

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL  
STATUS REPORT  
FOR THE  
STATE BASIC GRANT AND TECH PREP GRANT PROGRAMS

CARL D. PERKINS CAREER  
AND TECHNICAL EDUCATION ACT OF 1998

FISCAL YEAR 2009

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

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## **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:

- 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.
- 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.

During Fiscal Year 2009, development of two additional online courses using the eMINTS model progressed on schedule, with three online courses for guidance counselors available in the Guidance e-Learning Center. Six Web pages were added for sections on Legal Issues,

Evaluation, Podcasts and Counselor Educators. The Guidance e-Learning Center averaged 40-50 unique visits each weekday, with traffic frequently totaling 80-90 unique visits in a day. In comparison, the home page for the sample guidance lessons averaged 150-200 unique visits a day, with single-day traffic as high as 300 unique visits.

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

The Missouri Center for Career Education continued operation in Fiscal Year 2009 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 and improve information sharing, enhance coordination, increase effectiveness and expand efficiency. This year, the work of MCCE was focused around two main goals: 1) improving career and technical educator quality and 2) improving student transitions.

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. Some of 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.**

Project Lead the Way® (PLTW) – PLTW continues to expand across the state. Through a small grant program, school districts are able to purchase equipment and software and attend professional development activities such as the PLTW Counselor’s annual conference and the PLTW summer teacher institutes.

*High Schools That Work/Technology Centers That Work/Making Middle Grades Work (HSTW/TCTW/MMGW)* – Missouri participates in the Southern Regional Education Board’s *HSTW/TCTW/MMGW* initiatives. Currently, 53 school sites are involved in *HSTW*. Nine (9) school sites participate in *TCTW* and eight (8) school sites participate in *MMGW*.

*HSTW* is an effort-based, data-intensive school improvement initiative based on the conviction that most students can master rigorous academic and career-technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed.

The Division of Career Education awards grants to schools through a competitive procurement process for *HSTW* implementation. Grants are reviewed annually for renewal consideration with a maximum funding cycle not to exceed five years.

## **Providing preparation for nontraditional training and employment.**

### Career Education Coordinators (CECs)

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

The eight (8) Career Education Coordinators form 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 CECs 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 CECs presented information to more than 17,845 junior high, high school and adult students, as well as guidance counselors, teachers and administrators 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). During the second-year of implementation of this grant, the CECs provided technical assistance to the schools in their regions, primarily through school staff in-service meetings describing the 5-Step Process. Various brochures, flyers and information about the STEM Equity Pipeline Web site were distributed at numerous conferences and regional counselor meetings throughout the state, including the MoACTE summer conference. Finally, the CECs worked together to develop the *5-Step Facilitator's Toolkit* (<http://missouricareereducation.org/for/equity/5-step.html>), a guide to implementing the 5-Step Process. This toolkit will be made available statewide and will be shared through the STEM Equity Pipeline across the country for improving nontraditional participation and completion of career education programs.

## **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 (POS) Process Development

The process for development and implementation of Programs of Study kicked off at the MoACTE summer conference. A series of conference-wide sessions were held to inform career education teachers and administrators about POS and how the state plans to proceed with this important work.

In September, the Tech Prep directors held individual meetings with their consortium members to select one or two programs to target for POS development within the consortium. Once the

programs were selected, each consortium member began the POS process locally involving the necessary educational partners with the assistance and facilitation of the Tech Prep directors.

Regular POS updates were provided by the Tech Prep directors at their regularly-scheduled meetings. The purpose of these updates was to ensure that the POS process was in place and progress was being made by the local Perkins grant recipients. In addition, each local Perkins grant recipient was required to submit a completed *Checklist for Development and Implementation of POS*. These checklists will be shared with the appropriate Tech Prep director.

Plans are underway for POS reviews during the regularly scheduled Perkins Technical Assistance Visits (TAVs) conducted by Division of Career Education staff. The process will include a review of documentation and a dialogue session with stakeholders involved in the local POS development and implementation.

#### Public Outreach Partnership

A collaborative, multi-state agency partnership formed in Fiscal Year 2008 continued its efforts to heighten awareness of Missouri career opportunities, to stimulate interest in education and life-long career preparation, and to help Missourians be armed with skills and education needed to be competitive and prosperous throughout their careers.

