

1. Implementation of State Leadership Activities
a. Required Uses of Funds

The following summary lists major initiatives and activities that are “required” under Section 124(b)(c) of the Act.

An assessment of the career and technical programs that are funded.

As part of the Missouri School Improvement Program (MSIP) process, the Division of Career Education requires all career education programs to complete the *Self-Monitoring Report for Career Education* (<http://www.dese.mo.gov/divcareered/msip.htm>). The *Self-Monitoring Report for Career Education* serves as a tool for school districts to use for program improvement and planning. Aligned with the *Common Standards for Career Education Programs* (<http://www.dese.mo.gov/divcareered/msip.htm>), the report is used to review local career education programs to determine where standards are being met and where improvements should be made. Findings from the report are used in the district’s Comprehensive School Improvement Plan (CSIP) for career education program improvement.

Developing, improving or expanding the use of technology in career and technical education.

Two state funding sources provide equipment for secondary and postsecondary programs to upgrade and enhance technology in the classrooms:

1. Vocational-Technical Education Enhancement Grant – Funds made available through this grant focus on the initiation of new and the improvement of existing occupational preparatory career education programs, curriculum enhancement, instructional equipment, and facility improvement, particularly in high-demand occupations. The goal is to expand and enhance the quality of Missouri’s occupational preparatory (long-term) career education programs through the improved alignment with business and industry occupational training needs and increased emphasis on training in occupations that have been determined to be in high demand.
2. 50/50 Equipment – A small amount of match money is available to eligible recipients to purchase new equipment and upgrade existing equipment so that the training equipment used in career education programs closely mirrors that of the equipment used in business and industry.

Guidance e-Learning Center

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning/>

The Guidance e-Learning Center is a web-based resource center for school counselors. It provides resources and training materials to assist schools in fully implementing and evaluating comprehensive school guidance and counseling programs.

Resources that are currently available include: 1) a K-12 guidance curriculum with grade-level expectations and sample units available for classroom instruction; 2) Responsive Services material to assist in individual, small and large group counseling, crisis management, and consultation; 3) the State Guidance Manual; 4) a state study demonstrating the value-added

contribution of fully-implemented, comprehensive guidance programs to student achievement; and 5) narrated PowerPoint presentations, podcasts and videos on various aspects of the comprehensive guidance program.

Professional development programs, including comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

Missouri Center for Career Education

(<http://missouricareereducation.org/about/about.html>)

The Missouri Center for Career Education (MCCE) continued operation in Fiscal Year 2008 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 support career education to improve information sharing, enhance coordination, increase effectiveness, and expand efficiency. This year, the work of MCCE was focused around four themes: 1) Induction for Career Education Professionals; 2) Career Clusters and Programs of Study; 3) Rigor, Relevance, and Relationships; and 4) Integration.

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

Support for career and technical education programs that improve the academic and career and technical skills of students...through the integration of academics with career and technical education.

Integrated Math/CTE Workshop

The Integrated Math/CTE project began as a preconference workshop at the Building Bridges Conference in November 2007. The training was conducted by a school improvement consultant from the Southern Regional Education Board (SREB) who led the 30 participants through a process for designing authentic integrated units of instruction.

Callback sessions were held in St. Louis in January and April 2008. A team of teachers who completed the training (a network systems instructor from an area career center and a mathematics teacher from a comprehensive sending school) presented their integrated lessons as a conference session for the Missouri Trade and Technical Association division at the Missouri Association for Career and Technical Education summer conference in July 2008.

R-Factor Learning

The MCCE R-Factor Cadre expanded its membership from six to eight individuals actively working to provide professional development in this high-interest topic. During the 2007-2008 school year, cadre members presented thirteen “R-Factor Learning” workshops. This two-hour awareness-level presentation provided essential background information necessary for educators to implement effective practices promoting each of the three elements – rigor, relevance and relationships.

