

**CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND
FINANCIAL STATUS REPORT**

**FOR THE
STATE BASIC GRANT AND TECH PREP GRANT PROGRAMS**

**CARL D. PERKINS VOCATIONAL
AND TECHNICAL EDUCATION ACT OF 1998**

FISCAL YEAR 2006

**PREPARED BY
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF CAREER EDUCATION**

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I. State Administration [Section 121]
A. Sole State Agency and Governance Structure

The Missouri State Board of Education is the sole state agency responsible for the administration and supervision of career education programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law (P.L.) 105-332. The State Board of Education has statutory authority to cooperate with the United States Department of Education in the administration of the five-year State Plan for Vocational Education in Missouri and will not delegate its responsibilities under this law to any other State agency.

According to the Missouri Constitution, “The supervision of instruction in the public schools shall be vested in a state board of education...” (Article IX, Section 2(a); 1945). This provision gives the State Board of Education general authority for public education, within limits set by the General Assembly. The State Board has the constitutional responsibility to establish policy, supervise instruction in the public schools, and to adopt accreditation rules for the operation of Missouri schools (Section 161.092, Revised Statutes of Missouri (RSMo)). The Board’s duties and responsibilities range from preschool through grade twelve (12), secondary career education, postsecondary career education, adult education, Veterans’ Education and Training, and Vocational Rehabilitation.

By law, the State Board serves as the state-level governing body for secondary career education programs provided by local school districts, as well as postsecondary career education programs offered by community colleges, a state technical college, and public four-year institutions that are supported, in part, by the State Plan for Vocational Education. The State Board is responsible for the coordination and development of policy with respect to the career education programs under P.L. 105-332 and for the development of a State Plan.

Within the Department of Elementary and Secondary Education, the Division of Career Education has a major responsibility for secondary, postsecondary, and adult career education in Missouri. Programs and services provided include assistance with program approval, effective practices, technical assistance, funding, and career and technical student organizations. Program content specialists are available in the following areas: Agricultural Education; Business, Marketing, and Cooperative Education; Family and Consumer Sciences Education; Trade and Industrial Education; Health Sciences Education; and Technology Education. Other multi-discipline issues addressed include articulation agreements between schools, cooperative education, entrepreneurship education, gender equity, the Missouri Comprehensive Guidance Program, labor market information, program evaluation, regional planning, Tech Prep Education, and special populations.

Division of Career Education program content specialists serve as State Advisors for: a) secondary career and technical student organizations, including DECA, FFA, FCCLA, FBLA, TSA, and SkillsUSA; b) postsecondary career and technical student organizations, such as Postsecondary Agriculture Students, Delta Epsilon Chi, Phi Beta Lambda, and SkillsUSA; and c) adult career and technical student organizations which include Missouri Young Farmers/Young Farm Wives Association.

The Division of Career Education is organized in two units: 1) Career Education and 2) Adult Education and Employment Training. The Career Education unit has four (4) sections, with each linking a specified career education program with one or more of the career paths applicable for the State of Missouri. The other two (2) sections of the unit focus on: 1) Guidance and Placement Services and 2) Career Education Initiatives, such as Special Needs, GED Option, and *High Schools That Work*. The Adult Education and Employment Training unit features four (4) sections which link career education with life-long learning experiences, employment-specific training and education opportunities, and other programs associated with the Workforce Investment Act of 1998.

The Missouri Career Education Delivery System provides programs, services, and activities to serve individuals who:

- A. are in secondary schools;
- B. are in postsecondary career education programs;
- C. are adults in need of training or retraining;
- D. have disadvantaged and/or disabling conditions; and
- E. are members of other special populations.

In carrying out its responsibilities for the administration of the statewide career education delivery system, the State Board of Education, through its employees, has cooperative arrangements with other agencies of State government. The Division of Career Education cooperates in planning, maintaining, and appraising career education programs with other state agencies: the Departments of Higher Education, Economic Development, Social Services, Labor and Industrial Relations, and Corrections.

The Missouri career education system provides statewide local delivery of services through 12 community college service regions (which in some cases may include multiple community college campuses), 57 area career centers, one (1) state technical college, seven (7) four-year universities offering two-year associate degree programs, and 452 comprehensive high schools.

The career education delivery system is Missouri's primary educational system for preparing the state's workforce. Career education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current and emerging fields, to continue their education, or to be retrained for new business and industry practices. The scope of Missouri's career education delivery system included career awareness and self-assessment of interests and skills at the junior and middle school level, occupational skill development at the secondary and postsecondary levels, and Customized Training for Missouri's business and industry.

Division of Career Education

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Gavin Allan, Director

Career Education Initiatives	
Doug Sutton, Director <i>High Schools That Work</i>	Shawn Brice, Director Career Ed. Special Needs GED Option Program

Guidance and Placement Services
Bragg Stanley, Director

B. Organization of Vocational and Technical Education Programs

Career education programs in Missouri are organized in five areas: Agricultural Education; Business, Marketing, and Cooperative Education; Family and Consumer Sciences Education; Health Sciences Education; and Trade and Industrial Education. Each career education program is aligned with its corresponding career cluster. Each course within the career education program is then aligned with the appropriate career field (career path).

A series of competency profiles have been developed for each course within the career education program(s). All competency profiles are aligned with Missouri Show-Me Standards and corresponding industry certifications, where applicable. In addition, six (6) statewide articulation agreements have been developed to assist with the transition to postsecondary education, apprenticeship, or other training opportunities. The articulation agreements are: Automotive Technology; Cisco Networking Academy/Cisco Certified Networking Associate; Construction/Carpentry/Building Trades; Culinary Arts/Hospitality; Heating, Ventilation, Air Conditioning, and Refrigeration; and Welding.

http://dese.mo.gov/divcareered/articulation_agreements.htm

For reporting purposes, all districts were required to provide end-of-year enrollment figures by the 16 career clusters for all career education program areas.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

The following summary lists major initiatives and activities that are “required” under Section 124(b)(1-8) of the Act. The number(s) listed beside each initiative or activity corresponds with the eight (8) required uses of funds.