Public outreach activities included development of a video to introduce Career Clusters to middle-school and high-school students, along with development of a companion DVD of Missouri Career Mentor interviews (all are Web-streamed at [www.MissouriConnections.org](http://www.MissouriConnections.org)); monthly news releases; development and distribution of counselor toolkit, development of career exploration resources for inclusion on the state-sponsored education and career planning system, MissouriConnections.org; two Newspapers in Education series, College Road Map and Career Paths; new career path icons; a partnership with mid-Missouri Taco Bell chain to include restaurant bag stuffers in its to-go orders; public outreach to youth ages 13-24 via Facebook and Myspace social networks; conference presentations and exhibit hall outreach to teachers, school administrators, and parents; participation in student/parent career fairs and college nights; public service announcements at movie theaters, television, and radio stations across the state; and such publications as 2009-10 Missouri Career Guide and Missouri Hot Jobs list.

#### **Serving individuals in State institutions.**

##### Department of Corrections (DOC) 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. Examples of the training modules include areas such as Diversity; Effective Communication; Personal Development; Building Strong Relationships in the Home, Workplace and Community; Benefits of Working in a Free Society; and Decisive Solutions to Challenging Problems.

**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 2009, nine (9) secondary and six (6) 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 final phase of work related to the Missouri Comprehensive Guidance Program was completed in Fiscal Year 2009. Work was finalized on Consultation and Collaboration, School-Wide Emergency, Small Group Guide and the small group unit on Anger Management K-12.

Nine (9) additional small group units received final reviews, along with an Individual Planning Guide, an Individual Counseling Guide, and a Systems Support Guide. These are posted at the Guidance e-Learning Center Web site at:

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning/>. In addition, a proposal discussing these materials and the work of the team was accepted for presentation at the American School Counselor Association meeting in June; over 15 team members participated in the presentation.

##### **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 (3) courses in career education were offered during the second year of implementation (2008-2009 school year): Nutrition and Wellness (FCS)--100 completions, Web Design (Business Education)--88 completions, and Personal Finance (Business Education or FCS)--150 completions. During the 2009-2010 school year, Accounting I and AP Computer Science will be added to the high school course schedule. Introduction to Business, Keyboarding and Microsoft Application will be added at the middle school level.

###### Improvement and development of new career education courses and initiatives including career clusters, career academies and distance education

The Missouri Center for Career Education (MCCE) Web site continued to launch additional media and avenues for Missouri career educators to access curriculum products and professional development online.

Beginning in July, video and audio materials for a regular podcast for Missouri career education were collected. Materials collected included interviews conducted during Missouri educational conferences, a session of the Missouri Council of Career and Technical Administrators

(MCCTA) at the MoACTE summer conference, a conversation among MCCE staff about Programs of Study and a conversation with the staff of Boonslick Technical Education Center about trends in career education. This series, “Preparing Students for Careers,” was launched in December, streamed online through the MCCE Web site and is available for download through the Apple iTunes Store.

Additional podcasts for the “School Counseling Today: Issues and Solutions” series have been added. These audio files were developed by the Department of Elementary and Secondary Education (DESE) staff with assistance from the eMINTS Center.

In August and September, recordings for online audio presentations of the Programs of Study Implementation Modules were completed and posted to the MCCE Web site. These online presentations provided an alternative mode of delivery for professional development on Programs of Study. Three of the four modules have been viewed an average of 20 times and the “Understanding the Career Clusters Framework” module has been viewed 106 times.

All of the 5,000 copies of the MCCE Products and Services Catalog were distributed in the field. These catalogs were distributed to educators at conferences, with materials reserved through the Resources@MCCE library and through the regional Career Education coordinators (CECs) and Tech Prep coordinators. Feedback from the CECs and Tech Prep coordinators on the catalogs was very positive, and the Center received several requests for materials and professional development that were attributed to the catalog.

An updated catalog and accompanying CD was published for release at the 2009 MoACTE summer conference.

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

#### Missouri Student Information System (MOSIS)

The Missouri Student Information System was designed to help the Department of Elementary and Secondary Education (DESE) in Missouri 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. 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; mid-year 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 2009. It 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, 256 mentors and 294 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.

During the July conference of the Missouri Association for Career and Technical Education (MoACTE), the manual was presented at individual sessions for teachers in Agriculture, Food and Natural Resources; Business, Marketing and Information Technology; Family 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 (NTI)

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

The one-week introductory session of New Teacher Institute (NTI) was conducted in Columbia, Missouri in July 2009. Seventy-four (74) participants attended the week-long session. New Teacher Institute is a cooperative venture by the MCCE, University of Central Missouri and DESE to prepare new career education teachers.