All of the workshops received positive evaluative feedback regarding presenter knowledge, effective materials and content value. Workshop participants indicated the content would have an impact on student achievement. In addition, participants indicated strong interest in receiving more information on the Rigor/Relevance Framework, follow-up training about developing rigorous and relevant instruction, and on-going support for implementing rigorous and relevant instructional practices.

To support R-Factor Cadre expertise and capacity in response to requests for follow-up training and assistance, five members attended a three-day training event offered by Dr. Willard Daggett and the International Center for Leadership in Education. The training provided a deeper understanding of the Rigor/Relevance Framework and implementation, as well as an understanding of how to better work together to most effectively meet the needs of Missouri educators. From this experience, the cadre crafted a vision for offering professional development services that could be tailored for each specific request: introductory, awareness-level presentations of 60-120 minutes, half-day presentations, and full-day workshops.

At the close of the fiscal year, cadre members were working both individually and collaboratively to develop topics addressing rigor, relevance and relationships at a deeper level. The continued effort of R-Factor Cadre members resulted in a request to conduct a pre-conference workshop at the 2008 Building Bridges Conference.

Providing preparation for nontraditional training and employment.

Career Education Coordinators

(<http://missouricareereducation.org/for/equity/index.html>)

The eight Career Education coordinators formed a network of professionals focusing on nontraditional careers, as well as providing information and expertise in career awareness, exploration and planning for various audiences. The Career Education coordinator's mission is to promote and support career development with an emphasis on nontraditional careers. Their goals include:

1. advancing career exploration and career development initiatives (Career Clusters);
2. providing professional development for educators;
3. promoting awareness, recruitment and retention of nontraditional students in career education programs;
4. collaborating with community partners to support educators and students; and
5. assisting comprehensive high schools, area career centers and community colleges in the use of data and development of strategies focusing on Perkins IV indicators relative to nontraditional participation and completion.

During the year, the Career Education coordinators presented information to more than 22,550 junior high, high school and adult students on relevant topics, such as careers having no gender, workplace readiness, diversity and sexual harassment. In addition, they developed and delivered presentations focusing on an introduction to Career Clusters.

Missouri was selected as a partner with the National Alliance for Partnerships in Equity (NAPE) in a grant from the National Science Foundation to create an equity pipeline to occupations in

mathematics, engineering, technology and science (METS). The Career Education coordinators will become actively involved in programs and services that support participation of females in the Missouri's METS initiative.

Supporting partnerships to enable students to achieve State academic standards and career and technical skills, or complete career and technical education programs of study.

Programs of Study Process Development

MCCE and the Division of Career Education worked with the Tech Prep coordinators to introduce them to the ten-step process for development of Programs of Study that was identified through pilot activities conducted in Fiscal Year 2007. To facilitate understanding of the process, a training plan for the coordinators was developed. The training entailed introduction to fundamental, essential elements, such as Career Clusters, the Rigor and Relevance Framework, Perkins IV requirements, and outcomes of the pilot studies conducted the previous year. The training plan included use of the Worldwide Instructional Design System (WIDS) software to streamline curriculum alignment. While learning to use the software, content of the Career Cluster modules served as the "course content" to help coordinators become familiar with the elements of curriculum and the process of curriculum development.

Also as a part of the plan, each Tech Prep coordinator participated in one of five pilot studies based on Career Cluster Pathways. Tech Prep coordinators shared the processes and outcomes associated with each of the studies with career education administrators at their leadership conference in March and with all divisions of the Missouri Association for Career and Technical Education summer conference held in July 2008.

To assist Perkins eligible recipients with the development and implementation of Programs of Study, MCCE and Tech Prep coordinators developed a series of four modules focused on the following topics:

- Understanding the Career Clusters Framework;
- Facilitating Successful Student Transitions;
- Infusing Rigor, Relevance and Relationships in Academic and Career Education; and
- Integrating Academic and Career Education.