Missouri Center for Career Education (3, 4) <http://missouricareereducation.org/about/about.html>

The Missouri Center for Career Education (MCCE) continued operation in Fiscal Year 2006 to support and strengthen career education in Missouri through the coordination of communication, products, and services for career educators, and to promote contextual teaching and learning throughout the K-16 educational system. MCCE serves as a focal point and catalyst for coordinating communications, products, and services between and among various entities that supported career education to improve information sharing, enhance coordination, increase effectiveness, and expand efficiency. The work of MCCE is focused around three areas: Research and Curriculum Development, Professional Development, and Resources.

MCCE facilitated a number of professional development activities and curriculum development projects, many of which were funded through Section 124(b)(1-8) of the Act. These activities and projects will be described separately in this report.

Curriculum Development Projects (2, 3, 4)

During Fiscal Year 2006, MCCE conducted 11 curriculum development projects. Each of the projects is identified by title and a brief description is provided as follows:

Personal Finance - The purpose of this project was to develop a problem-based curriculum guide for high schools to use in teaching personal finance. The Missouri State Board of Education approved an increase in the minimum high school graduation standards that includes a required half-unit in personal finance. The instructional units in the curriculum are goals and decision-making, careers and planning, budgeting, banking services, savings and investing, credit, and consumer skills, http://dese.mo.gov/divcareered/personal_finance.htm.

Embedded Credit Toolkit - As a result of the increase in the minimum high school graduation requirements, embedded credit has become more widely recognized by career and technical educators as one means to ensure that students have the opportunity to complete a rigorous core of both academic and technical coursework. The purpose of the toolkit is to assist educators in their efforts to develop and implement embedded credit courses, <http://missouricareereducation.org/curr/cmd/adminG/EmbeddedCredit/index.html>.

Competency Profile in Digital Communications - This competency profile covers topics which introduce students to new and emerging technologies that are impacting the way information is input into computers and other devices. Included among these topics is a review of keyboarding skills; voice input systems; on-screen handwriting using tablet PCs; handheld computers and PDAs (Personal Digital Assistants) for computer applications, scheduling, notetaking, and data management; digital imaging; and other technologies.

Keyboarding/Computer Applications Scope and Sequence - The purpose of this project was to develop a K-14 Scope and Sequence document for Keyboarding/Computer Applications. This document provides guidance for instructors as they work to see that students progress at a steady pace throughout their education and develop progressively more advanced skills. With teachers following a logical sequence, each succeeding grade-level teacher will be able to motivate and challenge students with higher-level learning. This will ultimately provide students with the opportunity to develop skills that should articulate with two-year college courses and/or dual-credit courses for the students.

Facilities and Safety Supplement to the Implementation Handbook for Family and Consumer Science - The purpose of this project was to develop a facilities specifications and safety supplement to accompany the current *Implementation Handbook for Family and Consumer Sciences*. The information provides instructors with specifications and safety guidelines for Family and Consumer Sciences classrooms and laboratory facilities.

Curriculum Resource Document for Housing Environments and Design - This project developed a curriculum resource document for the *Housing Environments and Design* high school level semester course in the Family and Consumer Sciences curriculum. The information provides instructors with an annotated bibliography of current and relevant instructional resources that support skill development, critical thinking, and practical problem-solving as a local curriculum is developed.

Development of Units in the Guidance Career Development Strand - This project was designed to expand on the work completed by the Advisory Committee for the development of the new *Scope and Sequence for the Career Development Strand of the Missouri Comprehensive Guidance Program*. Achievement of career development GLEs is related to achievement in

academic and personal/social development. This project developed K-12 GLEs in career academics and personal social development. Sample lessons and units will be posted on the MCCE website for download. The project will also be working with SuccessLink (<http://www.successlink.org/>) to incorporate the lessons into their system.

Description of the Relationship Between Implementation of the Missouri Comprehensive Guidance Program and Student Academic Achievement - This project was designed to develop a description of the relationship between the level of implementation of the Missouri Comprehensive Guidance Programs (MCGP) and performance level on MAP scores. Additionally, a specific component of the MCGP that enhances student academic achievement or could be modified to positively impact the academic progress of all students was identified. The deliverables from this project provided indicators of past impact and potential future directions for MCGP curriculum development.

Pilot Study of the Certified In-Home Health Aide Manual - This project was a pilot study of the newly-developed Certified In-Home Aide manual and supporting instructional materials for development of a new course to train future in-home aides.

Development of a Test Bank and Secure Online Accessibility System for Certified Medication Technicians - This project developed a test bank to accompany the Certified Medication Technician (CMT) manual and supporting curriculum that was revised in Fiscal Year 2005. This test bank provides for multiple tests consisting of randomized questions with demonstrated reliability and validity.

Exploring Technology Careers - The purpose of this project was to develop Course “B”, second semester, for exploring technology careers at the ninth-grade level. Course “B” is the companion to Course “A”, which was developed during the Fiscal Year 2005 curriculum project period. The Career Cluster topics completed in Fiscal Year 2005 for Course “A” were Architecture and Construction, Engineering, and Manufacturing. The Career Cluster topics for Fiscal Year 2006 Course “B” project were Transportation and Logistics, Information Technologies, and Communication Technologies.

New Teacher Institute (3) <http://missouricareereducation.org/pd/nti.html>

The two-week introductory session of New Teacher Institute (NTI) was conducted at the University of Central Missouri in August 2005. Subsequent coursework (provided online) and follow-up sessions were held throughout the state. The final NTI callback session was completed in April 2006. A total of 77 individuals participated in the year-long professional development activity.