The primary purpose of NTI is to equip beginning career education teachers with a foundation in teaching and instructional management skills needed to perform effectively in the classroom and laboratory. New Teacher Institute is intended for new career education teachers who do not have a Bachelor of Science degree in teacher education.

### Administrator Mentoring Program (AMP)

Career education is one of several associations and organizations that participates in the AMP. AMP is a mentoring program for new school leaders that includes career education administrators/directors. During Fiscal Year 2009, a total of ten (10) new career education directors took part in the program with seven (7) completing Year 1 and three (3) completing Year 2.

### **Supporting occupational and employment information resources.**

*Missouri Connections* is an online resource sponsored by DESE 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: [www.missouriconnections.org](http://www.missouriconnections.org).

*Missouri Connections* is an expansion of the highly successful Missouri College and Career Planning System (MCCPS) powered by Kuder. 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 (6) 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.

During the 2008-2009 school year, a new look was unveiled along with an open navigation to numerous career-related resources, many of which are mentioned above.

## **2. Progress in Developing and Implementing Technical Skill Assessments**

During Fiscal Year 2009, career education programs in Missouri implemented the first phase of a four-year plan to fully incorporate the Perkins IV indicator, Technical Skill Attainment (TSA). Local Educational Agencies (LEAs) evaluated the proficiency of their career education students by using standards that were aligned with the industry and developed by a third-party testing vendor. As established in the state plan, the four-year process requires the ratio of assessments administered to secondary and adult/postsecondary students to increase by 25% and 33% , respectively, each year. LEAs are given the flexibility in determining which program area(s) students will be evaluated in and are responsible for ensuring that the minimum yearly percentage of concentrators is being assessed. Results of those assessments are then reported by the LEA in the Missouri Student Information System (MOSIS).

Upon review, the data reported for Fiscal Year 2009 reflects that Missouri exceeded the established TSA benchmarks with approximately 30% of the secondary and 53% of the adult/postsecondary career and technical education (CTE) students taking a third-party technical

skill assessment. Of those assessed, 65% of the secondary and 88% of the adult/postsecondary CTE students were reported as passing their designated technical skill assessment. Additional information collected reveals that assessments were administered in all of the program areas with the majority of secondary students being assessed in the skilled technical sciences and health science program areas, and the predominate number of adult/postsecondary students were assessed in health sciences. As the performance measures progressively increase each year, it is the expectation that more assessments will be administered in each of the program areas, if available and when appropriate. The Division will continue to work with LEAs and provide guidance through outreach, presentations, correspondence, and by maintaining the Web site “test-bank”. However, the challenge remains for the Division and each LEA to continue to monitor the availability of assessments and ensure the curriculum and assessments being offered appropriately align to ensure accurate measurement of student skill attainment.

### **3. Implementation of State Program Improvement Plans**

Following a review of the 2008-2009 secondary data for Perkins, the core indicators the state of Missouri failed to meet at the 90% threshold are: 1S1–Academic Attainment-Reading/Language Arts; 1S2 - Academic Attainment - Mathematics, 6S1– nontraditional participation, and 6S2 nontraditional completion.

Using a cell size of 30 and a quantifiable gap of 1%; Black, Hispanic, Indian, Disabled, Economically disadvantaged, Single parent, and LEP were below performance compared to all CTE students for both academic measures.

This was the second 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. Staff in the Administration and Accountability Services section will continue to monitor the submission of Perkins data for timeliness and accuracy.

Missouri has replaced 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 assessments are 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.

Many of the students reported in the 2009 data took the MAP assessments. It is expected most of the students to be reported in 2010 will have taken the end-of-course assessments. Preliminary data reflect higher student performance on the end-of-course assessments.

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 improvement 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. In addition, work continues on updating competency profiles for all career education programs.

**Person Responsible: Dennis Harden**

**Timeline: Ongoing**

- Programs of Study – Work will continue on the development and implementation of Programs of Study. The alignment of 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**

- Three-Tiered Models of Intervention - The Division of Career Education is collaborating with the Divisions of Special Education and School Improvement to focus on promoting, coordinating, and aligning three-tiered models of intervention around the state. The goal is to improve achievement for all students using School-wide Positive Behavior Supports (SW-PBS), Professional Learning Communities (PLCs), Reading First, and High Schools That Work as the key strategies for implementing three-tiered models of intervention.