Each module consists of a PowerPoint presentation, a participant's workbook, and a leader's guide. The modules were designed to be delivered in two ways: 1) through online self-study via an Adobe Connect presentation that is narrated while the participant follows along and completes activities in the downloadable workbook; and 2) in a face-to-face workshop presented by a leader who utilizes the PowerPoint slides and downloadable leader's guide and participant's workbook.

Public Outreach Partnership

A new workgroup was formed during Fiscal Year 2008 that is leading a statewide public outreach project that will provide career planning information and resources for students, parents and job-seekers of all ages. The aim of the group, representing four state agencies and two non-profit organizations, is to build awareness of growing career opportunities in Missouri and stimulate interest in life-long career preparation. The ultimate goal of the partnership is to help

arm Missourians with skills and education needed to be competitive and prosperous throughout their careers.

Serving individuals in State institutions.

Department of Corrections Initiative

The Department of Corrections (DOC) Initiative continues 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 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.

Support for programs for special populations that lead to high-skill, high-wage and high-demand occupations.

Division of Youth Services (DYS) Initiative

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

The Career Education guidance counselors provide:

1. workshops on career opportunities;
2. job acquisition and retention skills;
3. assistance in 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; and
8. relevant information for teachers and other staff.

In the St. Louis region, a Career and Technical Special Needs instructor introduces students to opportunities in the world of work. Students are exposed to topics including career assessment, employment readiness, job-seeking skills and transition opportunities. Students develop abilities in technical preparation, which includes higher levels of thinking and understanding, communications, goal setting/attainment, and quality processing of knowledge and information. They 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 conveys to the students career possibilities and the importance of technical preparation in personal and professional environments. Teaching strategies include 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 survey current markets and forecast future career opportunities. Students focus on turning in quality work, setting high standards for success, and revising their work based on quality analysis.

Technical assistance for eligible recipients.

The Division of Career Education conducts Perkins Technical Assistance Visits (TAVs). The TAVs are completed for secondary, postsecondary and Tech Prep programs. The primary purpose of the TAV is to assess the eligible recipients’ compliance with the provisions of the Perkins Act and to offer assistance in all areas of program administration. This is accomplished by reviewing each eligible recipient’s financial and accountability records to ensure that the eligible recipients are spending Perkins dollars in an appropriate manner and have an accountability system in place to gather data as it relates to the Perkins core indicators of performance.

During Fiscal Year 2008, nine secondary and six postsecondary Perkins grant recipients received a TAV. In addition, all 12 Tech Prep consortiums were provided technical assistance regarding data collection and reporting.

b. Permissible Activities [Section 124]

Improving career guidance and academic counseling programs.

The volunteer Guidance Responsive Services Writing Team focused on four modules in the area of Responsive Services: Consultation and Collaboration, School-Wide Critical Incident/Emergency Management, Referral Process and Procedures, and Small Group Counseling. In addition, sample small group units and sessions for K-12 were drafted in the three strands of Personal/Social Development, Academic Development, and Career Development.

During Fiscal Year 2008, the Consultation and Collaboration Guide, the Small Group Counseling Guide, and initial sample units were posted to the MCCE website as new additions to the Guidance e-Learning Center. School-Wide Critical Incident/Emergency Management has been reviewed by Homeland Security officials and is undergoing final revisions. The internal referral component of Referral Process and Procedures has been completed, and the external component is being finalized. A total of eight sample K-12 small group units/sessions will be field-reviewed this fall and posted upon completion of the review.

Supporting career and technical student organizations.

The Division provided leadership for six 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.

Supporting Family and Consumer Sciences.