Career Education Mentoring Program (3)

<http://missouricareereducation.org/pd/mentoring/index.html>

The Career Education Mentoring Program continued during Fiscal Year 2006. The Career Education Mentoring Program is designed to:

- offer a professional learning community that includes collaboration and reflection to both protégés and mentors;

- increase familiarity with the teaching and administrative culture by occupational content area;
- support new and returning teachers in their work with students; and
- build a cohort group of new and returning teachers specific to each content area.

During the third year of implementation, 144 mentors and 170 protégés participated in the first year of the mentoring program. Ninety-three mentors and 100 protégés continued their second year in the program. A component was added this year which addressed the mentoring needs for guidance counselors. Sixty-one mentors and seven (7) protégés participated in the guidance mentoring activities.

Race Into Reading (4)

RACE Into Reading – Reading About Career Experiences is an interactive school/community service project through Missouri Career Education. The primary goals are to raise awareness among second- and third-grade students of potential careers and to encourage reading for information and fun.

The project was conducted by high school Career and Technical Student Organizations (CTSOs), such as DECA, FBLA, FCCLA, FFA, SkillsUSA and TSA. Participating Missouri CTSO chapters received project “toolkits,” which included resource and incentive items to enhance the project locally. High school student volunteers incorporated readings and activities from the toolkit which promote career exploration and awareness.

Although the program does not directly teach reading skills to students, it is hoped that by having secondary students interact in a positive way with elementary students, both the high school and elementary students will be encouraged to continue reading for fun and for information. Further, participation in the project allows elementary students to learn about a variety of career opportunities and allows the CTSO members to develop leadership skills and to serve as a positive role model for elementary students.

Objectives of the *RACE Into Reading* project were developed with an advisory committee of Missouri CTSO advisors. The objectives have been aligned to the Missouri Show-Me Standards and Goals. The objectives of *RACE Into Reading* have also been aligned with the Grade-Level Expectations (GLE) for Communications Arts.

RACE Into Reading projects complement other components of a student’s education. Awareness of potential careers in the early elementary years facilitates the decision-making process as students plan their futures. This project supplements guidance efforts as students begin to investigate career clusters and develop career plans and portfolios. *RACE Into Reading* is continuing in the 2006-07 school year.

Department of Corrections (DOC) Initiative (7)

The Department of Corrections Initiative continued to offer Employability Skills/Life Skills (ES/LS) to offenders at the Boonville Correctional Center, the Women’s Eastern Reception and Diagnostic Correctional Center, and the Central Missouri Correctional Center. The goal is to provide pro-social skills training vital to human interaction and effective interaction in society.

ES/LS is an eight- to ten-week program designed to expose offenders to critical skills that are vital to securing and retaining employment upon release from confinement. State certified teachers present sixteen (16) modules, using multi-media and various training delivery tools, to offenders in a classroom setting. Upon completion of the training, offenders receive a certificate of completion, which could also serve as a record of the offender's performance during the training. This certificate is then transferred to a file the offender should access prior to release.

Division of Youth Services (DYS) Initiative (8)

The Division of Youth Service (DYS) Initiative paid a portion of the salaries for three (3) career education guidance counselors employed by DHS in three (3) of the division's five (5) geographical regions. These counselors served incarcerated youth according to the specified objectives of the Regional Administrator.

The career education guidance counselors provided:

1. Workshops and/or career units
2. Job acquisition and retention skills
3. Transition from custody to community
4. Assistance with guest speakers
5. Organization of job fairs at larger facilities
6. Analysis, reporting, and interpreting of assessment information
7. Assistance in the development of student career portfolios
8. Relevant information for teachers and other staff

In the St. Louis region, a Career and Technical Special Needs instructor introduced students to opportunities in the world of work. Students were exposed to topics including career assessment, employment readiness, job-seeking skills, and transition opportunities. Students developed abilities in technical preparation which included higher levels of thinking and understanding, communications, goal setting/attainment, and quality processing of knowledge and information. They were able to use career and technical preparation knowledge to create a finished product, conduct research, learn technical skills, and use tools for various job duties.

The instructor conveyed to the students career possibilities and the importance of technical preparation in personal and professional environments. Teaching strategies included applying problem-solving skills; assessing personal strengths/weaknesses; developing and evaluating technical plans; using equipment and materials in a proper, safe, and considerate manner; constructing final products from design criteria; and "selling" the end product to a mock or real audience. Students surveyed current markets and forecast future career opportunities. Students focused on turning in quality work, setting high standards for success, and revising their work based on quality analysis.

Project SERVE (5)

Project SERVE (Sex Equity Resources in Career Education) provided sex equity resources for career education through professional development programming and technical assistance for the New Traditions Regional Resource Centers. Publications were developed to support gender equity programming in career education. Resources to promote recruitment of minorities into equity programs were developed and updated.

Project ENTER (5)

Project ENTER (Education for Nontraditional Employment Roles) focused on establishing a marketing strategy that assisted in changing stereotypical perceptions of the job market. Project ENTER provided networking, production, and distribution of promotional materials aimed at nontraditional training and employment. Project SERVE sponsored the annual Breaking Traditions recognition program for secondary and postsecondary/adult students and teachers that participated in programs that are nontraditional for their gender.

B. Permissible Activities [Section 124]

The Division provided leadership for six (6) CTSOs: DECA, FBLA, FCCLA, FFA, SkillsUSA, and TSA. Each CTSO was assigned a state advisor. These advisors provided the leadership for state officer training; fall leadership activities; and regional, state, and national leadership conferences.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A list of the eligible recipients for the reporting year can be found at the following link: http://dese.mo.gov/divcareered/Perkins/Perkins_Allocations.xls

The local application used to fund eligible recipients in Missouri was done electronically. The link to access the local application is: <https://k12apps.dese.mo.gov/webapps/logon.asp>.

