Responsible for researching, developing, organizing, implementing, promoting, and monitoring ABE/GED/ESL classes and programs in the Northwest Mississippi Community College district as required by federal, state and/or local policies.
- Responsible for planning staff development activities for ABE/GED/ESL instructors and staff.
- Responsible for developing bid specifications for instructional equipment, materials, and supplies for the ABE/GED/ESL program and maintaining necessary inventory.
- Responsible for developing ABE/GED/ESL proposals and budgets for the department.
- Responsible for developing and recommending class schedules cooperatively with other departments at Northwest Mississippi Community College.
- Responsible for developing and implementing assessment materials and procedures to evaluate student learning and performance.
- Supervise the recruiting of students for the ABE/GED/ESL program for the Northwest Mississippi Community College district.
Provide ABE/GED/ESL instructor assistance and information for student follow-up reports and demographics.
Organize and conduct GED graduations.
Attend and participate in local and/or state advisory council meetings.
Resolve problems and/or grievances of ABE/GED/ESL personnel and/or students as needed.
Perform other duties as may be assigned.
Coordinator, Continuing Education  
Northwest Mississippi Community College  
Job Description

Job Description: Coordinator of Continuing Education and Administrative Assistant is as follows:

- To coordinate, implement and supervise all activities offered through the continuing education program, such as non-credit classes for personal development, CEU classes/seminars/workshops for professional development and professional recertification, Lifelong Learning classes and trips for senior citizens, and Kids’ Kollege, camps/activities offered during the summer, for children

- To hire instructors, facilitators, and presenters for the continuing education program

- To distribute marketing materials such as brochures and fliers pertaining to the continuing education program

- To assist in preparation for Workforce Council meetings
Mr. Joe Broadway, Executive Assistant to the President and District Dean for Career and Technical Education
662-562-3231 (fax)662-562-3921

WORKFORCE DEVELOPMENT CENTER/WIA and Community Services
P. O. Box 7048, Senatobia, MS 38668
662-562-3457 (fax)662-562-3951
workforce@northwestms.edu

District Workforce Development Council Members 2005-06

Mr. David Bledsoe, Director
Workforce Development and Community Services
P. O. Box 7048
Senatobia, MS 38668
662-562-3233 (fax) 662-560-5214
mdbledsoe@northwestms.edu

Ms. Joyce Brasell, Director
Workforce Planning & Development
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