The Family and Consumer Sciences Education Grant Award provides funding to support program improvement which includes giving teachers access to high-quality professional development. Funds were made available either within an individual school building or an entire district. Grants could be used for the following purposes: 1) meeting/implementing the components of a Department-approved career education Family and Consumer Sciences program as delineated in the *Implementation Handbook for Family and Consumer Sciences, 2003*; 2) creating and/or implementing a Program of Study; 3) participating in professional development focused on creating a Program of Study as required for program approval; 4) implementing critical science and practical problem solving into the Family and Consumer Sciences Education core content program areas as defined in Section 2 of the *Implementation Handbook for Family and Consumer Sciences, 2003*; 5) participating in Family and Consumer Sciences Education professional development focusing on curriculum, instructional practices and assessments; 6) participating in seminars, workshops, conferences and continuing education which support career and technical education requirements for Family and Consumer Sciences Education professionals for MSIP, CSIP and Perkins; 7) enhancing professional practice in Family and Consumer Sciences Education, FCCLA or related content areas of career and technical education. Requested funds must be used for, and in support of, the teacher's personal professional development plan; 8) increasing knowledge about Family Economics and Financial Literacy; 9) seeking certifications in Family and Consumer Sciences content, such as ProStart or the Child Development Associate (CDA) certification. ProStart certification requires a commitment of three years and assurance of support for the program by the district; 10) increasing knowledge about FCCLA programs and enhancing leadership skills by attending events, conferences, workshops and/or seminars, such as state and national leadership meetings and the Missouri Legislative Job Shadowing Project.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies and distance education.

Missouri Virtual Instructional Program (MoVIP)

Beginning with the 2007-2008 school year, students in Missouri's public, private, and home schools had coursework available through the Missouri Virtual Instructional Program (MoVIP). MoVIP offers online courses to students 24 hours a day, 7 days a week. Three courses in career education were offered during the first year of implementation: Nutrition and Wellness (FCS), Web Design (Business Education), and Personal Finance (Business Education or FCS).

Additional career education courses will be offered in subsequent years. A complete list of courses being offered through MoVIP can be found at:

<http://www.dese.mo.gov/divimprove/curriculum/movip/index.html>.

Promotion of Career Clusters Products and Services

During Fiscal Year 2008, MCCE communications staff created a variety of products designed to promote awareness, understanding and utilization of the Career Clusters framework. As a supplement to the general MCCE Resources Catalog, a companion CD was developed that included extensive information pertaining to Career Clusters, Programs of Study and Guidance.

Approximately 3,000 copies of the catalog were disseminated at the Missouri Association for Career and Technical Education summer conference. A student piece to accompany the "What's the Plan?" booklet was produced with 5,000 copies distributed in January. Also, a student tabloid featuring Career Clusters and related labor market information was distributed as

well as new and revised posters featuring each of the 16 Career Clusters. Additional copies of the Career Clusters materials were printed and were available for further distribution during the fall of 2008.

A “blog” was developed to take comments from the field on the products under development. Development and dissemination of all the previously listed items was completed in addition to the products originally proposed. MCCE also assisted in creating a survey for counselors to review the new Career Paths icons. Feedback indicated the revised icons needed further modification.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

MOSIS

The Missouri Student Information System (MOSIS) was designed to help the Missouri Department of Elementary and Secondary Education replace current aggregate data collections with record-level collections. In MOSIS, data is standardized, collected and presented in such a way that the maximum use can be made for decision making and required data collection components of Perkins IV are part of the reporting system. Reaching this goal demands high-quality data, managed accessibility, certification (sign-off that the data are correct and ready to use), interoperability, utility, affordability, and granularity (a level of detail that allows analysis and interpretation). A goal of DESE is to “collect the data once and use them many times, by many people, for many purposes.”

Using the MOSIS Data Collection component, school districts report record-level data items six times during the year: beginning-of-the-year items in the August and October cycles; midyear items in the December, February and April cycles; and end-of-the-year items in the June cycle. The information reported is based upon the most current data available.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

Career Education Mentoring Program

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

The Career Education Mentoring Program continued during Fiscal Year 2008. 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 fifth year of implementation, 234 mentors and 283 protégés, both first- and second-year, participated in the mentoring program. The mentoring program for guidance counselors

also continued this year. One hundred seventy-two (172) mentors and 215 protégés participated in the guidance mentoring program.