IV. Accountability [Section 113]

A. Overall Performance Results and Program Improvement Strategies

Individual Performance Indicators Met

IS1 - Secondary Academic Attainment - The Fiscal Year 2006 career education level of performance for all concentrators was 48.88%. The negotiated level of performance was 44.74% giving the State a variance of 4.14%. Missouri increased its performance by 1.54% from Fiscal Year 2005. The performance level was met in 2006 due to the state-adjusted level of performance being lowered to 44.74%.

IS2 - Vocational Skill Attainment - The State performance level was 87.98%. This was an increase of 1.33% from Fiscal Year 2005. The increase was due to consortiums reviewing their skill sets and revising them to reflect the needs of business and industry.

2S1 - Secondary Completion - The State performance level was 95.27%. This was a .29% increase from Fiscal Year 2005. Students who met the concentrator definition were generally upper classmen and were successful in high school. This contributed to the high completion rate.

4S1 - Nontraditional Participation - The State nontraditional participation was 33.64%. This was a 4.43% increase from Fiscal Year 2005. In past years, only the nontraditional enrollment in programs offered at the area career centers was reported. Nontraditional enrollment was not being collected from programs held in consortium member schools. Due to the large number of females enrolled in Agricultural Education programs and males enrolled in Business Education programs at the schools in the consortium, the State was able to meet this performance indicator for Fiscal Year 2006.

4S2 - Nontraditional Completion - The State nontraditional completion level was 32.42%. This was an increase of 5.27% from Fiscal Year 2005. Again, due to the large number of females enrolled in Agricultural Education programs and males enrolled in Business Education programs at the schools in the consortium, the State was able to meet this performance indicator for Fiscal Year 2006.

1P1 - Postsecondary Academic Attainment - The State performance level was 83.72%. This was 6.51% above the adjusted level of performance. There was no consistency among the LEAs as to what assessment was administered. Many of the LEAs only administered the assessments to students who were scheduled to graduate during the reporting year.

1P2 - Postsecondary Vocational Skills Attainment - The State performance level was 91.75%. This was .19% above the adjusted level of performance. The classroom instructor evaluated the skill attainment level of each student using the skill lists they had developed. There were no statewide skill sets/lists.

2P1 - Postsecondary Completion - The State performance level was 84.49%. This was 1.98% above the adjusted level of performance. The State's ability to meet this indicator was due in part to a better understanding by the LEA on accurately reporting "eligible to complete" students.

3P1 - Postsecondary Placement - The State performance level was 88.05%. This was 1.58% above the adjusted level of performance. The State's ability to meet this indicator was due in part to the LEAs focus on reducing the number of students who in the past have been reported as "Status Unknown". Additional staff time and resources were expended to locate students and determine their placement status.

3P2 - Postsecondary Retention - The State performance level was 92.35%. This was .46% above the adjusted level of performance. Retention performance levels were provided through an administrative record exchange with the Wage and Hour Division of Employment Security and were limited to two states, Missouri and Kansas, and retention in "employment" only.

4P2 - Postsecondary Nontraditional Completion - The State performance was 17.59%. This was .51% above the adjusted level of performance. The State's ability to meet this indicator was due to an increase in nontraditional participation. The data revealed that if nontraditional students enrolled in higher numbers, completion of nontraditional students increased.

Individual Performance Indicators Not Met

2S2 - Secondary Completion with a Proficiency Credential - Missouri's performance dropped 5.69% from Fiscal Year 2005. In past years, only the credentials earned in programs offered at the area career centers were reported. It was determined that programs offered in the home school districts were not reporting in the consortium total the credentials earned. The inclusion of these programs in the count for Fiscal year 2006 caused the State to not meet the adjusted level of performance for this indicator, 30.61%.

Consortium fiscal agents have been advised to assist its consortium members in developing local credentials that meet the intent of the performance indicator whenever a state or national credential is not available. The fiscal agents have been encouraged to share the information on proficiency credentials awarded to students for programs that are common between all consortium members.

3S1 - Secondary Placement - Missouri's performance dropped 1.79% from Fiscal Year 2005. It was determined that programs offered in the home school districts were not reporting placement data in the consortium total. The inclusion of this placement data in the consortium total contributed to the State not meeting the adjusted performance level for this indicator, 92.44%.

The Department advised all fiscal agents to survey those students who were not employed or not available for placement to determine the underlying cause of non-placement. The local recipients that had a higher than normal percentage of "status unknown" were advised to review their placement procedures/processes.

4P1 - Postsecondary Nontraditional Participation - Participation in nontraditional programs was 1.48% below the negotiated level. This was an increase of 1.79% from Fiscal Year 2005. Recruitment and awareness were stressed in all recruitment and advertising venues.

The Department encouraged postsecondary institutions to continue to stress opportunities for nontraditional students. The State improved on this indicator.

B. Performance Results for Special Populations and Program Improvement Strategies

Special Populations Individual Performance Indicators Met

4S1 - Nontraditional Participation - The special population performance level was 31.19%. This was 3.95% above the adjusted level of performance. In past years, only the nontraditional enrollment in programs offered at the area career centers was reported. Nontraditional enrollment was not being collected from programs held in consortium member schools. Again,

due to the large number of females enrolled in Agricultural Education programs and males enrolled in Business Education programs at the schools in the consortium, the State was able to meet this performance indicator for Fiscal Year 2006.

4S2 - Nontraditional Completion - The special population performance level was 29.17%. This was 4.37% above the adjusted level of performance. In past years, only the nontraditional enrollment in programs offered at the area career centers was reported. Nontraditional enrollment was not being collected from programs held in consortium member schools. Due to the large number of females enrolled in Agricultural Education programs and males enrolled in Business Education programs at the schools in the consortium, the State was able to meet this performance indicator for Fiscal Year 2006.

1P1 - Postsecondary Academic Attainment - The State performance level was 80.58%. This was 3.37% above the adjusted level of performance. There was no consistency among the LEAs as to what assessment was administered. Many of the LEAs only administered the assessments to students who were scheduled to graduate during the reporting year.