**Person Responsible: Tom Quinn**

**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**

- Non-Traditional Participation and Completion – the eight Career Education Coordinators will continue to work with local Perkins grant recipients to implement the five-step process which is part of the STEM Equity Pipeline project.

**Person Responsible: Dennis Harden**

**Timeline: Ongoing**

- Data-based Decision Making – Missouri is one of several states selected by the National Research Center for Career and Technical Education to participate in a pilot project to implement a process for local data-based decision making that uses Perkins data and other measures. Two area career centers will participate in training and technical assistance over the next several months. The goal of the project will be to implement a process that all Perkins grant recipients can use to analyze data and make informed decisions about programs being offered.

**Person Responsible: Dennis Harden**

**Timeline: Ongoing**

Following a review of the 2008-2009 postsecondary/adult data for Perkins, the core indicators the state of Missouri failed to meet at the 90% threshold were: 5P1 – Nontraditional Participation and 5P2 – Nontraditional Completion.

This was the first year that Perkins postsecondary data was reported through the Missouri Student Information System (MOSIS). The MOSIS student level system provides more accurate data, reduces the time needed for data collection, and allows quicker responses to data requests including Perkins IV accountability data. All postsecondary/adult Perkins eligible recipients submitted their data through MOSIS. Staff in the Administration and Accountability Services section will continue to monitor the submission of Perkins postsecondary/adult data for timeliness and accuracy.

#### **4. Implementation of Local Program Improvement Plans**

After a review of the 2008-2009 secondary data for Perkins, 87 of 88 secondary eligible recipients failed to meet core indicator 1S1 – Academic Attainment-Reading and Language Arts. Seventy-six (76) of 88 failed to meet core indicator 1S2 – Academic Attainment-Mathematics. Thirty-one (31) of 88 failed to meet core indicator 2S1 – Technical Skill Attainment. One (1) of 88 failed to meet core indicator 3S1 – Student Completion. One (1) of 88 failed to meet core indicator 4S1 – Student Graduation Rate. One (1) out of 88 failed to meet core indicator 5S1 – Placement. Seventy-four (74) of 88 failed to meet core indicator 6S1 – Nontraditional Participation. Sixty-nine (69) out of 88 failed to meet core indicator 6S2 – Nontraditional Completion.

The local eligible recipients consistently do not meet the No Child Left Behind (NCLB) academic attainment measures and both nontraditional indicators.

After review of the 2008-2009 postsecondary/adult data for Perkins, 1 of 18 eligible recipients failed to meet core indicator 1P1 – Technical Skill Attainment. One (1) of 18 failed to meet core indicator 2P1 – Credential Certificate or Degree. One (1) of 18 failed to meet core indicator 3P1 – Student Retention or Transfer. Sixteen (16) of 18 failed to meet core indicator 5P1 – Nontraditional Participation. Fifteen (15) of 18 failed to meet core indicator 5P2 –

Nontraditional Completion. The local eligible recipients consistently do not meet indicators 5P1 – Nontraditional Participation and 5P2 – Nontraditional Completion.

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 the action step, and date of completion of those core indicators that were not met.

## **5. Tech Prep Grant Award Information**

Over the past two years, Missouri's Tech Prep coordinators and their consortiums have worked with the Missouri Department of Elementary and Secondary Education, Division of Career Education, and the Missouri Center for Career Education to develop 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
- changes in curriculum 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 have 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 two years 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.

Following a review of the 2008-2009 secondary Tech Prep data, the core indicators the state of Missouri failed to meet at the 90% threshold were: 1S1 – Academic Attainment-Reading/Language Arts; 1S2 – Academic Attainment – Mathematics, 6S1 – Nontraditional Participation, and 6S2 – Nontraditional Completion. For postsecondary Tech Prep, the core indicators the state of Missouri failed to meet at the 90% threshold were: 5P1 – Nontraditional Participation and 5P2 – Nontraditional Completion.

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.

In May of 2009, the Division of Career Education had an on-site monitoring visit that was conducted by the Office of Vocational and Adult Education (OVAE). As a result of that visit, it was found that the Division failed to administer its Tech Prep allocation formula as set forth in its Perkins IV State Plan. Work has now begun on developing a more consistent and systematic process for the distribution of Tech Prep funds.

## Tech Prep Consortium Allocations Fiscal Year 2009

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
<b>TOTALS</b>	<b>16,538</b>		<b>\$231,774</b>	<b>2,026</b>		<b>\$242,944</b>	<b>\$1,575,000</b>	<b>\$2,049,718</b>