A Mentor Resource and Certification Manual was developed to replace mentor training currently conducted at the fall orientation. Mentors who complete the mentor training are issued a multi-year certificate and placed in a database for use by DESE in assigning mentors to protégés.

The manual was presented during the July conference of the Missouri Association for Career and Technical Education at individual sessions for teachers in Agriculture, Food and Natural Resources; Business, Marketing and Information Technology; Family and Consumer Sciences and Human Services; and Technology, Health and Skilled Technical Sciences. The Mentor Resource and Certification Manual includes various practical resources for mentors to use during their mentoring experiences. Topics include, among others, classroom management, adult learning styles, collaboration, effective classroom visits, and stages of first-year teaching.

New Teacher Institute

(<http://missouricareereducation.org/pd/nti.html>)

The one-week introductory session of New Teacher Institute (NTI) was conducted at the University of Central Missouri in July/August 2007. Ninety-nine (99) participants attended the week-long session focusing on various elements of curriculum (development, methods and assessment), professionalism, classroom management, legal issues and other topics. New topics added to the agenda included: 1) Differences between CTE and general education; 2) Managing interpersonal relationships; 3) Career Clusters; 4) Programs of Study; and 5) Rigor and Relevance. During the fall semester, callbacks were held in regional locations throughout the state with the final callback conducted in April 2008.

In addition to the summer NTI session, a late-start NTI was held to accommodate those teachers who registered after the summer session filled and for those hired after July 1. Three (3) master teachers and 30 new teachers participated in the late-start session. The late-start session followed a format similar to the summer session with homework activities used to supplement the content. This approach allowed the late-start participants to receive the same information as the summer attendees.

Administrator Mentoring Program (AMP)

Career Education is one of several associations and organizations that participate in the AMP. AMP is a mentoring program for new school leaders that includes career education administrators/directors. During Fiscal Year 2008, a total of 10 new Career Education directors took part in the program with seven completing Year 1 and three completing Year 2.

Supporting occupational and employment information resources.

Missouri Connections is an online resource sponsored by the Department of Elementary and Secondary Education that takes career planning to a higher level. Designed to guide students through the career planning process, the system opens the door for career awareness, eases students into college and career exploration, and directs preparation for transition into postsecondary education and the world of work. Students (grades 7-16), parents, guidance

counselors, and educators can use the online system at no charge at:
www.missouriconnections.org.

Missouri Connections is an expansion of the highly successful Missouri College and Career Planning System, powered by Kuder (MCCPS). It is an Internet-based one-stop shop for career assessment and awareness, educational and occupational exploration, postsecondary planning, career preparation and management, and job placement.

Missouri Connections provides interactive career exploration features, awareness of the six Career Paths and 16 Career Clusters, tools for creating a plan of study based on Missouri courses and requirements, expanded information on educational options and degree choices after high school, information on postsecondary education and career options, administrative options for schools to upload course lists and custom personal plans of study, and a parent's section to answer questions on career planning.

2. Progress in Developing and Implementing Technical Skill Assessments

The Division of Career Education has been working with Local Education Agencies (LEAs) on the implementation of the technical skill attainment (TSA) Perkins IV indicator. Previously, with Perkins III, Missouri used a variety of methods to assess TSA proficiency including state and/or local competency profiles, grade-point average, locally-developed assessments and third-party administrator examinations. For most LEAs in Missouri, addressing the Perkins IV TSA measure is a new endeavor. Recognizing this challenge, and in an effort to provide guidance and assistance to LEAs, the Division has produced and distributed several TSA memos, conducted outreach presentations, and integrated a "test-bank" of Department-approved assessments on our Web site.