4P1 - Postsecondary Nontraditional Participation - The State performance level was 31.21%. This was .40% above the adjusted level of performance. The data revealed a larger percentage of special population students as nontraditional due to duplication. Students may be counted in several special population categories (i.e. Single Parents, Limited English Proficient, Economically Disadvantaged, etc.).

4P2 - Postsecondary Nontraditional Completion - The State performance level was 19.60%. This was 2.52% above the adjusted level of performance. The State's ability to meet this indicator was due to an increase in nontraditional participation. The data revealed that if nontraditional students enrolled in higher numbers, completion of nontraditional students will also increase.

Special Populations Individual Performance Indicators Not Met

1S1 - Secondary Academic Attainment - The special population performance level was 35.72%. This was 9.02% below the adjusted level of performance. The special population students were typically academically disadvantaged. This was the major contributor to poor performance on academic assessments. The Department encouraged all fiscal agents to analyze their data to determine each subgroup's performance level and, whenever possible, develop a strategy to intervene in grades 9-10. Data from the programs offered at the sending schools have been omitted from the consortium's total performance in past years. Fiscal agents have been instructed to include data for all career education programs in the consortium total in the future.

1S2 - Vocational Skill Attainment - The special population performance level was 84.20%. This was .95% below the adjusted level of performance. However, performance increased by 1.49% from Fiscal Year 2005. Data from the programs offered at the sending schools have been omitted from the consortium's total performance in past years. Fiscal agents have been instructed to include data for all career education programs in the consortium total in the future.

2S1 - Secondary Completion - The special population performance level was 93.52%. This was .22% below the adjusted level of performance. Special population students who became concentrators and graduated were within 1.75% (95.27 v. 93.52) of the overall completion rate. Data from the programs offered in the sending schools have been omitted from the consortium's total performance in past years. Fiscal agents have been instructed to include data for all career education programs in the consortium total in the future.

2S2 - Secondary Completion with a Proficiency Credential - The special population level was 31.07%. This was .90% below the adjusted level of performance. In past years, only the credentials earned in programs at the area career centers were reported. It was determined programs offered in the home school districts were not reporting in the consortium total the credentials earned. The inclusion of these programs in the count for Fiscal Year 2006 caused the State to miss the adjusted level of performance for this indicator.

Consortium fiscal agents have been advised to assist its consortium members in developing local credentials that meet the intent of the performance indicator whenever a state or national credential is not available. The fiscal agents have been encouraged to share the information on proficiency credentials awarded to students for programs that are common among all consortium members.

3S1 - Secondary Placement - The special population performance level was 88.58%. This was 4.92% below the adjusted level performance. This was due in part to a large number of students completing programs in sending schools that were not positively placed. It was determined that programs offered in the home school districts were not reporting placement data in the consortium total. The inclusion of this placement data in the consortium total contributed to the State missing the adjusted performance level for this indicator.

The Department advised all fiscal agents to survey the students who were not employed or not available for placement to determine the underlying cause of non-placement. The local recipients that had a higher than normal percentage of "status unknown" were also advised to review their placement procedures/processes.

1P2 - Postsecondary Vocational Skills Attainment - The special population level was 91.52%. This was .04% below the adjusted level of performance. The State's inability to meet this standard is very small. There was a relationship between skill attainment and completion. Those who did not complete would not have mastered all of the required skills of the program.

2P1 - Postsecondary Completion - The special population level was 77.82%. This was 4.69% below the adjusted level of performance. The data would suggest that special population students who completed 500 clock hours or 75% of the credit hours required of an Associate of Arts (AA) degree were not on track to complete their program of study in the reporting year. The data revealed that, on average, special population students completed an Associate of Arts program of study within six semesters of initial enrollment. Clock hour program completers varied depending on the actual number of clock hours required for the program.

3P1 - Postsecondary Placement - The special population level was 84.49%. This was 1.98% below the adjusted level of performance. Special population students were more difficult to place. They lacked mobility, and the economic resources available to them were limited. The Department has stressed the need for the LEAs to survey students who are not positively placed to determine the cause. There were several postsecondary institutions that have a higher than normal “status unknown” percentage. The Department is working with the LEAs to decrease the number of students reported in this category.

3P2 - Postsecondary Retention - The retention performance level was 91.30%. This was .59% below the adjusted level of performance. Retention performance was measured by matching social security numbers with the wage and hour administrative records. There were numerous institutions who did not provide accurate social security numbers; therefore, data were incomplete. The Department continued to encourage LEAs to report accurate social security numbers.

2006 Secondary Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	48.88%	44.74%	4.14%
1S2 - Skill Attainment	87.98%	85.15%	2.83%
2S1 - Secondary Completion	95.27%	93.74%	1.53%
2S2 - Second Completion with a Proficiency Credential	<u>30.61%</u>	31.97%	-1.36%
3S1 – Placement	<u>92.44%</u>	93.77%	-1.33%
4S1 - Nontraditional Participation	33.64%	27.24%	6.40%
4S2 - Nontraditional Completion	32.42%	24.80%	7.62%
			19.83%

2005 Performance	Change	
47.34%	1.54%	
86.65%	1.33%	
94.98%	0.29%	
36.30%	-5.69%	
94.23%	-1.79%	
29.21%	4.43%	
27.15%	5.27%	
		5.38%

Secondary Special Populations Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	35.72%	44.74%	-9.02%
1S2 - Skill Attainment	84.20%	85.15%	-0.95%
2S1 - Secondary Completion	93.52%	93.74%	-0.22%
2S2 - Second Completion with a Proficiency Credential	31.07%	31.97%	-0.90%
3S1 – Placement	88.85%	93.77%	-4.92%
4S1 - Nontraditional Participation	31.19%	27.24%	3.95%
4S2 - Nontraditional Completion	29.17%	24.80%	4.37%
			-7.69%