As discussed in the State Plan, Missouri anticipates increasing, by 25% and 33% respectively each year, the ratio of CTE secondary and postsecondary students taking a third-party, industry-recognized assessment, with the goal of 100% in four years. Recently, a survey was distributed to all fiscal agents requesting: 1) how many CTE students were anticipated taking a TSA assessment in the 2009 school year, 2) which assessments were going to be administered, and 3) of those taking the assessments, how they anticipated achieving the percentage increase each year. Of those who participated, it was reported that approximately 14,281 students will be completing a CTE program during the 2009 school year. Of those completing, approximately 6,210 (44%) are scheduled to take a TSA assessment. Although it appears that this meets the initial benchmark of 25% testing the first year, the schools that were surveyed reported that meeting subsequent benchmarks will be much more difficult to achieve. LEAs reported concern regarding the cost burden associated with the assessments, but will continue to review their CTE programs to determine which assessments would best measure the proficiency of their students.

The Division will continue to work with LEAs and provide guidance through outreach presentations, correspondence, and maintaining the Web site "test-bank". Through the Missouri Student Information System (MOSIS), the State's new data collection system, the Division will also be able identify and monitor the State's progress in meeting our yearly benchmarks. This information will be shared with LEAs and will serve as a valuable tool by providing data that

will assist CTE in identifying program areas of concern and/or progress for future TSA performance measures.

3. Implementation of State Program Improvement Plans

Following a review of the 2007-2008 data for Perkins, the core indicators the State of Missouri failed to meet at the 90% threshold are: 1S1—Academic Attainment - Reading/Language Arts and 1S2—Academic Attainment – Mathematics.

It was determined that a quantifiable gap in performance compared to all students or any other category of students would be at 1% or more. Therefore, the data for Reading/Language Art skills suggests the most significant gaps were found in Black or African American, Individuals with Disabilities, Economically Disadvantaged, Single Parents, Limited English Proficient, and Migrant Status.

The data for Mathematics suggests the most significant gaps were found in Black or African American, Individuals with Disabilities, Economically Disadvantaged, Single Parents, Limited English Proficient, and Migrant Status.

This was the first year that Perkins data was reported through the Missouri Student Information System (MOSIS). MOSIS is a student-level data system that provides more accurate data, reduces the time needed for data collection, and allows quicker responses to data requests including Perkins IV accountability data. All school districts that serve as Perkins eligible recipients submitted their data through MOSIS with the exception of one. It is imperative that all school districts report their Perkins data on an annual basis and staff in the Administration and Accountability Services section will continue to monitor the submission of Perkins data for timeliness and accuracy.

In addition to MOSIS, beginning with the current school year, Missouri is replacing the high school Missouri Assessment Program (MAP) tests in math, communications arts and science with end-of-course assessments in Algebra I, Biology and English II. The Algebra I and English II test scores will be used for Perkins academic attainment measures in place of MAP. It is expected that there will be fluctuations in scores as the transition is made from MAP testing and end-of-course assessments. The end-of-course assessment is based on Course Level Expectations (CLEs) rather than Grade Level Expectations (GLEs). Therefore, when the content of the CLEs are covered, the test can be administered regardless of student grade level.

Because many students that participate in and successfully complete a career education program don't enter their career education coursework until their junior year in high school, it is difficult to impact student's academic attainment because they have already taken either the MAP or end-of-course assessments. However, several strategies that are either in place or will begin in the near future include:

- All career education curriculum in every school district must be aligned with Missouri Show-Me Standards. This alignment assists career education teachers in gaining a better understanding of where academic skills are present in their curriculum. It provides career

education teachers the opportunity to explore connections for curriculum integration, team teaching, etc.

Person Responsible: Dennis Harden

Timeline: Ongoing

- Another practice that is being implemented in a number of school districts is embedded credit. Embedded credit ensures: a) that students have continued opportunities to take a rigorous academic core and career and technical education course(s) and b) prepares students for college and a career by potentially improving their academic achievement and reducing the dropout rate.

Beginning in July 2009, the Missouri Center for Career Education, as part of their scope of work, will conduct a research project to assess where good embedded credit practices are in place in school districts across the state. It is expected that the best practices portion of the *Embedded Credit Toolkit* will be updated to reflect current practice in the school districts.