2005 Performance	Change	
32.89%	2.83%	
82.71%	1.49%	
93.46%	0.06%	
35.85%	-4.78%	
90.70%	-1.85%	
25.54%	5.65%	
23.53%	5.64%	
		9.04%

Secondary Tech Prep Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	<u>44.57%</u>	44.74%	-0.17%
1S2 - Skill Attainment	85.56%	85.15%	0.41%
2S1 - Secondary Completion	94.08%	93.74%	0.34%
2S2 - Second Completion with a Proficiency Credential	49.99%	31.97%	18.02%
3S1 – Placement	<u>90.39%</u>	93.77%	-3.38%
4S1 - Nontraditional Participation	<u>25.49%</u>	27.24%	-1.75%
4S2 - Nontraditional Completion	<u>24.39%</u>	24.80%	-0.41%
			13.06%

2005 Performance	Change	
47.65%	-3.08%	
87.16%	-1.60%	
95.09%	-1.01%	
41.02%	8.97%	
96.20%	-5.81%	
25.47%	0.02%	
24.55%	-0.16%	
		-2.67%

2006 Postsecondary Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	83.72%	77.21%	6.51%
1P2 - Skill Attainment	91.75%	91.56%	0.19%
2P1 – Completion	84.49%	82.51%	1.98%
3P1 – Placement	88.05%	86.47%	1.58%
3P2 – Retention	92.35%	91.89%	0.46%
4P1 - Nontraditional Participation	<u>29.33%</u>	30.81%	-1.48%
4P2 - Nontraditional Completion	17.59%	17.08%	0.51%
			9.75%

2005 Performance	Change
82.94%	0.78%
86.63%	5.12%
82.29%	2.20%
82.26%	5.79%
90.41%	1.94%
27.54%	1.79%
25.34%	-7.75%
	9.87%

Postsecondary Special Populations Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	80.58%	77.21%	3.37%
1P2 - Skill Attainment	<u>91.52%</u>	91.56%	-0.04%
2P1 – Completion	<u>77.82%</u>	82.51%	-4.69%
3P1 – Placement	<u>84.49%</u>	86.47%	-1.98%
3P2 – Retention	<u>91.30%</u>	91.89%	-0.59%
4P1 - Nontraditional Participation	31.21%	30.81%	0.40%
4P2 - Nontraditional Completion	19.60%	17.08%	2.52%
			-1.01%

2005 Performance	Change
82.18%	-1.60%
90.76%	0.76%
71.17%	6.65%
79.51%	4.98%
90.06%	1.24%
33.83%	-2.62%
30.53%	-10.93%
	-1.52%

Postsecondary Tech Prep Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	85.26%	77.21%	8.05%
1P2 - Skill Attainment	94.33%	91.56%	2.77%
2P1 – Completion	<u>73.48%</u>	82.51%	-9.03%
3P1 – Placement	94.41%	86.47%	7.94%
3P2 – Retention	N/P		
4P1 - Nontraditional Participation	40.93%	30.81%	10.12%
4P2 - Nontraditional Completion	17.58%	17.08%	0.50%
			20.35%

2005 Performance	Change
85.26%	0.00%
85.53%	8.80%
<u>78.76%</u>	-5.28%
<u>80.77%</u>	13.64%
N/P	
<u>26.14%</u>	14.79%
<u>18.98%</u>	-1.40%
	30.55%

C. Definitions - Secondary

Career Education Participant: A student enrolled in at least one state-approved career education course.

Career Education Concentrator: A career education participant earning two (2) or more units of occupational career education credit.

Career Education Completer: A career education concentrator who graduates from high school or earns a G.E.D. during the reporting year.

Tech Prep: A student engaged in the Tech Prep Education Program is formally counted as a Tech Prep student when they initially enroll in the Department of Elementary and Secondary Education approved career education course(s) portion of the program and when they make a commitment to pursue completion of an associate or baccalaureate degree, two-year postsecondary certificate, or two years or more in an apprenticeship program in a specific career field.

The articulation agreement must be signed by: 1) the student, 2) a representative of the LEA (secondary) providing the first two years of training, and 3) a representative of the postsecondary institution or apprenticeship program providing the third and fourth years of non-duplicative training.

C. Definitions - Postsecondary

Career Education Participant: A student enrolled in at least one Department-approved occupational career education course.

Career Education Concentrator: A career education participant who completes a minimum of five hundred (500) clock hours or earns 75% of the total number of credit hours required to complete the degree. For a two-year AAS degree program, this may be 45 credit hours (75%) of a 60 credit hour degree program.

Career Education Completer: A career education concentrator who receives a certificate of completion or earns a degree in the reporting year.

Tech Prep: A student is considered a Tech Prep student when they initially enroll in a Department-approved career education course(s) portion of a program and when they make a commitment to pursue completion of an associate or baccalaureate degree, two-year postsecondary certificate, or two-year plus apprenticeship program in a specific career field. Tech Prep students (Line 20 of each form) are included in the total (Line 1 of each form) for each performance measure. Note: In order to count a student as Tech Prep at the postsecondary level the student must have completed at least two (2) years of secondary instruction linked to a two-year or four-year postsecondary institution through a nonduplicative sequence of courses in a Department-approved occupational career education program. Institutions should maintain copies of the signed articulation agreement for each student.

D. Measurement Approaches - Secondary

1S1 - Secondary Academic Attainment

Subindicator 1S1 measures the percent of secondary concentrators who score at high achievement levels on the Missouri Assessment Program (MAP) test in the subject areas of Mathematics and Communication Arts. Effective April 2006, the categories of achievement levels were changed; therefore, attention had to be given to each student's test dates in order to correctly calculate this percentage. To be included in the numerator for each subject area:

- Concentrators who took the MAP tests in April 2006 through present have to score in the **top two** of the four MAP achievement levels:

Top 2 of 4 levels (current)

Advanced
Proficient
Basic
Below Basic

- Concentrators who took the MAP tests prior to April 2006 have to score in the **top three** of the five MAP achievement levels:

Top 3 of 5 levels (prior to April 2006)

Advanced
Proficient
Nearing Proficient
Progressing
Step 1

- Concentrators who took one test before April 2006 and took one test after that time have to score in the top three levels for the first test and the top two levels for the second test, accordingly.