Person Responsible: Dennis Harden

Timeline: Ongoing

- Programs of Study – work will continue on the development and implementation of Programs of Study. The alignment of the Programs of Study will provide local school districts with an opportunity to partner with academic teachers to ensure that the appropriate academics are being taught in the student’s chosen personal plan of study.

Person Responsible: Dennis Harden

Timeline: Ongoing

- MOSIS Implementation – staff in the Administration and Accountability Services section will provide statewide and local technical assistance as full implementation of MOSIS continues.

Person Responsible: Don Walker

Timeline: Ongoing

- MAP/End-of-Course Assessments – staff will continue to monitor the transition between MAP and end-of-course assessments and provide technical assistance where applicable and available to local school districts as it relates to Perkins accountability.

Person Responsible: Don Walker/Kristie Davis

Timeline: Ongoing

- Coordination with No Child Left Behind (NCLB) Accountability – staff will continue to dialogue and coordinate data collection efforts with NCLB accountability staff to ensure that Perkins IV data collection efforts are consistent with NCLB.

Person Responsible: Don Walker

Timeline: Ongoing

4. Implementation of Local Program Improvement Plans

After a review of the 2007-2008 data for Perkins, 83 of 88 secondary eligible recipients failed to meet Core Indicator 1S1—Academic Attainment - Reading/Language Arts. Forty-nine (49) of 88 secondary eligible recipients failed to meet Core Indicator 1S2—Academic Attainment - Mathematics. Four (4) of 88 secondary eligible recipients failed to meet Core Indicator 4S1—Student Graduation Rate.

Eligible recipients that failed to meet any one of the above-mentioned core indicators will be required to amend their local Perkins plan through the electronic Planning and electronic Grants system (ePeGs). This amendment will include updating the action step, date(s) to implement action step, and date of completion of those core indicators that were not met.

5. Tech Prep Grant Award Information

Over the past eighteen months, Missouri's Tech Prep coordinators and their consortiums have worked with the Missouri Department of Elementary and Secondary Education, Division of Career Education, to administer and implement rigorous Programs of Study as specified by the Carl D. Perkins Act. This effort has had a major impact on enhancing the role of career and technical education in order to improve student transitions from high school to college and on to careers.

This year, one of the major activities of Tech Prep in Missouri has been convening a variety of educational institutions, their personnel and their stakeholders to begin the developmental work of creating Programs of Study localized to each consortiums economic development needs. We are pleased to see progress in three elements critical to the success of the development and implementation of Programs of Study:

- Communication across systems;
- Collaboration between local, regional and state partners; and
- Curriculum changes that help students be successful.

Through the implementation of the 10 Step Program of Study implementation process, Tech Prep coordinators and their consortiums have begun to have intensive discussions across educational delivery systems. Such discussions have produced an understanding of the interconnectedness of each institution's curriculum and how the delivery of collaboratively-designed instruction reduces remediation rates among those students who transition to postsecondary education.

Tech Prep consortiums appear to be refocusing their articulation efforts, reshaping them to include the development of ongoing joint assessments that can be utilized by both secondary and postsecondary teachers to insure that students have the requisite technical skill attainment to successfully function in a postsecondary or employment setting. These assessments are broad-based including not only written but also authentic representations of a student's skill attainment. The result is that secondary and postsecondary instructors are focusing on the attainment of joint institutional goals measuring successful transitions rather than by simply using grades.

Improved student transitions and success has obvious advantages to Missouri's students and also will pay significant dividends to partner institutions through reduced costs for remediation and added revenue due to enrollment and retention gains. Additionally, Missouri's economic development efforts are aided by this effort, which provides a ready supply of talent to the workforce.

While the Programs of Study effort is barely eighteen months old, we see the potential for using the knowledge gained from our initial excursion into the process to rapidly develop other Programs of Study in an efficient and effective manner.

The Tech Prep coordinators have the responsibility of updating program articulation agreements on a two-year cycle. Without their involvement, many articulation agreements would not be in place. The Tech Prep coordinators serve as first-line recruiters for nontraditional students, single parents and other special populations for both community colleges and organized labor.

A formula consisting of three components will be used to distribute Tech Prep funds. The three components of this formula are as follows:

- 1) From the total Tech Prep allocation, each consortium will receive a base amount of \$105,000.

Of the remaining total Tech Prep allocation:

- 2) Forty percent (40%) will be distributed to each consortium based on a percentage of the total Tech Prep enrollment (secondary and postsecondary Tech Prep enrollment within the consortium divided by the total enrollment of all Tech Prep consortiums). For this component of the formula, there is a maximum allocation of \$50,000 per consortium.
- 3) Sixty percent (60%) will be distributed to each consortium based on a percentage of total postsecondary Tech Prep enrollment (postsecondary Tech Prep enrollment within the consortium divided by the total enrollment of all Tech Prep consortiums). For this component of the formula, there is a maximum allocation of \$50,000 per consortium.

Tech Prep Consortium Allocations Fiscal Year 2008

1. \$105,000 base awarded to each of the current 15 consortiums=1,575,000.
2. \$241,786--40% based on % of total enrollment – secondary and postsecondary enrollment in consortium X % of the total enrollment. Maximum allocation is \$50,000.
3. \$362,679--60% based on % of postsecondary enrollment X % of the total enrollment. Maximum allocation is \$50,000.

Tech Prep Consortiums	Tech Prep Enrollment				% of Total Postsecondary Enrollment	Dollars for Postsecondary Enrollment	Base Allocation	Total Consortium Allocation
	Secondary and Postsecondary Enrollment	% of Total Enrollment	Dollars for Total Enrollment	Postsecondary Enrollment Only				
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(D+G+H)
								(I)
Bootheel								
• Three Rivers Community College	1,079	0.065	\$15,716	99	0.049	\$17,771	\$105,000	\$138,487
East Central Missouri								
• East Central Missouri College	846	0.051	\$12,331	134	0.066	\$23,937	\$105,000	\$141,268
• Linn State Technical College	776	0.047	\$11,364	45	0.022	\$7,979	\$105,000	\$124,343
Heart of Missouri								
• State Fair Community College	472	0.029	\$7,012	105	0.052	\$18,859	\$105,000	\$130,871
Jefferson County								
• Jefferson College	1,004	0.061	\$14,749	130	0.064	\$23,211	\$105,000	\$142,960
Mid Rivers								
• Pike-Lincoln	448	0.027	\$6,528	20	0.010	\$3,627	\$105,000	\$115,155
Northeast Missouri								
• Moberly Area Community College	595	0.036	\$8,704	19	0.009	\$3,264	\$105,000	\$116,968
North Missouri								
• North Central Missouri College	871	0.053	\$12,815	38	0.019	\$6,891	\$105,000	\$124,706
Northwest Missouri								
• Metropolitan Community College	1,122	0.068	\$16,441	134	0.066	\$23,937	\$105,000	\$145,378
• Construction Apprenticeship-Raytown	320	0.019	\$4,594	23	0.011	\$3,989	\$105,000	\$113,583
Ozarks								
• Ozarks Technical Community College	2,205	0.133	\$50,000	105	0.052	\$18,859	\$105,000	\$173,859
Southeast Missouri Regional								
• Mineral Area College	790	0.048	\$11,606	154	0.076	\$27,564	\$105,000	\$144,170

St. Louis Area								
• Construction Apprenticeship-Forest Park	409	0.025	\$6,045	42	0.021	\$7,616	\$105,000	\$118,661
• St. Louis Community College	5,341	0.323	\$50,000	947	0.467	\$50,000	\$105,000	\$205,000
Western-Southwestern Missouri								
• Crowder College	260	0.016	\$3,869	31	0.015	\$5,440	\$105,000	\$114,309
TOTALS	16,538		\$231,774	2,026		\$242,944	\$1,575,000	\$2,049,718