The Local Education Agency's (LEA) level of performance for Sub-Indicator 1S1 was calculated by adding the denominator columns together (*Number taking the Math test plus Number taking the Communication Arts test*), then dividing that sum by two (2) to get a denominator average. Then, the numerator columns were added together (*Number scoring in the top levels of Math test plus Number scoring in the top levels of the Communication Arts test*), then dividing that sum by two (2) to get a numerator average. Finally, the numerator average was divided by the denominator average to calculate the LEA's level of performance.

To submit scores for the 1S1 (Academic Attainment) portion of the Accountability Report, each LEA had to have both test scores for at least 75% of all its concentrators.

Numerator: Sum of the total number of concentrators scoring in either the top three or top two levels of achievement for each of two (2) subject areas of the MAP: Communications Arts and Math.

Denominator: Sum of the total number of concentrators taking each of two (2) subject areas of the MAP: Communication Arts and Math.

Negotiated Level of Performance: 44.74%

Actual State Level of Performance: 48.88%

1S2 - Skill Attainment

Subindicator 1S2 measured the percent of secondary concentrators who mastered at least 80% of the identified essential skills for all Department-approved, occupational career education courses/programs offered by the LEA. Students completing more than one course or program during the reporting year must be counted in each course or program. If a student completed two career education programs and mastered 80% or more of the identified essential skills in each, then the student should be counted twice.

Numerator: Total number of concentrators mastering 80% of the locally-adopted identified essential skills.

Denominator: Total number of concentrators.

Negotiated Level of Performance: 85.15%

Actual State Level of Performance: 87.98%

2S1 - Secondary Completion

Subindicator 2S1 measured the percent of secondary concentrators who exited secondary education and earned a high school diploma or G.E.D. during the reporting year (most recent graduates). This subindicator focused on how many students who concentrated in career education actually completed secondary education by graduating or earning a G.E.D. For example, if a junior earned (two) 2 units of credit in career education, they were considered a career education concentrator. However, a junior was not eligible to graduate from high school during the reporting year; therefore, the student should not be counted for this measure.

Numerator: Total number of completers.

Denominator: Total number of concentrators eligible to graduate.

Negotiated Level of Performance: 93.74%

Actual State Level of Performance: 95.27%

2S2 - Secondary Completion with a Proficiency Credential

Subindicator 2S2 measures the percent of secondary career education completers who received a national, state, or local credential. The credential must be earned during the reporting year. The credential should be directly associated with the students' career education course or program. A credential includes, but is not limited to, licensure, certification or other credential documenting proficiency. Examples include: receiving a portfolio; MOUS, A+ computer or Novel computer certification; or Certified Nurses Aide licensure.

Numerator: Total number of completers receiving a national, state, or local credential.

Denominator: Total number of completers.

Negotiated Level of Performance: 31.97%

Actual Level of Performance: 30.61%

3S1 - Secondary Placement

Subindicator 3S1 measured the percent of secondary career education completers who were placed in employment, military, or continuing education. This subindicator included both related and nonrelated placement categories. Use the 2005 graduates in which placement data has already been reported to the Department and include only those that have earned at least two (2) units of credit in a Department-approved, occupational career education course/program. The Perkins completers should be a subgroup of the total career education completers reported in the 2006 follow-up.

Numerator: The number of secondary career education completers placed in postsecondary education or advanced training, employment, and/or the military service during the reporting year.

Denominator: The total number of career education completers.

Negotiated Level of Performance: 93.77%

Actual State Level of Performance: 92.44%

4S1 - Nontraditional Participation

Subindicator 4S1 measured the participation (enrollment) of under-represented genders in secondary nontraditional programs as identified by the U.S. Department of Education. This subindicator looked at all secondary students who were enrolled in nontraditional programs during the most recently completed school year. It does not require students to meet the concentrator definition in order to be counted. Nontraditional programs were identified as female nontraditional and male nontraditional. For example, welding appeared on the list as a female nontraditional program; therefore, all students enrolled in welding were considered nontraditional and the female students were the under-represented gender.

Numerator: Total number of under-represented secondary career education students participating in nontraditional career education programs.

Denominator: Total number of secondary career education students participating in nontraditional career education programs.

Negotiated Level of Performance: 27.24%

Actual State Level of Performance: 33.64%

4S2 - Nontraditional Completion

Subindicator 4S2 measured the completion of under-represented genders in secondary nontraditional programs as identified by the U.S. Department of Education. This subindicator looked at all secondary students who completed their nontraditional program during the most recently completed school year. It did not require students to meet the concentrator definition in order to be counted. Nontraditional programs were identified as female nontraditional and male nontraditional. For example, Practical Nursing appeared on the list as a male nontraditional program; therefore, all students enrolled in Practical Nursing were considered nontraditional and the male students were considered the under-represented gender.

Numerator: Total number of under-represented secondary career education participants completing nontraditional career education programs.

Denominator: Total number of secondary career education participants completing nontraditional career education programs.

Negotiated Level of Performance: 24.80%

Actual State Level of Performance: 32.42%

D. Measurement Approaches - Postsecondary

1P1 - Postsecondary Academic Attainment

Subindicator 1P1 measures the percent of postsecondary concentrators who score at or above the 50th percentile on a nationally normed or averaged academic assessment. This percentile was selected in order to align DESE reporting requirements with the Department of Higher Education (DHE) reporting requirements of community colleges.

Numerator: Total number of concentrators scoring at or above the 50th percentile on a nationally-normed academic assessment.

Denominator: Total number of concentrators taking a national-norm academic assessment.

Negotiated Level of Performance: 77.21%

Actual State Level of Performance: 83.72%

1P2 - Postsecondary Skills Attainment

Subindicator 1P2 measured the percent of postsecondary concentrators who mastered at least 80% of the identified essential skills for all Department- approved, occupational career education courses/programs offered by the Local Education Agency (LEA).

Numerator: Total number of concentrators mastering 80% of the state-approved and locally-adopted identified essential skills.

Denominator: Total number of concentrators.

Negotiated Level of Performance: 91.56%

Actual State Level of Performance: 91.75%

2P1 - Postsecondary Completion

Subindicator 2P1 measured the percent of postsecondary concentrators who actually completed their course of study and earned a certificate or degree. Only concentrators who were eligible to complete their career education program during the reporting year should be included in the calculation.

Numerator: Total number of completers.

Denominator: Total number of concentrators eligible to graduate.

Negotiated Level of Performance: 82.51%

Actual State Level of Performance: 84.49

3P1 - Postsecondary Placement

Subindicator 3P1 measured the percent of postsecondary completers (use Perkins completer definition) who were placed in employment, military, or continuing education. This subindicator included both related and non-related placement categories. Students may only be reported in one of the placement categories, not multiple categories. LEAs should use the most recent graduates for which placement data has been reported to the Department. Of that population, LEAs should identify those students who met the Perkins completer definition to determine whether or not they are to be included in this subindicator.

Numerator: Total number of completers placed in postsecondary education or advanced training, military, or employment.

Denominator: Total number of completers.

Negotiated Level of Performance: 86.47%

Actual State Level of Performance: 88.05%

3P2 - Postsecondary Retention

Subindicator 3P2 measured the percent of students who were placed in employment and one year later were found to still be employed based upon Unemployment Insurance records. The population of career education completers is derived from the individual career education follow-up. Those records with a valid social security number were kept for matching purposes. Summary earnings records from the 4th quarter in the previous two years from unemployment insurance systems of Missouri and Kansas provide data on employment status. The University of Missouri-Columbia Economics Department compiled the summary earnings records from files submitted by the states' labor departments. Social security numbers from the career education follow-up file are matched to the first 4th quarter earnings records. When a social security number from the career education follow-up file is matched in the earnings file, that record is counted as an employed completer. Those social security numbers are then considered placed in employment and are matched against the second 4th quarter earnings records. A social security number from the career education follow-up file that is found in both years 4th quarter earnings files is counted as a retained completer for this subindicator.

Numerator: Total number of completers retained in employment.

Denominator: Total number of completers placed in employment.

Negotiated Level of Performance: 91.89%

Actual State Level of Performance: 92.35%

4P1 - Postsecondary Nontraditional Participation

Subindicator 4P1 measured the participation (enrollment) of under-represented genders in postsecondary nontraditional programs as identified by the U.S. Department of Education. This subindicator looked at all postsecondary students who were enrolled in nontraditional programs during the most recently completed school year. It does not require students to meet the concentrator definition in order to be counted. Nontraditional programs are identified as female nontraditional and male nontraditional. For example, welding appears on the list as a female nontraditional program; therefore, all students enrolled in welding are considered nontraditional and the female students are the under-represented gender.

Numerator: Total number of under-represented postsecondary students participating in nontraditional career education programs.

Denominator: Total number of postsecondary students participating in nontraditional career education programs.

Negotiated Level of Performance: 30.81%

Actual State Level of Performance: 29.33%

4P2 - Postsecondary Nontraditional Completion

Subindicator 4P2 measured the completion of under-represented genders in postsecondary nontraditional programs as identified by the U.S. Department of Education. This subindicator

looked at all postsecondary students who completed their nontraditional program during the most recently completed school year. It does not require students to meet the concentrator definition in order to be counted. Nontraditional programs are identified as female nontraditional and male nontraditional. For example, Practical Nursing appears on the list as a male nontraditional program; therefore, all students enrolled in Practical Nursing are considered nontraditional and the male students would be considered the under-represented gender.

Numerator: Total number of under-represented postsecondary students completing nontraditional career education programs.

Denominator: Total number of postsecondary students completing nontraditional career education programs.

Negotiated Level of Performance: 17.08%

Actual State Level of Performance: 17.59%

E. Improvement Strategies

The Department of Elementary and Secondary Education is developing a student-level record system, called the Missouri Student Information System (MOSIS), which contains a randomly-generated state identification number for every student receiving services in the public schools.

The goals of the MOSIS are to: reduce data burden on local schools and districts; encourage better policy-making by maintaining a cost-effective and reliable method of reporting and accessing accurate and timely educational information; and eliminate the need for manual operations before data can be used. Through the use of the state identifier, MOSIS will provide more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests. And, when fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently.

The Division of Career Education is working closely with Department personnel to include the Perkins data collection elements and definitions. The MOSIS will assist in making sure the data are reliable and valid.

V. Monitoring Follow-up

Missouri did not receive a monitoring visit during Fiscal Year 2006.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Missouri Connections

Work continued this fiscal year on the development of a career management system now known as *Missouri Connections*. *Missouri Connections* is being created as a coordinated career information system that complements www.GreatHires.org. This coordination will include our higher education and vocational rehabilitation partners. The system will provide resources and services for schools, businesses, Missouri Career Centers, and others involved in providing career guidance, educational planning, and employment preparation and training in a “one-stop”

location on the Web. Such a system will assist in an educated and well-trained workforce for Missouri. Underlying the system's creation is the belief that career development is a life-long process that involves awareness, exploration, decision-making, implementation, and the ability to adapt to societal changes. Individuals who develop strong skills in and positive attitudes toward life-career development are more likely to choose the education, training, and employment that meet their unique needs and those of the ever-evolving workplace.